IDEA Public Schools

Achieve Academy

2022-2023 Campus Improvement Plan

Accountability Rating: A

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

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

Mission Statement

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

Vision

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

Core Values

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

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

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Comprehensive Needs Assessment

Revised/Approved: September 12, 2022

Demographics

Demographics Summary

1. We are an open enrollment charter elemnetary school with 650-700 students.
2. When we opened our doors in 2019 over and 80% of our students were 2 years below grade level in reading. However due to the most recent state assessment Data am excited to announce Achieve academy is projected to be an A rated campus by TEA. Most specifically Our 4th graders performed the highest in our zip code.We are confident we can continue to build upon that success because not only do we focus on high academic performance. We connect wit. Our community we remove potential barriers and distractions by offering free breakfast lunch and supper. Before and after school care 630-730 as well as social emotional lessons across all grades including a learning farm.
3. We appreciate the partnership and community we have established here in Haltom city. And look forward to sharing more academic gains for the upcoming school year and years to come.
4. We are the only IDEA school in Haltom City and I wanted to inform everyone here we are committed to being a community partner and truly bringing value to Haltom City. I will have to start with our focus on academic excellence, the most recent TEA accountability ratings has us projected as an A rated campus. Our 4th graders were the highest performing in the zip code of 76011 and outperformed other charter networks like Uplift Education and FWISD. We know a true education goes beyond State exams so we have won awards for being a healthy campus, we have a weekly social emotional learning class, a coding class, Recess for all, and a learning farm with culinary classes for our students.

See PDF in Addendum for more information

Demographics Strengths

See PDF in Addendum for more information

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): There is a lack of consistent communication and predictable cadence of family communication from school events to school expectations. **Root Cause:** The root cause is leadership members of the elementary, middle school and operations, need to backwards plan and norm on communication. Achieve Academy needs to create a clear system for translation services.

Problem Statement 2 (Prioritized): There is a lack of scholar celebrations to increase school culture community and motivation. **Root Cause:** The root cause is leadership members of the elementary, middle school and operations, need to backwards plan and prioritize budgeting for scholar celebrations.

Student Learning

Student Learning Summary

Due to our focus in the following areas:
•Small Group instruction provided by Regional content coaches and leaders
•Productive Struggle: Concepts and Processes
•Growth Goal Student Conferences
•Deep Dive Data Analysis to inform instructional pull outs
•Accommodations and Modifications practiced and implemented
•Weekly Assessments
•Student ET Tracking/ ET MMA
•Master Excel Tracker
We Achieved the following on State Assessments:

- Masters relatively high across contents and grades
- •D2: 141/163 tests G.G. Met
- •D3 Academic Achievement: H, Eco, EL
- •D3 Academic Growth: All indicators met
- •D3 STAAR Component: All indicators met except white

See PDF in Addendum

Student Learning Strengths

Literacy Across all contents
Sentence Stems
Think/Write/Share
CER Training for all teachers
Anchor charts with Annotation Strategies
See PDF in Addendum

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Achieve Academy struggled in STAAR sped performance in 3rd and 4th grade with an achievement average of 20. **Root Cause:** The root cause was because teachers were not equipped to provide just in time scaffolds due to content knowledge and lack of skill mastery tracking.

Problem Statement 2 (Prioritized): Achieve Academy needed a wider variety of learning experiences to increase engagement in challenging text. **Root Cause:** Lack of cross curricular alignment and attention on real world connections.

Problem Statement 3: Achieve Academy needed more reading with authentic texts and more opportunities for writing. **Root Cause:** Teachers went from curriculum fidelity focus to test prep because of the lack of backwards planning to incorporate curriculum with intentional scaffolding to align to all assessments.

School Processes & Programs

School Processes & Programs Summary

We are starting Summer PD Training(Culture, Unpacking, Planning) early to ensure strong GET Ratings of 2ABC, 3ABCD and 4A by 9.30.22. We are prioritizing strong SWAM to prepare for small group intervention.
We included Sped Trainings and A/M Focus during BOY PD and leveraging support from our Regional Sped Specialist. We are commiting to bi weekly business partnership meetings starting 8.8.22 and inviting our Sped Regional coach to instructional Rounds starting 8.9.
In order for our sped teachers to be briefed on content and strategies they will attend lesson rehearsals for the contents they support.
Clear Instructional Vision for each content with minute by minutes provided by 7.27.22. Our API Tudor will be Coaching Sped Team with weekly coaching conversations utilizing sped data ptg.
We are communicating the expectation of Literacy across contents + explicit vocabulary instruction during BOY to prepare for the new STAAR format.
Focus on building background knowledge to support learning experiences.Teachers will make accomodations to lessons to include essential knowledge to engage with the reading consistently by 9.30.22.
Starting 8.1 Operating Mechanisms will be consistent with Coaching Cycle and DII.
We assigned Grade Level Leads with a GRIPI and clear expectations to improve family partnership by 8.1.22
Counselor commits to building relationships through consistent communication and family engagement events. Calendar is buit out for the year, communication of events will go out 1 month before event.
Requesting Operations Support from regional team during principal tactical staring 8.2.22.
The leadership team is committed to hiring based off of content knowledge, experience, and data driven chessboards shifts for teachers and leaders.

See PDF in Addendum for more information

School Processes & Programs Strengths

Curriculum & Instruction:

- At least one-third of IDEA students graduate with the "AP Scholar" designation, evidence of earning a qualifying score on at least three AP exams, demonstrating successful completion of college-level coursework prior to graduation.
- IDEA provides students access to accelerated instruction through the 1:1 technology device, including adaptive software for mathematics and literacy and access to hundreds of thousands of books in the district's digital library.
- IDEA curricular resources include high-quality instructional materials that earn the highest ratings on national evaluation measures.
- IDEA curriculum is regularly evaluated using a quality evaluation tool, ensuring alignment to the Texas Essential Knowledge and Skills and AP course standards, as well as the STAAR/EOC and AP exams.
- IDEA implements a variety of training opportunities for teachers and leadership staff with the goal of developing teachers' pedagogical content knowledge and leaders' coaching skills.
- For 15 years in a row, 100% of IDEA students have been accepted into college, demonstrating that IDEA academic programming is adequately preparing students for post-secondary education.
- In 2022, four IDEA schools were ranked in the top 10 Most Challenging Schools in the Nation and 13 were ranked in the top 1% of schools nationwide, by the Jay Mathews Challenge Index High School Rankings.

Special Programs

- IDEA exceeded the expected growth target for EL student performance on TELPAS in 2021 with 48% of ELs meeting that target.
- IDEA provide targeted research based instruction to students who have a 2.0 year gap in Reading and/or Math with the goal of closing that gap by 2.0 years during the school

year with our initiative called Critical Student Intervention (CSI). During the 21-22 school year, 2,562 out of 6,632 students meet that goal for Reading and 703 out of 1,268 students met the goal for Math.

- IDEA is in Year 3 of our TEA awarded Autism Grant. Through this grant we were able to increase support for 195 students with autism in Rio Grande Valley and Austin who met the criteria outlined by TEA for this grant.
- IDEA submitted and was awarded a Dyslexia Grant by the TEA so that we will be able to provide increased professional development to teachers and leaders on working with students with dyslexia and increase the support resources for our students with dyslexia.

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 1 (Prioritized): Achieve Academy does not offer a wide variety of programs to meet community wants and needs. **Root Cause:** There is a lack of community partnership to get volunteers or community leaders involved in creating programs to meet community wants and needs.

Problem Statement 2 (Prioritized): At Achieve Academy there was a problem with Special Program students not receiving supports in a timely manner. **Root Cause:** The root cause of the problem was there was a lack of consistent staffing in the sped department and diagnosis supports and there was a lack of clear roles and responsibilities during interim transitions.

Perceptions

Perceptions Summary

Survey data increased significantly form staff. There was limited data on student and family surveys. See PDF in Addendum for more information.

Perceptions Strengths

There was Frequent communication with parents (Parent Weekly / Newsletters) and Multiple avenues of communication (Smore, ClassDojo, and Remind). See PDF in Addendum for more information.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): At Achieve Academy there was not enough mechanisms to support two way feedback between community and school. **Root Cause:** Family communication was a challenge because of language barrier causing the campus to de prioritize creating mechanisms for authentic community connections.

Problem Statement 2 (Prioritized): There was not surveys conducted throughout the year. **Root Cause:** Leaders did not create systems for collecting school community feedback.

Priority Problem Statements

Problem Statement 1: There is a lack of consistent communication and predictable cadence of family communication from school events to school expectations.

Root Cause 1: The root cause is leadership members of the elementary, middle school and operations, need to backwards plan and norm on communication. Achieve Academy needs to create a clear system for translation services.

Problem Statement 1 Areas: Demographics

Problem Statement 2: There is a lack of scholar celebrations to increase school culture community and motivation.

Root Cause 2: The root cause is leadership members of the elementary, middle school and operations, need to backwards plan and prioritize budgeting for scholar celebrations.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Achieve Academy needed a wider variety of learning experiences to increase engagement in challenging text.

Root Cause 3: Lack of cross curricular alignment and attention on real world connections.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Achieve Academy does not offer a wide variety of programs to meet community wants and needs.

Root Cause 4: There is a lack of community partnership to get volunteers or community leaders involved in creating programs to meet community wants and needs.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: At Achieve Academy there was a problem with Special Program students not receiving supports in a timely manner.

Root Cause 5: The root cause of the problem was there was a lack of consistent staffing in the sped department and diagnosis supports and there was a lack of clear roles and responsibilities during interim transitions.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: At Achieve Academy there was not enough mechanisms to support two way feedback between community and school.

Root Cause 6: Family communication was a challenge because of language barrier causing the campus to de prioritize creating mechanisms for authentic community connections.

Problem Statement 6 Areas: Perceptions

Problem Statement 7: There was not surveys conducted throughout the year.

Root Cause 7: Leaders did not create systems for collecting school community feedback.

Problem Statement 7 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain

Student Data: Assessments

- 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
- Male / Female performance, progress, 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
- Student surveys and/or other feedback
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data

Parent/Community Data

- Parent engagement rate

Support Systems and Other Data

- Study of best practices

Goals

Goal 1: 85% of all full-time IDEA Achieve Campus staff members employed in 22-23 will be retained and return for 23-24

Performance Objective 1: Monitor Staff Retention on Dashboard above 85% and report out data monthly

Evaluation Data Sources: Dashboard for staff retention 85%

Summative Evaluation: Exceeded Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Report out Staff retention weekly with OCS Framework **Strategy's Expected Result/Impact:** 85% Staff Retention **Staff Responsible for Monitoring:** Giovanni Outram				

 No Progress Accomplished Continue/Modify Discontinue

Goal 1: 85% of all full-time IDEA Achieve Campus staff members employed in 22-23 will be retained and return for 23-24

Performance Objective 2: Survey Staff Frequently and respond to the data immediately such as staff incentives, differentiated PD, etc.

High Priority

Evaluation Data Sources: Staff Survey should be positive on 90% on 90% of questions

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Leaders will have weekly touchpoints with all teachers. Accountability checks will happen during GTM on Thursdays by using an electronic submission form beginning 9.1 Principal will check submission forms every Friday and send email to teachers with follow up by EOD the following Monday. **Strategy's Expected Result/Impact:** Staff Survey should be positive on 90% on 90% of questions **Staff Responsible for Monitoring:** Giovanni Outram				

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: 100% of IDEA students matriculate to college.

Performance Objective 1: A Rating as a campus connected to College Readiness

High Priority

Evaluation Data Sources: District Assessment and Mock STAAR

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Taught teachers how ratings were calculated and conducted deep data dive 4/5 Students have exit ticket trackers with their goals and performance from Mock with Core Values attached to their own commitment to reach their goals 10.15 Leverage Regional ELA Leader to support in Lesson Plan Meetings and RTC for investment in best practices Mock Data Analysis Meetings included Science and Writing teachers to get them invested. 10.15 Modeling Mini SWAM in Daily RTC 9.15 Edited Outlook calendar reflect instruction (teaching or monitoring learning) as top priority from 8a-3p M-W 9.1 Printed Annotation Strategies + Dictionaries in all ELA Classes 100% of class on the desk (ELA Annotation Posters) School wide Pep rally to get scholars invested and excited about testing. **Strategy's Expected Result/Impact:** 90/60/30 on each Assessment **Staff Responsible for Monitoring:** PD Tudor Vanessa Ochoa Kayla Loud	10%	20%		

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 2: 100% of IDEA students matriculate to college.

Performance Objective 2: Students will perform 90/60/30 on all assessments

High Priority

Evaluation Data Sources: Mock STAAR

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Offer Lesson Rehearsals three times a week based on observations or teacher action steps. Following STAAR Success Scope and Sequence unit to fidelity with exemplar in hand. PD on school-wide reading annotation strategy and science of learning (Spaced/Interleaved, Retrieval Practice, and Targeted Feedback) 1/3 Literacy across all contents reinforcing annotation strategy 1/3 Exit ticket Misconception Mistake Action Chat Maximized Instructional Minutes with focusing with time on task to measure data	10%	25%		

No Progress

Accomplished

Continue/Modify

Discontinue

Goal 3: IDEA Achieve Academy & College Prep will both achieve an A rating for the 22-23 school year.

Performance Objective 1: STAAR achievement domain A will receive 90% or higher in ELA grades 3-5.

HB3 Goal

Evaluation Data Sources: District Assessments and Mock STAAR

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Leverage Regional ELA Leader to support in Lesson Plan Meetings and RTC for investment in best practices Mock Mid-Year ELA Data Analysis Meeting to create school wide academic plan. Modeling Mini SWAM in Daily RTC 10.1 Edited Outlook calendar reflect instruction (teaching or monitoring learning) as top priority from 8a-3p M-W 9.1 Printed Annotation Strategies + Dictionaries in all ELA Classes 100% of class on the desk (ELA Annotation Posters) **Strategy's Expected Result/Impact:** 90/60/30 **Staff Responsible for Monitoring:** PD Tudor Kayla Loud Vanessa Ochoa	10%	20%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Modeling Mini SWAM in Daily Real time coaching across ELA classrooms. **Strategy's Expected Result/Impact:** Improved data analysis to identify student misconceptions. **Staff Responsible for Monitoring:** Kayla Loud API Giovanni Outram Principal	15%	20%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

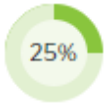
Goal 3: IDEA Achieve Academy & College Prep will both achieve an A rating for the 22-23 school year.

Performance Objective 2: STAAR achievement domain B will receive 90% or higher in ELA grades 3-5.

High Priority

HB3 Goal

Evaluation Data Sources: District Assessments and Mock STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Taught teachers how ratings were calculated and conducted deep data dive 1.20 Students have exit ticket trackers with their goals and performance from Mock with Core Values attached to their own commitment to reach their goals 1.20 Printed Annotation Strategies + Dictionaries in all ELA Classes 100% of class on the desk (ELA Annotation Posters) School wide Pep rally to get scholars invested and excited about testing. **Strategy's Expected Result/Impact:** 90/60/30 on all assessments **Staff Responsible for Monitoring:** Kayla Loud PD Tudor Vanessa Ochoa				

 No Progress Accomplished Continue/Modify Discontinue

Goal 3: IDEA Achieve Academy & College Prep will both achieve an A rating for the 22-23 school year.

Performance Objective 3: STAAR achievement domain C will receive 90% or higher in ELA grades 3-5.

High Priority

HB3 Goal

Evaluation Data Sources: District Assessments and Mock STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Identified priority D3 students 10.15 Resetting and adjusting seating charts by HR in math classes 1.20 Utilizing SpEd Co-Teacher in class to help with priority students 9.1 Regional Math Coach, Shannon Green, on campus to support with pull-out instruction of priority students (Begin 4/17) Leader co-teach in overall lowest class to help provide support (Week of 4/7/) Lead team, SpEd Coord., TC to cross-check accommodations for in-class support 9/15 **Strategy's Expected Result/Impact:** Special Population hit mark on district assessments **Staff Responsible for Monitoring:** PD Tudor Vanessa Ochoa Kayla Loud	10%	25%		

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 4: IDEA Achieve Academy & College Prep Campus will achieve a 97% annual attendance rate for the 22-23 school year

Performance Objective 1: 97.5 Attendance school wide by End of year.

Evaluation Data Sources: Attendance data on Locus

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Collaborate with SW and SC to connect families with resources (ongoing) 9am status check on daily contacts with parents to ensure calls are made before OATP 9.1 Leverage regional support for consequences for families in crisis 10.1 **Strategy's Expected Result/Impact:** 97% Attendance school wide **Staff Responsible for Monitoring:** Giovanni Outram	15%	20%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 5: 90% of IDEA Achieve Academy & College Prep students enrolled during the 22-23 school year will persist and return for the start of the 23-24 school year.

Performance Objective 1: 90% Persistence for all students by End of the year.

Evaluation Data Sources: Student enrollment and persistence data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: 1. Teachers will have weekly touchpoints with all families. Accountability checks will happen during GTM on Thursdays by using an electronic submission form beginning 4/21/22. SC will check submission forms every Friday and send email to teachers with follow up by EOD the following Monday. 2. SC will engage in classroom observations of teachers with the most leavers per grade by end of November. 3. SC will have family engagement planned for the remainder of the year. Event details, RASI and write-up, will be created and sent out 3 weeks in advanced to all staff. And flyers sent to families. 4. SC will utilize WTI to provide new families campus resources and emphasize the benefits of staying with IDEA through college Partner with APO to ensure strong information/logistics will be delivered to new families by 10.30 **Strategy's Expected Result/Impact:** 90% Student Persistence	5%	20%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Addendums

Master CNA & SAIP Reporting Checklist

				PTG	0%	PTG	0%
DEPT	**Data Sources**	**Data Tabs**	**Guidance**	**Status**	**Principal Notes or Questions**	**VP Verification**	**Notes & Next Steps**
ACADEMY	KEYS Tab (Tab 3)	Student Achievement Improvement Plan 2021-2022 School Year	This SAIP plan will require logging concrete initiatives put in place for student improvement, as well as their associated timelines, resources, and responsible staff. Each initiative will be tracked mid-year and at the end of the year. Mid-year assessments should be completed by each campus between December 1, 2022 and no later than January 31, 2023.	Pending	Intensive Summer PD Training(Culture, Unpacking, Planning) Use SWAM to prepare for small group intervention Sped Trainings and A/M Focus Content based Sped Teachers Clear Instructional Vision for each content Teacher Accountability for lesson plans and rehearsal	Action Required	
	Locus Dashboards: CSI, STARR, AP CampusIB Reports EOY Assessments	Comprehensive Needs Assessment 2022 English Language Arts	These pages should include the percentage of students who achieved each listed score for the 2021-2022 School Year. For each subject, list a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Pending	Literacy Across all contents Sentence Stems Think/Write/Share	Action Required	
		Comprehensive Needs Assessment 2022 Math		Pending	Spaced and Interleaved Practice Concrete and pictorial representation of mathematical phenomenons	Action Required	
		Comprehensive Needs Assessment 2022 Science		Pending	More visual representation of science experiments and results Written explanation using CER	Action Required	
		Comprehensive Needs Assessment 2022 Humanities		Pending	Spaced and Interleaved Practice of Vocabulary Making connections across	Action Required	
	State TELPAS Report	Comprehensive Needs Assessment 2022 TELPAS	This data set will outline the percentage of students that earned proficiency in the areas of Listening, Speaking, Reading, and Writing, as indicated in the State TELPAS report. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Pending		Action Required	
	Locus Dashboard: Staff Retention	Staff Quality, Rentention, & Recruitment 2021-2022 School Year	Under the %SPED Data Point, this should reflect the percentage of SPED certified teachers, compared to the overall SPED staff. Under number of teacher applicants, note how many teachers were interviewed by campus leaders for positions during the 2021-2022 School Year. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Pending		Action Required	
	Locus Dashboards: Student Persistence, Enrollment, ADA	School Culture & Climate 2021-2022 School Year	For the Withdrawals/Level 3 Offenses data point, list the number of withdrawals or offenses. All other data points should reflect percentages. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Pending		Action Required	
	Campus Academic Counselor Tracking Systems	2022 Family & Community Involvement	In addition to listing data percentages, list a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Pending		Action Required	

Campus Name

2021-22 Student Achievement Improvement Plan

ACADEMY

APO	Initiatives	Needs Assess.	Special Pops.	Person(s) Responsible	Timeline Start/End	Resources: Human/ Material/Fiscal	Documentation	Formative Evaluation

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

Annual Performance Objectives (APO)

PRIORITY #1: Students Graduate College-Ready

1A. % of graduates who matriculate to a College or University: 100%

1B. % of graduates matriculate to a Tier I/II College or University: 15% | 25%

1C. % of Seniors accepted to a College or University: 100%

1D. % of Seniors named AP scholars | Earn IB diploma: 30% | 25%

1E. Earned State Rating: A

1F. % Basic | % Mastery | % Advanced on LEAP: 82% | 44% | 11%

1G. % Approaches | % Meets | % Masters on STAAR/EOC: 90% | 60% | 30%

1H. % Level 3 | % Level 4 | % Level 5 on FSA/FSAA: 70% | 40% | 20%

1I. % of Pre-K-2nd Students End The Year On/Above Grade Level in Reading - Year 1 Campuses | Year 2 Campuses: 80% | 90%

1J. % of students in CSI achieve 2 years growth in Reading | Math (measured by Ren STAR) 50% | 60%

1K. Average ACT score: 21

1L. % of students graduating college in 4 | 6 years: 25% | 55%

PRIORITY #2: Build a Strong & Sustainable Organization

2A. % Teacher Retention | Employee Retention: 85% | 85%

2B. 80% composit score on GPTW: 82%

2B. %Average Daily Attendance: 97.50%

2C. New Student Persistence: 90%

2D. Operating Income: $133M

2E. FIRST Rating: A

PRIORITY #3: Achieve Mission at Scale

3A. % of students with low socio-economic status: 80%

3B. Enrollment in August 2020: 83,894

3C. Schools in operation in August 2020: 149

3D. Total Funds Raised (millions): $93M

Needs Assessment

S-STAAR

D-DIBELS

E-EOC

A-ACT

RR-Reading Renaissance

ST-STAR for Math

DR-Discipline Report

AP-AP Tests

O-Other

Special Populations

All

AR-At Risk

ELL-English Language Learners

ED-Economically Disadvantaged

M-Migrant

SE-Special Education

Campus Name

Comprehensive Needs Assessment ACADEMY						
Data Sources: Eureka Math & Electives Academy						
	DISTAR Pre-K on Grade Level	**Eureka Kinder on Grade Level**	**Eureka First on Grade Level**	**Eureka Second on Grade Level**	**% Math Masters Pk-2**	**Pk-2 MM Goal Met/Not Met**
% Students						
Data Source: STAAR Academy						
	STAAR Math Grade 3	**STAAR Math Grade 4**	**STAAR Math Grade 5**	**% Math Masters 3-5**	**3-5 MM Goal Met/Not Met**	
% Approaches	69	71				
% Meets	50	43				
% Masters	19	26				
% Student Achievement Average	46	47				
% Meet 2 year growth	X	85% Met Growth Goal 47%				
Data Source: CSI Academy						
	Math AC CSI					
% CSI (EOY Ren.)	X					
% of CSI Passing STAAR	X					
% of SPED Passing STAAR	X					

Reflections	
Areas of Strength	**Areas of Need**
1.Strong 2nd grade math teacher	1.Small group instruction from BOY
2.Growth across grade levels due to s	2.Using data to inform instructional practices BO
3.Math coaching	3.School-wide focus on fact fluency

Campus Name

Comprehensive Needs Assessment ACADEMY						
Data Sources: DI ELA & Electives						
	DI Pre-K on Grade Level	**DI Kinder on Grade Level**	**DI First on Grade Level**	**DI Second on Grade Level**	**% Royal Readers**	**% Word Masters**
% Students		**90% Mastery 66% ON track**	**94% Mastery 63% On track**	**91% Mastery 77% On Track**	X	X
					RR Goal Met/Not Met	**WM Goal Met/Not Met**
					X	X
Data Source: STAAR						
	STAAR Reading Grade 3	**STAAR Reading Grade 4**	**STAAR Writing Grade 3**	**STAAR Writing Grade 4**		
% Approaches	69	79	X	X		
% Meets	40	48	X	X		
% Masters	29	31	X	X		
SAS			X	X		
% Student Achievement Average	46	53	X	X		
Data Source: CSI						
% Meeting CSI Goal	**Reading AC CSI**					
% CSI (EOY Ren.)	50.3%%					
% of CSI Passing STAAR						
% of SPED Passing STAAR						

Reflections		
Areas of Strength	**Areas of Need**	
1.Normed school-wide annotation str	1.Cross-curricular literacy	
2. Alignment to TEKS to support stude	2.A variety and class-sets of reading materials	
3	3	

Campus Name

Comprehensive Needs Assessment ACADEMY						
Data Sources: Science Pk-2						
	Science Pre-K on Grade Level	**Science Kinder on Grade Level**	**Science First on Grade Level**	**Science Second on Grade Level**	**Science Third on Grade Level**	**Science Fourth on Grade Level**
% Students						
Data Source: Science 3-5						
	STAAR Science Grade 5					
% Approaches						
% Meets						
% Masters						
% Student Achievement Average						

Reflections	
Areas of Strength	**Areas of Need**
1	1
2	2
3	3

Campus Name

Comprehensive Needs Assessment ACADEMY							
Data Sources: Humanities Pk-2							
	Humanities Pre-K on Grade Level	**Humanities Kinder on Grade Level**	**Humanities First on Grade Level**	**Humanities Second on Grade Level**	**Humanities Third on Grade Level**	**Humanities Fourth on Grade Level**	**Humanities Fifth on Grade Level**
% Students							

Reflections	
Areas of Strength	**Areas of Need**
1	1
2	2
3	3

Campus Name

Comprehensive Needs Assessment ACADEMY					
TELPAS Composite Rating (Listening, Speaking, Reading, Writing)					
	Listening	Speaking	Reading	Writing	% of ELL Students who grew one or more levels
% Beginning					
% Intermediate					
% Advanced					
% Advanced High					

Reflections	
Areas of Strength	Areas of Need
1	1
2	2
3	3

Campus Name

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

Reflection	
Areas of Strength	Areas of Need
1	1
2	2
3	3

Campus Name

Comprehensive Needs Assessment ACADEMY	
Data Source: School Culture and Climate	
	Campus %
% Average Daily Attendance	
% Overall Persistence	
% New Student Persistence	
# of Admin Withdrawals/ Level 3 Offenses	
% SPED	
% ELL	
% Eco Dis	
% Migrant	
% Race: American-Indian-Alaska-Native	
% Asian	
% White-Hispanic	
% Multi	
% Black-African-American	
% Native-Hawaiian-Pacific-Islander	
% White	
% Male	
% Female	

Data Source: School Culture and Climate	
Reflections	
Areas of Strength	Areas of Need
1	1
2	2
3	3

Campus Name

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

Reflection	
Areas of Strength	**Areas of Need**
1	1
2	2
3	3

IDEA Public Schools

Achieve College Prep

2022-2023 Campus Improvement Plan

Accountability Rating: A

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

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

Mission Statement

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

Vision

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

Core Values

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

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

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Comprehensive Needs Assessment

Revised/Approved: September 16, 2022

Demographics

Demographics Summary

IDEA Achieve College Prep is a charter school in the heart of Haltom City, TX with Grades 6-9. We stand at 406 students. We 1/4 campuses of IDEA Tarrant County and the only school outside of the Fort Worth district, but very close in proximity. We are 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.

See PDF in Addendum for more information.

Demographics Strengths

See PDF in Addendum for more information.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): There is a need for consistent, school wide forecasting and communication. **Root Cause:** (1) Lack of communication in terms of progress towards goals. There has not been clear forecasting of the year's arc and how all stakeholder's impact school wide success.

Student Learning

Student Learning Summary

At December of 2021, Achieve College Prep was predicted to score a C Rating per TEA from Semester Exam results. By Mock exams, our student were vetted to be rated at B rating. At the end of the year our results from the previous year STAAR and EOC are as follows, that lead to an Overall A Rating of 91/100. We were able to pull a 12 point increase to reach the A rating. This year alone over 80% percent of our students met their individual growth goals in Mathmatics as well as the ELA subjects. In terms of Domain 1: Student Achievement, we landed an 84/B, Domain 2:School Progress, we landed a 92/A, and for Domain 3: Closing the Gaps, we landed a 90/A that led to the Overall rating of a 91/A. IDEA Achieve College Prep outperformed District in every category in terms of Approaches, Meets, and Masters.

Math

	Results:	Achievement Average:	Growth:
6	80|49|21	50	91% Met |81% Exceed
7	78|40|15	44	90% Met | 75% Exceed
8-Algebra 1	80|40|24	48	45% Met| 25% Exceed

ELA

	Results:	Achievement Average:	Growth:
6	80|43|18	47	71% Met | 37% Exceed
7	88|66|41	65	98% Met | 75% Exceed
8	85|59|39	61	90% Met | 47% Exceed

SS

	Results:	Achievement Average:	Growth:
8	62|22|11	32	N/A

Bio

	Results:	Achievement Average:	Growth:
8	92|70|17	60	N/A

See PDF in Addendum for more information.

Student Learning Strengths

See PDF in Addendum for more information.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): There is a need for streamlining all stakeholders on campus so that students are practicing the same/similar Humanities strategies across all classes. **Root Cause:** (1) Lack of collaboration across grades within the building in terms of text annotations, and ELA skill building strategies. (2) Lack of academic vision from leadership/region on which processes/systems will best support ELAR development.

Problem Statement 2 (Prioritized): There is a need to redesign the ways in which we support special education, ELL, and CSI scholars across contents. **Root Cause:** (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 from pull-outs.

Problem Statement 3 (Prioritized): There is a need to upgrade the lesson design for IDEA Mathematics curricula. Instruction is lacking in the area of extended student practice. **Root Cause:** (1) Lack of at bats for students to get sufficient practice in the lesson, therefore they are getting fewer opportunities to actually grasp the content before moving on to something new. (2) Lack of effective supplemental curricula to give additional at bats to grapple with Math Problem Sets.

School Processes & Programs

School Processes & Programs Summary

Our campus has a tota of 3 Instructional Leaders, broken up into 3 groups: ELAR & Humanities, Mathematics & SPED, and Science and Ellectives. Each leader manages two groups of content. The leadership team develops our skills in Instructional Coaching Meetings, Lesson Feedback Meetings, and Weekly Check-Ins. Additionally, each week or bi-weekly, leaders are to observe and hold obervation feedback meeting to their entire caseload. Professional development is held every Tuesday afternoon, we 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 pick up on academic upgrades. We use obdervations, lesson rehearsals, student work anaylsis meetings, and data tracking to support powerful teaching.

“See PDF in Addendum for more information.”

School Processes & Programs Strengths

Curriculum & Instruction:

- At least one-third of IDEA students graduate with the "AP Scholar" designation, evidence of earning a qualifying score on at least three AP exams, demonstrating successful completion of college-level coursework prior to graduation.
- IDEA provides students access to accelerated instruction through the 1:1 technology device, including adaptive software for mathematics and literacy and access to hundreds of thousands of books in the district's digital library.
- IDEA curricular resources include high-quality instructional materials that earn the highest ratings on national evaluation measures.
- IDEA curriculum is regularly evaluated using a quality evaluation tool, ensuring alignment to the Texas Essential Knowledge and Skills and AP course standards, as well as the STAAR/EOC and AP exams.
- IDEA implements a variety of training opportunities for teachers and leadership staff with the goal of developing teachers' pedagogical content knowledge and leaders' coaching skills.
- For 15 years in a row, 100% of IDEA students have been accepted into college, demonstrating that IDEA academic programming is adequately preparing students for post-secondary education.
- In 2022, four IDEA schools were ranked in the top 10 Most Challenging Schools in the Nation and 13 were ranked in the top 1% of schools nationwide, by the Jay Mathews Challenge Index High School Rankings.

Special Programs

- IDEA exceeded the expected growth target for EL student performance on TELPAS in 2021 with 48% of ELs meeting that target.
- IDEA provide targeted research based instruction to students who have a 2.0 year gap in Reading and/or Math with the goal of closing that gap by 2.0 years during the school year with our initiative called Critical Student Intervention (CSI). During the 21-22 school year, 2,562 out of 6,632 students meet that goal for Reading and 703 out of 1,268 students met the goal for Math.
- IDEA is in Year 3 of our TEA awarded Autism Grant. Through this grant we were able to increase support for 195 students with autism in Rio Grande Valley and Austin who met the criteria outlined by TEA for this grant.
- IDEA submitted and was awarded a Dyslexia Grant by the TEA so that we will be able to provide increased professional development to teachers and leaders on working with students with dyslexia and increase the support resources for our students with dyslexia.

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

"See PDF in Addendum for more information."

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: There is a need to increase the consistency of Communications in terms of academic success, cultural clarity, progress towards goals, and staff culture to students, staff, and families. **Root Cause:** (1) There was a lack of cadenced communications to all stakeholders due to loss of leadership early on and a new leader being added late in the year. Lack of systemic cadence on what and when to report.

Problem Statement 2 (Prioritized): Our lack of connection and involvement with families led to a hit on Persistence. The need to invest families has shown up in terms of our New Student Persistence. **Root Cause:** (1) Our Academy and College Prep Student Services Teams lacked collaboration to engage families campus wide.

Perceptions

Perceptions Summary

There are monthly family engagement events as well as two events at the start of the year that help to invest families in the culture of the school. Those events are called Welcome to Idea and Culture Camp/Meet The Teacher Night. Parent participation was around 45%.

Perceptions Strengths

See PDF Addendum.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Parental involvement and participation in school events are only taken up by less than half students families. There is a need to increase the amount family investment. **Root Cause:** Lack of strategic planning in terms of the what and when events are had at our school.

Problem Statement 2: There is a need for parental leadership on campus to help invest families into the IDEA culture and build Persistence with our families. **Root Cause:** There has been a lack of information given to leaders on how to build and rollout such systems.

Priority Problem Statements

Problem Statement 1: There is a need for consistent, school wide forecasting and communication.

Root Cause 1: (1) Lack of communication in terms of progress towards goals. There has not been clear forecasting of the year's arc and how all stakeholder's impact school wide success.

Problem Statement 1 Areas: Demographics

Problem Statement 2: There is a need to redesign the ways in which we support special education, ELL, and CSI scholars across contents.

Root Cause 2: (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 from pull-outs.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: There is a need to upgrade the lesson design for IDEA Mathematics curricula. Instruction is lacking in the area of extended student practice.

Root Cause 3: (1) Lack of at bats for students to get sufficient practice in the lesson, therefore they are getting fewer opportunities to actually grasp the content before moving on to something new. (2) Lack of effective supplemental curricula to give additional at bats to grapple with Math Problem Sets.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: There is a need for streamlining all stakeholders on campus so that students are practicing the same/similar Humanities strategies across all classes.

Root Cause 4: (1) Lack of collaboration across grades within the building in terms of text annotations, and ELA skill building strategies. (2) Lack of academic vision from leadership/region on which processes/systems will best support ELAR development.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Our lack of connection and involvement with families led to a hit on Persistence. The need to invest families has shown up in terms of our New Student Persistence.

Root Cause 5: (1) Our Academy and College Prep Student Services Teams lacked collaboration to engage families campus wide.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: Parental involvement and participation in school events are only taken up by less than half students families. There is a need to increase the amount family investment.

Root Cause 6: Lack of strategic planning in terms of the what and when events are had at our school.

Problem Statement 6 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

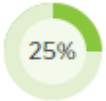
- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Goals

Goal 1: IDEA Achieve College Prep will have 85% Teacher Retention.

Performance Objective 1: 1.1 Teammate Social and Emotional Initiative: Attend to the social and emotional well-being of teammates and scholars.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Focus on student SEL across the region at recommended 60 minutes/week across all classrooms. **Strategy's Expected Result/Impact:** Increase student emotional regulation to decrease student misbehavior, in tern to increase staff satisfaction. **Staff Responsible for Monitoring:** SSA **Title I:** 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: To address adult SEL, JCS will utilize Onward by Elena Aguilar to begin cultivating emotional resilience in educators. **Strategy's Expected Result/Impact:** Increase teacher retention, by way of understanding how our own trauma impacts our work. **Staff Responsible for Monitoring:** Principal **TEA Priorities:** Recruit, support, retain teachers and principals				

 No Progress Accomplished Continue/Modify Discontinue

Goal 1: IDEA Achieve College Prep will have 85% Teacher Retention.

Performance Objective 2: 1.2 Talent: Strengthen a community of educators who catalyze change in our schools.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Create a strategy to help teachers obtain licensure/pass PRAXIS. Send non licensed educators cadenced information on licensure programs in check-ins. **Strategy's Expected Result/Impact:** Increase Retention by way way of licensure. **Staff Responsible for Monitoring:** APO,AA **Title I:** 2.4 **- TEA Priorities:** Recruit, support, retain teachers and principals	25%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Plan monthly and sporadic moments of joy in the everyday experience. **Strategy's Expected Result/Impact:** Increase staff retention **TEA Priorities:** Recruit, support, retain teachers and principals	25%			

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 2: All IDEA students matriculate to college.

Performance Objective 1: 2.1 Partnerships: Develop and maintain positive collaborative relationships with internal and external partners to strengthen support of IDEA Achieve College Prep in terms of On Track To Graduate, through College Counselor.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Monitor and track student grade weekly and develop On Track To Graduate reports for teachers in order to develop student intervention plans for failures. **Strategy's Expected Result/Impact:** 96% student body maintains C+ Average. **Staff Responsible for Monitoring:** College Counselor, Student Success Advisor **Title I:** 2.4, 2.6 **- TEA Priorities:** Connect high school to career and college				

 No Progress Accomplished Continue/Modify Discontinue

Goal 3: IDEA Achieve receives an A Rating.

Performance Objective 1: 3.1 Diagnose, address, and monitor learning: Adopt tools and processes that provide a detailed picture of what our students know and clear next steps for instruction and progress monitoring.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Implement and analyze a coherent suite of assessments (screener, diagnostic, progress monitoring). **Strategy's Expected Result/Impact:** Leads to 90/60/30, A in each Domain. **Staff Responsible for Monitoring:** Principal, API **Title I:** 2.4, 2.5, 2.6				

 No Progress Accomplished Continue/Modify Discontinue

Goal 3: IDEA Achieve receives an A Rating.

Performance Objective 2: 3.2 Revise the instructional program with a focus on literacy. Revise the instructional program to maximize learning across content areas and student subgroups using literacy as a foundation.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Implement an Intervention block plan for ELA focusing a comprehensive reading diagnostic, writing, and vocabulary, through Interventionist. **Strategy's Expected Result/Impact:** 90/60/30 School ELA Performance **Staff Responsible for Monitoring:** Humanities API **Title I:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math				

 No Progress Accomplished Continue/Modify Discontinue

Goal 3: IDEA Achieve receives an A Rating.

Performance Objective 3: 3.3 Close the Digital Divide: Research, pilot, and recommend an approach to online learning that increases student access to the devices, platforms, and digital experiences that will most effectively improve learning outcomes.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Refine the digital instruction model to match students method of assessment. **Strategy's Expected Result/Impact:** Increase student accessibility to perform and lead to an A rating. **Staff Responsible for Monitoring:** Principal **Title I:** 2.6				

 No Progress Accomplished Continue/Modify Discontinue

Goal 3: IDEA Achieve receives an A Rating.

Performance Objective 4: 3.4 Implement a resource style exclusion opportunity to increase SPED performance data.

Goal 3: IDEA Achieve receives an A Rating.

Performance Objective 5: Increase student fitness activity and reach 100% Fitness Ambassadors.

Goal 4: IDEA Achieve College Prep will maintain 97% ADA.

Performance Objective 1: 4.1 Attendance: Adopt and implement clear and aligned attendance expectations, processes, and supports to ensure all students across our school is maximizing their learning opportunities by being present every school day.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Clearly identify counselor, SSA, API, SIS roles with attendance to ensure alignment across the school K-12. Train on systems, processes, etc. **Strategy's Expected Result/Impact:** 97% daily ADA. **Staff Responsible for Monitoring:** SSA, API, SIS, Teacher **Title I:** 2.5, 2.6	30%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Train teachers and staff on all ADA and persistence systems, processes, etc.	25%			

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 5: IDEA Achieve will increase student persistence to 90%.

Performance Objective 1: 5.1 Teammate and Scholar SEL: Attend to the social emotional well-being of teammates and scholars.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: To address adult SEL, ICP Achieve will utilize Onward by Elena Aguilar to begin cultivating emotional resilience in educators. **Strategy's Expected Result/Impact:** Gain an understanding of trauma and increase teacher capacity to impact 90%+ teacher retention. **Staff Responsible for Monitoring:** Principal **Title I:** 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Goal 5: IDEA Achieve will increase student persistence to 90%.

Performance Objective 2: 5.2 Maintaining Positive School Culture: Adopt best practices to aid schools in developing and maintaining a positive school culture and decrease school violence.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Focus on ICP Achieve having effective, living, proactive and data driven RTI2-B plans in place to identify PBIS that has strong Tier 2 structure as measured by data/success outcomes. **Strategy's Expected Result/Impact:** Increase student support to lead to 90% student persistence. **Staff Responsible for Monitoring:** SSA, CC, Principal **Title I:** 2.5, 2.6				

 No Progress Accomplished Continue/Modify Discontinue

Goal 5: IDEA Achieve will increase student persistence to 90%.

Performance Objective 3: 5.3 Attrition: Develop written and applied processes and systems across IDEA Achieve College Prep to create maximum growth and stability.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Reduce student attrition by intentionally addressing factors that can be controlled by IDEA public schools, transportation. Build 2-3 partnerships with community programs as another means of afterschool transportation. **Strategy's Expected Result/Impact:** Decrease the amount of student leavers due to transportation. **Title I:** 2.6, 4.1 **- TEA Priorities:** Connect high school to career and college				
No Progress Accomplished Continue/Modify Discontinue				

Title I Personnel

Name	Position	Program	FTE
Eryn Caffrey	Interventionist	Title 1	1
Manuel Saldivar	College Counselor	Title 1	1

Addendums

Master CNA & SAIP Reporting Checklist

				PTG	10%	PTG	0%
DEPT	**Data Source**	**Data Tabs**	**Guidance**	**Status**	**Principal Notes or Questions**	**VP Verification**	**Notes & Next Steps**
College Prep	KEYS Tab (Tab 3)	Student Achievement Improvement Plan 2021-2022 School Year	This SAIP plan will require logging concrete initiatives put in place for student improvement, as well as their associated timelines, resources, and responsible staff. Each initiative will be tracked mid-year and at the end of the year. Mid-year assessments should be completed by each campus between December 1, 2022 and no later than January 31, 2023.	Complete		Action Required	
	Locus Dashboards: CIS STARR, AP Campus IB Reports EOY Assessments	Comprehensive Needs Assessment 2022 English Language Arts	These Pages should include the percentage of students who achieved each listed score for the 2021-2022 School Year. For each subject, list a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Pending		Action Required	
		Comprehensive Needs Assessment 2022 Math		Pending		Action Required	
		Comprehensive Needs Assessment 2022 Science		Pending		Action Required	
		Comprehensive Needs Assessment 2022 Humanities		Pending		Action Required	
	State TELPAS Report	Comprehensive Needs Assessment 2022 TELPAS	This data set will outline the percentage of students that earned proficiency in the areas of Listening, Speaking, Reading, and Writing, as indicated in the State TELPAS report. Llist a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Pending		Action Required	
	Locus Dashboards: ACT, AP, TSI Campus IB Reports Campus Matriculation Reports	100% College Matriculation 2021-2022 School Year	This page will only be applicable to campuses that had graduating classes in the Spring of 2022. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Pending		Action Required	
	Locus Dashboard: Staff Rentention	Staff Quality, Retention, & Recruitment 2021-2022 School Year	Under the %SPED Data Point, this should relfect the percentage of SPED certified teachers, compared to the overall SPED staff. Under number of teacher applicants, note how many teachers were interviewed by campus leaders for positions during the 2021-2022 School Year. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Pending		Action Required	
	Locus Dashboards: Student Persistence, Enrollment, ADA	School Culture & Climate 2021-2022 School Year	For the Withdrawals/Level 3 Offenses data point, list the number of withdrawals or offenses. All other data points should reflect percentages. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Pending		Action Required	
	Campus Academic Counselor Tracking Systems	2022 Family & Community Involvement	In addition to listing data percentages, list a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Pending		Action Required	

Last Updated 9/15/2022

Campus Name

2021-22 Student Achievement Improvement Plan - College Prep

COLLEGE PREP

APO	Initiatives	Needs Assess.	Special Pops.	Person(s) Responsible	Timeline Start/End	Resources: Human/ Material/Fiscal	Documentation	Formative Evaluation

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

Annual Performance Objectives (APO)

PRIORITY #1: Students Graduate College-Ready

1A. % of graduates who matriculate to a College or University: 100%

1B. % of graduates matriculate to a Tier I/II College or University: 15% | 25%

1C. % of Seniors accepted to a College or University: 100%

1D. % of Seniors named AP scholars | Earn IB diploma: 30% | 25%

1E. Earned State Rating: A

1F. % Basic | % Mastery | % Advanced on LEAP: 82% | 44% | 11%

1G. % Approaches | % Meets | % Masters on STAAR/EOC: 90% | 60% | 30%

1H. % Level 3 | % Level 4 | % Level 5 on FSA/FSAA: 70% | 40% | 20%

1I. % of Pre-K-2nd Students End The Year On/Above Grade Level in Reading - Year 1 Campuses | Year 2 Campuses: 80% | 90%

1J. % of students in CSI achieve 2 years growth in Reading | Math (measured by Ren STAR) 50% | 60%

1K. Average ACT score: 21

1L. % of students graduating college in 4 | 6 years: 25% | 55%

Needs Assessment

S-STAAR

D-DIBELS

E-EOC

A-ACT

RR-Reading Renaissance

ST-STAR for Math

DR-Discipline Report

AP-AP Tests

O-Other

Special Populations

All

AR-At Risk

ELL-English Language Learners

ED-Economically Disadvantaged

M-Migrant

SE-Special Education

Campus Name

Comprehensive Needs Assessment
COLLEGE PREP

Data Source: CSI

% Meeting CSI Goal	Reading CP CSI
% CSI (EOY Ren.)	51
% of CSI Passing STAAR	N/A
% of SPED Passing STAAR	N/A

Data Source: STAAR

	STAAR Reading 6th	STAAR Reading 7th	STAAR Reading 8th	STAAR Writing 7th	English I EOC	English II EOC
% Approaches	80	87	84			
% Meets	43	65	59			
% Masters	18	41	39			
% Student Achievement Average						

Data Source: AP/IB/Electives

AP Scores	Pass AP Lit	Pass AP Lang	IB Scores	IB Group 1	% Royal Readers	% Word Master
% Score 1			% Score 1-3			
% Score 2			% Score 4-5			
% Score 3+			% Score 6-7			
					RR Goal Met/Not Met	WM Goal Met/Not Met

Reflections	
Areas of Strength	**Areas of Need**
1 Practicing across genres and streamlined across grade levels so that strategies are used in all grade levels and continue to build	1 Ensure that resrouces are available in a timely manner (books, dictionaries, supplies, supplemental
2 Academic rigor that is above the level of the STAAR test	2 Streamline all stakeholders on campus so that students are practicing ELA strategies across all
3 Teacher/Student growth mindset	3 Special Education and CSI intervention, inclusion, and resource.

Campus Name

Comprehensive Needs Assessment - College Prep COLLEGE PREP					
Data Source: STAAR					
	STAAR Math 6th	**STAAR Math 7th**	**STAAR Alg I**		
% Approaches	80	78	80		
% Meets	49	41	39		
% Masters	21	15	24		
% Student Achievement Average	41	34	31		
Data Source: AP/IB					
AP Scores	**Pass AP Calculus AB**	**Pass AP Calculus CD**	**Pass AP Prob. & Stats.**	**IB Scores**	**IB Group 5**
% Score 1				**% Score 1-3**	
% Score 2				**% Score 4-5**	
% Score 3+				**% Score 6-7**	

Reflections	
Areas of Strength	**Areas of Need**
1 Analyzing data within 24hrs to adjust lessons	1 Start off strong with supplemental resources such as IXL and Desmos for Algebra
2 Quick sort of ET to adjust lessons for next class period and/or next day	2 Clarity of what curriculum will look like considering the change in STAAR
3 Having lesson plans/exemplars ready at least one week ahead to be prepared along with unit planning	3 More practice for online to prepare for STAAR

Campus Name

Comprehensive Needs Assessment COLLEGE PREP						
Data Source: Internal Assessments						
	6th Grade EOY Assessment	**7th Grade EOY Assessment**				
% Passing						
Data Source: STAAR						
	STAAR 8th Science	**STAAR Biology**				
% Approaches		92				
% Meets		70				
% Masters		17				
% Student Achievement Average		60-AA				
Data Source: AP/IB						
AP Scores	**Pass AP Biology**	**Pass AP Chemistry**	**Pass AP Physics (1, 2, & C)**	**Pass AP Env. Science**	**IB Scores**	**IB Group 4**
% Score 1					**% Score 1-3**	
% Score 2					**% Score 4-5**	
% Score 3+					**% Score 6-7**	

Reflections	
Areas of Strength	**Areas of Need**
1 Goal of approachees and meets were obtained.	1 Increasing scores in the area of "Masters".
2 Use of labs and hands on instruction.	2 Closing the gap between SPED and ELL scholars.
3 Having a "growth mindset".	3 Increasing student engagement and buy in.

Campus Name

Comprehensive Needs Assessment COLLEGE PREP							
Data Source: Internal Assessments							
	6th Grade EOY Assessment	**7th Grade EOY Assessment**					
% Passing	**93%**	**90%**					
Data Source: STAAR							
	STAAR 8th US History	**EOC US History**					
% Approaches	62						
% Meets	22						
% Masters	11						
% Student Achievement Average							
Data Source: AP/IB							
AP Scores	**Pass AP Human Geography**	**Pass AP World History**	**Pass AP US History**	**Pass AP Goverment**	**Pass AP Economics**	**IB Scores**	**IB Group 3**
% Score 1						**% Score 1-3**	
% Score 2						**% Score 4-5**	
% Score 3+						**% Score 6-7**	

Reflections	
Areas of Strength	**Areas of Need**
1Access to primary soruces	1Uniformaity in class annotaions
2 Collaborative learning environment in partners and groups	2 Opportunities to build a background in other spaces about humaniutes
3 The students knew their growth goal	3 Strongret Curriculum

Campus Name

Comprehensive Needs Assessment
COLLEGE PREP

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

	Listening	Speaking	Reading	Writing	% of ELL Students who grew one or more levels
% Beginning				3	
% Intermediate				26	
% Advanced				34	
% Advanced High				26	

Reflection	
Areas of Strength	**Areas of Need**
1 Efficient and effective grading system, as well as team cooperation and collaboration.	1 Organization of TC to purposefully lead trainings in relation to TELPAS writing
2 Variety of samples per content.	2 All teachers should use the same verbage when framing the expectation for scholars.
3 Small pull out groups to practice the online portion throughout the year	3 Scholars should have a clear understanding of what TELPAS encompases and how they can best perform to exit the program

Campus Name

Comprehensive Needs Assessment COLLEGE PREP					
100% College Matriculation					
Matriculation %	**Matricuation % 4 year**	**Matriculation % 2 year**	**Tier 1/2 % Acceptances**	**Tier 1/2 % Matriculation**	
Tier 1 % Matriculation	**Tier 2 % Matriculation**	**Tier 3 % Matriculation**	**Tier 4 % Matriculation**	**Senior Class CCMR %**	**Senior Class TSI Completion %**
Campus Data					
Senior Class ACT Average	**Junior Class ACT Average**	**Overall AP Scholars (3+ or more tests)**	**IB Medallion Scholars (Passing 3+ exams)**	**Overall % IB Diploma**	**Campus End of Year OTG**

Reflections	
Areas of Strength	**Areas of Need**
1	1
2	2
3	3

Campus Name

Comprehensive Needs Assessment COLLEGE PREP	
Staff Quality, Recruitment, Retention	
	Percentage
% School Lead Team Retention	
% Instructional Support Retention	87%
% Teacher Retention	76%
% Campus Support Retention	
% SPED Certified Teachers	
% State/National Certified Teachers	
% State Certified Leaders	
% State/Board certified Counselors	
Number of teacher applicants per 2020-21 school year	

Reflections	
Areas of Strength	**Areas of Need**
1Opportunites for team building created a strong bond	1Communications- finding out things last minute; respectful of staff's time; ex. NJHS ceremony for all staff to attend; staff weekly with announcements of school events
2 Teachers/Staff that are dedicated to working hard for kids	2 Consistency- Discipline consequences amongst admin; fair and equity to all students for suspension or other discipline consequences; teacher to student and manager to student; lesson rehearsals; non-STAAR tested teachers growth was cared about less
3 Administrative visibility and teachers feel comfortable going to at least one admin	3 Last two weeks need more structure; the students felt as though once testing was over there was no seriousness to culture and instruction by admin and students

Campus Name

Comprehensive Needs Assessment College Prep	
Data Source: School Culture and Climate	
	Campus %
% Average Daily Attendance	89.32%
% Overall Persistence	91.14%
% New Student Persistence	88.51%
# of Admin Withdrawals/ Level 3 Offenses	1
% SPED	4
% ELL	9
% Eco Dis	23
% Migrant	0
% Race: American-Indian-Alaska-Native	1
% Asian	2
% White-Hispanic	14
% Multi	0
% Black-African-American	10
% Native-Hawaiian-Pacific-Islander	0
% White	4
% Male	10
% Female	18

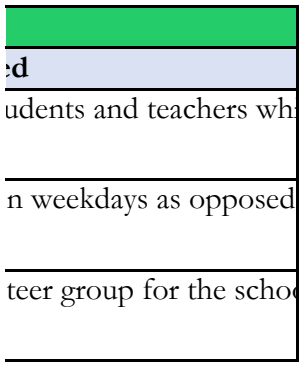
Data Source: School Culture and Climate	
Reflections	
Areas of Strength	**Areas of Need**
1. Providing high level academics	1. Lack of communication: mail outs, plan the entire year and give one pager,
2 Programs offered	2 adhere to culture norms consistency: communication flow chart for staff (regarding behavior system)
3. Team and family: one to one support system	3 Consistency with culture and systems.

Robocall, email Showcases

Campus Name

Comprehensive Needs Assessment COLLEGE PREP	
Data Source: Family and Community Involvement	
	Percentage
% Families Attended BTS Bash	**76.66%**
% Families Attended WTI	6th 36% 7th 54.55% 8th 32.26% 9th 25.64%
% Families Who Attended EOY Ceremonies	89 people
% Families who attended Fall Festival	26%
% Families who attended Spring Festival	14%

Reflections	
Areas of Strength	**Areas of Nee**
1 Continuous communication to parents through remind and paren	1 Communicate more directly to st
2 Events where students were celebrated had high family engageme	2 Scheduling events after schools o
3 Giving flyers directly to parents at carline upped attendance at aw	3 There is no PTO or parent volun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IDEA Public Schools

Alamo Academy

2022-2023 Campus Improvement Plan

Accountability Rating: B

Distinction Designations:
Academic Achievement in English Language Arts/Reading
Top 25 Percent: Comparative Closing the Gaps

Board Approval Date: October 21, 2022
Public Presentation Date: September 15, 2022

Mission Statement

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

Vision

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

Core Values

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

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

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Idea Academy Alamo was founded in 2010 and is located in Alamo, TX at 325 E FM 495, 78516. We are an open enrollment charterschool and current enrollment for the 2022-2023 school year is 813. We serve students in pre-kindergarten to 5th grade.

See PDF in Addendum for more information

Demographics Strengths

See PDF in Addendum for more information.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Less than 90% new student persistence. **Root Cause:** Communication during recruitment process is not clear in regards to what our school offers and doesn't offer.

Problem Statement 2 (Prioritized): Our RTI process is not strong causing identification of special needs students not to happen in a timely manner. **Root Cause:** Leadership team lacks knowledge and skill to build and manage RTI process.

Problem Statement 3 (Prioritized): Our attendance has fallen below the 97.5% target. **Root Cause:** No clear plan for ADA and parent communication.

Student Learning

Student Learning Summary

Successes

When comparing 2021 to 2022 overall data, Domain 1 improved 17 points, Domain 2 32 points, Domain 3 - 4 points, and overall grew 23 points. Approaches levels increased nearly 19 points, Meets levels increased 20 points and Masters levels increased 11 points. During the 2022 STAAR admin, IDEA Alamo Academy was able to show higher SASs scores overall.

Areas of Improvement

Mathematics continues to be an area of improvement which currently shows approximately a 20 point gap in Approaches levels to reach the performance of reading. Diving deeper into historical trends showed that 3rd, 4th and 5th Math are areas of slowest growth and has not recovered as quickly when compared to other grades and subjects.

See PDF in Addendum for more information.

Student Learning Strengths

See PDF in Addendum for more information.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Math data has seen the biggest instructional gaps in the last 2 years. **Root Cause:** Teachers did not spiral re-teach objectives from the beginning of the year due to lack of experience and leadership did not prioritize.

Problem Statement 2 (Prioritized): Reading data show biggest gaps overall in 3rd grade and in meets and masters in 4th and 5th **Root Cause:** Lack of tracking and re-teaching based on student needs after assessments.

Problem Statement 3: Overall academic achievement was low in domain 1. **Root Cause:** Lack of teacher data monitoring and teaching alignment.

School Processes & Programs

School Processes & Programs Summary

Our campus has a teacher leader program that allows teachers who want to grow in and out of the classroom. This program allows teachers to take on a coaching role while they stay in their teaching role, which allows them to experience the administrative role before completely transitioning over.

Professional development is created based on campus priorities set from the previous years and from trends found during instructional rounds. Teachers are invited to attend as a whole for priorities and as needed for trends found.

To support powerful teaching and learning, teachers are recognized publicly every year and are idenitifed as master teachers for others to observe and visit. Teachers are tiered accoridng to level of support needed for coaching and lesson planning support.

Our campus offers extracurricular activities such as sports, dance, cheer, arts and crafts Monday thru Friday free of charge, through 21st century programs.

See PDF in Addendum for more information.

School Processes & Programs Strengths

See PDF Addendum for more information

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Staff feels overwhelmed with the amount of time it takes to prepare for lesson plans. **Root Cause:** Leadership team has not provided enough professional development to build proficient/advanced skill that will allow teachers to plan more efficiently.

Problem Statement 2 (Prioritized): There is a gap in teacher pedagogy outside of instructional strategies. **Root Cause:** District focus is on instructional pedagogy and campus does the same and therefore teachers struggle with other issues such and SPED process and behavior strategies

Perceptions

Perceptions Summary

Our teacher retention 82% and SPED Teacher 66%. All new staff receive focused onboarding and training aligned to meeting their needs as a new teacher.

Staff receive information regarding academic expectation during beginning of year PD via a one pager classroom and content expectations checklist. They also attend weekly check-ins with their manager, biweekly grade level meetings, and use phone app as their main source of campus communication amongst staff.

Staff absences has shown an increase in the last couple of years due to COVID, but only a couple have received

According to our Great Places to Work Survey, 80%+ of staff strongly agree that they work in a great place at IDEA Alamo Academy.

Parent participation rates are measured via sign-in sheets for every event hosted. During our meet the teacher this year, 70% of families attended. During out Welcome to IDEA event in May, 52% showed up in person while the remaining 48% received a virtual onboarding.

See PDF in Addendum for more information.

Perceptions Strengths

See PDF in Addendum for more information

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Less than 50% parent participation or feedback for in school events **Root Cause:** Data tracking systems for family events do not focus on collecting attendance unless its a structured meeting.

Problem Statement 2 (Prioritized): Parent response to communication is not as strong as it needs to be. **Root Cause:** System for updating parent information lacks a system and follow through from operations team.

Priority Problem Statements

Problem Statement 1: Math data has seen the biggest instructional gaps in the last 2 years.
Root Cause 1: Teachers did not spiral re-teach objectives from the beginning of the year due to lack of experience and leadership did not prioritize.
Problem Statement 1 Areas: Student Learning

Problem Statement 2: Reading data show biggest gaps overall in 3rd grade and in meets and masters in 4th and 5th
Root Cause 2: Lack of tracking and re-teaching based on student needs after assessments.
Problem Statement 2 Areas: Student Learning

Problem Statement 3: Our RTI process is not strong causing identification of special needs students not to happen in a timely manner.
Root Cause 3: Leadership team lacks knowledge and skill to build and manage RTI process.
Problem Statement 3 Areas: Demographics

Problem Statement 4: Less than 90% new student persistence.
Root Cause 4: Communication during recruitment process is not clear in regards to what our school offers and doesn't offer.
Problem Statement 4 Areas: Demographics

Problem Statement 5: Staff feels overwhelmed with the amount of time it takes to prepare for lesson plans.
Root Cause 5: Leadership team has not provided enough professional development to build proficient/advanced skill that will allow teachers to plan more efficiently.
Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: There is a gap in teacher pedagogy outside of instructional strategies.
Root Cause 6: District focus is on instructional pedagogy and campus does the same and therefore teachers struggle with other issues such and SPED process and behavior strategies
Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: Less than 50% parent participation or feedback for in school events
Root Cause 7: Data tracking systems for family events do not focus on collecting attendance unless its a structured meeting.
Problem Statement 7 Areas: Perceptions

Problem Statement 8: Parent response to communication is not as strong as it needs to be.
Root Cause 8: System for updating parent information lacks a system and follow through from operations team.
Problem Statement 8 Areas: Perceptions

Problem Statement 9: Our attendance has fallen below the 97.5% target.

Root Cause 9: No clear plan for ADA and parent communication.

Problem Statement 9 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Other PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

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

Employee Data

- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Study of best practices
- Other additional data

Goals

Goal 1: IDEA achieves an A rating

Performance Objective 1: 3rd-5th Grade will earn 80% or more Academic Achievement Domain 3 interim targets for math and reading

High Priority

HB3 Goal

Evaluation Data Sources: Use campus based bi-weekly assessments data, mock, and semester assessments to monitor and adjust instruction. Final data will be STAAR Results from students.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Provide differentiated instruction for students in Meets & Masters groups through enrichment activities, small group intervention, after-school tutoring. **Strategy's Expected Result/Impact:** Increase the number of Meets and Masters by 5% points in each grade and each subject area. **Staff Responsible for Monitoring:** Teachers, instructional coaches, APIs, Principal, VP **Title I:** 2.4, 2.6 **- 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 **Problem Statements:** Student Learning 1, 2 **Funding Sources:** Hotspot Facilitator (Kristi Villanueva) - Federal Grant - $32,852.16, AR Zone Facilitatator (Nathan Martinez) - Federal Grant - $32,614.56	15%	25%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Math data has seen the biggest instructional gaps in the last 2 years. **Root Cause**: Teachers did not spiral re-teach objectives from the beginning of the year due to lack of experience and leadership did not prioritize.
Problem Statement 2: Reading data show biggest gaps overall in 3rd grade and in meets and masters in 4th and 5th **Root Cause**: Lack of tracking and re-teaching based on student needs after assessments.

Goal 1: IDEA achieves an A rating

Performance Objective 2: Increase student performance for ELL and Sped students to meet state targets.

High Priority

Evaluation Data Sources: Monitor ELL and SPED data at every testing point. STAAR Results from students

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Implement an operating mechanism to allow coordination and collaboration between Special Education and General Education teachers on a monthly basis. **Strategy's Expected Result/Impact:** Special education students will be served appropriately based on their academic needs./Student growth **Staff Responsible for Monitoring:** Claribel Garza, teachers, and Principal **Title I:** 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 2	20%	50%		

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: Our RTI process is not strong causing identification of special needs students not to happen in a timely manner. **Root Cause**: Leadership team lacks knowledge and skill to build and manage RTI process.

Goal 1: IDEA achieves an A rating

Performance Objective 3: Increase data for reading and math CSI students by targeting small group instruction to close instructional gaps.

High Priority

Evaluation Data Sources: Renstar assessments and campus assessments.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Use Math CSI implementation and New LLI CSI Reading Program Interventionists to improve 3rd-5th math and reading performance. **Strategy's Expected Result/Impact:** 50%+ of CSI students will on grade level and pass STAAR Assessments **Staff Responsible for Monitoring:** Reading-API Roxanna Castaneda Math-Principal, Ana Garza **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** Interventionist (Sara Barajas) - Federal Grant - $60,500, Hotspot Facilitator (Kristi Villanueva) - Federal Grant - $32,852.16	25%	25%		

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: All IDEA students matriculate to college

Performance Objective 1: IDEA Alamo staff will increase positive student and family relationships

Evaluation Data Sources: 100% of seniors will have two PWIs (Academy and CP)

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: 1. Increase positive student relationships via the PWI program **Strategy's Expected Result/Impact:** 100% of seniors will have quality TLORs and Personal statements **Staff Responsible for Monitoring:** Marisol Flores DCC **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: 2. Essay Help -Admin and others will be trained on how to provide feedback and this will also create relationships and trust building in the process **Strategy's Expected Result/Impact:** 100% of seniors will have quality TLORs and Personal statements **Staff Responsible for Monitoring:** Marisol Flores DCC **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

 No Progress Accomplished Continue/Modify Discontinue

Goal 3: Increase student daily attendance

Performance Objective 1: Increase meaningful relationships to promote student achievement.

High Priority

HB3 Goal

Evaluation Data Sources: Student surveys, Panorama, Kickboard reports, Attendance

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Increase student investment in coming to school everyday through daily, weekly, and monthly challenges. **Strategy's Expected Result/Impact:** 97% EOY ADA **Staff Responsible for Monitoring:** APO, Lee Garcia and Lead Team	20%	30%		

 No Progress Accomplished Continue/Modify Discontinue

Goal 3: Increase student daily attendance

Performance Objective 2: 100% of teachers will have positive call interactions with parents on a weekly basis.

High Priority

Evaluation Data Sources: Parent communication logs, parent surveys, and student attendance.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Weekly data collection with immediate feedback via email and teacher weekly **Strategy's Expected Result/Impact:** 97% EOY ADA **Staff Responsible for Monitoring:** APO, Lee Garcia and Lead Team, Teachers **Title I:** 4.1, 4.2 **Funding Sources:** PRE-KINDERGARTEN CO-TEACHER (Alejandra Flores) - Federal Grant - $27,355.68, PRE-KINDERGARTEN TEACHER (Alma Garza) - Federal Grant - $57,500, PRE-KINDERGARTEN CO-TEACHER (Veronica Ramirez) - Federal Grant - $32,551.20, PRE-KINDERGARTEN TEACHER (Nadia Vasquez) - Federal Grant - $57,500, INTERVENTIONIST CO-TEACHER (Jacqueline Tafolla) - Federal Grant - $24,171.84	15%	30%		

 No Progress Accomplished Continue/Modify Discontinue

Goal 4: Increase student persistence

Performance Objective 1: 90% of new students will persist at Idea Academy Alamo

High Priority

Evaluation Data Sources: Locus dashboard, PowerSchool enrollment, Mission List

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Increase parent communication by the use of Parent communication logs updated weekly with 3 positive calls from all staff/teachers **Strategy's Expected Result/Impact:** increased participation at school events/strong partnerships are built with parents and students **Staff Responsible for Monitoring:** Counselor **Title I:** 4.1, 4.2 **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1 - Perceptions 1 **Funding Sources:** PRE-KINDERGARTEN TEACHER (Nadia Vasquez) - Federal Grant - $57,500, PRE-KINDERGARTEN TEACHER (Alma Garza) - Federal Grant - $57,500, PRE-KINDERGARTEN CO-TEACHER (Alejandra Flores) - Federal Grant - $27,355.68, PRE-KINDERGARTEN CO-TEACHER (Veronica Ramirez) - Federal Grant - $32,551.20, INTERVENTIONIST (Sara Barajas) - Federal Grant - $60,500	25%	40%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Less than 90% new student persistence. **Root Cause**: Communication during recruitment process is not clear in regards to what our school offers and doesn't offer.

Perceptions
Problem Statement 1: Less than 50% parent participation or feedback for in school events **Root Cause**: Data tracking systems for family events do not focus on collecting attendance unless its a structured meeting.

Goal 4: Increase student persistence

Performance Objective 2: Increase parent satisfaction through strong customer service.

High Priority

Evaluation Data Sources: Parent communication logs and student persistence.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Follow the district discipline management flowchart to ensure all required steps are followed within 24 hours to have a strong parent communication process. **Strategy's Expected Result/Impact:** Parents give school A rating on parent surveys **Staff Responsible for Monitoring:** Counselor **Title I:** 4.1, 4.2 **- ESF Levers:** Lever 3: Positive School Culture				

 No Progress Accomplished Continue/Modify Discontinue

Goal 4: Increase student persistence

Performance Objective 3: 100% of students and staff feel physically and emotionally safe to achieve our mission.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Upgrade campus security at all levels. **Strategy's Expected Result/Impact:** 90+ rating on Parent and student surveys **Staff Responsible for Monitoring:** Counselor and APO	20%	35%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 4: Increase student persistence

Performance Objective 4: Increase student fitness assessment data.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Create opportunities for student participation in physical activity outside of PE and recess, through campus celebrations and events. **Strategy's Expected Result/Impact:** Fitness gram goal is met **Staff Responsible for Monitoring:** Coaches and Principal	30%	45%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 5: Increase staff retention

Performance Objective 1: 87% of staff will agree that IDEA Academy Alamo is a Great Place to Work.

High Priority

Evaluation Data Sources: GPTW survey, 2x2 feedback during check ins

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Build strong relationships with staff members through daily and weekly touchpoint opportunities with leaders. **Strategy's Expected Result/Impact:** GPTW survey results and participation in school events. **Staff Responsible for Monitoring:** All lead team and GTLs **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning **Problem Statements:** School Processes & Programs 1, 2	50%	70%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Create scheduled opportunities for recognition and opportunities for growth throughout the year. **Strategy's Expected Result/Impact:** Increase staff morale and GPTW survey **Staff Responsible for Monitoring:** Lead Team and GTLs **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** School Processes & Programs 1	25%	40%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: Staff feels overwhelmed with the amount of time it takes to prepare for lesson plans. **Root Cause**: Leadership team has not provided enough professional development to build proficient/advanced skill that will allow teachers to plan more efficiently.

School Processes & Programs
Problem Statement 2: There is a gap in teacher pedagogy outside of instructional strategies. **Root Cause**: District focus is on instructional pedagogy and campus does the same and therefore teachers struggle with other issues such and SPED process and behavior strategies

Goal 5: Increase staff retention

Performance Objective 2: 100% of teachers earn a proficient overall rating in GET by EOY

High Priority

Evaluation Data Sources: Teachboost and EOY APR

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Provide high quality PD and implement coaching cycle to ensure teachers are given the practice they need to master skills. **Strategy's Expected Result/Impact:** Teachers attend all PDs and earn proficient ratings **Staff Responsible for Monitoring:** ILT and district coaches. **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Processes & Programs 1, 2	50%	60%		

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 1: Staff feels overwhelmed with the amount of time it takes to prepare for lesson plans. **Root Cause**: Leadership team has not provided enough professional development to build proficient/advanced skill that will allow teachers to plan more efficiently.
Problem Statement 2: There is a gap in teacher pedagogy outside of instructional strategies. **Root Cause**: District focus is on instructional pedagogy and campus does the same and therefore teachers struggle with other issues such and SPED process and behavior strategies

Title I Personnel

Name	Position	Program	FTE
Alejandra Flores	PK CO-TEACHER	Title 1	1
Alma Garza	Pre-Kindergarten Teacher	Title I	1
Jacqueline Tafolla	Interventionist Co-Teacher	Title 1	1
Kriti Villanueva	ILearning Hotspot Facilitator	Title I	1
Nadia Vasquez	Pre-Kindergarten Teacher	Title I	1
Nathan Martinez	AR Zone Facilitator	Title I	1
Sara Barajas	INTERVENTIONIST	Title 1	1
Veronica Ramirez	PK CO-TEACHER	Title 1	1

Campus Funding Summary

Federal Grant					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Hotspot Facilitator (Kristi Villanueva)		$32,852.16
1	1	1	AR Zone Facilitatator (Nathan Martinez)		$32,614.56
1	3	1	Hotspot Facilitator (Kristi Villanueva)		$32,852.16
1	3	1	Interventionist (Sara Barajas)		$60,500.00
3	2	1	INTERVENTIONIST CO-TEACHER (Jacqueline Tafolla)		$24,171.84
3	2	1	PRE-KINDERGARTEN TEACHER (Nadia Vasquez)		$57,500.00
3	2	1	PRE-KINDERGARTEN TEACHER (Alma Garza)		$57,500.00
3	2	1	PRE-KINDERGARTEN CO-TEACHER (Veronica Ramirez)		$32,551.20
3	2	1	PRE-KINDERGARTEN CO-TEACHER (Alejandra Flores)		$27,355.68
4	1	1	PRE-KINDERGARTEN CO-TEACHER (Veronica Ramirez)		$32,551.20
4	1	1	INTERVENTIONIST (Sara Barajas)		$60,500.00
4	1	1	PRE-KINDERGARTEN TEACHER (Nadia Vasquez)		$57,500.00
4	1	1	PRE-KINDERGARTEN CO-TEACHER (Alejandra Flores)		$27,355.68
4	1	1	PRE-KINDERGARTEN TEACHER (Alma Garza)		$57,500.00
				Sub-Total	$593,304.48

Addendums

Master CNA & SAIP Reporting Checklist

		PTG	67%	PTG	0%

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

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2021-22 Student Achievement Improvement Plan

ACADEMY

APO	Initiatives	Needs Assess.	Special Pops.	Person(s) Responsible	Timeline Start/End	Resources: Human/ Material/Fiscal	Documentation	Formative Evaluation
2C	LLI Fountas and Pinnell	S	All	Roxanna Castaneda, API	BOY/EOY	$30,000	Weekly Reports	Ren Star Results
2A	Staff Culture Plan	O	All	Doria Gonzalez, API	BOY/EOY	$ 7,000.00		GPTW surveys
2C, 2B	Parent Investment Plans	O	All	Amanda Champion, SC	BOY/EOY	$ 3,000.00	Persistence Reports	TCP Parent Surveys
2B, 2C	Student Incentive Plans	O	All	Amanda Champion, SC	BOY/EOY	$ 10,000.00	ADA and Persistence Reports	TCP Student Surveys
	Imagine Learning	RR	All	Jocelyn Garza	BOY/EOY	Human/Fiscal	Weekly Reports	Monthly Reports

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

Annual Performance Objectives (APO)

PRIORITY #1: Students Graduate College-Ready

1A. % of graduates who matriculate to a College or University: 100%

1B. % of graduates matriculate to a Tier I/II College or University: 15% | 25%

1C. % of Seniors accepted to a College or University: 100%

1D. % of Seniors named AP scholars | Earn IB diploma: 30% | 25%

1E. Earned State Rating: A

1F. % Basic | % Mastery | % Advanced on LEAP: 82% | 44% | 11%

1G. % Approaches | % Meets | % Masters on STAAR/EOC: 90% | 60% | 30%

1H. % Level 3 | % Level 4 | % Level 5 on FSA/FSAA: 70% | 40% | 20%

1I. % of Pre-K-2nd Students End The Year On/Above Grade Level in Reading - Year 1 Campuses | Year 2 Campuses: 80% | 90%

1J. % of students in CSI achieve 2 years growth in Reading | Math (measured by Ren STAR) 50% | 60%

1K. Average ACT score: 21

1L. % of students graduating college in 4 | 6 years: 25% | 55%

PRIORITY #2: Build a Strong & Sustainable Organization

2A. % Teacher Retention | Employee Retention: 85% | 85%

2B. 80% composit score on GPTW: 82%

2B. %Average Daily Attendance: 97.50%

2C. New Student Persistence: 90%

2D. Operating Income: $133M

2E. FIRST Rating: A

PRIORITY #3: Achieve Mission at Scale

3A. % of students with low socio-economic status: 80%

3B. Enrollment in August 2020: 83,894

3C. Schools in operation in August 2020: 149

3D. Total Funds Raised (millions): $93M

Needs Assessment

S-STAAR

D-DIBELS

E-EOC

A-ACT

RR-Reading Renaissance

ST-STAR for Math

DR-Discipline Report

AP-AP Tests

O-Other

Special Populations

All

AR-At Risk

ELL-English Language Learners

ED-Economically Disadvantaged

M-Migrant

SE-Special Education

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Comprehensive Needs Assessment
ACADEMY

Data Sources: Eureka Math & Electives Academy

	DISTAR Pre-K on Grade Level	Eureka Kinder on Grade Level	Eureka First on Grade Level	Eureka Second on Grade Level	% Math Masters Pk-2	Pk-2 MM Goal Met/Not Met
% Students	100%	93	93	87	66%	Met

Data Source: STAAR Academy

	STAAR Math Grade 3	STAAR Math Grade 4	STAAR Math Grade 5	% Math Masters 3-5	3-5 MM Goal Met/Not Met
% Approaches	59%	66%	72%	59%	Not Met
% Meets	29%	25%	39%		
% Masters	9%	11%	10%		
% Student Achievement Average	32%	34%	40%		
% Meet 2 year growth	N/A	74%	96%		

Data Source: CSI Academy

	Math AC CSI
% CSI (EOY Ren.)	NA
% of CSI Passing STAAR	NA
% of SPED Passing STAAR	NA

Reflections

Areas of Strength	Areas of Need	
PK-Distar		
1. *PreK - met district goal for eoy. 2. Constant communication with parents for testing and intervention	1. Pk- poor attendance.	
1. Exposing students to all numbers 1-30 since BOY	1. Working closely with our co-teacher to provide additional	
K-2nd Eureka		

*Kinder met Eureka achivement goal for eoy. *1st/2nd -veteral teachers planning and delivering lessons. *1st grade Mr.. Salinas able to cover math teachers' maternity leave for beginning of year.	*Kinder had 2 teachers teaching Eureka for first time new at planning. 1st/2nd grade- did not met AS goal *1st/2nd had teachers on maternity leave- 1 teacher for grade level/sub as facilitator. *large percentage of 1st/2nd students are emergent readers/writers and *scored low on written statements questions.
3rd-5th Math	
*Kinder met Eureka achivement goal for eoy. *1st/2nd -veteral teachers planning and delivering lessons. *1st grade Mr.. Salinas able to cover math teachers' maternity leave for beginning of year.	*Kinder had 2 teachers teaching Eureka for first time new at planning. 1st/2nd grade- did not met AS goal *1st/2nd had teachers on maternity leave- 1 teacher for grade level/sub as facilitator. *large percentage of 1st/2nd students are emergent readers/writers and *scored low on written statements

Idea Academy Alamo

Comprehensive Needs Assessment
ACADEMY

Data Sources: DI ELA & Electives

	DI Pre-K on Grade Level	DI Kinder on Grade Level	DI First on Grade Level	DI Second on Grade Level	% Royal Readers	% Word Masters
% Students	100%	98%	64%	91%	20%	76%
					RR Goal Met/Not Met	WM Goal Met/Not Met
					Met	Met

Data Source: STAAR

	STAAR Reading Grade 3	STAAR Reading Grade 4	STAAR Reading Grade 5	Writing Grade 3	Writing Grade 4
% Approaches	72%	88%	83%	88%	86%
% Meets	37%	66%	61%	28%	53%
% Masters	17%	34%	36%	8%	33%
% Student Achievement Average	42%	63%	60%	41%	57%

Data Source: CSI

% Meeting CSI Goal	Reading AC CSI
% CSI (EOY Ren.)	22%
% of CSI Passing STAAR	49%

Reflections

Areas of Strength	Areas of Need
PK-K DI	
1. Pre-K 100% and Kinder 98% of students met the end of the year goal. 2. Constant communication with parents when students were absent. 3. Kinder-In-person Intervention-after school Tutoring gains in LP. 4. Coteacher role in DI teachign additional groups with new schedue. 5. Re-grouping as needed based on data.	1. Parent call log for communiction accountability. 2. Low attendance BOY and January due to COVID cases. 3. DI reading level and grades reported on report card. 4. New program for teachers. Backwards planning needs improvement.
Areas of Strength	**1st-2nd DI** **Areas of Need**

1)1st grade met goal 91% 2) 1st grade grade increase from 0% to 64% at EOY. 3). Constant communication with parents when students were absent and impact on academics. 4). Kinder -2nd grade -In-person Intervention-after school Tutoring gains in LP. 5) Coteacher role in DI teachign additional groups with new schedue. 6). FC implementation starting Q2 7 Re-grouping as needed based on data.	*43% of 1st grade students did not meet EOY goal. *Low attendance BOY and January due to COVID cases. * Gaps were too big to be closed completely in one year.
3rd-5th Reading	
1. Above 90% in student participation for all semester and mock exams 2. Targeted weekly reteach with tracking after mock exam 3. Focused coaching on aligning CFS to reteach 	1. Tutoring starting early in October 2. Continue coaching and developing with literacy coach around CFS and implementing reading strategies to boost skill in the ELA classrooms 3. Small Group reteach after formative assessements
3rd & 4th Writing	
1. Teacher created an aligned scope and sequence to target Writing skills. 2. Teachers followed scope and sequence on HUB for skills 3. Teachers completed publishing parties for students	1. Integrate reading responses using Gretchen Burnabai stems to respond to W&W texts. 2. Create skills Do Nows based on W& W content 3. Follow Writer's Toolsbox in order to close any gaps that are found in BAW

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Comprehensive Needs Assessment ACADEMY						
Data Sources: Science Pk-2						
	Science Pre-K on Grade Level	**Science Kinder on Grade Level**	**Science First on Grade Level**	**Science Second on Grade Level**	**Science Third on Grade Level**	**Science Fourth on Grade Level**
% Students	**NA**	**99/99/94**	**95/38/58**	**59/54/6**	**87/66/36**	**66/23/6**

Data Source: Science 3-5		
	STAAR Science Grade 5	
% Approaches	74%	
% Meets	44%	
% Masters	26%	
% Student Achievement Average	48%	

Reflections

K-2nd Amplify Science

Areas of Strength	Areas of Need
*Kinder1st grade -EOY final exam-met achievement score goal. * Resources provided for all lessons by district. * Teachers attended training for course collab and biweekly seminars. * Student engagement was high for subject.	*2nd grade struggled with content. Backwards planning not in place. *2nd grade teacher on maternity leave. *Internalization of unit. * Data not tracked on regular basis.

3rd-4th Science

Areas of Strength	Areas of Need
1. 3rd grade Science assessments trending above the district. 2. Engaging labs to introduce new objectives. 3. All manipulatives for labs and material resources provided by district.	1. Bi-weekly webinars were a struggle for teachers (supporting tutorials) to attend. 2. Unit plans in Science were not being uploaded in advance for teachers to prepare/internalize within enough time. 3. Daily student mastery not tracked through ETs.

5th Science

Areas of Strength	Areas of Need
•Teachers Knowledge and Skills in the content •Basic Science Equipment and tools Available •District Scope & Sequence alignment with TEKS •KDA lesson breakdowns •Bi-Weekly Data convos (after exams) •District Course Collaboration days	1. Lack of hands on labs. 2. Materials arrived late. 3. Priority Math and Reading to target low performing students.

Idea Academy Alamo

Comprehensive Needs Assessment

ACADEMY

Data Sources: Humanities Pk-2

	Humanities Pre-K on Grade Level	Humanities Kinder on Grade Level	Humanities First on Grade Level	Humanities Second on Grade Level	Humanities Third on Grade Level	Humanities Fourth on Grade Level	Humanities Fifth on Grade Level
% Students	NA	100/100/95	100/93/97	94/80/62	63/38/27	90/77/59	94/85/67

Reflections

K-2nd Social Studies

Areas of Strength	Areas of Need
*k-2nd grade -EOY final exam-met 90/60/30 Achievement score goal. *Student engagement with content.	*Students not completing tests/assginments. -This affected 2nd grade tremendously. * Unit plans in social studies were not being uploaded in advance for teachers to prepare/internalize within enough time. 3. Daily student mastery not tracked through ETs.

3rd-5th Social Studies

Areas of Strength	Areas of Need
1. 4th and 5th grade Social Studies assessments trending above the district for all units. 2. Unit Projects at the end of each unit. 3. Writing across the curriculum was seen daily.	1. Bi-weekly webinars were a struggle for teachers (supporting tutorials) to attend. 2. Teacher out on FMLA for 2 units in 4th. 3. Daily student mastery not tracked through ETs.

Idea Academy Alamo

Comprehensive Needs Assessment

ACADEMY

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

	Listening	Speaking	Reading	Writing	% of ELL Students who grew one or more levels
% Beginning	12%	21%	19%	0%	36%
% Intermediate	22%	45%	38%	21%	
% Advanced	42%	28%	27%	63%	
% Advanced High	24%	7%	16%	16%	

Reflections	
Areas of Strength	**Areas of Need**
1. Growth Goal was met at a 36%	1. Since so many of our students are ELs we don't do a good job of differentiating for our students.
2. Teachers know who their students are.	2. Lesson planning doesn't have section to name interventions for Els.
3	3

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Comprehensive Needs Assessment	
ACADEMY	
Staff Quality, Recruitment, Retention	
	Percentage
% School Lead Team Retention	100%
% Instructional Support Retention	100%
% Teacher Retention	82%
% Campus Support Retention	100%
% SPED Teachers	66%
% State/National Certified Teachers	0%
% State Certified Leaders	0%
% State/Board certified Counselors	100%
Number of teacher applicants per 2020-21 school year	

Reflection	
Areas of Strength	**Areas of Need**
Teacher recognition on FB, Teacher Weekly, EOY TCP, TOY, & CO-TOY Recognition Out of Uniform Days for Staff as Incentives Early Dismissal Tickets as Incentives Shout Outs during Staff Meetings, Teacher Weekly Staff Surveys	Teacher Dojo Store Return to Griffin Nights Return to BOY & EOY Staff Create a box for people to put their questions and opinions and go over them with team leaders during bi-weekly meetings to make adjustments or changes to what we are doing Discuss with staff what each of these questions really mean and what it needs to look like in action for them to feel that their needs are being met.
3	3

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Comprehensive Needs Assessment ACADEMY	
Data Source: School Culture and Climate	
	Campus %
% Average Daily Attendance	90.09%
% Overall Persistence	96.02%
% New Student Persistence	85.88%
# of Admin Withdrawals/ Level 3 Offenses	0
% SPED	3.86%
% ELL	68.90%
% Eco Dis	94.30%
% Migrant	0%
% Race: American-Indian-Alaska-Native	0%
% Asian	0%
% White-Hispanic	95.10%
% Multi	0%
% Black-African-American	0%
% Native-Hawaiian-Pacific-Islander	0%
% White	4.80%
% Male	49.03%
% Female	50.90%

Data Source: School Culture and Climate	
Reflections	
Areas of Strength	**Areas of Need**
Student of the Week (PW & FB) Trunk or Treat Turkey Basket Giveaway Teacher Treats (Random are appreciated) STAAR Field D	Uniform Behavior Tracking System (rewards & consequences) Schoolwide Assemblies Unifom Expecations & Follow Through (varied by grade l

STAAR Field Day Out of Uniform Days as Awards (students & staff) EOY TCP, TOTY, & COTOTY Celebrations Dr. Seuss Celebrations Spirit Weeks to boost attendance	level) Coupons/Certificates for Student Accomplishments Dr Seuss Week Celebrations Schoolwide Field Day Griffin & Special Olympics Implementation

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Comprehensive Needs Assessment ACADEMY	
Data Source: Family and Community Involvement	
	Percentage
% Families Attended WTI	80%
% Families Attended Curriculum Night	N/A
% Families Who Attended EOY Ceremonies	90%
% Families who attended Thanksgiving Feast	85%
% Families who attended Winter Festival	N/A
% Families who attended Spring Festival	N/A

Reflection	
Areas of Strength	**Areas of Need**
Parent Communication (Remind, Class Dojo, Parent Weekly, Grade Level Weekly, FB) Facebook Student of the Week Posts	Parent Technology Skills Return to In Person Events Return to Parents on Campus Revised Family Engagement Calendar of Events

IDEA Public Schools

Alamo College Prep

2022-2023 Campus Improvement Plan

Accountability Rating: A

Distinction Designations:
Academic Achievement in Mathematics
Academic Achievement in Science
Academic Achievement in Social Studies
Postsecondary Readiness

Board Approval Date: October 21, 2022
Public Presentation Date: September 13, 2022

Mission Statement

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

Vision

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

Core Values

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

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

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Comprehensive Needs Assessment

Revised/Approved: September 13, 2022

Demographics

Demographics Summary

At IDEA College Prep Alamo we serve a total of 751 students from the 6th-12th grade that range in age from 12 to 18 years old. We strive to offer our students high-quality education such as T-Stem and AP for All. Our high expectations for every student ensure we go the extra mile to make sure every student realizes their own potential while personalizing learning, enhancing critical thinking skills, and mastery of core subjects is our recipe for success. We ensure that 100% of our students go to and through college.

Demographics Strengths

See PDF in Addendum for more information

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Decrease in overall student attendance on our campus **Root Cause:** 1)Lack of teachers building strong relationships with students and creating a sense of belonging. 2) Unclear ADA system and expectations to track daily ADA effectively. 3) The mindset of some families not prioritizing student attendance.

Problem Statement 2 (Prioritized): Increase in overall student leavers over the past two years **Root Cause:** 1) Lack of extracurricular activities for our high school students that support student interests 2) Lack of differentiation with high school certification that is not only CTE 3) Lack of investment in academic programs

Student Learning

Student Learning Summary

Student Achivement STAAR:

6th ELA: 74/46/25 avg 48

7th ELA: 79/46/27 avg 51

8th ELA: 92/60/42 avg 65

6th Math: 63/34/17 avg 38

7th Math: 74/36/10 avg 40

Alg1: 81/50/31 avg 54

8th Science: 88/53/26 avg 56

8th US History: 66/32/20 avg 39

Biology: 98/82/40 avg 73

EOC US History: 98/83/64 avg 76

IDEA Alamo received 4/7 distinctions (Math, Science, Social Studies, Post Secondary Readiness). The domain that IDEA Alamo did not receive (ELA/Reading, Academic Growth, Closing the Gaps).

IDEA Alamo grew 15 points in student achievement from 2021 to the 2022 school year.

IDEA Almo increased 8 points in school progress from the 2021 to the 2022 school year

Closing the Gap is IDEA Alamo's area of focus as we received a B with a 79 component and an 84 scale score.

Academic Performance by group:

Student Achievement: From 2021 to 2022 IDEA Alamo grew 15 points

School Progress: In school progresses IDEA Alamo gre 8 points

Closing the gap: IDEA Alamo Increased 33 points from the 2021 to the 2022 school year

Student Learning Strengths

See PDF in Addendum for more information

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Lack of focus in writing across contents (reading, math, science, social studies) **Root Cause:** 1. Not enough leader development on lesson plan feedback that focused on writing components. 2. Inconsistent implementation of writing conferences with students.

Problem Statement 2 (Prioritized): Lack of tracking by skills across Math contents in 6th-12th grade **Root Cause:** 1. Lack of focus and prioritizing trackers by skill throughout the school year across contents 2. Not enough student practice build into the class time 3. Inconsistent modeling of skills through teacher actions

Problem Statement 3: Lack of hands-on science labs/activities across science contents **Root Cause:** 1. Lack of purposeful planning for labs across science contents from 6th- 12th grade. 2. Lack of science vocabulary exposure across science contents.

Problem Statement 4: As a campus, we struggled with mastery scores across grade levels and content. **Root Cause:** 1. Teachers struggled to fully internalize the TEKS and build practice to the rigor of the standards required for student mastery. 2. Leaders and teachers were not consistent in planning higher-order thinking questions to ensure we were pushing the rigor that would lead to higher masters scores. 3. There was too much teacher talk and not enough student practice.

Problem Statement 5 (Prioritized): As a campus, we struggled with AP test mastery scores across grade levels and content. **Root Cause:** 1. Teachers struggled to fully internalize the AP exam and build practice to the rigor of the standards required for student mastery. 2. Leaders and teachers were not consistent in planning higher-order thinking questions to ensure we were pushing the rigor that would lead to higher masters scores. 3. There was inconsistent focus on holding students accountable to use academic vocabulary in class

Problem Statement 6: Minimal collaboration between general education teachers and special education teachers, resulting in fragmented learning. **Root Cause:** a) We minimally prioritized leadership walk throughs that focused on SPED observations. b) Leaders failed to follow through with side by side planning and feedback to ensure alignment between general education content and additional support from SPED department

School Processes & Programs

School Processes & Programs Summary

Our vision for Teacher Leadership is to create opportunities that provide both a first step on the instructional leadership pipeline and serve as a retention strategy for teachers who desire a career as a classroom teacher. The best way to prepare teacher leaders so they are ready for a campus leader role is by creating PD sessions that focus on skills that are preparing them for this type of leadership.

1. Follow best practices for adult learning in development in instructional coaching, content knowledge and operations leadership, relying deeply on in-field application.

2. Use School Leadership Levers in all trainings to build readiness for future leadership opportunities.

3. School leaders will attend webinars and receive training materials, so they can continue or begin to strategically and purposefully coach around School Leadership Levers.

School Processes & Programs Strengths

Curriculum & Instruction:

- At least one-third of IDEA students graduate with the "AP Scholar" designation, evidence of earning a qualifying score on at least three AP exams, demonstrating successful completion of college-level coursework prior to graduation.
- IDEA provides students access to accelerated instruction through the 1:1 technology device, including adaptive software for mathematics and literacy and access to hundreds of thousands of books in the district's digital library.
- IDEA curricular resources include high-quality instructional materials that earn the highest ratings on national evaluation measures.
- IDEA curriculum is regularly evaluated using a quality evaluation tool, ensuring alignment to the Texas Essential Knowledge and Skills and AP course standards, as well as the STAAR/EOC and AP exams.
- IDEA implements a variety of training opportunities for teachers and leadership staff with the goal of developing teachers' pedagogical content knowledge and leaders' coaching skills.
- For 15 years in a row, 100% of IDEA students have been accepted into college, demonstrating that IDEA academic programming is adequately preparing students for post-secondary education.
- In 2022, four IDEA schools were ranked in the top 10 Most Challenging Schools in the Nation and 13 were ranked in the top 1% of schools nationwide, by the Jay Mathews Challenge Index High School Rankings.

Special Programs

- IDEA exceeded the expected growth target for EL student performance on TELPAS in 2021 with 48% of ELs meeting that target.
- IDEA provide targeted research based instruction to students who have a 2.0 year gap in Reading and/or Math with the goal of closing that gap by 2.0 years during the school year with our initiative called Critical Student Intervention (CSI). During the 21-22 school year, 2,562 out of 6,632 students meet that goal for Reading and 703 out of 1,268 students met the goal for Math.
- IDEA is in Year 3 of our TEA awarded Autism Grant. Through this grant we were able to increase support for 195 students with autism in Rio Grande Valley and Austin who met the criteria outlined by TEA for this grant.
- IDEA submitted and was awarded a Dyslexia Grant by the TEA so that we will be able to provide increased professional development to teachers and leaders on working with

students with dyslexia and increase the support resources for our students with dyslexia.

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.

See PDF in Addendum for more information

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Faculty and Staff turnover at key times during the school year **Root Cause:** 1. The instructional support staff has been pulled in different ways that do not align with their responsibilities. 2. Lack of praise and support across grade levels from administrators

Problem Statement 2 (Prioritized): Instructional practices such as dress rehearsals, exit ticket huddles, and content development sessions were started late in the year and were inconsistent. This slowed teacher development **Root Cause:** 1. Daily campus operations and an inability to create a strong and consistent logistical plan hindered instructional processes. 2. Lack of consistency to abide by set meeting schedules also hindered teacher growth.

Perceptions

Perceptions Summary

IDEA Alamos has 100% matriculation to a 4-year college/university. We have a 0% dropout rate. We are a school that is transparent and focuses on open communication for all (students, teachers, admin and parents).

Perceptions Strengths

"See PDF in Addendum for more information"

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Low attendance of parental involvement, and their inability to attend school functions. **Root Cause:** 1. We failed to engage students from the initial event: Welcome to IDEA. 2. Certain events were canceled/modified due to COVID precautions. 3. We were not able to host a curriculum night due to lack of planning.

Problem Statement 2 (Prioritized): During the last few years, discipline has been a recurring issue both with the implementation of a plan and repeat offenses. **Root Cause:** 1. Discipline plan focused on punitive consequences, not restorative discipline. 2. Lack of consistency in implementation. As a result, parents were not as informed as they could have been about their child's progress.

Priority Problem Statements

Problem Statement 1: Lack of tracking by skills across Math contents in 6th-12th grade

Root Cause 1: 1. Lack of focus and prioritizing trackers by skill throughout the school year across contents 2. Not enough student practice build into the class time 3. Inconsistent modeling of skills through teacher actions

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Lack of focus in writing across contents (reading, math, science, social studies)

Root Cause 2: 1. Not enough leader development on lesson plan feedback that focused on writing components. 2. Inconsistent implementation of writing conferences with students.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Increase in overall student leavers over the past two years

Root Cause 3: 1) Lack of extracurricular activities for our high school students that support student interests 2) Lack of differentiation with high school certification that is not only CTE 3) Lack of investment in academic programs

Problem Statement 3 Areas: Demographics

Problem Statement 4: Instructional practices such as dress rehearsals, exit ticket huddles, and content development sessions were started late in the year and were inconsistent. This slowed teacher development

Root Cause 4: 1. Daily campus operations and an inability to create a strong and consistent logistical plan hindered instructional processes. 2. Lack of consistency to abide by set meeting schedules also hindered teacher growth.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: Faculty and Staff turnover at key times during the school year

Root Cause 5: 1. The instructional support staff has been pulled in different ways that do not align with their responsibilities. 2. Lack of praise and support across grade levels from administrators

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: Low attendance of parental involvement, and their inability to attend school functions.

Root Cause 6: 1. We failed to engage students from the initial event: Welcome to IDEA. 2. Certain events were canceled/modified due to COVID precautions. 3. We were not able to host a curriculum night due to lack of planning.

Problem Statement 6 Areas: Perceptions

Problem Statement 7: During the last few years, discipline has been a recurring issue both with the implementation of a plan and repeat offenses.

Root Cause 7: 1. Discipline plan focused on punitive consequences, not restorative discipline. 2. Lack of consistency in implementation. As a result, parents were not as informed as they could have been about their child's progress.

Problem Statement 7 Areas: Perceptions

Problem Statement 8: Decrease in overall student attendance on our campus

Root Cause 8: 1)Lack of teachers building strong relationships with students and creating a sense of belonging. 2) Unclear ADA system and expectations to track daily ADA effectively. 3) The mindset of some families not prioritizing student attendance.

Problem Statement 8 Areas: Demographics

Problem Statement 9: As a campus, we struggled with AP test mastery scores across grade levels and content.

Root Cause 9: 1. Teachers struggled to fully internalize the AP exam and build practice to the rigor of the standards required for student mastery. 2. Leaders and teachers were not consistent in planning higher-order thinking questions to ensure we were pushing the rigor that would lead to higher masters scores. 3. There was inconsistent focus on holding students accountable to use academic vocabulary in class

Problem Statement 9 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- 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

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Enrollment trends

Employee Data

- State certified and high quality staff data
- Campus leadership data

Parent/Community Data

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

Support Systems and Other Data

- Communications data
- Budgets/entitlements and expenditures data

Goals

Goal 1: Increase staff retention

Performance Objective 1: IDEA Almo staff will have Work-life Balance by having clear to do's in conference and planning period

Evaluation Data Sources: Great Places to Work Survey

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: 1. Use planning and conference periods wisely (Conference & Planning period) **Strategy's Expected Result/Impact:** Submission of 100% LP on time and updated call log **Staff Responsible for Monitoring:** Maria Charles **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	80%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: 1. 100% of teachers receive weekly positive notes from leaders **Strategy's Expected Result/Impact:** Teachers will recommend IDEA Almo to other people **Staff Responsible for Monitoring:** Maria Charles **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	75%			

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: All IDEA students matriculate to college

Performance Objective 1: IDEA Alamo staff will foster strong Relationships with students

Evaluation Data Sources: 100% of seniors will have two PWIs (Academy and CP)

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: 1. Relationships with students via the PWI program **Strategy's Expected Result/Impact:** 100% of seniors will have quality TLORs and Personal statements **Staff Responsible for Monitoring:** Marisol Flores **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	0%			

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: All IDEA students matriculate to college

Performance Objective 2: 1. Match and fit conversations - understanding parents' true needs and wants

Evaluation Data Sources: 100% of Seniors parents will have a 1:1 conversation with counselors

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: 1. Counselors will meet with parents 1:1 to explain and answer most common concerns **Strategy's Expected Result/Impact:** 100% of students will matriculate to their college of their choice **Staff Responsible for Monitoring:** Marisol Flores **Title I:** 2.6 **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** Director of College Counselor - Federal Grant - $94,908.32	100%	0%	0%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Monthly parent meetings to communicate goals and deadlines for college applications **Strategy's Expected Result/Impact:** 100% of students will match with their college of their choice **Staff Responsible for Monitoring:** Marisol Flores **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture	80%			

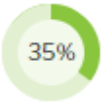
 No Progress Accomplished Continue/Modify Discontinue

Goal 2: All IDEA students matriculate to college

Performance Objective 3: 100% of HS Students will be on track to graduate

High Priority

Evaluation Data Sources: Quarterly OTG Report will have 96% of HS students passing all classes

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: 1. GTL's report out on OTG % for their grade level **Strategy's Expected Result/Impact:** Students passing all classes **Staff Responsible for Monitoring:** Linette Castaneda **Title I:** 2.6 **- TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college **- ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** College Counselor - Federal Grant - $63,440.01				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: 2. Focus on students who are struggling and find out the root cause before it translates to lack of desire to go to college **Strategy's Expected Result/Impact:** 100% of students will apply by November to the college of their choice **Staff Responsible for Monitoring:** Marisol Flores **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture				

 No Progress Accomplished Continue/Modify Discontinue

Goal 3: IDEA achieves an A rating

Performance Objective 1: IDEA College Prep Alamo will increase % of students meeting CCMR by scoring an average of 21% on the ACT

High Priority

Evaluation Data Sources: Data will be evaluated with ACT results

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: 100% of teachers will be implementing ACT do no's in content classrooms to support with ACT Proficiency **Strategy's Expected Result/Impact:** Increase ACT Average **Staff Responsible for Monitoring:** Janeth Puente (CC) **Title I:** 4.2 **- TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college **- ESF Levers:** Lever 5: Effective Instruction	5%			

No Progress

Accomplished

Continue/Modify

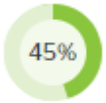
Discontinue

Goal 3: IDEA achieves an A rating

Performance Objective 2: 100% of Seniors will be TSI exempt by the end of the school year

High Priority

Evaluation Data Sources: Students will be evaluated by taking the TSI exam

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: 100% of students will have targetted tutoring to ensure that 100% become TSI exempt **Strategy's Expected Result/Impact:** 100% of students will be TSI Exempt **Staff Responsible for Monitoring:** Linette Castaneda **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college **- ESF Levers:** Lever 5: Effective Instruction				
No Progress Accomplished Continue/Modify Discontinue				

Goal 3: IDEA achieves an A rating

Performance Objective 3: 100% of students will know their Growth Goal in Reading and Math

High Priority

Evaluation Data Sources: Bi-Weekly progress monitoring

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: 100% of teachers will have goal-setting meetings with 100% of students for growth their math and reading goals **Strategy's Expected Result/Impact:** 100% of students will exceed their goal **Staff Responsible for Monitoring:** Rolando Mireles **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college **- ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** - Federal Grant - $65,200				

 No Progress Accomplished Continue/Modify Discontinue

Goal 3: IDEA achieves an A rating

Performance Objective 4: 100% of teachers will track Special Population students

Evaluation Data Sources: 95% of special education students will pass their EOC, STAAR, AP and/or Final exam

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Teachers will know who their special education students are per class period to ensure that accommodations are in place. **Strategy's Expected Result/Impact:** 100% of students will pass their STAAR exams **Staff Responsible for Monitoring:** Sandra Salinas **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college -				

 No Progress Accomplished Continue/Modify Discontinue

Goal 4: Increase student daily attendance

Performance Objective 1: ADA Daily huddle

Evaluation Data Sources: Daily ADA % by Grade

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: 1. Daily ADA huddles after OATP to discuss who is out, why, patterns and next steps **Strategy's Expected Result/Impact:** Increase in ADA **Staff Responsible for Monitoring:** Lee Garcia **TEA Priorities:** Connect high school to career and college	20%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: 1. GTL's provide ranking, ADA %, and next steps based on data during GTL meeting **Strategy's Expected Result/Impact:** Increase in ADA % **Staff Responsible for Monitoring:** Lee Garcia **TEA Priorities:** Build a foundation of reading and math	100%	100%	100%	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 4: Increase student daily attendance

Performance Objective 2: 1. NHS, UIL, and athletics recruiting

Evaluation Data Sources: % of students involved in afterschool activities

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: 1. Sharing on social media the different clubs that IDEA Alamo offers (21st Century, UIL, and Athletics **Strategy's Expected Result/Impact:** 25% of students from every grade level will be signed up for either 21st century, UIL and/or Athletics, Special Olympics) **Staff Responsible for Monitoring:** Stephanie Huerta **Title I:** 2.6 **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture	25%			

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 4: Increase student daily attendance

Performance Objective 3: School violence and anti-bullying sessions will be held quarterly with priority grade levels by the SC and SW

Evaluation Data Sources: Decrease in referrals each quarter

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: 100% of mediation sessions will be held with students that are involved in bullying or violence. **Strategy's Expected Result/Impact:** decrease in student behavior issues **Staff Responsible for Monitoring:** Johanna Martinez **Title I:** 4.1 **- TEA Priorities:** Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture	0%			

 No Progress Accomplished Continue/Modify Discontinue

Goal 5: Increase Student Persistance

Performance Objective 1: 90% of students return to school year 2023-2024

Evaluation Data Sources: Enrollement % data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: 100% of safety drills executions will be done monthly **Strategy's Expected Result/Impact:** Create a safe school for all **Staff Responsible for Monitoring:** Lee Garcia **Title I:** 4.2 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture	0%			

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 5: Increase Student Persistance

Performance Objective 2: 100% of teachers are trained in trauma informed practices at BOY training before the first day of school

Evaluation Data Sources: Attendace roster for BOY PD

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Teachers referr students to the Social Worker or Scool Counselor based on student need **Strategy's Expected Result/Impact:** 100% of students referr get seen by SW or SC **Staff Responsible for Monitoring:** Johanna Martinez **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture	0%			

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 5: Increase Student Persistance

Performance Objective 3: 100% of student population will reach movement goal for campus FITNESS HONOR ROLL

High Priority

Evaluation Data Sources: Students will have 900 Minutes of Moderate to Vigorous Physical Activity

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: HIT watches will be fully charged before the start of 1st period **Strategy's Expected Result/Impact:** Student vigorous physical activity is measured correctly **Staff Responsible for Monitoring:** Maria Charles **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture	0%			

0% No Progress 100% Accomplished Continue/Modify Discontinue

Title I Personnel

Name	Position	Program	FTE
Linette Castaneda	College Counselor	Title 1	1
Marisol Flores	Director of College Counseling	Title 1	1
Rolando Mireles	BLENDED LEARNING SPACE TEACHER	Title 1	1

Campus Funding Summary

Federal Grant					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	2	1	Director of College Counselor		$94,908.32
2	3	1	College Counselor		$63,440.01
3	3	1			$65,200.00
				Sub-Total	$223,548.33

Addendums

IDEA Alamo

Comprehensive Needs Assessment COLLEGE PREP					
TELPAS Composite Rating (Listening, Speaking, Reading, Writing)					
	Listening	**Speaking**	**Reading**	**Writing**	**% of ELL Students who grew one or more levels**
% Beginning	**2.90%**	**15.80%**	**7.30%**	**0.50%**	4.05%
% Intermediate	**19.20%**	**35.80%**	**25.10%**	**14.80%**	6.16%
% Advanced	**37.70%**	**41.40%**	**29.20%**	**38.40%**	13%
% Advanced High	**38.70%**	**5.60%**	**37.00%**	**45.00%**	20%

Reflection	
Areas of Strength	**Areas of Need**
1. Teacher identification of EL occurred at BOY in order for teachers to modify instruction proactively.	1. Focusing on all instructional staff on different strategies that can be used in class with EL students
2. Instructional support with staff with lesson planning provided. Lesson plan had EL component for all staff.	2. Collaborating with staff on more PD sessions focused by grade level needs.
3. Provided PD during the school year to align with staff on student needs.	3. EL instructional rounds to identify specific support systems implemented by teachers. Incorporate aggressive monitoring tool follow up on implementation w/ tracking too in hand.

IDEA Public Schools

Amber Creek Academy

2022-2023 Campus Improvement Plan

Accountability Rating: Not Rated

Board Approval Date: October 21, 2022
Public Presentation Date: September 8, 2022

Mission Statement

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

Vision

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

Core Values

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

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

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Comprehensive Needs Assessment

Demographics

Demographics Summary

IDEA Robinson Academy is a public charter school that currently provides high quality education for grades K-2 in the San Antonio Region. Our mission is to ensure that we are closing the acheivement by getting scholars to acheive academic success by having scholars end the year on or above grade level year after year. Doing so ensures we are fulling our missoin of 100% of our scholars getting to and through college.

Scholar Demographics

% SPED	4% (11/274)
% ELL	11% (32/274)
% Eco Dis	60.07%
% Migrant	0
% Race: American-Indian-Alaska-Native	0.003% (1/274)
% Asian	0.003 (1/274)
% White-Hispanic	0.74 (205/273)
% Multi	0
% Black-African-American	0.17 (49/274)
% Native-Hawaiian-Pacific-Islander	0.01 (3/273)
% White	0.05 (15/274)
% Male	0.56% (154/274)
% Female	0.43% (120/274)

Demographics Strengths

We serve a diverse group of families and scholars.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): For the 21-22 school year we only had 68.11% of our scholars persist with us for the 22-23 school year. **Root Cause:** We lacked clear operating

mechanisms to address parent concerns in a timely manner.

Problem Statement 2 (Prioritized): For the 21-22 school our average daily attendance ended at 90.63% meaning 10% of our scholars were absent an any given day. **Root Cause:** We lacked accountability and implementation with our ADA matrix.

Student Learning

Student Learning Summary

For the 21-22 school year our PK-1st grade scholars were able to hit all their academic goals in all contents.

Student Learning Strengths

See PDF in Addendum for more information".

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Lack of specific content led professional development sessions for teachers due to conflicting campus schedules. **Root Cause:** Campus wide teacher schedules were not created to have collaborate planning time due to different teaching models in each grade level.

Problem Statement 2 (Prioritized): Lack of scholar resources to deliver lessons due to not having an efficient operating mechanism for teachers. **Root Cause:** Teachers did not internalize future lessons with enough time to put in a request for all scholars to have the manipulatives /resources needed to engage in the lesson as written.

School Processes & Programs

School Processes & Programs Summary

Leaders are developed by engaging in their own professional devleopment lead by their campus principals and district leaders to ensure they are able to lead teachers to deliver classroom results. Teachers engage in professional development year long, through campus wide professional development and consistent feedback cycles from daily observations.

School Processes & Programs Strengths

Curriculum & Instruction:

- At least one-third of IDEA students graduate with the "AP Scholar" designation, evidence of earning a qualifying score on at least three AP exams, demonstrating successful completion of college-level coursework prior to graduation.
- IDEA provides students access to accelerated instruction through the 1:1 technology device, including adaptive software for mathematics and literacy and access to hundreds of thousands of books in the district's digital library.
- IDEA curricular resources include high-quality instructional materials that earn the highest ratings on national evaluation measures.
- IDEA curriculum is regularly evaluated using a quality evaluation tool, ensuring alignment to the Texas Essential Knowledge and Skills and AP course standards, as well as the STAAR/EOC and AP exams.
- IDEA implements a variety of training opportunities for teachers and leadership staff with the goal of developing teachers' pedagogical content knowledge and leaders' coaching skills.
- For 15 years in a row, 100% of IDEA students have been accepted into college, demonstrating that IDEA academic programming is adequately preparing students for post-secondary education.
- In 2022, four IDEA schools were ranked in the top 10 Most Challenging Schools in the Nation and 13 were ranked in the top 1% of schools nationwide, by the Jay Mathews Challenge Index High School Rankings.

Special Programs

- IDEA exceeded the expected growth target for EL student performance on TELPAS in 2021 with 48% of ELs meeting that target.
- IDEA provide targeted research based instruction to students who have a 2.0 year gap in Reading and/or Math with the goal of closing that gap by 2.0 years during the school year with our initiative called Critical Student Intervention (CSI). During the 21-22 school year, 2,562 out of 6,632 students meet that goal for Reading and 703 out of 1,268 students met the goal for Math.
- IDEA is in Year 3 of our TEA awarded Autism Grant. Through this grant we were able to increase support for 195 students with autism in Rio Grande Valley and Austin who met the criteria outlined by TEA for this grant.
- IDEA submitted and was awarded a Dyslexia Grant by the TEA so that we will be able to provide increased professional development to teachers and leaders on working with students with dyslexia and increase the support resources for our students with dyslexia.

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 1 (Prioritized): Leaders and staff lacked detailed, clear and consistent communication with team members. **Root Cause:** Lack of clear operating mechanisms for communication.

Problem Statement 2 (Prioritized): Our staff members were not able to consistently colloborate with eachother. **Root Cause:** Our schedule for the 21-22 school year was not set up to allow aligned planning times for contents or grade levels.

Perceptions

Perceptions Summary

For the 21-22 school year we were able to achieve 90% instructional staff retention to support scholars academic needs. We also strive to ensure we build strong community relationships by partnering with them on school related events to build team and family.

Perceptions Strengths

See the PDF in Addendum for more information.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): There is a need to increase the amount of family engagement events for our scholars and families due to family indications through surveys. **Root Cause:** Lack of proactive planning for family engagement events.

Problem Statement 2 (Prioritized): Families were not notified with enough advance notice to engage in family engagement events. **Root Cause:** Lack of clear operating mechanism for communication with families.

Priority Problem Statements

Problem Statement 1: For the 21-22 school year we only had 68.11% of our scholars persist with us for the 22-23 school year.
Root Cause 1: We lacked clear operating mechanisms to address parent concerns in a timely manner.
Problem Statement 1 Areas: Demographics

Problem Statement 2: Leaders and staff lacked detailed, clear and consistent communication with team members.
Root Cause 2: Lack of clear operating mechanisms for communication.
Problem Statement 2 Areas: School Processes & Programs

Problem Statement 3: There is a need to increase the amount of family engagement events for our scholars and families due to family indications through surveys.
Root Cause 3: Lack of proactive planning for family engagement events.
Problem Statement 3 Areas: Perceptions

Problem Statement 4: Families were not notified with enough advance notice to engage in family engagement events.
Root Cause 4: Lack of clear operating mechanism for communication with families.
Problem Statement 4 Areas: Perceptions

Problem Statement 5: Lack of specific content led professional development sessions for teachers due to conflicting campus schedules.
Root Cause 5: Campus wide teacher schedules were not created to have collaborate planning time due to different teaching models in each grade level.
Problem Statement 5 Areas: Student Learning

Problem Statement 6: For the 21-22 school our average daily attendance ended at 90.63% meaning 10% of our scholars were absent an any given day.
Root Cause 6: We lacked accountability and implementation with our ADA matrix.
Problem Statement 6 Areas: Demographics

Problem Statement 7: Our staff members were not able to consistently colloborate with eachother.
Root Cause 7: Our schedule for the 21-22 school year was not set up to allow aligned planning times for contents or grade levels.
Problem Statement 7 Areas: School Processes & Programs

Problem Statement 8: Lack of scholar resources to deliver lessons due to not having an efficient operating mechanism for teachers.
Root Cause 8: Teachers did not internalize future lessons with enough time to put in a request for all scholars to have the manipulatives /resources needed to engage in the lesson as written.

Problem Statement 8 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Federal Report Card and accountability data

Student Data: Assessments

- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Other PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data

- Campus leadership data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

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

Support Systems and Other Data

- Budgets/entitlements and expenditures data

Goals

Goal 1: Increase staff retention

Performance Objective 1: 85% of all IDEA Robinson staff will return for the 22-23 school year.

High Priority

Evaluation Data Sources: Check In Documents
Cornerstone
Great Place to Work Surveys

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: On going professional development **Strategy's Expected Result/Impact:** Increase staff retention **Staff Responsible for Monitoring:** Principal, API, SSA, APO **TEA Priorities:** Recruit, support, retain teachers and principals **Problem Statements:** School Processes & Programs 1				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: Leaders and staff lacked detailed, clear and consistent communication with team members. **Root Cause**: Lack of clear operating mechanisms for communication.

Goal 2: Meet full enrollment

Performance Objective 1: IDEA Robinson Academy will meet 100% enrollment by the 10th day of school.

High Priority

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Staff members will fully participate in recruitment events throughout the year. **Strategy's Expected Result/Impact:** Increase enrollment for academy. **Staff Responsible for Monitoring:** Enrollment coordinator, APO, Principals **Title I:** 2.4 **- TEA Priorities:** Build a foundation of reading and math **Problem Statements:** School Processes & Programs 1				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: Leaders and staff lacked detailed, clear and consistent communication with team members. **Root Cause**: Lack of clear operating mechanisms for communication.

Goal 2: Meet full enrollment

Performance Objective 2: Increase academic growth performance for all our special education scholars by ensuring they are enrolled by the 10th day of school.

High Priority

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Effective in class supports for scholars and interventions based off daily data tracking. **Strategy's Expected Result/Impact:** Special education scholars meet IEP goals and increase their overall achievement performance for assessments. **Staff Responsible for Monitoring:** General education teachers, special education teachers, lead team. **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math				

 No Progress Accomplished Continue/Modify Discontinue

Goal 3: IDEA achieves an A rating

Performance Objective 1: 90% of all K-2 scholars will end the school year on or above grade level in direct instruction and will earn an overall 90/60/30 achievement average for all end of module assessments.

High Priority

Evaluation Data Sources: DI Data Command Center
IDEA testing platform
Locus Dashboard

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Effective weekly coaching cycle (obs. Feedback, action steps, real-time coaching, lesson rehearsals, etc.) **Strategy's Expected Result/Impact:** Increase/maintain our A rated status **Staff Responsible for Monitoring:** Principal, APIs, instructional staff **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools **Problem Statements:** Student Learning 1				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Lack of specific content led professional development sessions for teachers due to conflicting campus schedules. **Root Cause**: Campus wide teacher schedules were not created to have collaborate planning time due to different teaching models in each grade level.

Goal 3: IDEA achieves an A rating

Performance Objective 2: Ensure that their is performance growth in achievement data for 3rd grade Math and Reading STAAR assessments.

High Priority

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Provided targeted intervetion supports for scholars to close academic gaps. **Strategy's Expected Result/Impact:** Increase STAAR results for 3rd grade scholars. **Staff Responsible for Monitoring:** Instructional staff of 3rd grade scholars and lead team members. **TEA Priorities:** Build a foundation of reading and math **- Targeted Support Strategy**				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 4: Increase student daily attendance

Performance Objective 1: Have scholars Obtain at least a 97% average daily attendance for the 22-23 school year.

High Priority

Evaluation Data Sources: Powerschool
ADA matrix
Locus Dashboards

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Posting data in high level traffic areas. **Strategy's Expected Result/Impact:** Increase average daily attendance for scholars. **Staff Responsible for Monitoring:** SIS and APO **Title I:** 2.5 **- TEA Priorities:** Build a foundation of reading and math				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Consistent implementation of ADA matrix **Strategy's Expected Result/Impact:** Increase daily scholar attendance rate **Staff Responsible for Monitoring:** SIS, APO, Instructional staff **Title I:** 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **Problem Statements:** School Processes & Programs 1				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: Leaders and staff lacked detailed, clear and consistent communication with team members. **Root Cause**: Lack of clear operating mechanisms for communication.

Goal 5: Increase student persistence

Performance Objective 1: Ensure that at least 90% of all scholars for the 22-23 school year will return back to IDEA Robinson for the 23-24 school year.

High Priority

Evaluation Data Sources: Mission Lists
Locus Dashboards

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Lead parent conversations and problem solve to ensure the needs of students and families are met. **Strategy's Expected Result/Impact:** Increase scholar persistence rate. **Staff Responsible for Monitoring:** SSA, APO, Instructional Staff **Title I:** 2.6, 4.2 **Problem Statements:** Demographics 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Coordinate with EC and APO to ensure 100% of new student and families receive high quality on-boarding. **Strategy's Expected Result/Impact:** Increase scholar persistence rate. **Staff Responsible for Monitoring:** SSA, APO, Instructional Staff **Title I:** 2.6, 4.1, 4.2 **- TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Demographics 1				

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: For the 21-22 school year we only had 68.11% of our scholars persist with us for the 22-23 school year. **Root Cause**: We lacked clear operating mechanisms to address parent concerns in a timely manner.

Goal 5: Increase student persistence

Performance Objective 2: Provide scholars a safe learning environment to support awareness of violence prevention and interventions.

High Priority

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Provide teachers training to identify, report, and address scholar needs. **Strategy's Expected Result/Impact:** Positive impact scholar environments. **Staff Responsible for Monitoring:** SSA, teachers, and lead team. **Title I:** 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals				

 No Progress Accomplished Continue/Modify Discontinue

Goal 5: Increase student persistence

Performance Objective 3: Provide scholars a learning environment that supports healthy habits.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Ensure scholars are engaged in learning about healthy habits through direct teaching and provide scholars the opportunity to engage in daily physical activities. **Strategy's Expected Result/Impact:** Increase awareness of healthy habits for scholars and parents. **Staff Responsible for Monitoring:** PE instructional staff and lead team. **Title I:** 2.5, 2.6 **- TEA Priorities:** Connect high school to career and college				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Addendums

Master CNA & SAIP Reporting Checklist

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

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2021-22 Student Achievement Improvement Plan

ACADEMY

									Title I Qualifying Programs			Initiatives Status			
									Internal Use Only			Mid Year		End of Year	
									Supplemental Program (Y/N)	New Program (Y/N)	Budget Allocation	Outcome	Increase/Decreased by X%	Outcome	Increase/Decreased by X%
APO	Initiatives	Needs Assess.	Special Pops.	Person(s) Responsible	Timeline Start/End	Resources: Human/ Material/Fiscal	Documentation	Formative Evaluation	Budget Allocations only need to be entered for programs that are BOTH Supplemental & New			Use these columns to assess your strategy progress at the middle and end of the year			

Annual Performance Objectives (APO)

PRIORITY #1: Students Graduate College-Ready

1A. % of graduates who matriculate to a College or University: 100%

1B. % of graduates matriculate to a Tier I/II College or University: 15% | 25%

1C. % of Seniors accepted to a College or University: 100%

1D. % of Seniors named AP scholars | Earn IB diploma: 30% | 25%

1E. Earned State Rating: A

1F. % Basic | % Mastery | % Advanced on LEAP: 82% | 44% | 11%

1G. % Approaches | % Meets | % Masters on STAAR/EOC: 90% | 60% | 30%

1H. % Level 3 | % Level 4 | % Level 5 on FSA/FSAA: 70% | 40% | 20%

1I. % of Pre-K-2nd Students End The Year On/Above Grade Level in Reading - Year 1 Campuses | Year 2 Campuses: 80% | 90%

1J. % of students in CSI achieve 2 years growth in Reading | Math (measured by Ren STAR) 50% | 60%

1K. Average ACT score: 21

1L. % of students graduating college in 4 | 6 years: 25% | 55%

PRIORITY #2: Build a Strong & Sustainable Organization

2A. % Teacher Retention | Employee Retention: 85% | 85%

2B. 80% composit score on GPTW: 82%

2B. %Average Daily Attendance: 97.50%

2C. New Student Persistence: 90%

2D. Operating Income: $133M

2E. FIRST Rating: A

PRIORITY #3: Achieve Mission at Scale

3A. % of students with low socio-economic status: 80%

3B. Enrollment in August 2020: 83,894

3C. Schools in operation in August 2020: 149

3D. Total Funds Raised (millions): $93M

Needs Assessment

S-STAAR

D-DIBELS

E-EOC

A-ACT

RR-Reading Renaissance

ST-STAR for Math

DR-Discipline Report

AP-AP Tests

O-Other

Special Populations

All

AR-At Risk

ELL-English Language Learners

ED-Economically Disadvantaged

M-Migrant

SE-Special Education

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Comprehensive Needs Assessment ACADEMY						
Data Sources: Eureka Math & Electives Academy						
	DISTAR Pre-K on Grade Level	**Eureka Kinder on Grade Level**	**Eureka First on Grade Level**	**Eureka Second on Grade Level**	**% Math Masters Pk-2**	**Pk-2 MM Goal Met/Not Met**
% Students	**NA**	**100/92/77**	**100/81/46**	**NA**	**94%**	61/64
Data Source: STAAR Academy						
	STAAR Math Grade 3	**STAAR Math Grade 4**	**STAAR Math Grade 5**	**% Math Masters 3-5**	**3-5 MM Goal Met/Not Met**	
% Approaches	NA	NA	NA	NA	NA	
% Meets	NA	NA	NA			
% Masters	NA	NA	NA			
% Student Achievement Average	NA	NA	NA			
% Meet 2 year growth	NA	NA	NA			
Data Source: CSI Academy						
	Math AC CSI					
% CSI (EOY Ren.)	NA					
% of CSI Passing STAAR	NA					
% of SPED Passing STAAR	NA					

Reflections	
Areas of Strength	**Areas of Need**
1. Campus was consistent with data analysis of assessments	1. Develop a clear internalization process. (build it as a campus and include a one pager exemplar with expectations)
2. District curriculum is engaging for students. All Resources provided	2. Lack of planning to prepare for resources (manipulatives) needed for the lesson.
3 District curiculum is scafolded to build knowledge year to year.	3.Daily huddles for exit ticket sorts.

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Comprehensive Needs Assessment
ACADEMY

Data Sources: DI ELA & Electives

	DI Pre-K on Grade Level	DI Kinder on Grade Level	DI First on Grade Level	DI Second on Grade Level	% Royal Readers	% Word Masters
% Students	100%	85%	69%	NA		97%
					RR Goal Met/Not Met	WM Goal Met/Not Met
						63/64

Data Source: STAAR

	STAAR Reading Grade 3	STAAR Reading Grade 4	STAAR Writing Grade 3	STAAR Writing Grade 4
% Approaches	NA	NA	NA	NA
% Meets	NA	NA	NA	NA
% Masters	NA	NA	NA	NA
SAS	NA	NA	NA	NA
% Student Achievement Average	NA	NA	NA	NA

Data Source: CSI

% Meeting CSI Goal	Reading AC CSI
% CSI (EOY Ren.)	NA
% of CSI Passing STAAR	NA
% of SPED Passing STAAR	NA

Reflections

Areas of Strength	Areas of Need
1. Campus had a strategic backwards plan mapped out for the week to hit benchmark goals. Plan was	1. The district training for the direct instruction for new teachers was lacking in a lot of what the program entailed. More
2. All teachers exhibitied flexibility with regouping and schedule changes when students were tested up or pushed back. Multiple grade level teachers offered support to give individualized interventions to small groups.	2. Set up a system and procedure to regualrly placement test students to see their on track levels.
3. Campus engaged in daily data huddles and Reading teachers engaged in lesson rehersals 3x a week to ensure a strong first teach.	3. Hosting a curriculum Night for parents to have a better understanding of our reading and ELA programs. Separate the information by Quarter so parents know how to suppor. If families can not show up create a curriculum flyer that has a synopsis of what was covered during the event.

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Comprehensive Needs Assessment ACADEMY						
Data Sources: Science Pk-2						
	Science Pre-K on Grade Level	**Science Kinder on Grade Level**	**Science First on Grade Level**	**Science Second on Grade Level**	**Science Third on Grade Level**	**Science Fourth on Grade Level**
% Students	**-**	**94/73/50**	**90/63/50**	**NA**	**NA**	**NA**

Data Source: Science 3-5	
	STAAR Science Grade 5
% Approaches	NA
% Meets	NA
% Masters	NA
% Student Achievement Average	NA

Reflections	
Areas of Strength	**Areas of Need**
1. Teachers were provided with the materials needed to deliver each lesson	1. When conducting projects, there was not enough time in the rotations to complete the project.
2. Students enjoyed the district curriculum for science. All lessons were interactive which lead to high engagement.	2. Lack of teacher prepping to have all resources avaialble in a timely manner for lessons/projects
3. Assessments were aligned to curriculum lessons.	3. More professional development on the content or planning time to thoroughly unpack the unit.

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Comprehensive Needs Assessment ACADEMY							
Data Sources: Humanities Pk-2							
	Humanities Pre-K on Grade Level	**Humanities Kinder on Grade Level**	**Humanities First on Grade Level**	**Humanities Second on Grade Level**	**Humanities Third on Grade Level**	**Humanities Fourth on Grade Level**	**Humanities Fifth on Grade Level**
% Students		100/100/100	100/97/96	NA	NA	NA	NA

Reflections	
Areas of Strength	**Areas of Need**
1. The district curriculumn allowed students to explore diversity.	1. More professional development on the content to thoroughly unpack the unit.
2. Students enjoyed the district curriculum for humanities. Lessons were full of fun facts and details which lead to high engagement.	2. There is a need for more planning time for teachers who teach multiple subjects to internalize the content and plan accordingly.
3. Assessments were aligned to curriculum lessons.	3. More time in the class period to deliver the lesson in its entirety.

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Comprehensive Needs Assessment ACADEMY					
TELPAS Composite Rating (Listening, Speaking, Reading, Writing) K-1					
	Listening	**Speaking**	**Reading**	**Writing**	**% of ELL Students who grew one or more levels**
% Beginning	2/9= 22%	1/9=11%	0/9=0%	2/9= 22%	NA
% Intermediate	5/9= 55%	5/9=55%	7/9=77%	7/9=77%	NA
% Advanced	2/9= 22%	3/9=33%	2/9=22%	0/9= 0%	NA
% Advanced High	0/9=0%	0/9=0%	0/9=0%	0/9=0%	NA

Reflections	
Areas of Strength	**Areas of Need**
1. Teachers completed Rating before TELPAS window closed	1. Bilingual Certified Teachers
2. Teachers utilized their PLD's to rate holistically.	2. Handful of teachers trained in Pre-Las and Las assessments
3. Testing Coordinator is on top of calendar deadlines.	3. Better training for LPAC Comitee/ Staff was shifting throughout the year

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Comprehensive Needs Assessment	
ACADEMY	
Staff Quality, Recruitment, Retention	
	Percentage
% School Lead Team Retention	85.71%
% Instructional Support Retention	100.00%
% Teacher Retention	81.82%
% Campus Support Retention	85%
% SPED Teachers	67%
% State/National Certified Teachers	
% State Certified Leaders	
% State/Board certified Counselors	0%
Number of teacher applicants per 2020-21 school year	

Reflection	
Areas of Strength	Areas of Need
1. Everybody has a person they can trust at work	1. Sweating the small stuff when it comes to communication and organization(detailed, clear and consistent)
2.Staff that was hired fits in well.	2. Having a better Work/ Life balance
3. People look forward to coming to work	3. More team building with all staff

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Comprehensive Needs Assessment ACADEMY	
Data Source: School Culture and Climate	
	Campus %
% Average Daily Attendance	90.67%
% Overall Persistence	85.36%
% New Student Persistence	85.05%
# of Admin Withdrawals/ Level 3 Offenses	0
% SPED	4% (11/274)
% ELL	11% (32/274)
% Eco Dis	60.07%
% Migrant	0
% Race: American-Indian-Alaska-Native	0.003% (1/274)
% Asian	0.003 (1/274)
% White-Hispanic	0.74 (205/273)
% Multi	0
% Black-African-American	0.17 (49/274)
% Native-Hawaiian-Pacific-Islander	0.01 (3/273)
% White	0.05 (15/274)
% Male	0.56% (154/274)
% Female	0.43% (120/274)

Data Source: School Culture and Climate	
Reflections	
Areas of Strength	**Areas of Need**
1 Relationships between staff and families	1. Management involves other stakeholders in decisions that involve their job.
2. We had strong Incentives (ADA, Dojo points, annual f	2 Having more family engagment specific to lead team building relationships
3. We had strong family engagement events (fall fest, spri	3 Accountability with campus expecations for all staff

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Comprehensive Needs Assessment ACADEMY	
Data Source: Family and Community Involvement	
	Percentage
% Families Attended WTI	53%
% Families Attended Curriculum Night	NA
% Families Who Attended EOY Ceremonies	96%
% Families who attended Fall Festival	72%
% Families who attended Winter Festival	NA
% Families who attended Spring Festival	53%

Reflection	
Areas of Strength	**Areas of Need**
Strong Community Involvement- local vendors, Parents	1.More family involvement- Push incentives, share benefits, get scholars involved (in house and out,),
2. Communicating with familes through multiple communicaiton systems (flyers sent hme, remind messages, class dojo)	2. Have a year long calendar for all campus events.
3. Campus events were well organized and supported by ALL staff	3. Inform all stakeholders of campus events at least 1 month in advance and update with reminders bi-weekly,

IDEA Public Schools

Amber Creek College Prep

2022-2023 Campus Improvement Plan

Accountability Rating: A

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

Board Approval Date: October 21, 2022
Public Presentation Date: September 6, 2022

Mission Statement

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

Vision

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

Core Values

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

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

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Comprehensive Needs Assessment

Revised/Approved: September 6, 2022

Demographics

Demographics Summary

IDEA Robinson College Prep is located in the far West side of San Antonio, Texas. For the 2022-2023 school year, we offer 6th and 7th grade.

Enrollment

- Grade 6 - 51
- Grade 7 - 67

Student Demographics

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

Staff Demographics

- 50% Hispanic
- 38% White
- 13% African American

Income Status:

- 76% Low Income
- 24% Non-Low Income

Demographics Strengths

We have diversity of both scholars and staff members on campus.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Only 78% of scholars returned for the 2022-2023 school year. **Root Cause:** Lack of effective communication around school culture and expectations to parents and students.

Problem Statement 2 (Prioritized): Our Average Daily Attendance was 92.07% **Root Cause:** Lack of effective implementation of the ADA matrix.

Student Learning

Student Learning Summary

IDEA Robinson College Prep is an A-rated campus. We earned 5 out of 5 eligible academic distinctions.

For Domain 1 and 2, we earned a 90 and 92.

For Domain 3 (Closing the Achievement Gaps) we earned a perfect score of 100.

See PDF in addendums

Student Learning Strengths

Vast majority of our scholars met their reading and math growth goals.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Students struggled with engaging with texts with multiple re-reads. **Root Cause:** We did not have a clear process for scholars to follow with close reading.

Problem Statement 2 (Prioritized): We were not effective with aggressive mastery laps with clear feedback at the point-of-error. **Root Cause:** We did not have a clear vision for both teacher and student actions during independent practice time.

Problem Statement 3 (Prioritized): Students struggled with authentic writing tasks to produce a polished piece of writing. **Root Cause:** We did not have a clear, consistent writing method across all contents.

School Processes & Programs

School Processes & Programs Summary

We offer advanced coursework in reading, math, science, and social studies. There is one-to-one scholar/computer ratio allowing scholars to use Chromebooks during class and at home. We also offer 5 sports after-school to engage scholars. This school year, we include computer science into scholars schedules.

School Processes & Programs Strengths

Curriculum & Instruction:

- At least one-third of IDEA students graduate with the "AP Scholar" designation, evidence of earning a qualifying score on at least three AP exams, demonstrating successful completion of college-level coursework prior to graduation.
- IDEA provides students access to accelerated instruction through the 1:1 technology device, including adaptive software for mathematics and literacy and access to hundreds of thousands of books in the district's digital library.
- IDEA curricular resources include high-quality instructional materials that earn the highest ratings on national evaluation measures.
- IDEA curriculum is regularly evaluated using a quality evaluation tool, ensuring alignment to the Texas Essential Knowledge and Skills and AP course standards, as well as the STAAR/EOC and AP exams.
- IDEA implements a variety of training opportunities for teachers and leadership staff with the goal of developing teachers' pedagogical content knowledge and leaders' coaching skills.
- For 15 years in a row, 100% of IDEA students have been accepted into college, demonstrating that IDEA academic programming is adequately preparing students for post-secondary education.
- In 2022, four IDEA schools were ranked in the top 10 Most Challenging Schools in the Nation and 13 were ranked in the top 1% of schools nationwide, by the Jay Mathews Challenge Index High School Rankings.

Special Programs

- IDEA exceeded the expected growth target for EL student performance on TELPAS in 2021 with 48% of ELs meeting that target.
- IDEA provide targeted research based instruction to students who have a 2.0 year gap in Reading and/or Math with the goal of closing that gap by 2.0 years during the school year with our initiative called Critical Student Intervention (CSI). During the 21-22 school year, 2,562 out of 6,632 students meet that goal for Reading and 703 out of 1,268 students met the goal for Math.
- IDEA is in Year 3 of our TEA awarded Autism Grant. Through this grant we were able to increase support for 195 students with autism in Rio Grande Valley and Austin who met the criteria outlined by TEA for this grant.
- IDEA submitted and was awarded a Dyslexia Grant by the TEA so that we will be able to provide increased professional development to teachers and leaders on working with students with dyslexia and increase the support resources for our students with dyslexia.

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

See PDF in Addendum formore information.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): We did not effectively engage all families in campus culture or family engagement events. **Root Cause:** We did not effectively communicate and advertise our engagement opportunities for families.

Problem Statement 2 (Prioritized): There is a lack of extra instructional programs to invest scholars authentically. **Root Cause:** We did not find a creative solution for offering more than just the minimum programming.

Perceptions

Perceptions Summary

We offer parental engagement events monthly for parents and guardians.

We partner with 20 different business to help us communicate the great things happening at IDEA Robinson College Prep.

Perceptions Strengths

100% of staff said that IDEA Robinson College Prep was a "Great place to work" on the GPTW survey and only 2 staff did not return for the 2022-2023 school year.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): There was an increase in scholars claiming they do not feel connected to the school or to peers.. **Root Cause:** We did not prioritize Social-Emotional Learning as a routine in every classroom.

Problem Statement 2 (Prioritized): There was an increase over the course of the year that students said they felt anxiety about meeting growth goals. **Root Cause:** There was not a consistent system to celebrate successes.

Priority Problem Statements

Problem Statement 1: Only 78% of scholars returned for the 2022-2023 school year.
Root Cause 1: Lack of effective communication around school culture and expectations to parents and students.
Problem Statement 1 Areas: Demographics

Problem Statement 2: Our Average Daily Attendance was 92.07%
Root Cause 2: Lack of effective implementation of the ADA matrix.
Problem Statement 2 Areas: Demographics

Problem Statement 3: Students struggled with engaging with texts with multiple re-reads.
Root Cause 3: We did not have a clear process for scholars to follow with close reading.
Problem Statement 3 Areas: Student Learning

Problem Statement 4: We were not effective with aggressive mastery laps with clear feedback at the point-of-error.
Root Cause 4: We did not have a clear vision for both teacher and student actions during independent practice time.
Problem Statement 4 Areas: Student Learning

Problem Statement 5: There was an increase in scholars claiming they do not feel connected to the school or to peers..
Root Cause 5: We did not prioritize Social-Emotional Learning as a routine in every classroom.
Problem Statement 5 Areas: Perceptions

Problem Statement 6: There was an increase over the course of the year that students said they felt anxiety about meeting growth goals.
Root Cause 6: There was not a consistent system to celebrate successes.
Problem Statement 6 Areas: Perceptions

Problem Statement 7: There is a lack of extra instructional programs to invest scholars authentically.
Root Cause 7: We did not find a creative solution for offering more than just the minimum programming.
Problem Statement 7 Areas: School Processes & Programs

Problem Statement 8: We did not effectively engage all families in campus culture or family engagement events.
Root Cause 8: We did not effectively communicate and advertise our engagement opportunities for families.
Problem Statement 8 Areas: School Processes & Programs

Problem Statement 9: Students struggled with authentic writing tasks to produce a polished piece of writing.

Root Cause 9: We did not have a clear, consistent writing method across all contents.

Problem Statement 9 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Accountability Data

- Student Achievement Domain
- Student Progress 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 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

Student Data: Behavior and Other Indicators

- Attendance data
- Enrollment trends

Employee Data

- Staff surveys and/or other feedback

Parent/Community Data

- Parent engagement rate

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data

Goals

Revised/Approved: September 6, 2022

Goal 1: Increase staff retention

Performance Objective 1: IDEA Robinson College Prep will have a staff retention of at least 85%

High Priority

Evaluation Data Sources: Staffing rosters

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Implement effective on-boarding for all staff. **Staff Responsible for Monitoring:** principal **TEA Priorities:** Recruit, support, retain teachers and principals	75%	100%	100%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Hold routine public celebrations for successes. **Staff Responsible for Monitoring:** principal	25%	70%		

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Hold effective PD for staff to improve their skill at effective teaching. **Strategy's Expected Result/Impact:** improve	25%	65%		

No Progress

Accomplished

Continue/Modify

Discontinue

Goal 2: Meet full enrollment

Performance Objective 1: IDEA Robinson College Prep will meet 100% enrollment by the 10th day of school.

High Priority

HB3 Goal

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Staff members will fully participate in recruitment events. **Staff Responsible for Monitoring:** Enrollment Coordinator and APO	15%	60%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Staff will train and practice recruitment pitches and strategies. **Staff Responsible for Monitoring:** EC and APO	25%	35%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 3: IDEA achieves an A rating

Performance Objective 1: Scholars will earn an achievement average of at least 53 for Domain 1 on the 2022-2023 STAAR

High Priority

Evaluation Data Sources: STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Implement effective instructional coaching. **Strategy's Expected Result/Impact:** Improve teaching and learning **Staff Responsible for Monitoring:** Principal **Title I:** 2.4, 2.5 **- TEA Priorities:** Build a foundation of reading and math	25%	50%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Hold effective reading and math academic block interventions using the Title 1 interventionist **Strategy's Expected Result/Impact:** Improve scholar performance **Staff Responsible for Monitoring:** Principal/interventionist **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction	25%	75%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 3: IDEA achieves an A rating

Performance Objective 2: At least 80% of scholars will meet their growth targets in reading and math for Domain 2 on the 2022-2023 STAAR

High Priority

Evaluation Data Sources: STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Implement effective data-driven instruction. **Strategy's Expected Result/Impact:** Improve scholar growth **Staff Responsible for Monitoring:** principal and teachers **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy** **Funding Sources:** Emma Tapia - Interventionist - Federal Grant - $57,499.99	15%	25%		

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 3: IDEA achieves an A rating

Performance Objective 3: Scholars will meet at least 90% of Domain 3 indicators for RLA and Math on the 2022-2023 STAAR

High Priority

Evaluation Data Sources: STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Implement and effectively use domain 3-specific data tracking. **Strategy's Expected Result/Impact:** Improve scholars RLA and Math scores **Staff Responsible for Monitoring:** principal and teachers **Title I:** 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction	15%	20%		

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 3: IDEA achieves an A rating

Performance Objective 4: At least 40% of the SPED scholars earn "meets" level on RLA and Math 2022-2023 STAAR

Evaluation Data Sources: STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Implement effective in-class SPED supports **Strategy's Expected Result/Impact:** increase scholar meets performance **Staff Responsible for Monitoring:** principal and gen. ed SpED teachers **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction	10%	25%		

 No Progress Accomplished Continue/Modify Discontinue

Goal 3: IDEA achieves an A rating

Performance Objective 5: IDEA Robinson College Prep will earn the college readiness distinction on STAAR.

HB3 Goal

Evaluation Data Sources: STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Track scholar data toward college readiness. **Staff Responsible for Monitoring:** Teachers and principal **TEA Priorities:** Connect high school to career and college	25%	50%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 4: Increase student daily attendance

Performance Objective 1: IDEA Robinson College Prep will have an average ADA of 97%.

High Priority

Evaluation Data Sources: Locus Dashboard

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Effectively implement a strong ADA matrix **Strategy's Expected Result/Impact:** increase in attendance percentage **Staff Responsible for Monitoring:** APO **Title I:** 2.5 **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture	15%	50%		

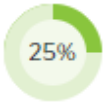
 No Progress Accomplished Continue/Modify Discontinue

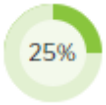
Goal 5: Increase student persistence

Performance Objective 1: At least 90% of IDEA Robinson College Prep scholars return for the 2023-2024 school year.

High Priority

Evaluation Data Sources: Locus Dashboard

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Implement a Positive Behavior Interventions and Support system that celebrates positive behaviors **Strategy's Expected Result/Impact:** increase in student following code of conduct **Staff Responsible for Monitoring:** principal and teachers **Title I:** 2.5 **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Implement monthly family engagement events. **Strategy's Expected Result/Impact:** increase the amount of families engaging with the campus **Staff Responsible for Monitoring:** Counselor **Title I:** 4.1, 4.2 **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture				

 No Progress Accomplished Continue/Modify Discontinue

Goal 5: Increase student persistence

Performance Objective 2: 100% of scholars successfully complete a violence prevention and intervention program aimed at promoting positive behaviors.

Evaluation Data Sources: Internal discipline tracking

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Implement PBIS system for rewarding positive behaviors **Staff Responsible for Monitoring:** Principal and teachers **Title I:** 2.6 **- ESF Levers:** Lever 3: Positive School Culture	25%	50%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Implement restorative discipline system. **Strategy's Expected Result/Impact:** reduce the number of office referrals **Staff Responsible for Monitoring:** Principal and GTL **Title I:** 2.5 **- ESF Levers:** Lever 3: Positive School Culture	25%	50%		

 No Progress Accomplished Continue/Modify Discontinue

Goal 5: Increase student persistence

Performance Objective 3: 90% of scholars will earn 1200 or more minutes in the student fitness program.

Evaluation Data Sources: EHT monitor data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Scholars track their own progress in PE class using the EHT monitors. **Strategy's Expected Result/Impact:** Scholars own their own goal **Staff Responsible for Monitoring:** PE teacher and co-teacher **ESF Levers:** Lever 3: Positive School Culture	25%	50%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Title I Personnel

Name	Position	Program	FTE
Emma Tapia	Interventionist	Title 1	1

Campus Funding Summary

Federal Grant					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	2	1	Emma Tapia - Interventionist		$57,499.99
				Sub-Total	$57,499.99

Addendums

IDEA Amber Creek College Prep

Comprehensive Needs Assessment

COLLEGE PREP

Data Source: CSI

% Meeting CSI Goal	Reading CP CSI
% CSI (EOY Ren.)	84
% of CSI Passing STAAR	50
% of SPED Passing STAAR	57

Data Source: STAAR

	STAAR Reading 6th	STAAR Reading 7th	STAAR Reading 8th	STAAR Writing 7th	English I EOC	English II EOC
% Approaches	84					
% Meets	57					
% Masters	34					
% Student Achievement Average	57					

Data Source: AP/IB/Electives

AP Scores	Pass AP Lit	Pass AP Lang	IB Scores	IB Group 1	% Royal Readers	% Word Master
% Score 1			% Score 1-3		12	88
% Score 2			% Score 4-5			
% Score 3+			% Score 6-7			
					RR Goal Met/Not Met	WM Goal Met/Not Met
					Not met	Met

Reflections	
Areas of Strength	**Areas of Need**
1 Scholars used textual evidence to prove answers.	1 Students struggle with engaging with text with multiple re-reads.
2 Curriculum has many higher-order questions and tasks.	2 Students need to build grit with re-reading the passage multiple times.
3 Students were bought in to their own growth goals.	3 Scholars want to go straight to questions instead of spending time on understanding the text.

IDEA Amber Creek College Prep

Comprehensive Needs Assessment - College Prep COLLEGE PREP					
Data Source: STAAR					
	STAAR Math 6th	**STAAR Math 7th**	**STAAR Alg I**		
% Approaches	89				
% Meets	53				
% Masters	30				
% Student Achievement Average	57				
Data Source: AP/IB					
AP Scores	**Pass AP Calculus AB**	**Pass AP Calculus CD**	**Pass AP Prob. & Stats.**	**IB Scores**	**IB Group 5**
% Score 1					
% Score 2					
% Score 3+					

Reflections	
Areas of Strength	**Areas of Need**
1 90% of scholars met their growth goals	1 We must improve in the quality of feedback we give to scholars at the point-of-error.
2 Scholars were invested in their own growth goals.	2 We need to provide clear, concise steps for unpacking questions.
3 Scholars had multiple at-bats for the same skill.	3 Scholars did not have grit to stick with more challenging questions.

IDEA Amber Creek College Prep

Comprehensive Needs Assessment COLLEGE PREP						
Data Source: Internal Assessments						
	6th Grade EOY Assessment	7th Grade EOY Assessment				
% Passing	92					
Data Source: STAAR						
	STAAR 8th Science	STAAR Biology				
% Approaches						
% Meets						
% Masters						
% Student Achievement Average						
Data Source: AP/IB						
AP Scores	Pass AP Biology	Pass AP Chemistry	Pass AP Physics (1, 2, & C)	Pass AP Env. Science	IB Scores	IB Group 4
% Score 1						
% Score 2						
% Score 3+						

Reflections	
Areas of Strength	**Areas of Need**
1 The curriclum included hands-on experiments.	1 The teacher had limited content knowledge.
2 The curriculum was chunked into logical patterns and flowed with scholars.	2 Mastery laps did not effectively provide feedback to every scholar every time.
3 Higher-order questions engaged scholars at different levels of Bloom's Taxonomy.	3 High leverage skills need more practice time and less time for low-leverage skills.

IDEA Amber Creek College Prep

Comprehensive Needs Assessment COLLEGE PREP							
Data Source: Internal Assessments							
	6th Grade EOY Assessment	7th Grade EOY Assessment					
% Passing	92						
Data Source: STAAR							
	STAAR 8th US History	EOC US History					
% Approaches							
% Meets							
% Masters							
% Student Achievement Average							
Data Source: AP/IB							
AP Scores	Pass AP Human Geography	Pass AP World History	Pass AP US History	Pass AP Goverment	Pass AP Economics	IB Scores	IB Group 3
% Score 1							
% Score 2							
% Score 3+							

Reflections	
Areas of Strength	**Areas of Need**
1 The teacher was a content expert for social studies.	1 The curriculum available was in Nearpod form only - there were not lessons prepped like other contents.
2. Students were highly engaged with the EOY project.	2. At times, the performances tasks scholars wored on were unclear.
3 Master laps were a regular part of instruction.	3. Feedback given to scholars needs to be more effective and more often.

IDEA Amber Creek College Prep

Comprehensive Needs Assessment
COLLEGE PREP

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

	Listening	Speaking	Reading	Writing	% of ELL Students who grew one or more levels
% Beginning	0%	11%	0%	0%	0%
% Intermediate	22%	33%	44%	11%	0%
% Advanced	44%	33%	33%	44%	22%
% Advanced High	33%	22%	22%	55%	11%

Reflection	
Areas of Strength	**Areas of Need**
1 33% of scholars grew on ore more composite OR achieved advanced high	1 66% of scholars did not grow one or more composite score.
2 88% of EL scholars hit growth goals on Readin g STAAR	2 Teachers had limited use of SIOP strategies in class and on tests.
3 Scholars were bought in to their growth goals.	3 Teachers were unaware of all the SIOP strategies they had at their disposal.

IDEA Amber Creek College Prep

Comprehensive Needs Assessment COLLEGE PREP					
100% College Matriculation					
Matriculation %	**Matricuation % 4 year**	**Matriculation % 2 year**	**Tier 1/2 % Acceptances**	**Tier 1/2 % Matriculation**	
N/A	N/A	N/A	N/A	N/A	
Tier 1 % Matriculation	**Tier 2 % Matriculation**	**Tier 3 % Matriculation**	**Tier 4 % Matriculation**	**Senior Class CCMR %**	**Senior Class TSI Completion %**
N/A	N/A	N/A	N/A	N/A	N/A
Campus Data					
Senior Class ACT Average	**Junior Class ACT Average**	**Overall AP Scholars (3+ or more tests)**	**IB Medallion Scholars (Passing 3+ exams)**	**Overall % IB Diploma**	**Campus End of Year OTG**
N/A	N/A	N/A	N/A	N/A	N/A

Reflections	
Areas of Strength	**Areas of Need**
N/A	N/A
N/A	N/A
N/A	N/A

IDEA Amber Creek College Prep

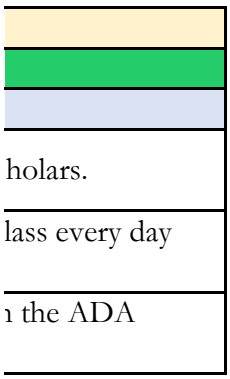
Comprehensive Needs Assessment COLLEGE PREP	
Staff Quality, Recruitment, Retention	
	Percentage
% School Lead Team Retention	66%
% Instructional Support Retention	100%
% Teacher Retention	50%
% Campus Support Retention	100%
% SPED Certified Teachers	66%
% State/National Certified Teachers	50%
% State Certified Leaders	100%
% State/Board certified Counselors	100%
Number of teacher applicants per 2020-21 school year	

Reflections	
Areas of Strength	**Areas of Need**
1 Core Content Teachers stayed on campus for the year.	1 Hiring managers need to hire the right culture fit for IDEA and Amber Creek.
2 Core Content Teachers are all returning next year.	2 Administrators must onboard sooner in order to help fit in with IDEA culture and academics.
3 There were no gaps in hiring stay to support all scholars.	3 SPED and RISE teachers need clear expectations and coaching earlier rather than later.

IDEA Amber Creek College Prep

Comprehensive Needs Assessment College Prep	
Data Source: School Culture and Climate	
	Campus %
% Average Daily Attendance	92.36
% Overall Persistence	94.75
% New Student Persistence	96.83
# of Admin Withdrawals/ Level 3 Offenses	8
% SPED	16%
% ELL	14%
% Eco Dis	76%
% Migrant	0
% Race: American-Indian-Alaska-Native	3%
% Asian	0.00%
% White-Hispanic	71%
% Multi	0
% Black-African-American	9
% Native-Hawaiian-Pacific-Islander	1
% White	19
% Male	43
% Female	57

Data Source: School Culture and Climate	
Reflections	
Areas of Strength	**Areas of Need**
1 Scholars want to stay with our campus.	1 We did not fully execute the ADA Matrix for our sc
2 We are highly responsive when parents have a concern.	2. We did not fully invest parents as to why being in c was important.
3 We had limited level 3 behaviors due to restorative discpline practices.	3. We did not have an effective tracker for scholars or matrix.


holars.
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IDEA Amber Creek College Prep

Comprehensive Needs Assessment COLLEGE PREP	
Data Source: Family and Community Involvement	
	Percentage
% Families Attended WTI	75%
% Families Attended Curriculum Night	33%
% Families Who Attended EOY Ceremonies	62%
% Families who attended Fall Festival	50%
% Families who attended Winter Festival	N/A
% Families who attended Spring Festival	42%

Reflections	
Areas of Strength	**Areas of Need**
1. Administration had strong NTI family onboarding program.	1. We need better, consistent communication around events, academics, etc.
2 Parents provided very positive feedback about the quality of our events.	2. We need to increase parent attendance for events
3 We celebrated both scholars and parents' commitments and hard work.	3 We need better tracking of who attended WTI and who did not.

IDEA Public Schools

Bluff Springs Academy

2022-2023 Campus Improvement Plan

Accountability Rating: A

Distinction Designations:
Academic Achievement in English Language Arts/Reading
Academic Achievement in Science
Top 25 Percent: Comparative Academic Growth

Board Approval Date: October 21, 2022
Public Presentation Date: August 30, 2022

Mission Statement

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

Vision

To ensure students reach their potential, IDEA PuIDEA Bluff Springs Academy students are courageous and empathetic, self-driven learners who believe they have the power and responsibility to shape their community. Curiosity will drive students to flex their college readiness by generating solutions to complex challenges and envisioning the world as it might be. Our students will be equipped with the skills to develop claims, justify their positions, and communicate in ways that influence change and strengthen relationships. BSA staff is in the business of creating a positive space that will help them reach their true, limitless potential of becoming brave critical thinkers, passionate and elite lifelong learners, and overall good people.â€‹ blic Schools will become the region's largest creator of college graduates.

Core Values

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

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

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Comprehensive Needs Assessment

Revised/Approved: August 30, 2022

Needs Assessment Overview

Needs Assessment Overview Summary

Our public meeting will be held on August 30, 2022.

Demographics

Demographics Summary

Bluff Springs Academy launched in 2016 with kinder, 1st, and 2nd grade. Since then, we have become a full scale campus serving 674 students from kindergarden to 5th grade. We are an open enrollment primary campus in the South Austin area. BSA was awarded an A rating by the TEA for its academic achievment in 21-22. 84.1% of our students have been identified as economically disadvantaged. Our student population is composed of 80.6% hispanic, 8.6% white, and 8.6% black. 52.4% of our staff is hispanic whic aligns with the demographics of our students. Our classrooms hold an average of 24.5 students per adult. 57.1% of our teachers have been in their role for more than 1 year.

Demographics Strengths

Our student population is composed of 80.6% hispanic, 8.6% white, and 8.6% black. 52.4% of our staff is hispanic whic aligns with the demographics of our students. Our classrooms hold an average of 24.5 students per adult. 57.1% of our teachers have been in their role for more than 1 year.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Many students left so we have low student persistence. **Root Cause:** We need to have clear communication systems for families so they feel confident bringing their scholar to our campus.

Problem Statement 2 (Prioritized): Our organizational heath survey dropped by 10% from last year. **Root Cause:** Inconsistent communication from the district causing campus to cascade messages with very little time.

Student Learning

Student Learning Summary

Students have made a significant improvement in the area of closing the achievment gap. 96% of Bluff Springs Academy students met and exceeded their growth goal for the yearon STAAR. 34% of our EL students exceeded their goal in ELA. Students in all demographics (hispanic, EL, economically disadvantaged, ect) met both growth and meets indicaters in ELA. 83% of our 2nd grade students ended the schoool year at grade level and are ready for 3rd grade STAAR. Bluff Springs Academy performed higher than other IDEA campuses in the Austin region in ELA and 2nd in the Austin region in math. Our benchmarks showed this progress throughout the year

Student Learning Strengths

Our students ahve historically shown strength in ELA for the past 2 years. Math skills have developed but are not at the level of our ELA.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Meets indicators were significantly below goal (46%) for all grade levels (23%, 7%, and 21% for 3GM, 4GM and 5GM, respectively). **Root Cause:** Foundational math skills have not been fully addressed, staff shortages, and inconsistent math teachers throughout the year in 4th and 5th grade math.

Problem Statement 2 (Prioritized): Masters indicators were significantly low in math (15%) for all grade levels. **Root Cause:** Foundational math skills, have not been fully addressed, staff shortages, and inconsistent math teachers.

School Processes & Programs

School Processes & Programs Summary

The instructional leaders at our campus are developed through coaching academy, principal leader observations, lead team rounds, in field observations, and through in the moment feedback. During observations leaders are coached by gathering low inference data to identify the most pressing problem. Leader professional development is identified according to need. Leader PD is typically carried out weekly on campus and through the district.

School Processes & Programs Strengths

Curriculum & Instruction:

- At least one-third of IDEA students graduate with the "AP Scholar" designation, evidence of earning a qualifying score on at least three AP exams, demonstrating successful completion of college-level coursework prior to graduation.
- IDEA provides students access to accelerated instruction through the 1:1 technology device, including adaptive software for mathematics and literacy and access to hundreds of thousands of books in the district's digital library.
- IDEA curricular resources include high-quality instructional materials that earn the highest ratings on national evaluation measures.
- IDEA curriculum is regularly evaluated using a quality evaluation tool, ensuring alignment to the Texas Essential Knowledge and Skills and AP course standards, as well as the STAAR/EOC and AP exams.
- IDEA implements a variety of training opportunities for teachers and leadership staff with the goal of developing teachers' pedagogical content knowledge and leaders' coaching skills.
- For 15 years in a row, 100% of IDEA students have been accepted into college, demonstrating that IDEA academic programming is adequately preparing students for post-secondary education.
- In 2022, four IDEA schools were ranked in the top 10 Most Challenging Schools in the Nation and 13 were ranked in the top 1% of schools nationwide, by the Jay Mathews Challenge Index High School Rankings.

Special Programs

- IDEA exceeded the expected growth target for EL student performance on TELPAS in 2021 with 48% of ELs meeting that target.
- IDEA provide targeted research based instruction to students who have a 2.0 year gap in Reading and/or Math with the goal of closing that gap by 2.0 years during the school year with our initiative called Critical Student Intervention (CSI). During the 21-22 school year, 2,562 out of 6,632 students meet that goal for Reading and 703 out of 1,268 students met the goal for Math.
- IDEA is in Year 3 of our TEA awarded Autism Grant. Through this grant we were able to increase support for 195 students with autism in Rio Grande Valley and Austin who met the criteria outlined by TEA for this grant.
- IDEA submitted and was awarded a Dyslexia Grant by the TEA so that we will be able to provide increased professional development to teachers and leaders on working with students with dyslexia and increase the support resources for our students with dyslexia.

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 1 (Prioritized): Low teacher retention this school year has caused many new teachers to be onboarded. **Root Cause:** Staff leaves due to IDEA's rigorous curriculum and high level of accountability.

Problem Statement 2 (Prioritized): Student safety education at the student level. **Root Cause:** Student culture lessons don't include safety sessions on drugs (vaping), student handbook, keeping our spaces clean, and being proactive about bullying.

Perceptions

Perceptions Summary

This past year we prioritized family engagement events, skill building opportunities and data transparency with families. We invited families through Remind and FaceBook but still lacked the invilvment that we hoped for. We typically had about 30% of families participate in our academic events and about 60% in nonacademic events. Our families typically give feedback around communication. We have added paper communication to also capture those families who do not use social media and Remind. We have also created competition opportunities to champion families to get the Remind app.

Perceptions Strengths

Our family engagement events have significantly improved in planning and participation. Families leave events happy and have positive interactions with teachers. Our students are excited to come to school because of the many engegment, celebrationn, and competitive opportunities that are offered.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): ADA had dropped significantly. **Root Cause:** Communication systems need to be improved post-pandemic.

Problem Statement 2 (Prioritized): Families are not using campus communication methods. **Root Cause:** Families are unaware of how to use the Remind app.

Priority Problem Statements

Problem Statement 1: ADA had dropped significantly.
Root Cause 1: Communication systems need to be improved post-pandemic.
Problem Statement 1 Areas: Perceptions

Problem Statement 2: Families are not using campus communication methods.
Root Cause 2: Families are unaware of how to use the Remind app.
Problem Statement 2 Areas: Perceptions

Problem Statement 3: Our organizational heath survey dropped by 10% from last year.
Root Cause 3: Inconsistent communication from the district causing campus to cascade messages with very little time.
Problem Statement 3 Areas: Demographics

Problem Statement 4: Meets indicators were significantly below goal (46%) for all grade levels (23%, 7%, and 21% for 3GM, 4GM and 5GM, respectively).
Root Cause 4: Foundational math skills have not been fully addressed, staff shortages, and inconsistent math teachers throughout the year in 4th and 5th grade math.
Problem Statement 4 Areas: Student Learning

Problem Statement 5: Low teacher retention this school year has caused many new teachers to be onboarded.
Root Cause 5: Staff leaves due to IDEA's rigorous curriculum and high level of accountability.
Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: Student safety education at the student level.
Root Cause 6: Student culture lessons don't include safety sessions on drugs (vaping), student handbook, keeping our spaces clean, and being proactive about bullying.
Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: Many students left so we have low student persistence.
Root Cause 7: We need to have clear communication systems for families so they feel confident bringing their scholar to our campus.
Problem Statement 7 Areas: Demographics

Problem Statement 8: Masters indicators were significantly low in math (15%) for all grade levels.
Root Cause 8: Foundational math skills, have not been fully addressed, staff shortages, and inconsistent math teachers.
Problem Statement 8 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- 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
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Class size averages by grade and subject
- School safety data

- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

Goals

Goal 1: Increase staff retention

Performance Objective 1: Bluff Springs will retain at least 85% of its instructional staff.

High Priority

Evaluation Data Sources: End of year data.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Create and carry out staff retention plan. **Strategy's Expected Result/Impact:** 85% or more of staff is retained. **Staff Responsible for Monitoring:** APO, SA, AA, Principal, and API **TEA Priorities:** Recruit, support, retain teachers and principals				

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: All IDEA Bluff Springs students matriculate to college

Performance Objective 1: 100% of Bluff Springs students will matriculate to college.

High Priority

HB3 Goal

Evaluation Data Sources: End of year matriculation data.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Students will hold quarterly update meetings with college counselors. **Strategy's Expected Result/Impact:** 100% of seniors matriculate to college. **Staff Responsible for Monitoring:** College counselors	0%			

 No Progress Accomplished Continue/Modify Discontinue

Goal 3: IDEA achieves an A rating

Performance Objective 1: Bluff Springs receives an A state accountability rating for the 22-23 school year.

High Priority

HB3 Goal

Evaluation Data Sources: End of year STAAR and TELPAS data results

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Campus will prioritize data analysis meetings and target next steps using accountability metrics. **Strategy's Expected Result/Impact:** A state accountability rating. **Staff Responsible for Monitoring:** API and Principal	25%			

 No Progress Accomplished Continue/Modify Discontinue

Goal 3: IDEA achieves an A rating

Performance Objective 2: Increase 3rd Reading and 3rd Math Achievement Averages

HB3 Goal

Evaluation Data Sources: Semester Exam, Mock Exam, STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Daily Exit Ticket Huddles for priority groups of students **Funding Sources:** - Federal Grant - $36,447.84, - Federal Grant - $30,792.96	0%			

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 4: Increase student daily attendance

Performance Objective 1: Bluff Springs will achieve a 97.5% students attendance for the 22-23 school year.

High Priority

Evaluation Data Sources: YTD ADA data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Leaders and grade team leaders will engage in daily family communication. **Strategy's Expected Result/Impact:** Students will be in their seats and ready to learn on time. **Staff Responsible for Monitoring:** API, principal, APO, SIS	100%	100%	100%	

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 5: Increase student persistence

Performance Objective 1: Bluff Springs will achieve a 90% student persistence.

High Priority

Evaluation Data Sources: Day 11 of 23-24 school year.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Student and family survey results will be used to troubleshoot through gaps. **Strategy's Expected Result/Impact:** 90% of our students will stay at Bluff Springs Academy **Staff Responsible for Monitoring:** SC & Principal	75%			

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 5: Increase student persistence

Performance Objective 2: Students will be on track to earn Fitness Ambassadors

HB3 Goal

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: PE coaches will track and communicate progress towards Fitness Ambassador status to students	15%			

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 5: Increase student persistence

Performance Objective 3: Campus Crisis Team will activate CSTAG process when a student is identified as having threated the safety of the campus to prevent violence

HB3 Goal

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Campus Crisis Team will meet monthly to debrief situations and to role play potential scenarios	100%	100%	100%	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Title I Personnel

Name	Position	Program	FTE
	AR ZONE FACILITATOR		1
	ILEARNING HOT SPOT FACILITATOR		1

Campus Funding Summary

Federal Grant					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	2	1			$30,792.96
3	2	1			$36,447.84
				Sub-Total	$67,240.80

Addendums

Master CNA & SAIP Reporting Checklist

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

Campus Name

2021-22 Student Achievement Improvement Plan

ACADEMY

APO	Initiatives	Needs Assess.	Special Pops.	Person(s) Responsible	Timeline Start/End	Resources: Human/ Material/Fiscal	Documentation	Formative Evaluation
2B	Weekly academic celebrations through pep rallies.	D	A	Bethany + Mariela + Bridget, + Abel	8/22/22-6/16/22	Human	Weekly Bat Walk, Monthly Academic Celebrations	STAAR, BWA, MM, EOM
2B	Additonal daily rehearsals with teachers who need additional support	S	A	Claire + Bethany + Abel	8/22/22-6/16/22	Human	Lesson Plans, Observations, Student Content Trackers, Exit Ticket Trackers	STAAR, BWA, MM, EOM
1I	Daily script practice with K 1st and 2nd	D	A	Abel + DI Coaches	8/22/22-6/16/22	Human	Lesson Plans, Observations, Student Content Trackers, Exit Ticket Trackers	STAAR, BWA, MM, EOM
2C	Daily SEL development in homerooms	D	A	Eric Rabara	8/22/22-6/16/22	Material	Lesson Plans, Observations, Student Content Trackers, Exit Ticket Trackers	STAAR, BWA, MM, EOM
2B	ADA processes shared priority as a campus	O	A	Jessica and lead team	8/8/22-6/16/22	Fiscal	Daily ADA process, daily + weekly ADA staff transpareny email	Weekly + YTD Attendance
2C	Monthly family Skill Building Events	O	A	Bethany + Jessica	8/2/22-6/16/22	human/material/fiscal	Parent Participation	Evaluation of participation
2C	Parent newsletter weekly	O	A	Bethany	8/8/22-6/16/22	Human	Parent Participation	Evaluation of participation
1J	Weekly SPED/EL/504 Rounds	S, D, RR	All	Bridget + Mariela	8/22/22-6/16/22	Human	Lesson Plans, Observations, Student Content Trackers, Exit Ticket Trackers	STAAR, BWA, MM, EOM
1E	Interventionist for critical math cohorts	S	EL,SE	APIs , Interventionists	8/22/22-6/16/22	Human	Lesson Plans, Observations, Student Content Trackers, Exit Ticket Trackers	STAAR, BWA, MM, EOM
1J	Offer after school tutoring from Beginning of year	S	AR	Bridget + Claire	9/2/2022-6/16/2022	human/material/fiscal	Lesson Plans, Observations, Student Content Trackers, Exit Ticket Trackers	STAAR, BWA, MM, EOM

Campus Name

2021-22 Student Achievement Improvement Plan

ACADEMY

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

Title I Qualifying Programs			Initiatives Status			
Internal Use Only			Mid Year		End of Year	
Supplemental Program (Y/N)	New Program (Y/N)	Budget Allocation	Outcome	Increase/Decreased by X%	Outcome	Increase/Decreased by X%

Annual Performance Objectives (APO)

PRIORITY #1: Students Graduate College-Ready

1A. % of graduates who matriculate to a College or University: 100%

1B. % of graduates matriculate to a Tier I/II College or University: 15% | 25%

1C. % of Seniors accepted to a College or University: 100%

1D. % of Seniors named AP scholars | Earn IB diploma: 30% | 25%

1E. Earned State Rating: A

1F. % Basic | % Mastery | % Advanced on LEAP: 82% | 44% | 11%

1G. % Approaches | % Meets | % Masters on STAAR/EOC: 90% | 60% | 30%

1H. % Level 3 | % Level 4 | % Level 5 on FSA/FSAA: 70% | 40% | 20%

1I. % of Pre-K-2nd Students End The Year On/Above Grade Level in Reading - Year 1 Campuses | Year 2 Campuses: 80% | 90%

1J. % of students in CSI achieve 2 years growth in Reading | Math (measured by Ren STAR) 50% | 60%

1K. Average ACT score: 21

1L. % of students graduating college in 4 | 6 years: 25% | 55%

PRIORITY #2: Build a Strong & Sustainable Organization

2A. % Teacher Retention | Employee Retention: 85% | 85%

2B. 80% composit score on GPTW: 82%

2B. %Average Daily Attendance: 97.50%

2C. New Student Persistence: 90%

2D. Operating Income: $133M

2E. FIRST Rating: A

PRIORITY #3: Achieve Mission at Scale

3A. % of students with low socio-economic status: 80%

3B. Enrollment in August 2020: 83,894

3C. Schools in operation in August 2020: 149

3D. Total Funds Raised (millions): $93M

Needs Assessment

S-STAAR

D-DIBELS

E-EOC

A-ACT

RR-Reading Renaissance

ST-STAR for Math

DR-Discipline Report

AP-AP Tests

O-Other

Special Populations

All

AR-At Risk

ELL-English Language Learners

ED-Economically Disadvantaged

M-Migrant

SE-Special Education

Campus Name

Comprehensive Needs Assessment
ACADEMY

Data Sources: Eureka Math & Electives Academy

	DISTAR Pre-K on Grade Level	Eureka Kinder on Grade Level	Eureka First on Grade Level	Eureka Second on Grade Level	% Math Masters Pk-2	Pk-2 MM Goal Met/Not Met
% Students	n/a	100%	52%	30%	55%	Not Met

Data Source: STAAR Academy

	STAAR Math Grade 3	STAAR Math Grade 4	STAAR Math Grade 5	% Math Masters 3-5	3-5 MM Goal Met/Not Met
% Approaches	70	58	63	68%	Met
% Meets	32	26	38		
% Masters	18	8	15		
% Student Achievement Average	40	31	39		
% Meet 2 year growth	N/A	N/A	N/A		

Data Source: CSI Academy

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

Reflections	
Areas of Strength	**Areas of Need**
1) Met growth goal indicators for all students, EL, and sped at mock in 5GM.	1) Meets indicators were significantly below goal (46%) for all grade levels (23%, 7%, and 21% for 3GM, 4GM and 5GM, respectively).
2) At mock, 3GM had the second highest acheivement score in Austin.	2) Only 64% of 4th graders met their growth goal at mock.
3) 4GM approaches data more than tripled from SE to mock.	3) 0% sped students attained MEETS level in 3GM, 4GM and 5GM.

Campus Name

Comprehensive Needs Assessment ACADEMY						
Data Sources: DI ELA & Electives						
	DI Pre-K on Grade Level	**DI Kinder on Grade Level**	**DI First on Grade Level**	**DI Second on Grade Level**	**% Royal Readers**	**% Word Masters**
% Students	**n/a**	**67%**	**36%**	**83%**	13%	74%
					RR Goal Met/Not Met	**WM Goal Met/Not Met**
					Met	Met
Data Source: STAAR						
	STAAR Reading Grade 3	**STAAR Reading Grade 4**	**STAAR Writing Grade 3**	**STAAR Writing Grade 4**		
% Approaches	79%	87%	81%	N/A		
% Meets	47%	69%	60%	N/A		
% Masters	22%	43%	36%	N/A		
SAS				N/A		
% Student Achievement Average	49%	66%	59%	N/A		
Data Source: CSI						
% Meeting CSI Goal	**Reading AC CSI**					
% CSI (EOY Ren.)	58%					
% of CSI Passing STAAR	58%					
% of SPED Passing STAAR	42%					

Reflections	
Areas of Strength	**Areas of Need**
1) Large gains in EL% Meets across all grade levels from Semester Exam to Mock	1) STAAR Data: 3rd grade Meets and Masters data off track
2) 100% of growth goal indicators met on Mock	2) As of Mock, 5th grade in 4th Quartile, behind Austin and district averages
3) STAAR Data: Masters goal of 30% exceeded when averaging out the 3 grade levels (34%), and	3) As of Mock, Sped at 0% Meets across all grade levels

Campus Name

Comprehensive Needs Assessment ACADEMY						
Data Sources: Science Pk-2						
	Science Pre-K on Grade Level	**Science Kinder on Grade Level**	**Science First on Grade Level**	**Science Second on Grade Level**	**Science Third on Grade Level**	**Science Fourth on Grade Level**
% Students	**n/a**	**78%**	**49%**	**11%**	**53%**	**50%**

Data Source: Science 3-5		
	STAAR Science Grade 5	
% Approaches	78%	
% Meets	54%	
% Masters	28%	
% Student Achievement Average	53%	

Reflections	
Areas of Strength	**Areas of Need**
1 EL students made significant gains specifically in the meets category.	1 Approaches and Masters catergories are off track.
2 Students are making connections with the real world using what they learned in class.	2 Students need more opportunities for real world experiences through field lessons.
3 Students advanced in critical thinking skills by determining the best ways to complete a lab assignment.	3 Special education students are struggling with determining a lab assignment individually.

Campus Name

Comprehensive Needs Assessment ACADEMY							
Data Sources: Humanities Pk-2							
	Humanities Pre-K on Grade Level	**Humanities Kinder on Grade Level**	**Humanities First on Grade Level**	**Humanities Second on Grade Level**	**Humanities Third on Grade Level**	**Humanities Fourth on Grade Level**	**Humanities Fifth on Grade Level**
% Students	n/a	100%	99%	49%	51%	45%	70%

Reflections	
Areas of Strength	**Areas of Need**
1 Have materials and resources available to support instruction.	1 Increase observations, coaching, and feedback needed to support teachers.
2 Students provided multiple opportunities to internalize content through partner work, projects, and other tasks.	2 Increase the level of questioning and critical thinking skills based on Blooms.
3 Teachers effectively internalized lesson plans during course collaborations.	3 Implement more strategies for ELs and Sped students to ensure all students are learning content.

Campus Name

Comprehensive Needs Assessment ACADEMY					
TELPAS Composite Rating (Listening, Speaking, Reading, Writing)					
	Listening	**Speaking**	**Reading**	**Writing**	**% of ELL Students who grew one or more levels**
% Beginning	15%	26%	27%	27%	15%
% Intermediate	29%	38%	36%	41%	37%
% Advanced	36%	30%	22%	21%	32%
% Advanced High	26%	4%	16%	10%	8%

Reflections	
Areas of Strength	**Areas of Need**
1 We rolled out a great training for teachers to use to support EL students	1 EL training was rolled out late in the year.
2 Students had multiple opportunities for multicultural celebrations on campus and learning opportunities	led to a time crunch. Next year's plan should fully utilize the entire window in order to have smaller testing groups
3 Lesson planning and instructional observations were focused on EL learning componants.	3 Align strategies across contents in order to ensure consistency for EL students

Campus Name

Comprehensive Needs Assessment	
ACADEMY	
Staff Quality, Recruitment, Retention	
	Percentage
% School Lead Team Retention	100%
% Instructional Support Retention	64%
% Teacher Retention	73%
% Campus Support Retention	100%
% SPED Teachers	80%
% State/National Certified Teachers	0%
% State Certified Leaders	63%
% State/Board certified Counselors	100%
Number of teacher applicants per 2020-21 school year	17

Reflection	
Areas of Strength	**Areas of Need**
1 Leadership retention ended at 100%.	1 Incentive system for leadership team.
2 Staff feels supported and like they are growing in their craft.	2 Our staff retention dropped 10% from last year.
3 Staff members remained in their seat and role for the 22-23 school year.	3 Small pool of staff recruitment.

Campus Name

Comprehensive Needs Assessment ACADEMY	
Data Source: School Culture and Climate	
	Campus %
% Average Daily Attendance	90.47%
% Overall Persistence	91.86%
% New Student Persistence	85.17%
# of Admin Withdrawals/ Level 3 Offenses	2
% SPED	85.25%
% ELL	95.65%
% Eco Dis	92.52%
% Migrant	0%
% Race: American-Indian-Alaska-Native	84%
% Asian	88.89%
% White-Hispanic	94.69%
% Multi	85.71%
% Black-African-American	86.96
% Native-Hawaiian-Pacific-Islander	0%
% White	80.70%
% Male	90.64%
% Female	93.25%

Data Source: School Culture and Climate	
Reflections	
Areas of Strength	**Areas of Need**
1 Our campus has a strong sense of community and pride. We participate in several school rituals that make us who we are.	1 Although our campus has many positive joy happening our organizational health survey results show a decrease of 10% from last year.
2 This school year we included many cultural learning and celebratory opportunities for students and staff.	state assessments and dropped our last cultural planned activities.

3 Based on student and family surveys, overall families feel	3 Families, staff, and student participation wasn't always at goal.

Campus Name

Comprehensive Needs Assessment ACADEMY	
Data Source: Family and Community Involvement	
	Percentage
% Families Attended WTI	41%
% Families Attended Curriculum Night	54%
% Families Who Attended EOY Ceremonies	84%
% Families who attended Fall Festival	21%
% Families who attended Winter Festival	7%
% Families who attended Spring Festival	14%

Reflection	
Areas of Strength	**Areas of Need**
1) Increase in positive communication through grade level weekly newsletters + "Family Friday" tracker	1) Families want art, music, and extracurriculuar opportunities that have yet to be launched
2) Attendance at in-person events	2) ADA "hotlist" contact with fidelity -- narrow communication focus to scholars of concern
3) parent skill-building through data night workshops	3) ensure 100% of families are enrolled in Remind and audit throughout the year

IDEA Public Schools

Bluff Springs College Prep

2022-2023 Campus Improvement Plan

Accountability Rating: B

Distinction Designations:
Academic Achievement in English Language Arts/Reading
Academic Achievement in Social Studies

Board Approval Date: October 21, 2022
Public Presentation Date: September 6, 2022

Mission Statement

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

Vision

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

Core Values

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

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

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Comprehensive Needs Assessment

Demographics

Demographics Summary

We are an open-enrollment charter school with grades 6-12 in South Austin (78744). We currently have an enrollment of over 700 scholars with over 80% who identify as Hispanic, 10% who identify as African American, and 10% or less who identify as other. About 50% of our scholars are English Language Learners and we have about 10% of our total population who identify as Special Education.

See PDF in addendum for more information.

Demographics Strengths

See PDF in Addendum for more information.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): An area of need was providing solid class management to establish honest and pure relationships with scholars. The teachers expressed that relationships and consistent class management will support with behavior expectations . **Root Cause:** We had a large number of suspensions last year that likely could have been deescalated if teachers had proper training and better relationships with scholars (community circles).

Problem Statement 2 (Prioritized): An area of need for our teachers was building culture within themselves. Teachers expressed that having more time and space to reflect with one another can strengthen their relationships with one another. They expressed that having relationships within themselves make it hard to have friction in morale. **Root Cause:** Lack of time and opportunity to build community with one another which led to teachers not always being on the same page.

Student Learning

Student Learning Summary

We earned a rating of a B campus for the 21-22 school year. In particular, we earned distictions in our Social Studies as well as in English Language Arts and Reading . Our scholars are also meeting the requirement from the state of Texas for the percent of scholars making growth from year to year by hitting their growth goal indicators.

See PDF in addendum for more information.

Student Learning Strengths

See PDF in addendum for more information.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Creating and managing hotlists earlier in the year to target students. **Root Cause:** Not determining where we fell short in accountability early enough in the year to identify specific sub-pops we should hone in on during instruction.

Problem Statement 2 (Prioritized): Fidelity to aggressive monitoring and in-class tracking. **Root Cause:** Lack of holding 100% of teachers accountable to doing this on a daily basis as well as how to use the data from these systems real-time to course correct.

School Processes & Programs

School Processes & Programs Summary

We develop instructional leaders by daily on the spot real-time coaching, professional development tracks such as Coaching Academy, and by using our school leadership levers to self-rate and give feedback. In order to suppport powerful teaching and learning, we provide feedback through Teachboost, campus-led professional developments, and real-time coaching opprotunities for all staff.

School Processes & Programs Strengths

Curriculum & Instruction:

- At least one-third of IDEA students graduate with the "AP Scholar" designation, evidence of earning a qualifying score on at least three AP exams, demonstrating successful completion of college-level coursework prior to graduation.
- IDEA provides students access to accelerated instruction through the 1:1 technology device, including adaptive software for mathematics and literacy and access to hundreds of thousands of books in the district's digital library.
- IDEA curricular resources include high-quality instructional materials that earn the highest ratings on national evaluation measures.
- IDEA curriculum is regularly evaluated using a quality evaluation tool, ensuring alignment to the Texas Essential Knowledge and Skills and AP course standards, as well as the STAAR/EOC and AP exams.
- IDEA implements a variety of training opportunities for teachers and leadership staff with the goal of developing teachers' pedagogical content knowledge and leaders' coaching skills.
- For 15 years in a row, 100% of IDEA students have been accepted into college, demonstrating that IDEA academic programming is adequately preparing students for post-secondary education.
- In 2022, four IDEA schools were ranked in the top 10 Most Challenging Schools in the Nation and 13 were ranked in the top 1% of schools nationwide, by the Jay Mathews Challenge Index High School Rankings.

Special Programs

- IDEA exceeded the expected growth target for EL student performance on TELPAS in 2021 with 48% of ELs meeting that target.
- IDEA provide targeted research based instruction to students who have a 2.0 year gap in Reading and/or Math with the goal of closing that gap by 2.0 years during the school year with our initiative called Critical Student Intervention (CSI). During the 21-22 school year, 2,562 out of 6,632 students meet that goal for Reading and 703 out of 1,268 students met the goal for Math.
- IDEA is in Year 3 of our TEA awarded Autism Grant. Through this grant we were able to increase support for 195 students with autism in Rio Grande Valley and Austin who met the criteria outlined by TEA for this grant.
- IDEA submitted and was awarded a Dyslexia Grant by the TEA so that we will be able to provide increased professional development to teachers and leaders on working with students with dyslexia and increase the support resources for our students with dyslexia.

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 1 (Prioritized): Extra duties as assigned and filling gaps for teachers who are out is taking more time from teachers planning periods which has negatively impacted work-life balance. **Root Cause:** We have a lack of available subs/strong guest teachers in the network. We have an increased number of teachers who are out due to sickness.

Problem Statement 2 (Prioritized): We have a delayed PO Process; paying for things with their own money. **Root Cause:** We have a lot of new budget restrictions and policies that are continuously changing with short notice.

Perceptions

Perceptions Summary

We had a staff turnover rate of about 25% this past year whichis significantly better than what we have seen in years past;however, still shows a need for improvement to hit our 85% staff retention goal. We did land in Quartile 1 of the Austin regio for the number of staff who agreed Bluff Springs CP was a great place to work. We measure our parental involvement by tracking attendnace at events and sending out quarterly surveys to our families.

Perceptions Strengths

See PDf in addendum for more information.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): We have a low engagement of families who read and or receive our weekly communication. **Root Cause:** We don't have correct phone numbers listed, parents aren't aware of importance of reading the Parent Weekly, and our event times don't work with parents' schedules.

Problem Statement 2 (Prioritized): Academy/CP events need more coordination leading up ot event. **Root Cause:** Lack of time and operating mechanism to execute well-planned events/highly attended events outside of Trunk or Treat and/or Fall Festival.

Priority Problem Statements

Problem Statement 1: An area of need was providing solid class management to establish honest and pure relationships with scholars. The teachers expressed that relationships and consistent class management will support with behavior expectations .

Root Cause 1: We had a large number of suspensions last year that likely could have been deescalated if teachers had proper training and better relationships with scholars (community circles).

Problem Statement 1 Areas: Demographics

Problem Statement 2: An area of need for our teachers was building culture within themselves. Teachers expressed that having more time and space to reflect with one another can strengthen their relationships with one another. They expressed that having relationships within themselves make it hard to have friction in morale.

Root Cause 2: Lack of time and opportunity to build community with one another which led to teachers not always being on the same page.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Creating and managing hotlists earlier in the year to target students.

Root Cause 3: Not determining where we fell short in accountability early enough in the year to identify specific sub-pops we should hone in on during instruction.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Fidelity to aggressive monitoring and in-class tracking.

Root Cause 4: Lack of holding 100% of teachers accountable to doing this on a daily basis as well as how to use the data from these systems real-time to course correct.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: We have a delayed PO Process; paying for things with their own money.

Root Cause 5: We have a lot of new budget restrictions and policies that are continuously changing with short notice.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: Extra duties as assigned and filling gaps for teachers who are out is taking more time from teachers planning periods which has negatively impacted work-life balance.

Root Cause 6: We have a lack of available subs/strong guest teachers in the network. We have an increased number of teachers who are out due to sickness.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: We have a low engagement of families who read and or receive our weekly communication.

Root Cause 7: We don't have correct phone numbers listed, parents aren't aware of importance of reading the Parent Weekly, and our event times don't work with parents' schedules.

Problem Statement 7 Areas: Perceptions

Problem Statement 8: Academy/CP events need more coordination leading up ot event.

Root Cause 8: Lack of time and operating mechanism to execute well-planned events/highly attended events outside of Trunk or Treat and/or Fall Festival.

Problem Statement 8 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations

Student Data: Assessments

- 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
- SAT and/or ACT assessment data
- PSAT
- Student Success Initiative (SSI) data for Grades 5 and 8
- Student failure and/or retention rates

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Goal 1: Increase staff retention

Performance Objective 1: 85% of staff agree this is a GPTW on GPTW survey.

High Priority

Evaluation Data Sources: GPTW survey data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Send out mini org health surveys bi-weekly. **Strategy's Expected Result/Impact:** Frequent pulse checks which will allow us to course correct. **Staff Responsible for Monitoring:** Leadership Tem **TEA Priorities:** Recruit, support, retain teachers and principals -	25%	50%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

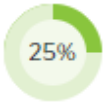
Goal 2: All IDEA students matriculate to college

Performance Objective 1: Achieve an average composite score of 21 on ACT.

High Priority

HB3 Goal

Evaluation Data Sources: ACT reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: ACT boot camps which focus on areas of need. **Strategy's Expected Result/Impact:** Increased scores with each scholars. **Staff Responsible for Monitoring:** Director of College Counseling **TEA Priorities:** Connect high school to career and college -				

 No Progress Accomplished Continue/Modify Discontinue

Goal 3: IDEA achieves an A rating

Performance Objective 1: We achieve 60% meets and 30% masters across all STAAR/EOC courses.

High Priority

Evaluation Data Sources: EdCite platform +STAAR data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Ensure teachers aggressive monitor with exemplar in hand and follow aggressive monitoring protocol. **Strategy's Expected Result/Impact:** Correcting scholar's work in the moment **Staff Responsible for Monitoring:** All teachers **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction	20%	50%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 3: IDEA achieves an A rating

Performance Objective 2: 45% of students in the SpEd program attain "approaches" on STAAR Exams

HB3 Goal

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Review individual scholar data during weekly check-ins with direct reports; review data with CLT (SpEd) and GLT (RISE) to make whole group adjustments.	25%	45%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 4: Increase student daily attendance

Performance Objective 1: 0% of scholars reach chronic absenteeism.

High Priority

Evaluation Data Sources: ADA data reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Schedule letters and parent meetings based on ADA escalation matrix **Strategy's Expected Result/Impact:** We will get to the root cause of scholar's absenteeism. **Staff Responsible for Monitoring:** Grade team leads, grade level administrators, principal **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture	15%	35%		

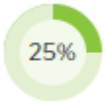
0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 5: Increase student persistence

Performance Objective 1: 0% of scholars leave IDE Bluff Springs due to academic reasons.

High Priority

Evaluation Data Sources: Persistence data and mission list

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Check grades on a weekly basis and ensure we are on track with OTG. **Strategy's Expected Result/Impact:** Getting support proactively for any scholars at risk of failing. **Staff Responsible for Monitoring:** All teachers and administration **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture				

 No Progress Accomplished Continue/Modify Discontinue

Goal 5: Increase student persistence

Performance Objective 2: 100% compliance on monthly CCT meetings.

HB3 Goal

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Schedule CCT meetings monthly to debrief incidents with in the past month and complete tabletop drills. **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	25%	50%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 5: Increase student persistence

Performance Objective 3: 90% of scholars will meet their Fitness Ambassador goals.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Ensure 100% of scholars are utilizing the IHT monitors on a daily basis. **ESF Levers:** Lever 5: Effective Instruction				
No Progress Accomplished Continue/Modify Discontinue				

Title I Personnel

Name	Position	Program	FTE
Gloria Miranda	AR Zone Facilitator	Blended Learning	1
Juliann Solis/Hannah Collings	College Counselor	Counseling Department	1

Addendums

Campus Name

Comprehensive Needs Assessment College Prep	
Data Source: School Culture and Climate	
	Campus %
% Average Daily Attendance	92.58%
% Overall Persistence	93.39%
% New Student Persistence	88.24%
# of Admin Withdrawals/ Level 3 Offenses	3
% SPED	9.20%
% ELL	53%
% Eco Dis	85.71%
% Migrant	0%
% Race: American-Indian-Alaska-Native	0.30%
% Asian	1.06%
% White-Hispanic	85.56%
% Multi	0.46%
% Black-African-American	6.08%
% Native-Hawaiian-Pacific-Islander	0.00%
% White	6.54%
% Male	51%
% Female	49%

Data Source: School Culture and Climate	
Reflections	
Areas of Strength	**Areas of Need**
1. Teachers strongly felt that academics and learning was ta	1. An area of need for our teachers was building culture withi
2. Teachers believes that student persistence and scholars w	2. An area of need was providing solid class management to e
3. Our teachers strongly agreed that build relationships witl	3. An area of need was for teachers to accept scholars for wh

n themselves. Teachers expressed that having more time and space to reflect with one another can strengthen their relation

stablish honest and pure relationships with scholars. The teachers expressed that relationships and consistent class manage

o they are and understanding the community of Bluff Springs. Many teachers struggled with understanding and knowledge

ıships with one another. They expressed that having relationships within themselves make it hard to have friction in morale

e.

IDEA Public Schools

Brackenridge Academy

2022-2023 Campus Improvement Plan

Accountability Rating: B

Distinction Designations:
Academic Achievement in English Language Arts/Reading
Academic Achievement in Mathematics

Board Approval Date: October 21, 2022
Public Presentation Date: September 13, 2022

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

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Comprehensive Needs Assessment

Revised/Approved: September 13, 2022

Demographics

Demographics Summary

As a kindergarten - 5th grade campus, we recoginize the importance of building a solid academic & social foundation. As such, we embody a campus culture rooted in integrity, unity, and synergism. We charge all 730+ scholars, teachers, and community member to build authentic relationships, maintain growth mind-sets, and to remember to treat all people with the dignity and respect they want.

Demographics Strengths

See PDF in Addendum for more information.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Lack of targeted focus on health and wellness of scholars through daily implementation of SEL program **Root Cause:** 25% of teachers out daily, due to pandemic, prevented the campus from consistently implementing the SEL program.

Problem Statement 2 (Prioritized): Limited family engagement events **Root Cause:** 25% of teachers out daily, due to pandemic, reduced the number of parent engagement events to two.

Student Learning

Student Learning Summary

Student outcomes resulted in ELA & Math distrinctions; nevertheless, math academic achievement below target score of 54. Additionally, reading outcomes for kinder - 2nd decline from previous year's. Less than 50% of kindergarten and 1st grade students ended the year at grade-level

Student Learning Strengths

See PDF Addendum for more information.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Failed to provide TEK aligned instruction in math intervention. **Root Cause:** Curriculum aligned to common core standards & limited instructional experience of teachers to effectively supplement curriculum

Problem Statement 2 (Prioritized): Collaboration with content teacher and AR facilitator to align program needs to classroom instruction **Root Cause:** Accelerated Reading program implemented by classroom teachers to supplement in staffing

Problem Statement 3 (Prioritized): School-wide science project fair to promote cross curriculum instruction and engagement in content. **Root Cause:** Limiting whole group interact led to canceling the science fair

School Processes & Programs

School Processes & Programs Summary

At IDEA Brackenridge we promote learning for scholars and staff. We host weekly professional developments sessions/wk, implement a teacher mentor program, and have created sports clubs to promote physical health & awareness. To support staff in their learning, leaders are coached weekly and conduct daily observations for on-the-spot-coaching.

School Processes & Programs Strengths

Curriculum & Instruction:

- At least one-third of IDEA students graduate with the "AP Scholar" designation, evidence of earning a qualifying score on at least three AP exams, demonstrating successful completion of college-level coursework prior to graduation.
- IDEA provides students access to accelerated instruction through the 1:1 technology device, including adaptive software for mathematics and literacy and access to hundreds of thousands of books in the district's digital library.
- IDEA curricular resources include high-quality instructional materials that earn the highest ratings on national evaluation measures.
- IDEA curriculum is regularly evaluated using a quality evaluation tool, ensuring alignment to the Texas Essential Knowledge and Skills and AP course standards, as well as the STAAR/EOC and AP exams.
- IDEA implements a variety of training opportunities for teachers and leadership staff with the goal of developing teachers' pedagogical content knowledge and leaders' coaching skills.
- For 15 years in a row, 100% of IDEA students have been accepted into college, demonstrating that IDEA academic programming is adequately preparing students for post-secondary education.
- In 2022, four IDEA schools were ranked in the top 10 Most Challenging Schools in the Nation and 13 were ranked in the top 1% of schools nationwide, by the Jay Mathews Challenge Index High School Rankings.

Special Programs

- IDEA exceeded the expected growth target for EL student performance on TELPAS in 2021 with 48% of ELs meeting that target.
- IDEA provide targeted research based instruction to students who have a 2.0 year gap in Reading and/or Math with the goal of closing that gap by 2.0 years during the school year with our initiative called Critical Student Intervention (CSI). During the 21-22 school year, 2,562 out of 6,632 students meet that goal for Reading and 703 out of 1,268 students met the goal for Math.
- IDEA is in Year 3 of our TEA awarded Autism Grant. Through this grant we were able to increase support for 195 students with autism in Rio Grande Valley and Austin who met the criteria outlined by TEA for this grant.
- IDEA submitted and was awarded a Dyslexia Grant by the TEA so that we will be able to provide increased professional development to teachers and leaders on working with students with dyslexia and increase the support resources for our students with dyslexia.

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 1 (Prioritized): Campus leaders were inconsistent in holding staff accountable to campus. **Root Cause:** Teacher handbook did not provide clear and concise expectations and in some areas, implementation varied.

Problem Statement 2 (Prioritized): Only 24% of teachers see our work place as "psychologically safe" environment. **Root Cause:** Demands on instruction, staff shortages, & closing 2+ years of academic gaps places great demands on staff's time, requiring longer work hours with increased chance of harm to health.

Perceptions

Perceptions Summary

At IDEA Brackenridge, we value culture & climates built on inclusion and respect. As such, we reflect on areas of strengths and opportunities, taking into account what families communicate as their experiences, involvement requests, and overall perspective as to how we are serving their children.

Perceptions Strengths

See PDF in Addendum for more information

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Limited campus-wide events for families to increase interactions with teachers and staff **Root Cause:** Group restrictions posed challenges in making personal connections with families in a manner that maintains the integrity of meeting "in-person"

Problem Statement 2 (Prioritized): Failure to ascertain effectiveness of parent involvement events **Root Cause:** No tracking system existed for effectiveness of parent/community events

Priority Problem Statements

Problem Statement 1: Lack of targeted focus on health and wellness of scholars through daily implementation of SEL program

Root Cause 1: 25% of teachers out daily, due to pandemic, prevented the campus from consistently implementing the SEL program.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Limited family engagement events

Root Cause 2: 25% of teachers out daily, due to pandemic, reduced the number of parent engagement events to two.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Limited campus-wide events for families to increase interactions with teachers and staff

Root Cause 3: Group restrictions posed challenges in making personal connections with families in a manner that maintains the integrity of meeting "in-person"

Problem Statement 3 Areas: Perceptions

Problem Statement 4: Failed to provide TEK aligned instruction in math intervention.

Root Cause 4: Curriculum aligned to common core standards & limited instructional experience of teachers to effectively supplement curriculum

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Collaboration with content teacher and AR facilitator to align program needs to classroom instruction

Root Cause 5: Accelerated Reading program implemented by classroom teachers to supplement in staffing

Problem Statement 5 Areas: Student Learning

Problem Statement 6: School-wide science project fair to promote cross curriculum instruction and engagement in content.

Root Cause 6: Limiting whole group interact led to canceling the science fair

Problem Statement 6 Areas: Student Learning

Problem Statement 7: Only 24% of teachers see our work place as "psychologically safe" environment.

Root Cause 7: Demands on instruction, staff shortages, & closing 2+ years of academic gaps places great demands on staff's time, requiring longer work hours with increased chance of harm to health.

Problem Statement 7 Areas: School Processes & Programs

Problem Statement 8: Campus leaders were inconsistent in holding staff accountable to campus.

Root Cause 8: Teacher handbook did not provide clear and concise expectations and in some areas, implementation varied.

Problem Statement 8 Areas: School Processes & Programs

Problem Statement 9: Failure to ascertain effectiveness of parent involvement events
Root Cause 9: No tracking system existed for effectiveness of parent/community events
Problem Statement 9 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- Campus goals
- HB3 Reading and math goals for PreK-3
- Campus/District improvement plans (current and prior years)
- 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
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local benchmark or common assessments data
- Texas approved PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio

- State certified and high quality staff data
- Campus leadership data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

Goals

Goal 1: Increase staff retention

Performance Objective 1: By the end of 2022-2023 IDEA Brackenridge Academy will increase it's staff retention to 85%

High Priority

Evaluation Data Sources: Weekly review and report out of staff retention from district dashboard

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Lead team will review and discuss teacher mission list during weekly lead team tactical meeting **Strategy's Expected Result/Impact:** Early intervention will reduce the percentage of leavers by addressing any issues or concerns in a timely manner. **Staff Responsible for Monitoring:** Lead team **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **Problem Statements:** School Processes & Programs 2				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 2: Only 24% of teachers see our work place as "psychologically safe" environment. **Root Cause**: Demands on instruction, staff shortages, & closing 2+ years of academic gaps places great demands on staff's time, requiring longer work hours with increased chance of harm to health.

Goal 2: All IDEA students matriculate to college

Performance Objective 1: Increase 2022-2023 STAAR Domain II outcome to 54 for STAAR Reading & Math.

High Priority

HB3 Goal

Evaluation Data Sources: 2022-2023 STAAR outcomes

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Host a minimum of one Saturday School targeting reading and math intervention for 3rd-5th grade students. **Strategy's Expected Result/Impact:** Increased learning opportunities with small homogenous groups will provide targeted interventions resulting in increased learning outcomes. **Staff Responsible for Monitoring:** Juan Gonzalez, Assistant Principal of Instruction (Math) Sheena Miller, Assistant Principal of Instruction (ELAR) **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **Problem Statements:** Student Learning 1, 2 **Funding Sources:** Co-Teacher - Federal Grant, ILearning Hot Spot - Federal Grant				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Failed to provide TEK aligned instruction in math intervention. **Root Cause**: Curriculum aligned to common core standards & limited instructional experience of teachers to effectively supplement curriculum
Problem Statement 2: Collaboration with content teacher and AR facilitator to align program needs to classroom instruction **Root Cause**: Accelerated Reading program implemented by classroom teachers to supplement in staffing

Goal 3: IDEA achieves an A rating

Performance Objective 1: Increase special education student performance on 2022-2023 STAAR to 19% meets ELA & to 23% for math.

High Priority

HB3 Goal

Evaluation Data Sources: 2022-2023 STAAR outcomes

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Daily reading and math intervention groups provided to 100% of scholars 2 years or more below grade-level. **Strategy's Expected Result/Impact:** Daily intervention targeted support in reading and math will improve scholars' content mastery **Staff Responsible for Monitoring:** Assistant Principals of instruction (Reading & Math) Special Education Teachers **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **Problem Statements:** Student Learning 1 **Funding Sources:** Interventionist - Federal Grant, Co-teacher - Federal Grant				

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Failed to provide TEK aligned instruction in math intervention. **Root Cause**: Curriculum aligned to common core standards & limited instructional experience of teachers to effectively supplement curriculum

Goal 4: Increase student daily attendance

Performance Objective 1: By the end of the 2022-2023 school year IDEA Brackenridge Academy will increase the number of scholars attaining 1200 active minutes in Physical Education class

High Priority

Evaluation Data Sources: Track monthly use of IHT monitors through report out

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Physical Education teachers conduct outdoor physical activity no less than ten times per week **Strategy's Expected Result/Impact:** Outdoor activities result in increased physical activity exercises. **Staff Responsible for Monitoring:** Physical Education Teachers Assistant Principal of Instruction (PE) **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **Problem Statements:** Demographics 1				

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Lack of targeted focus on health and wellness of scholars through daily implementation of SEL program **Root Cause**: 25% of teachers out daily, due to pandemic, prevented the campus from consistently implementing the SEL program.

Goal 5: Increase student persistence

Performance Objective 1: By the end of the 2022-2023 school year 100% of IDEA Brackenridge Academy students will participate in Move This World to support violence prevention & healthy social emotional development

High Priority

Evaluation Data Sources: Weekly tracking of Move This World's implementation at 3x/wk

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Teachers schedule a minimum of 15 minutes 3x/wk for Move This World implementation and students' reflection on their learning. **Strategy's Expected Result/Impact:** As scholars develop health ways to interact with each other, it reduces unhealthy interactions. **Staff Responsible for Monitoring:** School Counselor **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **Problem Statements:** Demographics 1				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Lack of targeted focus on health and wellness of scholars through daily implementation of SEL program **Root Cause**: 25% of teachers out daily, due to pandemic, prevented the campus from consistently implementing the SEL program.

Title I Personnel

Name	Position	Program	FTE
	CO-TEACHER		1
	CO-TEACHER		1
	ILEARNING HOT SPOT FACILITATOR		1
	INTERVENTIONIST		1

Campus Funding Summary

Federal Grant					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	1	1	Co-Teacher		$0.00
2	1	1	ILearning Hot Spot		$0.00
3	1	1	Interventionist		$0.00
3	1	1	Co-teacher		$0.00
				Sub-Total	$0.00

Addendums

Master CNA & SAIP Reporting Checklist

			PTG	89%	PTG	0%
DEPT	**Data Sources**	**Data Tabs**	**Guidance**	**Status**	**Principal Notes or Questions**	**VP Verification**	**Notes & Next Steps**
ACADEMY	KEYS Tab (Tab 3)	Student Achievement Improvement Plan 2021-2022 School Year	This SAIP plan will require logging concrete initiatives put in place for student improvement, as well as their associated timelines, resoures, and responsible staff. Each initiative will be tracked mid-year and at the end of the year. Mid-year assessments should be completed by each campus between December 1, 2022 and no later than January 31, 2023.	Complete		Action Required	
	Locus Dashboards: CSI, STARR, AP CampusIB Reports EOY Assessments	Comprehensive Needs Assessment 2022 English Language Arts	These pages should include the percentage of students who achieved each listed score for the 2021-2022 School Year. For each subject, list a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete		Action Required	
		Comprehensive Needs Assessment 2022 Math		Complete		Action Required	
		Comprehensive Needs Assessment 2022 Science		Complete		Action Required	
		Comprehensive Needs Assessment 2022 Humanities		Complete		Action Required	
	State TELPAS Report	Comprehensive Needs Assessment 2022 TELPAS	This data set will outline the percentage of students that earned proficiency in the areas of Listening, Speaking, Reading, and Writing, as indicated in the State TELPAS report. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Pending	Still need the % of students by grade-level who	Action Required	
	Locus Dashboard: Staff Retention	Staff Quality, Rentention, & Recruitment 2021-2022 School Year	Under the %SPED Data Point, this should reflect the percentage of SPED certified teachers, compared to the overall SPED staff. Under number of teacher applicants, note how many teachers were interviewed by campus leaders for positions during the 2021-2022 School Year. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete		Action Required	
	Locus Dashboards: Student Persistence, Enrollment, ADA	School Culture & Climate 2021-2022 School Year	For the Withdrawals/Level 3 Offenses data point, list the number of withdrawals or offenses. All other data points should reflect percentages. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete		Action Required	
	Campus Academic Counselor Tracking Systems	2022 Family & Community Involvement	In addition to listing data percentages, list a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete		Action Required	

Campus Name

2022-23 Student Achievement Improvement Plan

ACADEMY

APO	Initiatives	Needs Assess.	Special Pops.	Person(s) Responsible	Timeline Start/End	Resources: Human/ Material/Fiscal	Documentation	Formative Evaluation
IF	Imagine Learning	D	All	Jessica Loera	8/8/22-5/26/23	Material	Weekly Backwards Planning	Quarterly Benchmarks
IE	Lead4Ward	S	All	Juan Gonzalez	8/8/22-5/26/23	Material	Lesson Planning	STAAR Results
IE	Achieve 3000	S	All	Sheena Miller	8/8/22-5/26/23	Material	Weekly Reports	STAAR Results
IE	No Red Ink	S	All	Sheena Miller	8/8/22-5/26/23	Material	weekly Reports	STAAR Results
IE	Reflex	S	All	Juan Gonzalez	8/8/22-5/26/23	Material	weekly Reports	STAAR Results
IH	Rosetta Stone	S	ELL	Juan Gonzalez	8/8/22-5/26/23	Material	Monthly Reports	TELPAS Results
IH	Vocabulary Development	D	All	Jessica Loera	8/8/22-5/26/23	Human/Fiscal	Weekly Backwards Planning	Transformation EOY Placement
2A	The Together Teacher	O	All	Marlitha Williams	8/8/22-5/26/23	Material	Weekly Schedule	EOY Performance
IE	Edulastic	S	All	Marlitha Williams	8/8/22-5/26/23	Material	Daily ET outcome	EOY Performance
2E	B.A.L.A.N.C.E. period	O	All	Isabel Mata	8/8/22-5/26/23	Human/Material	Quarterly Surveys	EOY Staff Retention

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

Annual Performance Objectives (APO)

PRIORITY #1: Students Graduate College-Ready

1A. % of graduates who matriculate to a College or University: 100%

1B. % of graduates matriculate to a Tier I/II College or University: 15% | 25%

1C. % of Seniors accepted to a College or University: 100%

1D. % of Seniors named AP scholars | Earn IB diploma: 30% | 25%

1E. Earned State Rating: A

1F. % Basic | % Mastery | % Advanced on LEAP: 82% | 44% | 11%

1G. % Approaches | % Meets | % Masters on STAAR/EOC: 90% | 60% | 30%

1H. % Level 3 | % Level 4 | % Level 5 on FSA/FSAA: 70% | 40% | 20%

1I. % of Pre-K-2nd Students End The Year On/Above Grade Level in Reading - Year 1 Campuses | Year 2 Campuses: 80% | 90%

1J. % of students in CSI achieve 2 years growth in Reading | Math (measured by Ren STAR) 50% | 60%

1K. Average ACT score: 21

1L. % of students graduating college in 4 | 6 years: 25% | 55%

PRIORITY #2: Build a Strong & Sustainable Organization

2A. % Teacher Retention | Employee Retention: 85% | 85%

2B. 80% composit score on GPTW: 82%

2B. %Average Daily Attendance: 97.50%

2C. New Student Persistence: 90%

2D. Operating Income: $133M

2E. FIRST Rating: A

PRIORITY #3: Achieve Mission at Scale

3A. % of students with low socio-economic status: 80%

3B. Enrollment in August 2020: 83,894

3C. Schools in operation in August 2020: 149

3D. Total Funds Raised (millions): $93M

Needs Assessment

S-STAAR

D-DIBELS

E-EOC

A-ACT

RR-Reading Renaissance

ST-STAR for Math

DR-Discipline Report

AP-AP Tests

O-Other

Special Populations

All

AR-At Risk

ELL-English Language Learners

ED-Economically Disadvantaged

M-Migrant

SE-Special Education

IDEA Brackenridge

Comprehensive Needs Assessment
ACADEMY

Data Sources: Eureka Math & Electives Academy

	DISTAR Pre-K on Grade Level	Eureka Kinder on Grade Level	Eureka First on Grade Level	Eureka Second on Grade Level	% Math Masters	Met/Not Met
% Students	98%	91%	94%	80%	100%	Met

Data Source: STAAR Academy

	STAAR Math Grade 3	STAAR Math Grade 4	STAAR Math Grade 5	% Math Masters 3-5	5-Mar MM Goal Met/Not Met	
% Approaches	77	59	65	65%	Met	
% Meets	45	32	28			
% Masters	23	17	11			
% Student Achievement Average	48	36	35			
% Meet 2 year growth	N/A	24%	79%			

Data Source: CSI Academy

	Math AC CSI
% CSI (EOY Ren.)	N/A
% of CSI Passing STAAR	26%
% of SPED Passing STAAR	4%

Areas of Strength	Areas of Need
1 Curriculum modifications to support instruction aligned to TEKs	1. Aligning Eureka to TEKS and rigor of STAAR

2. Consistenly held daily ET huddles	2. Lesson delivery practice to ensure pacing and student practice time meets needs.
outcomes	3. Math intervention program aligned to TEKs.

IDEA Brackenridge

Comprehensive Needs Assessment ACADEMY					
Data Sources: DI ELA & Electives					
DI Pre-K on Grade Level	**DI Kinder on Grade Level**	**DI First on Grade Level**	**DI Second on Grade Level**	**% Royal Readers**	**% Word Masters**
99%	**32%**	**46%**	**80%**	32%	67%
				RR Goal Met/Not Met	**WM Goal Met/Not Met**
				Met	Met

Data Source: STAAR			
	STAAR Reading Grade 3	**STAAR Reading Grade 4**	**STAAR Reading Grade 5**
% Approaches	78	79	82
% Meets	55	66	59
% Masters	41	30	34
SAS	58	58	58
% Student Achievement Average	58	58	58

Data Source: CSI	
% Meeting CSI Goal	**Reading AC CSI**
% CSI (EOY Ren.)	54%
% of CSI Passing STAAR	35%
% of SPED	17%

Reflections	
Areas of Strength	**Areas of Need**
1Lesson Planning submission system streamlined the feedback process, which supported targeted coaching	1 Collaboration with content teacher and AR facilitator to align program needs to classroom instruction

2 Daily ET huddles identifying misconceptions to target for reteach	2 Develop content knowledge for reading instruction
3. Reteach practices leading to improved internalization, which support effective instruction delivery	3 Consistent annotation system vertically aligned with expectations and vocabulary.

Campus Name

Comprehensive Needs Assessment ACADEMY						
Data Sources: Science Pk-2						
	Science Pre-K on Grade Level	**Science Kinder on Grade Level**	**Science First on Grade Level**	**Science Second on Grade Level**	**Science Third on Grade Level**	**Science Fourth on Grade Level**
% Students	**NA**	**74%**	**72%**	**52%**	**92%**	**72%**

Data Source: Science 3-5		
	STAAR Science Grade 5	
% Approaches	70	
% Meets	38	
% Masters	16	
% Student Achievement Average	41%	

Reflections	
Areas of Strength	**Areas of Need**
1 Alignment to scope and sequence	1 Lesson internalization process that provides documented evidence to assess degree of content understanding.
2 Integration of handson experiment project	2 Implementation of classroom culture expectations to create sound learning environment.
3 Daily assessment of mastery through exit tickets	3 School-wide science project fair to promote cross curriculum instruction and engagment in content.

IDEA Brackenridge

Comprehensive Needs Assessment

ACADEMY

Data Sources: Humanities Pk-5

	Humanities Pre-K on Grade Level	Humanities Kinder on Grade Level	Humanities First on Grade Level	Humanities Second on Grade Level	Humanities Third on Grade Level	Humanities Fourth on Grade Level	Humanities Fifth on Grade Level
% Students	NA	**93%**	**96%**	**100%**	**72%**	**50%**	**99%**

Reflections	
Areas of Strength	**Areas of Need**
1 Alignment to scope and sequence	1 Implementation of classroom culture expectations to create sound learning environment
2 Daily assessment of mastery through exit tickets	2 Lesson internalization process that provides documented evidence to assess degree of content understanding
3 Utilized curriculum to support instructions by making modifications	3 Development of new content knowledge.

Campus Name

Comprehensive Needs Assessment ACADEMY					
TELPAS Composite Rating (Listening, Speaking, Reading, Writing)					
	Listening	**Speaking**	**Reading**	**Writing**	**% of ELL Students who grew one or more levels**
% Beginning	13%	19%	22%	23%	
% Intermediate	23%	45%	29%	32%	
% Advanced	35%	24%	20%	26%	
% Advanced High	28%	12%	29%	19%	

Reflections	
Areas of Strength	**Areas of Need**
1 3rd-5th grade 64% scored meets or masters	1 Small group tutoring (bilingual)
2 Translation program to support in-class instruction	2 Effective TELPAS training to ensure accurate ratings
3 Participation of in-class discussions	3 Holistic classroom intregration of SIOP strategies

IDEA Brackenridge

Comprehensive Needs Assessment	
ACADEMY	
Staff Quality, Recruitment, Retention	
	Percentage
% School Lead Team Retention	60%
% Instructional Support Retention	95%
% Teacher Retention	70%
% Campus Support Retention	50%
% SPED Teachers	50%
% State/National Certified Teachers	8%
% State Certified Leaders	17%
% State/Board certified Counselors	0%
Number of teacher applicants per 2020-21 school year	818

Reflection	
Areas of Strength	**Areas of Need**
1 Instructional Support Staff over 90%	1 Update teacher handbook to provide clear and concise expectations and consistent implementation of guidelines
2 86.67% retention based on race for Black instructional staff	2 Launch school year with activities to build psychologically safe environments while promoting health and wellness.
3. Over 90% retention for returning teachers	3 Conduct biweekly surveys to solicit feedback from staff and promote inclusion of ideas

IDEA Brackenridge

Comprehensive Needs Assessment ACADEMY	
Data Source: School Culture and Climate	
	Campus %
% Average Daily Attendance	92.97%
% Overall Persistence	89.12%
% New Student Persistence	81.71%
# of Admin Withdrawals/ Level 3 Offenses	0
% SPED	6.6
% ELL	8.4
% Eco Dis	87.8
% Migrant	0
% Race: American-Indian-Alaska-Native	0.02
% Asian	0.02
% White-Hispanic	87.4
% Multi	0.07
% Black-African-American	4.3
% Native-Hawaiian-Pacific-Islander	0
% White	6.9
% Male	50.1
% Female	49.8

Data Source: School Culture and Climate	
Reflections	
Areas of Strength	**Areas of Need**
1. Willingness to grow and accept feeback	1. Consistently used the Culture Rubric as our tool for monito
2. Campus events to promote joy	2 . Persistence events were not consistently facilitated.

3. We strive to ensure equity	3. Targeted focus on health and wellness of scholars through daily implementation of SEL program

IDEA Brackenridge

Comprehensive Needs Assessment ACADEMY	
Data Source: Family and Community Involvement	
	Percentage
% Families Attended WTI	57%
% Families Attended Curriculum Night	na
% Families Who Attended EOY Ceremonies	97%
% Families who attended Fall Festival	93%
% Families who attended Winter Festival	50%
% Families who attended Spring Festival	87%

Reflection	
Areas of Strength	**Areas of Need**
1 Communication with families through online plafforms and mass messaging systems	1 Sign-in sheet for all campus events to assess level of success
2 Parent Town Halls	2 Campus-wide events for familes to increase interactions with teachers and staff
3 Consistent event reminders with families and engagement	3 Curriculum events to support understanding and investment in academics

IDEA Public Schools

Brackenridge College Prep

2022-2023 Campus Improvement Plan

Accountability Rating: B

Distinction Designations:
Academic Achievement in Science
Academic Achievement in Social Studies

Board Approval Date: October 21, 2022
Public Presentation Date: September 12, 2022

Mission Statement

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

Vision

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

Core Values

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

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

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Comprehensive Needs Assessment

Revised/Approved: September 12, 2022

Demographics

Demographics Summary

% Average Daily Attendance	99.40%
% Overall Persistence	92.83%
% New Student Persistence	85.91%
# of Admin Withdrawals/ Level 3 Offenses	2
% SPED	8%
% ELL	30%
% Eco Dis	90.57%
% Migrant	0%
% Race: American-Indian-Alaska-Native	0%
% Asian	0%
% White-Hispanic	91%
% Multi	0.60%
% Black-African-American	4%
% Native-Hawaiian-Pacific-Islander	0%
% White	5%

% Average Daily Attendance	**99.40%**
% Male	46%
% Female	54%

Our campus is a 6-11 grade campus. We have in excess of 600 students. Our SES is in excess of 85%.

Our School is made up of

Demographics Strengths

See PDF in Addendum for more information.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): New to IDEA students withdrawal at a higher rate than returning scholars. **Root Cause:** Set POI's per grade level to increase new student touchpints.

Problem Statement 2 (Prioritized): VIP programs have not been held consistently. **Root Cause:** Due to staffing shortages, we have de-prioritized the VIP program.

Student Learning

Student Learning Summary

Our scholars perform at a rate greater than ALL campuses aroudn us in our zipcode. This is caused by our focus on clear expectations, our consistent use of grading rubics that scholars see daily, and recursive review.

See PDF in Addendum for more information

Student Learning Strengths

See PDF in Addendum for more information

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): When high interest texts are not utilized for lesson planning, scholars do not participate fully. **Root Cause:** Managers were not reviewing lesson plans to look specifically for high interest texts.

Problem Statement 2 (Prioritized): Inconsistent daily rigor aligned with the EOY exam causes gaps in student understanding. **Root Cause:** API's did not specifically check the rigor of INM/GP CFU's.

School Processes & Programs

School Processes & Programs Summary

We develop our instructional leaders by providing clear exemplars on coaching processes and data reviews. This in turn allows our isntructional lead teams to focus our teachers attention on the key areas for excellent teaching such as: Strong/clear lesson planning, tight loop coaching and weekly coaching conversations.

See PDF in Addendum for more information

School Processes & Programs Strengths

Curriculum & Instruction:

- At least one-third of IDEA students graduate with the "AP Scholar" designation, evidence of earning a qualifying score on at least three AP exams, demonstrating successful completion of college-level coursework prior to graduation.
- IDEA provides students access to accelerated instruction through the 1:1 technology device, including adaptive software for mathematics and literacy and access to hundreds of thousands of books in the district's digital library.
- IDEA curricular resources include high-quality instructional materials that earn the highest ratings on national evaluation measures.
- IDEA curriculum is regularly evaluated using a quality evaluation tool, ensuring alignment to the Texas Essential Knowledge and Skills and AP course standards, as well as the STAAR/EOC and AP exams.
- IDEA implements a variety of training opportunities for teachers and leadership staff with the goal of developing teachers' pedagogical content knowledge and leaders' coaching skills.
- For 15 years in a row, 100% of IDEA students have been accepted into college, demonstrating that IDEA academic programming is adequately preparing students for post-secondary education.
- In 2022, four IDEA schools were ranked in the top 10 Most Challenging Schools in the Nation and 13 were ranked in the top 1% of schools nationwide, by the Jay Mathews Challenge Index High School Rankings.

Special Programs

- IDEA exceeded the expected growth target for EL student performance on TELPAS in 2021 with 48% of ELs meeting that target.
- IDEA provide targeted research based instruction to students who have a 2.0 year gap in Reading and/or Math with the goal of closing that gap by 2.0 years during the school year with our initiative called Critical Student Intervention (CSI). During the 21-22 school year, 2,562 out of 6,632 students meet that goal for Reading and 703 out of 1,268 students met the goal for Math.
- IDEA is in Year 3 of our TEA awarded Autism Grant. Through this grant we were able to increase support for 195 students with autism in Rio Grande Valley and Austin who met the criteria outlined by TEA for this grant.
- IDEA submitted and was awarded a Dyslexia Grant by the TEA so that we will be able to provide increased professional development to teachers and leaders on working with students with dyslexia and increase the support resources for our students with dyslexia.

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 1 (Prioritized): With staff who are uncertified, the likelihood that they will feel overwhelmed and succumb to the demands of the role are higher. **Root Cause:** We source any staff who apply. We do not have a filter for certified staff.

Problem Statement 2 (Prioritized): Inconsistent praise throughout the year created gaps in celebrations. **Root Cause:** We did not mechanize how/where we provided praise. This caused praise to be inconsistent.

Perceptions

Perceptions Summary

Perception of our campus is improving steadily each year. We have improved in consistency as it relates to solving student to student conflict, clarity in our academic programming model, and our great places to work survey (district wide survey) has been consistently between 75-85%.

See PDF in Addendum for more information.

Perceptions Strengths

See PDF in Addendum for more information.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): New Families feel confused when their expectations do not meet the IDEA program model norms. **Root Cause:** Not all new to idea families participated in Welcome to Idea events.

Problem Statement 2 (Prioritized): When parents do not understand our restorative practice system, they feel confused with how our campus responds to misbehaviors. **Root Cause:** We failed to share specifics on the restorative systems with parents.

Priority Problem Statements

Problem Statement 1: When high interest texts are not utilized for lesson planning, scholars do not participate fully.
Root Cause 1: Managers were not reviewing lesson plans to look specifically for high interest texts.
Problem Statement 1 Areas: Student Learning

Problem Statement 2: Inconsistent daily rigor aligned with the EOY exam causes gaps in student understanding.
Root Cause 2: API's did not specifically check the rigor of INM/GP CFU's.
Problem Statement 2 Areas: Student Learning

Problem Statement 3: Inconsistent praise throughout the year created gaps in celebrations.
Root Cause 3: We did not mechanize how/where we provided praise. This caused praise to be inconsistent.
Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: With staff who are uncertified, the likelihood that they will feel overwhelmed and succumb to the demands of the role are higher.
Root Cause 4: We source any staff who apply. We do not have a filter for certified staff.
Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: New Families feel confused when their expectations do not meet the IDEA program model norms.
Root Cause 5: Not all new to idea families participated in Welcome to Idea events.
Problem Statement 5 Areas: Perceptions

Problem Statement 6: When parents do not understand our restorative practice system, they feel confused with how our campus responds to misbehaviors.
Root Cause 6: We failed to share specifics on the restorative systems with parents.
Problem Statement 6 Areas: Perceptions

Problem Statement 7: VIP programs have not been held consistently.
Root Cause 7: Due to staffing shortages, we have de-prioritized the VIP program.
Problem Statement 7 Areas: Demographics

Problem Statement 8: New to IDEA students withdrawal at a higher rate than returning scholars.
Root Cause 8: Set POI's per grade level to increase new student touchpints.
Problem Statement 8 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

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

Student Data: Assessments

- 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
- 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 Success Initiative (SSI) data for Grades 5 and 8
- SSI: Apex Learning accelerated reading assessment data for English I and II (TEA approved statewide license)
- 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
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Homeless data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data

- Discipline records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus department and/or faculty meeting discussions and data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation

Goals

Goal 1: Increase staff retention

Performance Objective 1: By the end of the 22-23 SY, Brackenridge will increase staff retention to 85% or higher.

High Priority

Evaluation Data Sources: GPTW Survey

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Lead team will present and discuss teacher mission list during weekly lead team tactical meeting and during check-ins with assistant principal **Strategy's Expected Result/Impact:** Early detection and intervention for teacher mission list **Staff Responsible for Monitoring:** Lead Team (API's, Administrator, Counselor) **TEA Priorities:** Recruit, support, retain teachers and principals **Problem Statements:** Demographics 2				
No Progress Accomplished Continue/Modify Discontinue				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: VIP programs have not been held consistently. **Root Cause**: Due to staffing shortages, we have de-prioritized the VIP program.

Goal 2: All IDEA students matriculate to college

Performance Objective 1: By the end of the 22-23 SY, Brackenridge will increase the number of students meeting CCMR by ensuring 100% of Juniors achieve TSI exemption.

High Priority

HB3 Goal

Evaluation Data Sources: TSI exam data through Naviance.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: College Counseling team will monitor and ensure that 100% of Brackenridge Juniors meet TSI exemption during the 22-23 school year. **Strategy's Expected Result/Impact:** 100% of high school juniors meet TSI exemption in math and reading **Staff Responsible for Monitoring:** DCC, CC, RTTC 1 teacher **TEA Priorities:** Connect high school to career and college - **Problem Statements:** Student Learning 2 **Funding Sources:** Director of College Counseling - Federal Grant, College Counselor - Federal Grant				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 2: Inconsistent daily rigor aligned with the EOY exam causes gaps in student understanding. **Root Cause**: API's did not specifically check the rigor of INM/GP CFU's.

Goal 3: IDEA achieves an A rating

Performance Objective 1: By the end of the 22-23 SY, 80% of Sub Pop students will meet their growth goals.

High Priority

HB3 Goal

Evaluation Data Sources: STAAR data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: SpEd Department will monitor SpEd assessment data weekly to OCS for weekly principal report out. **Strategy's Expected Result/Impact:** 80% or higher SpEd scholars will meet their EOY assessment growth goals. **Staff Responsible for Monitoring:** Sped Teachers **TEA Priorities:** Improve low-performing schools **Problem Statements:** Student Learning 1, 2				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: When high interest texts are not utilized for lesson planning, scholars do not participate fully. **Root Cause**: Managers were not reviewing lesson plans to look specifically for high interest texts.
Problem Statement 2: Inconsistent daily rigor aligned with the EOY exam causes gaps in student understanding. **Root Cause**: API's did not specifically check the rigor of INM/GP CFU's.

Goal 4: Increase student daily attendance

Performance Objective 1: By the end of the 22-23 SY, Brackenridge will increase ADA by 2 or more percentage points.

High Priority

Evaluation Data Sources: DAILY, weekly, monthly and EOY ADA data.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Brackenridge OPS team will ensure a culture of JOY and celebration around ADA. **Strategy's Expected Result/Impact:** We will increase ADA to at or above 97% by EOY **Staff Responsible for Monitoring:** Assistant Principal of Operations **TEA Priorities:** Improve low-performing schools **Problem Statements:** School Processes & Programs 2 - Perceptions 1				
No Progress Accomplished Continue/Modify Discontinue				

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 2: Inconsistent praise throughout the year created gaps in celebrations. **Root Cause**: We did not mechanize how/where we provided praise. This caused praise to be inconsistent.
Perceptions
Problem Statement 1: New Families feel confused when their expectations do not meet the IDEA program model norms. **Root Cause**: Not all new to idea families participated in Welcome to Idea events.

Goal 5: Increase student persistence

Performance Objective 1: By the end of the 22-23 SY, 100% of Brackenridge CP students will participate in Move This World program to support violence prevention.

High Priority

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Teachers will utilize Move This World a minimum of 2x/wk **Strategy's Expected Result/Impact:** Students will engage in MTW 2x/wk **Staff Responsible for Monitoring:** API 1 API 2 **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **Problem Statements:** Demographics 1 - Perceptions 2				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: New to IDEA students withdrawal at a higher rate than returning scholars. **Root Cause**: Set POI's per grade level to increase new student touchpints.
Perceptions
Problem Statement 2: When parents do not understand our restorative practice system, they feel confused with how our campus responds to misbehaviors. **Root Cause**: We failed to share specifics on the restorative systems with parents.

Goal 5: Increase student persistence

Performance Objective 2: By the end of the 22-23 SY, Brackenridge CP will increase the number of students who meet their IHT goal by 10%.

Evaluation Data Sources: IHT Weekly, IHT monthly and EOY IHT data.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Students on track for IHT data will receive praise a minimum of 1x/month. **Strategy's Expected Result/Impact:** P.E. teachers will facilitate weekly WINNER'S CIRCLES to celebrate scholars who have hit their IHT data. **Staff Responsible for Monitoring:** PE Teacher MS PE Teacher HS **TEA Priorities:** Improve low-performing schools **Problem Statements:** School Processes & Programs 2				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 2: Inconsistent praise throughout the year created gaps in celebrations. **Root Cause**: We did not mechanize how/where we provided praise. This caused praise to be inconsistent.

Title I Personnel

Name	Position	Program	FTE
	COLLEGE COUNSELOR		1
	DIRECTOR OF COLLEGE COUNSELING		1

Campus Funding Summary

Federal Grant					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	1	1	Director of College Counseling		$0.00
2	1	1	College Counselor		$0.00
				Sub-Total	$0.00

Addendums

IDEA Brackenridge

Comprehensive Needs Assessment - College Prep COLLEGE PREP					
Data Source: STAAR					
	STAAR Math 6th	**STAAR Math 7th**	**STAAR Alg I**		
% Approaches					
% Meets					
% Masters					
% Student Achievement Average					
Data Source: AP/IB					
AP Scores	**Pass AP Calculus AB**	**Pass AP Calculus CD**	**Pass AP Prob. & Stats.**	**IB Scores**	**IB Group 5**
% Score 1				**% Score 1-3**	
% Score 2				**% Score 4-5**	
% Score 3+				**% Score 6-7**	

Reflections	
Areas of Strength	**Areas of Need**
1) Teachers are able to confidently look at data and determine highest leverage reteach. This is our deep-dive document that is due within 24 hours of a scanned exam.	1) We need to increase our focus on quality cloning of questions to ensure they are focusing on the golden nuggets of the question. We are going to embeed additional assessments which we will call STAAR days DURING the unit rather than shifting focus at the end of the year.
2) Those teachers that are currently using the unit breakdown approach they are not proficient. This process allows them to break down a unit on their own and find additional days for review and mini-assessment.	2) Consistent Exam Unit Planning is necessary for teachers to visualize and create their own plans towards content exams.
3) Effective math instruction breaks challenging TEKS into clear steps that make the application of a skill much simplyer. Our staff create anchor charts that can be reviewed and brought up as often as necessary to support student mastery.	.3) Ensuring urgency to fill each moment of instruction thorughout the whole campus

IDEA Public Schools

Brownsville Academy

2022-2023 Campus Improvement Plan

Accountability Rating: A

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

Board Approval Date: October 21, 2022
Public Presentation Date: September 9, 2022

Mission Statement

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

Vision

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

Fostering a Community of Lifelong Learners

IDEA Brownsville Academy will foster opportunities for parents, students, and staff to become a community of lifelong learners. Bobcats will learn to articulate their emotions and academic needs as well as support each other through encouraging acts of kindness and open communication. IDEA Bobcats will participate in a school community built on three pillars:

Love of Learning

Continuous Improvement

School Connectedness

Core Values

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

- We achieve **Academic Excellence**
- We deliver **Results**
- We ensure **Equity**
- We build **Team & Family**
- We act with **Integrity**

- We bring **Joy**
- We **Sweat the Small Stuff**

We believe that:â€‹ Character & Cultural Competence Build Great Citizensâ€‹, Responding to Diverse Needs Promotes Equityâ€‹, Reflective Decisions Drive Continuous Improvement.

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Comprehensive Needs Assessment

Revised/Approved: September 9, 2022

Demographics

Demographics Summary

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 710 students; 54% males and 46% females. The demographics in our campus is comprised of the following: 59% at-risk, 6% special education, 74.9% economically disadvantaged, 51% emergent bilinguals, 95.8% Hispanic, 3.2% white, 3.4% Pacific Islander, 1.1% African-American, and 3 other groups with less than 1% population. Our new students are selected through lottery in February after the registration period that runs from September to January.

The average daily attendance for IDEA Brownsville Academy for the 21-22 school year was 92%. Mobility rate is less than 5%. Our discipline records show a total of 45 incidents out of which 24 were out of school suspensions and 21 were in-school suspensions. Our total student attirtion was 69 students, equal to 10%.

The average number of student to teacher ratio is 27. Our staff is comprised of 32 full-time teachers (6 males and 26 females) and 13 co-teachers along with 2 RISE units (lifeskills) serving students K-5. Close to 55% of the staff has been teaching between 6-10 years and 19% have taught less than 5 years. The majority 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 86%. While not all teachers are certitifed, they all hold a four-year degree and 4% hold a masters. Ten out of thirteen co-teachers hold a bachelors degree while the other 3 hold an associates.

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, and coding classes. There are multiple student clubs specific to age groups.

See PDF in Addendum for more information.

Demographics Strengths

*Staff retention rates have been steadily over 85% for the past 4 years.

*Four staff members received an ESL certification last year to target the needs of our growing bilingual population.

*Balance of varying degrees of years of experience among staff- experienced and new.

*Assistance and support provided to striving learners in all grade levels throughout the entire school year.

*Equity in after school programs offered K-5.

See PDF in Addendum for more information.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Our Average Daily Attendance is below 97% which affects instruction. There is a need to improve attendance. **Root Cause:** COVID quarantines reduced the ADA for all grade levels. Lack of communication around implications for excessive absences.

Problem Statement 2: There is a need to increase Parent Engagement. Parents were unable to engage frequently with teachers and students during events which created a gap in our family engagement goals. **Root Cause:** There were limited visitors allowed on campus for both safety and health reasons. There has been a rise in safety concerns across the state and opening up our doors to the public come with a series of improvements to ensure safety.

Problem Statement 3 (Prioritized): There is a need to continually review our strategies to support special education students who did not meet standards in every content in STAAR tests. **Root Cause:** Interventions and remediations are not addressing the multiple learning gaps.

Problem Statement 4: There is a need to remain culturally aware of our learner needs. Students who are not coded as economically disadvantaged are outperforming other student population. **Root Cause:** Not enough opportunities are provided for student to make connections to existing background knowledge.

Student Learning

Student Learning Summary

Student progress at IDEA Brownsville Academy as evidenced by the latest state accountability ratings shows an increase from an 88 to a 97 score with 100% participation rate. Our student achievement score was an 89 broken down as foolows: 85% approaches, 58% meets, and 33% masters in all subjects. With a total of 377 tests we earned 342 points for school progress placing us at a 95 out of 100. We also scored 100/100 in closings the gaps meeting the targets for every major group in our school demographics including 42% of our English Language Learners making at least one year progress in TELPAS.

This has been a significant improvement from prior years in which only the Reading taregts have been met and there has been limited student growth. This year every target was met for every group showing an increase in student academic growth in both reading and math. A distinction designation was earned for every category making this the first year since 2018 that the campus meets six out of six distinctions: math, ELA, science, growth, gaps, and post secondary readiness.

Regarding our K-2 students, over 90% of both kinder and second graders ended the school year on or above grade level according to our district curriuclum 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 21-22 school year was less than 2% and all students are currenlty placed in RtI.

As we embark in the 22-23 school year, we will continue to collect data through the use of:

-Ren Star

-Panorama Results

-STAAR/TELPAS

-Grades

-RtI progress monitoring

-HB 4545 tracker

See PDF in Addendum for more information.

Student Learning Strengths

*The use of Imagine Learning software has proven to help close gaps by at least a school year with regular use and monitoring. We received recognition for highest usage 3 months last year and there was a direct correlation between student usage and academic growth.

*There has been a quick turnaround for students receiving RtI and qualifying for special education referral as well as those continuing with interventions.

*All targets for reading and math were met in STAAR testing and six out six distinction designations received in state accountability.

See PDF in Addendum for more information.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): There is a need to reduce number of students who missed questions in STAAR in both reading and math due to limited vocabulary. **Root Cause:** Teachers need training in bilingual strategies and setting challenging and rigorous learning targets due to the varying abilities, prior knowledge and limited vocabulary in EL students and other populations.

Problem Statement 2 (Prioritized): There is a need to improve our instructional strategies and teacher coaching & development to increase Science performance in STAAR. **Root Cause:** Inconsistent and late coaching to build teacher capacity to develop content mastery and engage students in meaningful activities that support all learners' needs was given.

Problem Statement 3 (Prioritized): There is a need to support our families with extraordinary family needs; 48% of our current second graders ended the year below grade level in reading. **Root Cause:** Our teachers lack skills in making strong connections of student/family needs and in providing possible community and instructional resources.

Problem Statement 4 (Prioritized): 90% of our Spanish STAAR testers did not meet passing standards in any content. **Root Cause:** Lack of Spanish supplemental materials during instruction to solidify foundational language.

School Processes & Programs

School Processes & Programs Summary

Our campus has a "leader in training" (LIT) program that allows teachers to practice and implement leadership skills by joining administration during instrcutional rounds, work on organizing time and tasks, idenitfy root cuases for instructional gaps, and master their craft in teaching. For all existing leaders there is a scope and sequewnce that is followed throughout the year providing ample opportunities for unpacking, practice and feedback of skills needed to perform leadership and coaching tasks.

Professional development is created based on campus trends and categorized into three: awareness, understanding and application. Each category or pathway, provide teachers ooportunities to become proficient in one area. For exmaple, in the awareness pathways teachers gain actionable skills around building relations, behavior, social emotional well-being, & classroom management. Staff interested in developing foundational understanding of a focus instructional area such as building background, making connections, activating prior knowledge, enhancing vocabulary skills in any content participate in the understanding pathway. Staff interested in engaging in personalized coaching and explore concepts of building strategies for striving learners: special populations including, but not limited to, special education, English learners, 504, RtI and other participate in the application pathway. When data yields specific areas of concern, we push that strategy to one of the three pathways to ensure staff receives the training they need in a timely manner.

To support powerful teaching and learning, teachers are recognized publicly every year and are idenitifed as master teachers for others to observe and visit. Teachers are tiered accoridng to level of support needed to allow for creativity and autonomy in HOW they conduct business while we are clear about the WHAT needs to get done.

Included in the master schedule is Move This World, a social-emotional curriculum paired up with Respect, Obey, Act Responsibly, Ready to Learn: R.O.A.R adapted from PBIS to encourage students to make the right choices at all times. Our school has posters located in centralized areas promoting R.O.A.R. and IDEA 55. Mindful strategies are provide to learners so they can apply them during classes, recess, or intervention time.

Curriculum meetings are held every year to equip parents with tools necessary to suport their children during the course of the year.

Restorative discipline approaches are utilized when possible allowing staff to collaborate and communicate common areas of concern using Kickboard, and ABC strategies. All students' discipline is monitored through a positive approach earning points for following R.O.A.R.

Every Monday there is a PowWow celebration in which all Bobcats receive school recognition for their attendance, choices, academic performance, and physical activity accomplishments.

Our campus offers extracurricular activities such as sports, dance, cheer, arts and crafts, ballroom dance, folklorico dance, hip hop dance, coding, gaming, guitar (music) Mondsay thru Friday free of charge.

Campus operating mechanisms include constant progress monitoring of all populations to ensure a love of learning and continuous improvement are in place. Bobcats are supervised at all times during recess and lunch breaks. Cameras are located in every hallway for additional supervision. All doors remain locked throughout the school day.

See PDF in Addendum for more information.

School Processes & Programs Strengths

Curriculum & Instruction:

- At least one-third of IDEA students graduate with the "AP Scholar" designation, evidence of earning a qualifying score on at least three AP exams, demonstrating successful completion of college-level coursework prior to graduation.
- IDEA provides students access to accelerated instruction through the 1:1 technology device, including adaptive software for mathematics and literacy and access to hundreds of thousands of books in the district's digital library.
- IDEA curricular resources include high-quality instructional materials that earn the highest ratings on national evaluation measures.
- IDEA curriculum is regularly evaluated using a quality evaluation tool, ensuring alignment to the Texas Essential Knowledge and Skills and AP course standards, as well as the STAAR/EOC and AP exams.
- IDEA implements a variety of training opportunities for teachers and leadership staff with the goal of developing teachers' pedagogical content knowledge and leaders' coaching skills.
- For 15 years in a row, 100% of IDEA students have been accepted into college, demonstrating that IDEA academic programming is adequately preparing students for post-secondary education.
- In 2022, four IDEA schools were ranked in the top 10 Most Challenging Schools in the Nation and 13 were ranked in the top 1% of schools nationwide, by the Jay Mathews Challenge Index High School Rankings.

Special Programs

- IDEA exceeded the expected growth target for EL student performance on TELPAS in 2021 with 48% of ELs meeting that target.
- IDEA provide targeted research based instruction to students who have a 2.0 year gap in Reading and/or Math with the goal of closing that gap by 2.0 years during the school year with our initiative called Critical Student Intervention (CSI). During the 21-22 school year, 2,562 out of 6,632 students meet that goal for Reading and 703 out of 1,268 students met the goal for Math.
- IDEA is in Year 3 of our TEA awarded Autism Grant. Through this grant we were able to increase support for 195 students with autism in Rio Grande Valley and Austin who met the criteria outlined by TEA for this grant.
- IDEA submitted and was awarded a Dyslexia Grant by the TEA so that we will be able to provide increased professional development to teachers and leaders on working with students with dyslexia and increase the support resources for our students with dyslexia.

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 1 (Prioritized): There is a need in creating a balance for Staff work and life with the amount of time it takes to prepare for lesson plans. **Root Cause:** We have over 50% of new staff or new to content and teachers are needing time to process the information prior to creating lesson plans which adds longer hours to the work day.

Problem Statement 2 (Prioritized): There is a continuous need to assess the safety practices, procedures, and protocols in our campus to ensure Student Culture is consistent among grade levels. **Root Cause:** Due to the size of our campus and staff rotation.

Perceptions

Perceptions Summary

We believe that our families apply to IDEA Brownsville in serach of a structured and safe learning environment. Our classroms are structured so all stduents receive the best education possible and lare conducive for learners to grow and interact with one another. Incentives are available through our Bob-ee store based on accumulated points in Kickboard.

Onboarding sessions are scheduled for all families who do not attend our school-wide Welcome to IDEA event in May. During onboarding, parenst receive a Parent Playbook, one-to-one session around expectations, how we communicate with families, and logistical information to ensure a smooth first day. Parents also meet with the grade level administrator in charge of their grade and with the school principal. All other departments such as transportation, health station, cafeteria, and after school programs make contact with the parent to offer services and answer questions.

We value our partnerships with our families and community members through the referral program for lottery.

Our staff retention was 86% (one retiree, one involuntary release, two voluntary exits due to promotion in another district). All new staff are partnered up with a mentor and receive weekly coaching by their manager, expert in the content they teach. Staff mediation occurs with the campus principal if needed. As of last year, no peer mediation was needed.

Staff receive information regarding academic expectation during beginning of year PD via a one pager classroom and content expectations checklist. They also attend weekly check-ins with their manager, biweekly grade level meetings, and use TEAMS app as their main source of campus communication amongst staff. TEAMS has been divided into relevant channels to best organize the work teachers do.

Staff absences has shown an increase in the last couple of years due to COVID, but only 3 out of 37 staff members exhausted their 10 local/state days during the year.

According to our Great Places to Work Survey, 80% of staff strongly agree that they work in a great place at IDEA Brownsville.

Parent participation rates are measured via sign-in sheets for every event hosted. We laso note viewing from our Facebook posts and responses and recation to REMIND messages. During parent survey season, we notify teachers of percentage acquired per class of returned surveys. Our current situation does not allow for the amount of parent participation we would like, but on average we get over 70% of our families engage in every event. During our meet the teacher this year, 75% of families attended. During out Welcome to IDEA event in May, 60% showed up in person while the remaining 40% received a virtual onboarding.

See PDF in Addendum for more information.

Perceptions Strengths

*High level of supervision and consistent implementation of front office protocols.

*100% staff trained and responsive to safety measures.

*Parent/Teacher participation in curriculum meetings twice a year.

*Facebook live and parent weekly to showcase our campus work.

*Staff attendance and retention

See PDF in Addendum for more information.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): There is a need to increase Family engagement as it decreased by 15% last year as compared to pre-COVID year. **Root Cause:** Lack of coordination between academy and college prep to properly schedule common events.

Problem Statement 2 (Prioritized): There is a need to focus on the social emotional wellness of all learners, especially our New Students. **Root Cause:** Greater focus on the academic aspect rather than focusing on the whole child.

Problem Statement 3 (Prioritized): Communication has been identified as an area of improvement in parent surveys. **Root Cause:** Every family wants different forms of communication and not all staff in consistent in following the schools' flowchart.

Priority Problem Statements

Problem Statement 1: There is a need to improve our instructional strategies and teacher coaching & development to increase Science performance in STAAR.

Root Cause 1: Inconsistent and late coaching to build teacher capacity to develop content mastery and engage students in meaningful activities that support all learners' needs was given.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: There is a need to reduce number of students who missed questions in STAAR in both reading and math due to limited vocabulary.

Root Cause 2: Teachers need training in bilingual strategies and setting challenging and rigorous learning targets due to the varying abilities, prior knowledge and limited vocabulary in EL students and other populations.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: There is a need to focus on the social emotional wellness of all learners, especially our New Students.

Root Cause 3: Greater focus on the academic aspect rather than focusing on the whole child.

Problem Statement 3 Areas: Perceptions

Problem Statement 4: Our Average Daily Attendance is below 97% which affects instruction. There is a need to improve attendance.

Root Cause 4: COVID quarantines reduced the ADA for all grade levels. Lack of communication around implications for excessive absences.

Problem Statement 4 Areas: Demographics

Problem Statement 5: There is a continuous need to assess the safety practices, procedures, and protocols in our campus to ensure Student Culture is consistent among grade levels.

Root Cause 5: Due to the size of our campus and staff rotation.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: Communication has been identified as an area of improvement in parent surveys.

Root Cause 6: Every family wants different forms of communication and not all staff in consistent in following the schools' flowchart.

Problem Statement 6 Areas: Perceptions

Problem Statement 7: There is a need to increase Family engagement as it decreased by 15% last year as compared to pre-COVID year.

Root Cause 7: Lack of coordination between academy and college prep to properly schedule common events.

Problem Statement 7 Areas: Perceptions

Problem Statement 8: There is a need to support our families with extraordinary family needs; 48% of our current second graders ended the year below grade level in reading.

Root Cause 8: Our teachers lack skills in making strong connections of student/family needs and in providing possible community and instructional resources.

Problem Statement 8 Areas: Student Learning

Problem Statement 9: 90% of our Spanish STAAR testers did not meet passing standards in any content.

Root Cause 9: Lack of Spanish supplemental materials during instruction to solidify foundational language.

Problem Statement 9 Areas: Student Learning

Problem Statement 10: There is a need to continually review our strategies to support special education students who did not meet standards in every content in STAAR tests.

Root Cause 10: Interventions and remediations are not addressing the multiple learning gaps.

Problem Statement 10 Areas: Demographics

Problem Statement 11: There is a need in creating a balance for Staff work and life with the amount of time it takes to prepare for lesson plans.

Root Cause 11: We have over 50% of new staff or new to content and teachers are needing time to process the information prior to creating lesson plans which adds longer hours to the work day.

Problem Statement 11 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Texas approved PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

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

Employee Data

- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Other additional data

Goals

Goal 1: All IDEA Brownsville students matriculate to college.

Performance Objective 1: All seniors will receive high quality counseling sessions with Director of College Counseling.

High Priority

HB3 Goal

Evaluation Data Sources: Meeting Notes, tracker of applications and admissions, financial aid applications

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: HB 3 implementation of career, college and military readiness goals. **Strategy's Expected Result/Impact:** Increase number of Tier 1 applications and acceptances to 25% **Staff Responsible for Monitoring:** CP Principal, DCC, Campus Educators **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1, 3	25%			

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: There is a need to reduce number of students who missed questions in STAAR in both reading and math due to limited vocabulary. **Root Cause**: Teachers need training in bilingual strategies and setting challenging and rigorous learning targets due to the varying abilities, prior knowledge and limited vocabulary in EL students and other populations.
Problem Statement 3: There is a need to support our families with extraordinary family needs; 48% of our current second graders ended the year below grade level in reading. **Root Cause**: Our teachers lack skills in making strong connections of student/family needs and in providing possible community and instructional resources.

Goal 2: IDEA Brownsville achieves an A rating.

Performance Objective 1: Multiple modalities of quantitative and qualitative data will be analyzed to respond to the needs of all learners, including special education.

High Priority

Evaluation Data Sources: Instructional rounds, Data meetings, co-planning sessions, Gradebook audit

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Use data analysis protocols to enhance student learning through HB 4545. **Strategy's Expected Result/Impact:** Healthy learner social-emotional skills, increased academic achievement, build staff capacity to identify, monitor and assess progress. **Staff Responsible for Monitoring:** Campus educators, Assistant Principals of Instruction, Principal **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 1, 3 - Student Learning 1, 2 - Perceptions 2 **Funding Sources:** Math Interventionist - Federal Grant - $54,250	25%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Provide training and support to staff for the implementation of tools and resources that provide additional data for student learning outcomes. **Strategy's Expected Result/Impact:** increase student achievement, increase monitoring in all areas and for all learners. **Staff Responsible for Monitoring:** Campus Educators, Assistant Principals of Instruction, 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 5: Effective Instruction **Problem Statements:** Demographics 3 - School Processes & Programs 1 - Perceptions 2	25%			

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Our Average Daily Attendance is below 97% which affects instruction. There is a need to improve attendance. **Root Cause**: COVID quarantines reduced the ADA for all grade levels. Lack of communication around implications for excessive absences.
Problem Statement 3: There is a need to continually review our strategies to support special education students who did not meet standards in every content in STAAR tests. **Root Cause**: Interventions and remediations are not addressing the multiple learning gaps.
Student Learning
Problem Statement 1: There is a need to reduce number of students who missed questions in STAAR in both reading and math due to limited vocabulary. **Root Cause**: Teachers need training in bilingual strategies and setting challenging and rigorous learning targets due to the varying abilities, prior knowledge and limited vocabulary in EL students and other populations.
Problem Statement 2: There is a need to improve our instructional strategies and teacher coaching & development to increase Science performance in STAAR. **Root Cause**: Inconsistent and late coaching to build teacher capacity to develop content mastery and engage students in meaningful activities that support all learners' needs was given.
School Processes & Programs
Problem Statement 1: There is a need in creating a balance for Staff work and life with the amount of time it takes to prepare for lesson plans. **Root Cause**: We have over 50% of new staff or new to content and teachers are needing time to process the information prior to creating lesson plans which adds longer hours to the work day.
Perceptions
Problem Statement 2: There is a need to focus on the social emotional wellness of all learners, especially our New Students. **Root Cause**: Greater focus on the academic aspect rather than focusing on the whole child.

Goal 2: IDEA Brownsville achieves an A rating.

Performance Objective 2: Student achievement and progress levels will meet or exceed growth in state standards for 3rd graders in reading and math.

High Priority

HB3 Goal

Evaluation Data Sources: Instructional rounds, healthier student surveys, STAAR data, data meetings' data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Provide resources and training to campus educators, parents, and students in supporting all learners through Professional Development Pathways or Interventions. **Strategy's Expected Result/Impact:** Increase student achievement, consistent staff retention, increase family engagement **Staff Responsible for Monitoring:** Campus Educators, Assistant Principals of instruction, Principal **Title I:** 2.4, 2.5, 2.6 **- 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 **Problem Statements:** Demographics 3 - Student Learning 1, 2, 3 - School Processes & Programs 1 - Perceptions 1, 2 **Funding Sources:** Interventionist - Federal Grant - $59,300	25%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Implement specific tutoring plans aligned to House Bill 4545 that focus on learners who have not met standards on state assessments and are in need of additional support. **Strategy's Expected Result/Impact:** increased student achievement, increased awareness of documentation for learning plans **Staff Responsible for Monitoring:** Campus Educators, HB4545 Point of Contact, Counselor, Principal **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 **Problem Statements:** Demographics 1, 3 - Student Learning 1, 4 - Perceptions 3	25%			

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Our Average Daily Attendance is below 97% which affects instruction. There is a need to improve attendance. **Root Cause**: COVID quarantines reduced the ADA for all grade levels. Lack of communication around implications for excessive absences.
Problem Statement 3: There is a need to continually review our strategies to support special education students who did not meet standards in every content in STAAR tests. **Root Cause**: Interventions and remediations are not addressing the multiple learning gaps.
Student Learning
Problem Statement 1: There is a need to reduce number of students who missed questions in STAAR in both reading and math due to limited vocabulary. **Root Cause**: Teachers need training in bilingual strategies and setting challenging and rigorous learning targets due to the varying abilities, prior knowledge and limited vocabulary in EL students and other populations.
Problem Statement 2: There is a need to improve our instructional strategies and teacher coaching & development to increase Science performance in STAAR. **Root Cause**: Inconsistent and late coaching to build teacher capacity to develop content mastery and engage students in meaningful activities that support all learners' needs was given.
Problem Statement 3: There is a need to support our families with extraordinary family needs; 48% of our current second graders ended the year below grade level in reading. **Root Cause**: Our teachers lack skills in making strong connections of student/family needs and in providing possible community and instructional resources.
Problem Statement 4: 90% of our Spanish STAAR testers did not meet passing standards in any content. **Root Cause**: Lack of Spanish supplemental materials during instruction to solidify foundational language.
School Processes & Programs
Problem Statement 1: There is a need in creating a balance for Staff work and life with the amount of time it takes to prepare for lesson plans. **Root Cause**: We have over 50% of new staff or new to content and teachers are needing time to process the information prior to creating lesson plans which adds longer hours to the work day.
Perceptions
Problem Statement 1: There is a need to increase Family engagement as it decreased by 15% last year as compared to pre-COVID year. **Root Cause**: Lack of coordination between academy and college prep to properly schedule common events.
Problem Statement 2: There is a need to focus on the social emotional wellness of all learners, especially our New Students. **Root Cause**: Greater focus on the academic aspect rather than focusing on the whole child.
Problem Statement 3: Communication has been identified as an area of improvement in parent surveys. **Root Cause**: Every family wants different forms of communication and not all staff in consistent in following the schools' flowchart.

Goal 3: Increase student daily attendance

Performance Objective 1: Increase meaningful relationships to promote student achievement.

High Priority

Evaluation Data Sources: Student surveys, Panorama, Kickboard reports, Attendance

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Unpack parent survey and student survey and implement strategies in the classroom to motivate students through meaningful interactions. **Strategy's Expected Result/Impact:** Parent satisfaction survey results improve to a level 3 across all staff members. Student attendance increases to 98% **Staff Responsible for Monitoring:** Campus educators, assistant principal of operations, Principal **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** Demographics 1 - Student Learning 3 - School Processes & Programs 1 - Perceptions 3	25%			

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Our Average Daily Attendance is below 97% which affects instruction. There is a need to improve attendance. **Root Cause**: COVID quarantines reduced the ADA for all grade levels. Lack of communication around implications for excessive absences.
Student Learning
Problem Statement 3: There is a need to support our families with extraordinary family needs; 48% of our current second graders ended the year below grade level in reading. **Root Cause**: Our teachers lack skills in making strong connections of student/family needs and in providing possible community and instructional resources.
School Processes & Programs
Problem Statement 1: There is a need in creating a balance for Staff work and life with the amount of time it takes to prepare for lesson plans. **Root Cause**: We have over 50% of new staff or new to content and teachers are needing time to process the information prior to creating lesson plans which adds longer hours to the work day.
Perceptions
Problem Statement 3: Communication has been identified as an area of improvement in parent surveys. **Root Cause**: Every family wants different forms of communication and not all staff in consistent in following the schools' flowchart.

Goal 3: Increase student daily attendance

Performance Objective 2: Staff will participate in at least two activities where they can have high quality interaction with families and students.

High Priority

Evaluation Data Sources: Campus events participation rosters, Parent Surveys, Student Attendance, Persistence

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Leverage events to promote school connectedness and communicate the importance of daily attendance to improve academic achievement. **Strategy's Expected Result/Impact:** Increase in attendance to 98%, decrease in parent concerns, improve interpersonal relationships **Staff Responsible for Monitoring:** Campus educators, Assistant Principal of Operations, Grade Level Administrators, Principal **Title I:** 4.2 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** Demographics 1 - School Processes & Programs 2 - Perceptions 2, 3 **Funding Sources:** Interventionist - Federal Grant - $55,000	25%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Conduct Curriculum Nights to create awareness and communicate academic progress in math and reading. **Strategy's Expected Result/Impact:** Increase Hotspot and math scores **Staff Responsible for Monitoring:** ILearning Hotspot facilitator **Title I:** 2.4, 2.5 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** iLearning Hotspot - Federal Grant - $32,852.16	25%			

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 2 Problem Statements:

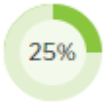
Demographics
Problem Statement 1: Our Average Daily Attendance is below 97% which affects instruction. There is a need to improve attendance. **Root Cause**: COVID quarantines reduced the ADA for all grade levels. Lack of communication around implications for excessive absences.
School Processes & Programs
Problem Statement 2: There is a continuous need to assess the safety practices, procedures, and protocols in our campus to ensure Student Culture is consistent among grade levels. **Root Cause**: Due to the size of our campus and staff rotation.
Perceptions
Problem Statement 2: There is a need to focus on the social emotional wellness of all learners, especially our New Students. **Root Cause**: Greater focus on the academic aspect rather than focusing on the whole child.
Problem Statement 3: Communication has been identified as an area of improvement in parent surveys. **Root Cause**: Every family wants different forms of communication and not all staff in consistent in following the schools' flowchart.

Goal 3: Increase student daily attendance

Performance Objective 3: Staff and students will participate in 100% of safety drills to increase campus safety.

High Priority

Evaluation Data Sources: Safety drills, feedback to staff on next steps, TEA audit

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Comply with 100% safety audits. **Strategy's Expected Result/Impact:** Students and staff understand and execute safety drills **Staff Responsible for Monitoring:** APO **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture				
No Progress Accomplished Continue/Modify Discontinue				

Goal 4: Increase student persistence

Performance Objective 1: Students will engage in 5 activities throughout the year focused on rigorous physical activity.

High Priority

Evaluation Data Sources: Campus events rosters, community runs, IHT records.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Increase learner awareness of college and career opportunities and a selection of a possible pathway. **Strategy's Expected Result/Impact:** Persistence reports, attendance, parent meeting data, Panorama **Staff Responsible for Monitoring:** Principal, Counselor, APO **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** Demographics 1 - Student Learning 1, 3 - Perceptions 3	25%			

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Our Average Daily Attendance is below 97% which affects instruction. There is a need to improve attendance. **Root Cause**: COVID quarantines reduced the ADA for all grade levels. Lack of communication around implications for excessive absences.
Student Learning
Problem Statement 1: There is a need to reduce number of students who missed questions in STAAR in both reading and math due to limited vocabulary. **Root Cause**: Teachers need training in bilingual strategies and setting challenging and rigorous learning targets due to the varying abilities, prior knowledge and limited vocabulary in EL students and other populations.
Problem Statement 3: There is a need to support our families with extraordinary family needs; 48% of our current second graders ended the year below grade level in reading. **Root Cause**: Our teachers lack skills in making strong connections of student/family needs and in providing possible community and instructional resources.
Perceptions
Problem Statement 3: Communication has been identified as an area of improvement in parent surveys. **Root Cause**: Every family wants different forms of communication and not all staff in consistent in following the schools' flowchart.

Goal 4: Increase student persistence

Performance Objective 2: Students will receive social emotional support 5 days a week and motivational strategies to promote a growth mindset and violence prevention.

High Priority

Evaluation Data Sources: Move this world participation, PowWow participation, documentation of parent meetings and communication.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Continue implementation, review, and alignment of restorative practices within the Move This World program to improve interpersonal relationships. **Strategy's Expected Result/Impact:** Move This World participation, Persistence results, attendance results **Staff Responsible for Monitoring:** Principal, Counselor, APO **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** Student Learning 3 - School Processes & Programs 2 - Perceptions 1, 2, 3	25%			

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 3: There is a need to support our families with extraordinary family needs; 48% of our current second graders ended the year below grade level in reading. **Root Cause**: Our teachers lack skills in making strong connections of student/family needs and in providing possible community and instructional resources.
School Processes & Programs
Problem Statement 2: There is a continuous need to assess the safety practices, procedures, and protocols in our campus to ensure Student Culture is consistent among grade levels. **Root Cause**: Due to the size of our campus and staff rotation.
Perceptions
Problem Statement 1: There is a need to increase Family engagement as it decreased by 15% last year as compared to pre-COVID year. **Root Cause**: Lack of coordination between academy and college prep to properly schedule common events. **Problem Statement 2**: There is a need to focus on the social emotional wellness of all learners, especially our New Students. **Root Cause**: Greater focus on the academic aspect rather than focusing on the whole child. **Problem Statement 3**: Communication has been identified as an area of improvement in parent surveys. **Root Cause**: Every family wants different forms of communication and not all staff in consistent in following the schools' flowchart.

Goal 4: Increase student persistence

Performance Objective 3: Create a welcoming and friendly environment for students and families.

High Priority

Evaluation Data Sources: Parent survey, attendance during events, student surveys

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Seek parent input, involve in decision making, post information and share knowledge regarding policies and progress (e.g., student attendance, test data) in a timely way. **Strategy's Expected Result/Impact:** Improved communication and quarterly persistence **Staff Responsible for Monitoring:** Campus educators, APO, Principal **ESF Levers:** Lever 3: Positive School Culture	25%			

 No Progress Accomplished Continue/Modify Discontinue

Goal 5: Increase staff retention

Performance Objective 1: Increase Great Places to Work results from 80% to 90%

High Priority

Evaluation Data Sources: GPTW survey results, staff retention over 85%

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Meet with staff quarterly to gain perspective on their work life balance, needs, and development needed. **Strategy's Expected Result/Impact:** Increase staff retention to 90% **Staff Responsible for Monitoring:** Principal, APO **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning **Problem Statements:** School Processes & Programs 1, 2	25%			

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: There is a need in creating a balance for Staff work and life with the amount of time it takes to prepare for lesson plans. **Root Cause**: We have over 50% of new staff or new to content and teachers are needing time to process the information prior to creating lesson plans which adds longer hours to the work day.
Problem Statement 2: There is a continuous need to assess the safety practices, procedures, and protocols in our campus to ensure Student Culture is consistent among grade levels. **Root Cause**: Due to the size of our campus and staff rotation.

Title I Personnel

Name	Position	Program	FTE
Cristal Cavazos	iLearning Hotspot Facilitator	ILearning Hotspot	1
Daliarlene Saenz	Interventionist	Critical Student Intervention	1
Ricardo Barrientes	INTERVENTIONIST	Math Intervention	1
Roger Reyna	Interventionist	Critical Student Intervention	1

Site-Based Decision Making Committee

Committee Role	Name	Position
Administrator	Luz Zuniga	Senior Principal
Parent	Marisela Salinas	Parent
Administrator	Claudia Zuniga	Assistant Principal of Operations
Paraprofessional	Perla Guzman	Paraprofessional
District-level Professional	Alma Cosio	Senior DI Program Manager
Non-classroom Professional	Karla Vidaurri	Speech Language Pathologist

Campus Instructional Leadership Team

Committee Role	Name	Position
Administrator	Luz Zuniga	Senior Principal
Administrator	Clarisa Zamora	Assistant Principal of Instruction for SPED
Administrator	Elizabeth Rodriguez	Assistant Principal of Instruction for Math & Science
Administrator	Carmina Rodriguez	Assistant Principal of Instruction for ELAR & Social Studies
Classroom Teacher	Roger Reyna	Interventionist

Emergency Operations Lockdown Committee

Committee Role	Name	Position
Administrator	Marco Lopez	Senior College Prep Principal
Administrator	Luz Zuniga	Senior Academy Principal
Administrator	Clarisa Zamora	Assistant Principal of Instruction
Administrator	Janet Lopez	School Counselor
Administrator	Claudia Zuniga	Assistant Principal of Operations
Non-classroom Professional	Juan Vela	Facilities Manager
Non-classroom Professional	Monica Garcia	Nurse

After School Programs

Committee Role	Name	Position
Non-classroom Professional	Ricardo Rodriguez	ASP Coordinator
Administrator	Claudia Zuniga	APO
Paraprofessional	Rebecca Betancourt	Dance Instructor
Paraprofessional	Michelle Delgadillo	Cheer Sponsor
Paraprofessional	Keila Benavides	Cheer Sponsor
Paraprofessional	Cristal Cavazos	Dance Instructor

Campus Funding Summary

Federal Grant					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	1	1	Math Interventionist		$54,250.00
2	2	1	Interventionist		$59,300.00
3	2	1	Interventionist		$55,000.00
3	2	2	iLearning Hotspot		$32,852.16
				Sub-Total	$201,402.16

Addendums

Master CNA & SAIP Reporting Checklist

				PTG	100%	PTG	0%
DEPT	**Data Sources**	**Data Tabs**	**Guidance**	**Status**	**Principal Notes or Questions**	**VP Verification**	**Notes & Next Steps**
ACADEMY	KEYS Tab (Tab 3)	Student Achievement Improvement Plan 2021-2022 School Year	This SAIP plan will require logging concrete initiatives put in place for student improvement, as well as their associated timelines, resoures, and responsible staff. Each initiative will be tracked mid-year and at the end of the year. Mid-year assessments should be completed by each campus between December 1, 2022 and no later than January 31, 2023.	Complete		Action Required	
	Locus Dashboards: CSI, STARR, AP CampusIB Reports EOY Assessments	Comprehensive Needs Assessment 2022 English Language Arts	These pages should include the percentage of students who achieved each listed score for the 2021-2022 School Year. For each subject, list a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete		Action Required	
		Comprehensive Needs Assessment 2022 Math		Complete		Action Required	
		Comprehensive Needs Assessment 2022 Science		Complete		Action Required	
		Comprehensive Needs Assessment 2022 Humanities		Complete		Action Required	
	State TELPAS Report	Comprehensive Needs Assessment 2022 TELPAS	This data set will outline the percentage of students that earned proficiency in the areas of Listening, Speaking, Reading, and Writing, as indicated in the State TELPAS report. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete		Action Required	
	Locus Dashboard: Staff Retention	Staff Quality, Rentention, & Recruitment 2021-2022 School Year	Under the %SPED Data Point, this should reflect the percentage of SPED certified teachers, compared to the overall SPED staff. Under number of teacher applicants, note how many teachers were interviewed by campus leaders for positions during the 2021-2022 School Year. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete		Action Required	
	Locus Dashboards: Student Persistence, Enrollment, ADA	School Culture & Climate 2021-2022 School Year	For the Withdrawals/Level 3 Offenses data point, list the number of withdrawals or offenses. All other data points should reflect percentages. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete		Action Required	
	Campus Academic Counselor Tracking Systems	2022 Family & Community Involvement	In addition to listing data percentages, list a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete		Action Required	

Brownsville Academy

2022-23 Student Achievement Improvement Plan

ACADEMY

APO	Initiatives	Needs Assess.	Special Pops.	Person(s) Responsible	Timeline Start/End	Resources: Human/ Material/Fiscal	Documentation	Formative Evaluation
1E	Bilingual Support	X	X	Luz Zuniga	1-Aug	Consultant/Resources	progress monitoring	TELPAS
2A	Professional Development Pathways	X		Luz Zuniga	Aug-22	ILT & Materials	IPDP	TCP

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

Annual Performance Objectives (APO)

PRIORITY #1: Students Graduate College-Ready

1A. % of graduates who matriculate to a College or University: 100%

1B. % of graduates matriculate to a Tier I/II College or University: 15% | 25%

1C. % of Seniors accepted to a College or University: 100%

1D. % of Seniors named AP scholars | Earn IB diploma: 30% | 25%

1E. Earned State Rating: A

1F. % Basic | % Mastery | % Advanced on LEAP: 82% | 44% | 11%

1G. % Approaches | % Meets | % Masters on STAAR/EOC: 90% | 60% | 30%

1H. % Level 3 | % Level 4 | % Level 5 on FSA/FSAA: 70% | 40% | 20%

1I. % of Pre-K-2nd Students End The Year On/Above Grade Level in Reading - Year 1 Campuses | Year 2 Campuses: 80% | 90%

1J. % of students in CSI achieve 2 years growth in Reading | Math (measured by Ren STAR) 50% | 60%

1K. Average ACT score: 21

1L. % of students graduating college in 4 | 6 years: 25% | 55%

PRIORITY #2: Build a Strong & Sustainable Organization

2A. % Teacher Retention | Employee Retention: 85% | 85%

2B. 80% composit score on GPTW: 82%

2B. %Average Daily Attendance: 97.50%

2C. New Student Persistence: 90%

2D. Operating Income: $133M

2E. FIRST Rating: A

PRIORITY #3: Achieve Mission at Scale

3A. % of students with low socio-economic status: 80%

3B. Enrollment in August 2020: 83,894

3C. Schools in operation in August 2020: 149

3D. Total Funds Raised (millions): $93M

Needs Assessment

S-STAAR

D-DIBELS

E-EOC

A-ACT

RR-Reading Renaissance

ST-STAR for Math

DR-Discipline Report

AP-AP Tests

O-Other

Special Populations

All

AR-At Risk

ELL-English Language Learners

ED-Economically Disadvantaged

M-Migrant

SE-Special Education

Brownsville Academy

Comprehensive Needs Assessment
ACADEMY

Data Sources: Eureka Math & Electives Academy

	DISTAR Pre-K on Grade Level	Eureka Kinder on Grade Level	Eureka First on Grade Level	Eureka Second on Grade Level	% Math Masters Pk-2	Pk-2 MM Goal Met/Not Met
% Students	NA	92/69/46	94/77/57	90/72/47	1st - 90% 2nd - 94%	Met

Data Source: STAAR Academy

	STAAR Math Grade 3	STAAR Math Grade 4	STAAR Math Grade 5	% Math Masters 3-5	3-5 MM Goal Met/Not Met
% Approaches	70	76	85	3rd - 88% 4th - 88% 5th - 90%	Met
% Meets	35	39	62		
% Masters	11	20	33		
% Student Achievement Average	38	45	60		
% Meet 2 year growth	N/A	N/A	N/A		

Data Source: CSI Academy

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

Reflections	
Areas of Strength	**Areas of Need**
1. Bringing in Math Sumer camp students to help them close gaps prior to next school year.	1. Conflicting events (other tests/district assessments like DIBELS, Renstar, etc) that effect math testing or review days for Math.
2. Math interventionist for 4-5 with individualized plan for small group instruction that started in January.	2. Teachers are not fully aware of what students are assessed for RenSTAR diagnostic tests and how to analyze the data to further impact student growth.

3. Ongoing collaboration between 3-5.	3. No designated math interventionist for K-3 to pull out small groups.

Brownsville Academy

Comprehensive Needs Assessment ACADEMY						
Data Sources: DI ELA & Electives						
	DI Pre-K on Grade Level	**DI Kinder on Grade Level**	**DI First on Grade Level**	**DI Second on Grade Level**	**% Royal Readers**	**% Word Masters**
% Students		**91**	**58**	**91**	15%	97%
					RR Goal Met/Not Met	**WM Goal Met/Not Met**
					Met	Met
Data Source: STAAR						
	STAAR Reading Grade 3	**STAAR Reading Grade 4**	**STAAR Writing Grade 3**	**STAAR Writing Grade 4**		
% Approaches	80	80	na	67		
% Meets	46	50	na	32		
% Masters	17	20	na	4		
%SAS	46	50	na	34		
% Student Achievement Average	na	na	na	na		
Data Source: CSI						
% Meeting CSI Goal	**Reading AC CSI**					
% CSI (EOY Ren.)	57%					
% of CSI Passing STAAR	na					
% of SPED Passing STAAR	82%					

Reflections	
Areas of Strength	**Areas of Need**
Collaborating as an ELA team once or twice a month was a huge plus. We were able to vertical	WW needs to be aligned with STAAR. Things taught in WW are not in STAAR and vice versa. There is limited poetry, drama,
2. Reading teachers enjoyed going to Forde Ferrier PD and other reading pd's throughout the year.	For new teachers entering at the beginning or mid year, provide a PD for stategies already implemented in the classroom as far as
DI no longer has funny print in their instruction. This helps students learn the letters faster and not	For intervention, pulling out of small groups and assisting students who struggle with learning how to read, should start as

Brownsville Academy

Comprehensive Needs Assessment ACADEMY						
Data Sources: Science Pk-2						
	Science Pre-K on Grade Level	**Science Kinder on Grade Level**	**Science First on Grade Level**	**Science Second on Grade Level**	**Science Third on Grade Level**	**Science Fourth on Grade Level**
% Students	**NA**	**99/93/82**	**81/34/19**	**97/91/78**	**79/40/11**	**97/78/43**

Data Source: Science 3-5	
	STAAR Science Grade 5
% Approaches	62
% Meets	32
% Masters	11
% Student Achievement Average	35

Reflections	
Areas of Strength	**Areas of Need**
1. Emphasis of Academic Vocabulary - reinforced through flashcards both in class and through study island (Frayer Model HW and assessment of vocabulary)□	1. Need professional development around effective ways to introduce vocabulary. (mnemonic device, song with dance, anchor charts).
2. Use of the same program for K-4th grade Science curriculum with kits.	2. Exit tickets consisted of open ended and multiple choice responses. Students had difficulty with writing tasks. Need professional development around how to get students to build on responses. (word banks, sentence stems, etc)
3. The support and resources needed for students to learn science. K-5th grade curriculum. Programs: Generation Genius/Study Island.	3. Professional development around how to better support bilingual learners around listening and speaking.

Brownsville Academy

Comprehensive Needs Assessment ACADEMY							
Data Sources: Humanities Pk-2							
	Humanities Pre-K on Grade Level	**Humanities Kinder on Grade Level**	**Humanities First on Grade Level**	**Humanities Second on Grade Level**	**Humanities Third on Grade Level**	**Humanities Fourth on Grade Level**	**Humanities Fifth on Grade Level**
% Students		99/98/98	100/100/99	94/91/85	70/42/11	98/95/88	98/92/76

Reflections	
Areas of Strength	**Areas of Need**
Fifth graders engaged in rich academic discussions and writing assessments while citing historical evidence. Integrating reading, writing, and history will ensure college readiness.	Writing assessments are challenging and require a lot of a scaffolding. The district or the curriculum developers can maybe provide a workbook with worksheets, graphic organizers, activities, etc. to align with the lessons. The district only provided Student Documents which consisted of question-and-answer notes.
The second grade Direct Instruction Curriculum allows students to learn georgraphy, historical dates, human cultures, and historical events. Students are given the opportunity to label maps of countries, people from different countries, events around the world that have taken place, explorers, and the histoy of the development of countries.	Wit and Wisdom does a wonderful job of discussing some of the instruction that is shared with Humanities. In Humanities, the timeline does not correlate with Wit and Wisdom. Students learn some of the content out of order, not according to a historical timeline. Students get confused with when events happened historically.
They experience of humanities allows for a high level of engagement from students. This allows for a high level of class discussion and analyzes.	Topics were interesting to students and required a higher level of comprehension in order to be able to engage. The instruction and curriculum is difficult for students who are still not on grade level. Many of the exit tickets and writing required was too difficult for students who are barely learning to write in the lower grade levels.

Brownsville Academy

Comprehensive Needs Assessment
ACADEMY

TELPAS Composite Rating (Listening, Speaking, Reading, Writi

	Listening	Speaking	Reading	Writing
% Beginning	87%	83%	81.60%	83%
% Intermediate	83%	64%	75%	66.50%
% Advanced	68%	63.60%	75%	73%
% Advanced High	61%	89%	67.60%	77%

Reflections

Areas of Strength	Areas of N
1 Dr. ET Consultant training for students was very insightful for teachers on what to do during lessons.	1 Purchase Spanish resources for be students.
2 TELPAS PD early in the year provided teachers with tools and strategies to use with EB students.	2 Professional development is neces instructional needs during whole gro
3 Conducting practice sessions for students helped kids and staff gain an understanding of how the test was setup.	3 Start practice sessions in October lessons. Stop instruction for TELPA

ng)
% of ELL Students who grew one or more levels
64 % TELPAS Growth
[redacted]

leed
ginner and intermediate
sary to target students' ›up instruction.
and make them part of the ıS writing.

Brownsville Academy

Comprehensive Needs Assessment	
ACADEMY	
Staff Quality, Recruitment, Retention	
	Percentage
% School Lead Team Retention	100%
% Instructional Support Retention	2%
% Teacher Retention	95%
% Campus Support Retention	88%
% SPED Teachers	50%
% State/National Certified Teachers	0%
% State Certified Leaders	50%
% State/Board certified Counselors	0%
Number of teacher applicants per 2020-21 school year	13

Reflection	
Areas of Strength	**Areas of Need**
1. (Staff Quality) Most of our teachers have a bachelor. Also, we have staff with multiple certifications.	1. (Staff Quality) Offer incentives to encourage teachers to pursue and test for other certifications.
2. (Staff Recruiment) Our latest additions to our staff have been young, recent graduates, no experience. This is great to our teacher because it allows our campus leaders to mold new teachers into our IDEA culture.	2. (Staff Recruitment) Considering hire a few teachers with experience from another IDEA campus to bring new ideas to our campus.
3. (Staff Retention) Teachers appreciated keeping our salary higher than other districts. Also, teachers are glad to continue our TCP. Lastly, thankful for our campus leaders for creating a safe enviroment since day 1.	3. (Staff Retention) Staff felt overwhelmed this year with workload. A chuck of that workload came from lesson planning. Considering a simpler method of turning in lesson plans for the week.

Brownsville Academy

Comprehensive Needs Assessment ACADEMY	
Data Source: School Culture and Climate	
	Campus %
% Average Daily Attendance	93.00%
% Overall Persistence	93%
% New Student Persistence	88%
# of Admin Withdrawals/ Level 3 Offenses	7
% SPED	6.00%
% ELL	52%
% Eco Dis	75%
% Migrant	0%
% Race: American-Indian-Alaska-Native	0%
% Asian	<1%
% White-Hispanic	18%
% Multi	0
% Black-African-American	<1%
% Native-Hawaiian-Pacific-Islander	0%
% White	24%
% Male	54%
% Female	46%

Data Source: School Culture and Climate	
Reflections	
Areas of Strength	**Areas of Need**
1. An area of strength is Monday PowWow which brings together k-5 grades for a fun filled morning.	1. An area of need are quarterly attendance challenges to help improve our ADA.
2. An area of strength is Facebook Live Friday because it showcases our BOW and gives our community important information.	2. Host it in different ares of the school, not just in same hallway so parents can see what's going on elsewhere.

3. An area of strenght was the key chains that the students put in their backpacks with their tags.	3. An area of need is to be consistent with the Bobby Store. Teachers pushed the idea of it but students lost interest by it not being up and running.

Brownsville Academy

Comprehensive Needs Assessment ACADEMY	
Data Source: Family and Community Involvement	
	Percentage
% Families Attended WTI	60%
% Families Attended Curriculum Night	35%
% Families Who Attended EOY Ceremonies	TBA
% Families who attended Fall Festival	N/A
% Families who attended Winter Festival	N/A
% Families who attended Spring Festival	40%

Reflection	
Areas of Strength	**Areas of Need**
1. More community events this year (Turkey Trot/Zombie Run/Sombrerito Fest/Sweet Celebration/Gingerbread Decorating)	1. Communication prior to events need to be sent out with ample time to ensure better outcome.
2. Welcome to IDEA had a good turnout for families. 60% of families attended. We provided an IDEA Brownsville handbook and fun carnival like experience at the end with prospective teachers.	2. Less events where parents could attend to see their kids or fundraising events like Winter Festival.
3. Sweet Celebration and Eggstravaganza had a good outcome. A lot parents showed up and were happy to take or receive pictures of their kids.	3. Participation for school events held on Saturdays very little participation.

IDEA Public Schools

Brownsville College Prep

2022-2023 Campus Improvement Plan

Accountability Rating: A

Distinction Designations:
Academic Achievement in English Language Arts/Reading
Academic Achievement in Mathematics
Academic Achievement in Science
Academic Achievement in Social Studies
Postsecondary Readiness

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

Mission Statement

IDEA College Prep Brownsville prepares students from underserved communities for success in college and beyond. We are committed to ensuring that all students reach their potential of becoming socially responsible, intellectually courageous citizens of the world by upholding our core values and offering a rigorous and engaging academic program.

Vision

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

Core Values

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

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

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Comprehensive Needs Assessment

Revised/Approved: September 16, 2022

Demographics

Demographics Summary

We are a College Prep Campus that was founded in August of 2012. We opened our doors to our community with Kinder, 1st, 2nd, and 6th grades. Since then, we have become a full scale campus serving scholars from Kinder thru 12th grade. Our current enrollment in grades 6th thru 12th is 761 students. Our community is mostly Hispanic, and our campus student population is around 58% Hispanic. We are a College Prep with 65 Faculty and Staff Members. Due the COVID-19 pandemic, our previous year's ADA left our campus with an area for growth. Our goal as a district is to have a 97% attendance rate, however, our campus came in at 91.43%. We are at 8% in Special Populations. We are 32.98% ELL. We are at 76% Economically Disadvantaged. We are 97.63% Hispanic. Our campus is at 57.69% male. Our campus is at 42.97% female. 100% of our students, except for those students in our RISE Units (Reaching Independence Through Support and Education – formerly known as Life Skills) take either our Advanced Placement (AP) courses or our International Baccalaureate (IB) courses in high school. Special program services are specifically designed to meet the unique needs of our students. All special program services are provided in the least restrictive environment, which may be special education settings, general education settings, or a combination of both. All students receiving special programs services are educated to the maximum extent appropriate with their peers as well as participating in all school activities. The programs are strategically designed to align with the needs of students, parents, and the community.The goal of the programs is to provide assistance to student and enable them to become academically successful in all of their classes and activities.

We are a campus that promotes 100% graduation rates and because our district goal is 100% college for all, or 100% college matriculation, our CCMR is addressed. We have had some students in our district that go into the military, for our campus, it has only been one this past year. This also plays into our CCMR accountability rating. Our teacher retention rate is 90%. When we opened in 2012, our campus was a scaling campus, meaning that since we opened with 6th grade, every after, we would be adding the next grade level, going 7th, then 8th, etc. until 2019, when we had our first graduating class of seniors. In 2019, we became a fully scaled campus with 6th thru 12th grade students. IDEA Public Schools – Headquarters, has a recruitment team that leads advertises in different platforms to help recruit new faculty and staff. There is an online application process that new faculty and staff must fill out, and that initiates the process of looking at qualifications, what vacancies we have available, and initial interviews which then lead to potential follow up interviews for those vacancies.

Our lead team is composed of one Principal, three Assistant Principals, one Director of College Counseling, two College Counselors, one Assistant Principal of Operations, one School Counselor, and one Social Worker. Our campus also has other leaders in various positions, such as grade level team leaders in every grade from 6th grade through 12th grade. They take care of most of the logistics and behavior in their respective grade levels. We also have academic content leaders, which take care of our academic side of the campus such as helping with curriculum, lesson planning, and professional development. Our content leaders consist of the following: math, ELA, science, humanities, and electives courses.

As far as collaboration with the planning process, the school community members are involved in various aspects of the yearlong planning process. For example, our lead team works with and plans the yearlong professional development along with our content leaders and our headquarters. IDEA Headquarters

will provide a scope and sequence for our beginning of the year professional development. Our grade level team leaders and content leaders also provide feedback on the scope and sequence as the year progresses. We will also have planning days for our grade level team leaders during the year so we can plan for our campus grade level field lessons. Ultimately, all these collaboration meetings, or opportunities roll up to our improvement plans, starting with, the first days of professional development at the beginning of the year. Our campus relies heavily on investing our all our stakeholders so we can attain the best possible outcomes for our scholars. See "2022-2023 ICP Brownsville CNA" PDF in Addendum for more information.

Demographics Strengths

See "2022-2023 ICP Brownsville CNA" PDF in Addendum for more information.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Over the last 24 months, we have seen a decrease in overall student attendance on our campus. **Root Cause:** (1) The mindset of some families not prioritizing student attendance. (2) Infrequent and inconsistent communication with families about the importance of attendance. (3) Our channels of communication may not be reaching all of our families all of the time.

Problem Statement 2 (Prioritized): Our special programs department has not met the target metric of 60% mastery on STAAR. **Root Cause:** (1) Lack of staff development revolving around classroom strategies specifically for students in special programs. (2) Increase EB (Emergent Bilingual) collaboration between teachers and EB Coordinator

Problem Statement 3 (Prioritized): There has been an increase in overall student leavers over the past two years. **Root Cause:** (1) Lack of investment in academic programs. (2) Lack of extra-curricular activities (sports, clubs).

Student Learning

Student Learning Summary

IDEA College Prep Brownsville earned an "A" rating for the 2021-2022 academic year. We earned an overall score of 92. We earned the following in the rest of the ratings: In "Student Achievement = 93 / A" ; "School Progress = 94 / A" ; "Closing the Gaps 86 / B." We also earned 5 out of 7 Distinctions – we earned distinctions in: ELA/Reading, Science, Postsecondary Readiness, Mathematics, and Social Studies. We did not earn Distinctions in Academic Growth and Closing the Gaps. Regarding CCMR, because we do offer AP courses, IB courses and our Juniors and Seniors take the ACT, have a 100% graduation rate, and we either send 100% of our students to a 2-year, 4-year college or university, our CCMR is addressed. We also have a College Counseling team that is comprised of one Director of College Counseling and two College Counselors. This team works one on one with our juniors and seniors getting them ready for their post-secondary education. They work on helping our student be 100% Texas Success Initiative (TSI) Exempt, they work tutoring for the ACT with a target goal of our class average being a 21. They also help students with their financial aid, help students decide what colleges or universities are a best fit for whatever career they would like to pursue. The College Counseling Team also works on ensuring that all our students graduation plans are in order, by auditing all our students' credits on courses taken to ensure that they are on track to graduate on time.

Our goal is for 98% of all our scholars, from grades 6th through 12th to be "On Track to Graduate." However, we do have to retain students for various reasons over the course of all our grade levels, and contents. For our Middle School, our retention rate is 1%. For our High School, it is 1%. We use many strategies to prevent our students from failing, employing parent communication, afterschool tutorials, Saturday tutorials, and intervention blocks built into the school day. All our teachers also check in with their instructional coaches either once a week, or once every two weeks. During these check ins, they discuss best teaching practices, lesson planning and students of concern. In these check ins, we also have a chance to speak about and address any concerns with our special education students. Our special education teachers also have their check ins and get a chance to address our students in special education. Over the course of the last STAAR administration for 2021-2022, our SPED passing rate was 54%. In the English Language assessments, the same strategies apply for all our students as previously mentioned, and our overall.

In our English Language assessments, for our 6th grade final results, in regard to Approaches / Meets / Masters – 82/67/33. For our 7th grade final results we ended with 88/74/42. For our 8th grade, we ended with 94/79/48. For our 9th grade we ended with 80/67/22. For our 10th grade we ended with 83/76/15.

The performance of male students at IDEA Brownsville College Prep for the 2021-2022 school year in Reading/Writing are at 85|65|32 for Approaches|Meets|Masters according the STAAR and EOC exams, 77|47|26 for STAAR exams in Math and Algebra, 85|65|44 for 8th grade Social Studies and US History, and 91|66|26 in Biology. Female students by comparison performed at 86|71|35 for their Reading/Writing, 77|44|31 for STAAR exams in Math and Algebra, 91|58|35 for 8th grade Social Studies and US History, and 88|78|23 in Biology.

The performance of Economically Disadvantaged students at IDEA Brownsville College Prep for the 2021-2022 school year in Reading/Writing are at 84|66|32 for Approaches|Meets|Masters according the STAAR and EOC exams, 75|41|25 for STAAR exams in Math and Algebra, 85|58|32 for 8th grade Social Studies and US History, and 88|70|23 in Biology. Non-economically Disadvantaged students by comparison performed at 93|75|38 for their Reading/Writing, 86|64|39 for STAAR exams in Math and Algebra, 98|76|69 for 8th grade Social Studies and US History, and 96|79|32 in Biology.

The performance of students in the Title I program at IDEA Brownsville College Prep for the 2021-2022 school year in Reading/Writing are at 87|69|34 for Approaches|Meets|Masters according the STAAR and EOC exams, 83|51|352or STAAR exams in Math and Algebra, 89|63|40 for 8th grade Social Studies and

US History, and 90|75|25 in Biology. Students not designated as Title I students by comparison performed at 63|50|28 for their Reading/Writing, 80|48|24 for STAAR exams in Math and Algebra, 73|36|27 for 8th grade Social Studies and US History, and 88|50|19 in Biology.

The performance of Emergent Bilingual (EB) students at IDEA Brownsville College Prep for the 2021-2022 school year in Reading/Writing are at 74|47|18 for Approaches|Meets|Masters according the STAAR and EOC exams, 69|32|18 for STAAR exams in Math and Algebra, 79|46|23 for 8th grade Social Studies and US History, and 74|49|11 in Biology. Our Monitored Year 3 and Year 4 students by comparison performed at 89|89|28 and 85|85|50 for their Reading/Writing, 89|89|28 and 90|70|70 for STAAR exams in Math and Algebra, 91|91|64 and 100|63|25 for 8th grade Social Studies and US History, and 100|88|38 in Biology for Monitored Year 3 with no data to report for Monitored Year 4. Another group to consider are our Non-Emergent Bilinguals that performed at 93|79|43 for their Reading/Writing, 81|53|32 for STAAR exams in Math and Algebra, 92|69|50 for 8th grade Social Studies and US History, and 98|84|32 in Biology.

The performance of Special Education students at IDEA Brownsville College Prep for the 2021-2022 school year in Reading/Writing are at 48|28|13 for Approaches|Meets|Masters according the STAAR and EOC exams, 50|18|14 for STAAR exams in Math and Algebra, 65|29|12 for 8th grade Social Studies and US History, and 55|18|0 in Biology. General Education students by comparison performed at 88|71|35 for their Reading/Writing, 79|48|29 for STAAR exams in Math and Algebra, 90|65|42 for 8th grade Social Studies and US History, and 93|77|27 in Biology.

The performance of At-Risk students at IDEA Brownsville College Prep for the 2021-2022 school year in Reading/Writing are at 77|54|20 for Approaches|Meets|Masters according the STAAR and EOC exams, 68|31|16 for STAAR exams in Math and Algebra, 82|52|30 for 8th grade Social Studies and US History, and 82|54|9 in Biology. Students not identified as At-Risk by comparison performed at 100|90|57 for their Reading/Writing, 95|76|57 for STAAR exams in Math and Algebra, 97|77|56 for 8th grade Social Studies and US History, and 100|95|44 in Biology.

We earned 5 out of 7 distinctions from TEA with a 93 score overall. The five areas where we earned our distinctions from are ELA/Reading, Science, Postsecondary Readiness, Mathematics, and Social Studies. We did not earn distinctions for Comparative Closing the Gaps and Comparative Academic Growth. We have compared our results to other IDEA campuses in our Region and in our TEA Campus Comparison Group, which includes IDEA Weslaco College Preparatory, IDEA San Benito College Preparatory, IDEA Frontier College Preparatory, IDEA Quest College Preparatory, and IDEA Weslaco Pike College Preparatory. As a campus we are ranked 3rd with IDEA Frontier College Preparatory and IDEA Quest College Preparatory earning scores of 97 ahead of our campus.

As an organization, our goal is to send 100% of our students to and through college, enroll in a post-secondary SPED program, enlist in the Armed Forces, or receive a faith-based exemption. This past year we graduated 71 students for the class of 2022. In the class of 2022, we had 97% (66 students) of students matriculate to a post-secondary school. In specific, we had 23% (16 students) of students matriculate to our local two-year community college, Texas Southmost College and 70% (50 students) of students matriculate to a four-year university. Some of those universities include Harvard University (Tier I), University of Notre Dame (Tier I), Kalamazoo College(Tier I), Texas A&M University- McAllen Center (Tier II), The University of Texas at Austin (Tier II), The University of Texas at Dallas (Tier II), The University of Dallas (Tier II), The University of Texas at San Antonio (Tier III), The University of Texas at Rio Grande Valley (Tier IV), and Texas A&M University- Kingsville (Tier IV). We also had 3% (2 students) of students enlisted or will enlist in the Armed Forces and 4% (3 students) of students enrolled in a post-secondary Special Education Program.

IDEA Brownsville currently has a 100% graduation rate. In the 21-22 school year we graduated a total of 71 students from the following ethnicities 93% Hispanic, 4% White, and 3% Asian. In the 22-23 school year we are forecasting graduating a total of 81 scholars. Of this year's cohort, we will have 96% identifying as Hispanic, 4% identifying as White, and 1% identifying as Asian or Pacific Islander.

For the class of 2023, we are currently on track to graduate 100%. The longitudinal rate is prolonged to continue at 100%. We have not had a student drop

out.For our organization to support and assist in meeting these goals we offer the following services.

College Counseling:

IDEA College Counselors educate students and parents about the benefits of post-secondary education. They are responsible for administering all aspects of the college search and admissions process and ensuring all students are on track for graduation. College counselors also teach college readiness classes and are added to a College Prep school site when grade 9 is added to a campus. Accountabilities: • Matriculation and College Acceptance • 100% of graduates matriculate to a College/University • 25% of students matriculate to Tier I/Tier II College/University • 50% of students accepted to Tier I/II College/University 2. Student Achievement • 96% students passing all classes (On track to graduate) • 21 average ACT score • Student Engagement • 95% of students attend field lessons • 75% of high school juniors attend Summer Away Experience • 100% students complete community service hours • 90% student persistence • 93% high school persistence Responsibilities: • Ensure all students are on-track to graduate from high school • Guide students and parents through the college search, admissions, and financial aid processes • Support teachers in planning college field lessons and scheduling college visits to IDEA • Teach Road To and Through College (RTTC) classes to 9-12th graders • Create the school's master class schedule and schedule all students • Establish and maintain a cooperative working relationship with students and families based on trust, understanding and respect for the communities in which they identify. • Participate in weekly manager check-ins, grade-level meetings, parent meetings, parent information sessions, before and after-school duties, and school wide meetings and functions • Engage in summer and year-long district, school and personal learning and development

School Counselor:

The role of School Counselor leads the campus family engagement vision, social-emotional learning program, and coordination of mental health and counseling supports for all scholars on the campus. Our key tenets of family engagement, social-emotional learning, and student social-emotional support is implemented through the role of the School Counselor to ensure all staff are building authentic relationships with students and families. Data maintenance and analysis is an integral component of effective school-based intervention implementation. SSAs own the validity and accuracy of their goals to drive campus strategies and tactics. Family engagement and student success is the job of all campus team members. The School Counselor will direct and hold all campus team members accountable to fulfill their role. See "2022-2023 ICP Brownsville CNA" PDF in Addendum for more information.

Student Learning Strengths

See "2022-2023 ICP Brownsville CNA" and "CNA Subgroup Data Analysis" in addendum for more information.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): We have a certain percentage of our student population that are not on grade level for writing. **Root Cause:** (1) Implementation of research base practices for authentic writing and assessment in all contents (2) Lack of cross-curricular writing alignment between subjects in 6th-12th grade.

Problem Statement 2 (Prioritized): We have a certain percentage of our student population that are not on grade level for reading. **Root Cause:** (1) Improving content specific reading practice and assessment by creating a culture of readers on campus. (2) Not having a specific reading time allotted in each class, such as DEAR time. (3)The minutes in each class period are accounted for to the degree that other items outside the scope and sequence are difficult to implement.

Problem Statement 3 (Prioritized): Students problem-solving skills are not often at grade level within the content they are working on such as: Math and Science. **Root Cause:** (1) Lack of curricular alignment across subjects in 6th-12th grade. (2) Students have not developed the critical thinking skills need to problem solve at grade level.

School Processes & Programs

School Processes & Programs Summary

At IDEA CP Brownsville development for instructional leaders, Grade Team, and Content, takes place during two recurring mechanisms in our work calendars. The first is during Grade Team Leader and Content Leader meetings that occur two times monthly in which instructional leaders receive professional development specific to their role and in accordance with the GET Rubric and School Leadership Levers as well as collaboration between all College Prep leaders on campus. The second recurring mechanism takes place during check-ins with each leader's instructional coach where we designate time to discuss either grade/content level progress towards goals, deliverables and deadlines, and areas of strength and growth. New and returning instructional leaders meet with their performance managers at the start of the school year to review the job description containing responsibilities, goals, and both stipend and incentive pay. This allows for clarification regarding the roles and responsibilities that each leader takes on for the academic school year.

Professional development during the first quarter is based on multiple data points that represent the previous academic year in terms of staff retention, student persistence, STAAR/AP/IB data reports, as well as feedback from the faculty and staff. This allows us to identify what is working well on our campus but more importantly, to identify the root causes of low performance that need to be improved upon during the critical first weeks of school via targeted professional development taking place during our Faculty Friday sessions as well as Saturday professional development. During quarters two, three, and four we modify our professional development in accordance with the next steps that are established during our quarterly Progress Towards Goals meetings. These meetings serve as a campus wide status report in which the instructional leadership team collects hard data from assessments, identifies trends within the faculty, and drafts concrete next steps with timelines that are utilized to improve low performance across the campus. After quarter four, the instructional leadership team meets to collect and organize our academic school year's data so that we can begin to compare it with previous academic years in search of more comprehensive root causes that can inform professional development sessions at the start of the upcoming year**.**

Each instructional lead team member, consisting of the principal and the three assistant principals of instruction, create recurring weekly blocks of time that are dedicated specifically to lesson planning feedback. observation rounds, and culture observations so that we can monitor the level of teaching and learning taking place in our classrooms. This gives us the opportunity to identify trends among our teachers and students while also norming on expectations and action steps. Additionally, instructional leaders hold one-to-one meetings with each of our teachers on a weekly basis where we discuss instructional strategies, student data, and lesson planning with the end goal of improving student outcomes. Beyond our campus level mechanisms, our instructional lead team also works directly with headquarters personnel in which business partnership meetings take place for academic subgroups such as STAAR, AP, IB, and Special Programs so that we can further improve teaching practices. See "2022-2023 ICP Brownsville CNA" PDF in Addendum for more information.

School Processes & Programs Strengths

See PDF in Addendum for more information.

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 1 (Prioritized): Campus-wide behavior management interventions are not being implemented to their full capacity. **Root Cause:** (1) Our implemented discipline plan across 6th-12th grade is not standardized across grade levels. (2) Additional teacher professional development is needed on discipline procedures. (3) Resources/ Classrooms (4) Personnel (5) Communication between all stakeholders

Problem Statement 2 (Prioritized): Improve the new-hire onboarding system for all of our new faculty and staff on our campus **Root Cause:** (1) Standardized campus on-boarding practice (2) Clear timeline for campus onboarding (3) Having the resources/materials for planning based on content (4) Scarcity of qualified candidates for the open positions.

Perceptions

Perceptions Summary

Parent/guardian community participation rates are measured via completion of the Parent Family Online Surveys, which are available on the Panorama Education website. We survey our IDEA families to gain insight into their perception of our schools and district effectiveness. The importance of the family voice is highly valued at IDEA. To ensure that we continue to provide high quality, rigorous learning experiences that meet the needs of our learners and prepare them for college and career, we need their feedback. School Counselors and Social Workers are provided with a Toolkit that includes best practices for communicating with families regarding the survey. All communication regarding the survey is shared with parents/guardians/the community via the Parent Weekly Newsletter, on Remind, and on the IDEA College Prep Brownsville Facebook page. The Parent Family Online Survey is administered each school year during the spring semester. Parents/guardians are provided with a step-by-step guide to assist them in completing this survey via the Panorama Education website.

Our campus hosts a variety of family engagement events throughout the school year, including Welcome to IDEA and Meet the Teacher. When parents/ guardians attend these events, they sign-in and this information is compiled for measurement of participation rates. Live broadcasts via Facebook are broadcasted with parents/guardians and the community weekly. A total number of viewers in these live broadcasts is compiled and used to measure participation rates. When notifications are sent to parents/guardians via the Remind application, data reports are available with information such as how many notifications were opened and how many were read by parents/guardians.

A barrier that prevents completion of the Parent Family Online Survey includes parents/guardians not having access to Wi-Fi and/or lack of access to a computer. When laptops are made available to parents/guardians to use on campus, those who lack transportation are not able to receive assistance. Limited literacy is a barrier in the community that we serve. There are parents/guardians who cannot read or write and are not able to complete the Parent Family Online Survey. Other barriers include parents/guardians not being aware that they are expected to complete the Parent Family Online Survey. Parents/guardians who do not use Remind or social media platforms do not view the notifications sent out by administrators and teachers regarding the survey.

The barriers that prevent participation in family engagement events such as Welcome to IDEA and Meet the Teacher include a lack of transportation for parents/guardians. Other barriers include not being able to receive notifications regarding family engagement events due to having limited phone service and Wi-Fi access in rural areas. As a result, parents/guardians have reported not being aware about school events. Another barrier includes parents/guardians not being able to take time off from work to attend family engagement events.

IDEA teachers and co-teachers are responsible for the increasing student achievement and mastery of grade level content. Teachers and co-Teachers at IDEA provide the foundational content and grade level understanding that students will need continually. Teachers and co-teachers are tasked with delivering quality instruction and supports that facilitate student learning and comprehension, playing a critical role in students' path to and through college. IDEA College Preparatory Brownsville is committed to provide high quality professional development that will give each teacher the opportunity to achieve exemplar teaching and learning. All (returning and new) teachers are required to attend in-service trainings provided at the district and campus level. During a teacher's first year, a selected mentor is provided to all new hires, this is usually the grade team leader.Employee retention at IDEA Public Schools is an organizational goal that is tracked the at the district and campus level. Employee retention at IDEA College Preparatory Brownsville is an essential part of the successes of the campus. During the 2021-2022 school year. The following are the reasons why the teachers left the organization: relocation to another city, family, and pursue of other career opportunities. The 2021-2022 retention for IDEA College Preparatory was 91.84%. See "2022-2023 ICP Brownsville CNA" PDF in Addendum for more information.

Perceptions Strengths

See "2022-2023 ICP Brownsville CNA" in ammendum for more information.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): The social emotional learning curriculum is not being implemented effectively at the campus level. **Root Cause:** (1) Limited window of time for program implementation. (2) Scheduling restrictions

Problem Statement 2: Faculty and Staff turnover at key times and positions during the school year. **Root Cause:** (1) High expectations (2) Work-life balance (3) Health related (4) Promotions from our campus to the district during critical time such as beginning of the year.

Problem Statement 3 (Prioritized): Students need a better understanding on how to resolve conflict when it arises. **Root Cause:** (1) Students may not have the adequate SEL skills to resolve conflict. (2) Additional SEL training for faculty, staff, and students.

Priority Problem Statements

Problem Statement 1: Over the last 24 months, we have seen a decrease in overall student attendance on our campus.

Root Cause 1: (1) The mindset of some families not prioritizing student attendance. (2) Infrequent and inconsistent communication with families about the importance of attendance. (3) Our channels of communication may not be reaching all of our families all of the time.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Our special programs department has not met the target metric of 60% mastery on STAAR.

Root Cause 2: (1) Lack of staff development revolving around classroom strategies specifically for students in special programs. (2) Increase EB (Emergent Bilingual) collaboration between teachers and EB Coordinator

Problem Statement 2 Areas: Demographics

Problem Statement 3: There has been an increase in overall student leavers over the past two years.

Root Cause 3: (1) Lack of investment in academic programs. (2) Lack of extra-curricular activities (sports, clubs).

Problem Statement 3 Areas: Demographics

Problem Statement 4: We have a certain percentage of our student population that are not on grade level for reading.

Root Cause 4: (1) Improving content specific reading practice and assessment by creating a culture of readers on campus. (2) Not having a specific reading time allotted in each class, such as DEAR time. (3)The minutes in each class period are accounted for to the degree that other items outside the scope and sequence are difficult to implement.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Campus-wide behavior management interventions are not being implemented to their full capacity.

Root Cause 5: (1) Our implemented discipline plan across 6th-12th grade is not standardized across grade levels. (2) Additional teacher professional development is needed on discipline procedures. (3) Resources/Classrooms (4) Personnel (5) Communication between all stakeholders

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: The social emotional learning curriculum is not being implemented effectively at the campus level.

Root Cause 6: (1) Limited window of time for program implementation. (2) Scheduling restrictions

Problem Statement 6 Areas: Perceptions

Problem Statement 7: We have a certain percentage of our student population that are not on grade level for writing.

Root Cause 7: (1) Implementation of research base practices for authentic writing and assessment in all contents (2) Lack of cross-curricular writing alignment between subjects in 6th-12th grade.

Problem Statement 7 Areas: Student Learning

Problem Statement 8: Students problem-solving skills are not often at grade level within the content they are working on such as: Math and Science.

Root Cause 8: (1) Lack of curricular alignment across subjects in 6th-12th grade. (2) Students have not developed the critical thinking skills need to problem solve at grade level.

Problem Statement 8 Areas: Student Learning

Problem Statement 9: Improve the new-hire onboarding system for all of our new faculty and staff on our campus

Root Cause 9: (1) Standardized campus on-boarding practice (2) Clear timeline for campus onboarding (3) Having the resources/materials for planning based on content (4) Scarcity of qualified candidates for the open positions.

Problem Statement 9 Areas: School Processes & Programs

Problem Statement 10: Students need a better understanding on how to resolve conflict when it arises.

Root Cause 10: (1) Students may not have the adequate SEL skills to resolve conflict. (2) Additional SEL training for faculty, staff, and students.

Problem Statement 10 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR 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
- 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
- SAT and/or ACT assessment data
- PSAT
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Revised/Approved: September 16, 2022

Goal 1: IDEA achieves an A rating

Performance Objective 1: "A" Campus Rating

HB3 Goal

Evaluation Data Sources: TEA School Report Card

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
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:** Obtain a campus rating of an "A" **Staff Responsible for Monitoring:** Principal Assistant Principals **Title I:** 2.4 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning **Problem Statements:** Student Learning 1, 2, 3	75%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Review lesson plans on a weekly basis **Strategy's Expected Result/Impact:** Obtain a campus rating of an "A" **Staff Responsible for Monitoring:** Principal Assistant Principals **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 5: Effective Instruction	70%			

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Observe all Content Core Area teachers at least once every week **Strategy's Expected Result/Impact:** Obtain a campus rating of an "A" **Staff Responsible for Monitoring:** Instructional Coaches Principal Assistant Principals **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 5: Effective Instruction				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4: Monitor implementation of district curriculum **Strategy's Expected Result/Impact:** Obtain a campus rating of an "A" **Staff Responsible for Monitoring:** Principal Assistant Principals Instructional Coaches **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				

Strategy 5 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 5: Provide timely feedback (within 48 hours) **Strategy's Expected Result/Impact:** Obtain a campus rating of an "A" **Staff Responsible for Monitoring:** Principal Assistant Principals Instructional Coaches **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				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: We have a certain percentage of our student population that are not on grade level for writing. **Root Cause**: (1) Implementation of research base practices for authentic writing and assessment in all contents (2) Lack of cross-curricular writing alignment between subjects in 6th-12th grade.

Problem Statement 2: We have a certain percentage of our student population that are not on grade level for reading. **Root Cause**: (1) Improving content specific reading practice and assessment by creating a culture of readers on campus. (2) Not having a specific reading time allotted in each class, such as DEAR time. (3)The minutes in each class period are accounted for to the degree that other items outside the scope and sequence are difficult to implement.

Problem Statement 3: Students problem-solving skills are not often at grade level within the content they are working on such as: Math and Science. **Root Cause**: (1) Lack of curricular alignment across subjects in 6th-12th grade. (2) Students have not developed the critical thinking skills need to problem solve at grade level.

Goal 1: IDEA achieves an A rating

Performance Objective 2: 60% of SpEd Students attain "approaches" on STAAR ELA and Math

HB3 Goal

Evaluation Data Sources: TEA subject/student STAAR reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Professional development for general education teachers revolving the use of specific learning strategies for special education students. **Strategy's Expected Result/Impact:** Meet 60% of SpEd Students attain "approaches" on STAAR ELA and Math **Staff Responsible for Monitoring:** Instructional Coach Special Education Teachers **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 5: Effective Instruction **Problem Statements:** Student Learning 1, 2, 3	60%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: After school tutorials for special education students in the area of Math and ELA **Strategy's Expected Result/Impact:** Meet 60% of SpEd Students attain "approaches" on STAAR ELA and Math **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1, 2, 3	65%			

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: We have a certain percentage of our student population that are not on grade level for writing. **Root Cause**: (1) Implementation of research base practices for authentic writing and assessment in all contents (2) Lack of cross-curricular writing alignment between subjects in 6th-12th grade.

Student Learning

Problem Statement 2: We have a certain percentage of our student population that are not on grade level for reading. **Root Cause**: (1) Improving content specific reading practice and assessment by creating a culture of readers on campus. (2) Not having a specific reading time allotted in each class, such as DEAR time. (3)The minutes in each class period are accounted for to the degree that other items outside the scope and sequence are difficult to implement.

Problem Statement 3: Students problem-solving skills are not often at grade level within the content they are working on such as: Math and Science. **Root Cause**: (1) Lack of curricular alignment across subjects in 6th-12th grade. (2) Students have not developed the critical thinking skills need to problem solve at grade level.

Goal 1: IDEA achieves an A rating

Performance Objective 3: 100% of students in 6th-12th grade complete 900 minutes of vigorous physical activity based on their individual heart rate max.

Evaluation Data Sources: IHT software spirit system

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Implement activities that will incorporate team building skills, leadership, good sportsman like conduct, and disciplined structured group activities that build character and teamwork. **Strategy's Expected Result/Impact:** Tracked weekly MYPA minutes to meet the class' and individual goals. **Staff Responsible for Monitoring:** Coach Mendiola **Problem Statements:** Demographics 3	65%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Treat individual student with equal and positive reinforcement praise to ensure a welcomed, comfortable and safe environment at all times. **Strategy's Expected Result/Impact:** Meet 100% of students in 6th-12th grade complete 900 minutes of vigorous physical activity based on their individual heart rate max. **Staff Responsible for Monitoring:** Coach Mendiola **Problem Statements:** Demographics 3	65%			

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Teach students how the heart rate affects caloric expenditure. Used student's prior knowledge of heart rate assessment which they learned to track manually while recording data on individual, trackers. **Strategy's Expected Result/Impact:** Meet 100% of students in 6th-12th grade complete 900 minutes of vigorous physical activity based on their individual heart rate max **Staff Responsible for Monitoring:** Coach Mendiola **Problem Statements:** Demographics 3	65%			

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Demographics

Problem Statement 3: There has been an increase in overall student leavers over the past two years. **Root Cause**: (1) Lack of investment in academic programs. (2) Lack of extra-curricular activities (sports, clubs).

Goal 2: Increase student daily attendance

Performance Objective 1: 97.5% average daily attendance for IDEA College Preparatory Brownsville

Evaluation Data Sources: ADA annual report

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Daily attendance tracking per grade level by reviewing the attendance report generated after OATT time **Strategy's Expected Result/Impact:** Meet 97.5% ADA goal. **Staff Responsible for Monitoring:** Assistant Principal of Operations **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1	65%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: SIS/Registrar will schedule face to face meetings with families of concerns (attendance). **Strategy's Expected Result/Impact:** Meet 97.5% ADA goal. **Staff Responsible for Monitoring:** Assistant Principal of Operations SIS/Registrar **Title I:** 4.1 **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture	65%			

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Over the last 24 months, we have seen a decrease in overall student attendance on our campus. **Root Cause**: (1) The mindset of some families not prioritizing student attendance. (2) Infrequent and inconsistent communication with families about the importance of attendance. (3) Our channels of communication may not be reaching all of our families all of the time.

Goal 3: Increase student persistence

Performance Objective 1: 90% IDEA College Preparatory Brownsville Persistence

Evaluation Data Sources: Annual persistence report

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Create a welcome environment for our families since first day of school, providing them with personalized service to get them become familiar with our IDEA culture. **Strategy's Expected Result/Impact:** Meet the 90% IDEA College Preparatory Brownsville Persistence **Staff Responsible for Monitoring:** School Counselor Social Worker **Title I:** 2.6, 4.1, 4.2 **- TEA Priorities:** Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1, 3 - Perceptions 3	65%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Have individual check with students of concerns. **Strategy's Expected Result/Impact:** Meet the 90% IDEA College Preparatory Brownsville Persistence **Staff Responsible for Monitoring:** School Counselor Social Worker **Title I:** 2.6 **- ESF Levers:** Lever 3: Positive School Culture	65%			

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: Over the last 24 months, we have seen a decrease in overall student attendance on our campus. **Root Cause**: (1) The mindset of some families not prioritizing student attendance. (2) Infrequent and inconsistent communication with families about the importance of attendance. (3) Our channels of communication may not be reaching all of our families all of the time.

Problem Statement 3: There has been an increase in overall student leavers over the past two years. **Root Cause**: (1) Lack of investment in academic programs. (2) Lack of extra-curricular activities (sports, clubs).

Perceptions

Problem Statement 3: Students need a better understanding on how to resolve conflict when it arises. **Root Cause**: (1) Students may not have the adequate SEL skills to resolve conflict. (2) Additional SEL training for faculty, staff, and students.

Goal 3: Increase student persistence

Performance Objective 2: 100% of Staff complete BOY Crisis Management / Emergency Response Training

Evaluation Data Sources: Annual compliance report

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Execute safety and security program, mental health, and SEL initiatives transformationally (not transactionally) to maximize their impact in students, staff, and school community. **Staff Responsible for Monitoring:** Principal **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

 No Progress Accomplished Continue/Modify Discontinue

Goal 4: All IDEA students matriculate to college

Performance Objective 1: 100% of class 2023 enrolls in college, or enrolls in a postsecondary SpEd program, or enlists in the military, or receive medical or faith-based exemptions.

Evaluation Data Sources: Matriculation data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Post information in and around campus about deadlines, scholarships, timelines, and other recommendations **Strategy's Expected Result/Impact:** 100% of students matriculate into a post-secondary education program. **Staff Responsible for Monitoring:** College Counselors **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Student Learning 1, 2, 3				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Having individual conversations about the importance of going to college **Strategy's Expected Result/Impact:** 100% of students matriculate into a post-secondary education program. **Staff Responsible for Monitoring:** College Counselors **Title I:** 2.6 **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Create an operating mechanism with students / Q 1 - 4 / create that professional relationship with students that need to go to college **Strategy's Expected Result/Impact:** 100% of students matriculate into a post-secondary program. **Staff Responsible for Monitoring:** Principal and College Counselors **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: We have a certain percentage of our student population that are not on grade level for writing. **Root Cause**: (1) Implementation of research base practices for authentic writing and assessment in all contents (2) Lack of cross-curricular writing alignment between subjects in 6th-12th grade.
Problem Statement 2: We have a certain percentage of our student population that are not on grade level for reading. **Root Cause**: (1) Improving content specific reading practice and assessment by creating a culture of readers on campus. (2) Not having a specific reading time allotted in each class, such as DEAR time. (3)The minutes in each class period are accounted for to the degree that other items outside the scope and sequence are difficult to implement.
Problem Statement 3: Students problem-solving skills are not often at grade level within the content they are working on such as: Math and Science. **Root Cause**: (1) Lack of curricular alignment across subjects in 6th-12th grade. (2) Students have not developed the critical thinking skills need to problem solve at grade level.

Goal 4: All IDEA students matriculate to college

Performance Objective 2: ACT overall campus score will increase to 21 or higher

HB3 Goal

Evaluation Data Sources: ACT Scores

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: ACT Bootcamp prior to the ACT exam to offer targeted content sessions based on prior student performance. **Strategy's Expected Result/Impact:** Setting expectations and monitoring Increase academic performance **Staff Responsible for Monitoring:** Director of College Counseling College Counselors Instructional Coaches **Title I:** 2.4, 2.5, 2.6, 4.2 **- TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Student Learning 2, 3	0%			

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 2: We have a certain percentage of our student population that are not on grade level for reading. **Root Cause**: (1) Improving content specific reading practice and assessment by creating a culture of readers on campus. (2) Not having a specific reading time allotted in each class, such as DEAR time. (3)The minutes in each class period are accounted for to the degree that other items outside the scope and sequence are difficult to implement.
Problem Statement 3: Students problem-solving skills are not often at grade level within the content they are working on such as: Math and Science. **Root Cause**: (1) Lack of curricular alignment across subjects in 6th-12th grade. (2) Students have not developed the critical thinking skills need to problem solve at grade level.

Goal 5: Increase staff retention

Performance Objective 1: By June 2022, the teacher retention goal will be 85% or higher.

Evaluation Data Sources: Campus staff retention data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Have an individualized onboarding plan for each new-hire. **Strategy's Expected Result/Impact:** The new teacher will have full understanding of role expectations and milestones that must be met by a specific timeline. **Staff Responsible for Monitoring:** Direct performance manager **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning **Problem Statements:** School Processes & Programs 2				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Have an individualized coaching plan for each returning staff member. **Strategy's Expected Result/Impact:** The returning staff member will further develop in their teaching practice as well as their professional growth within the organization. **Staff Responsible for Monitoring:** Direct performance manager. **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 2: Improve the new-hire onboarding system for all of our new faculty and staff on our campus **Root Cause**: (1) Standardized campus on-boarding practice (2) Clear timeline for campus onboarding (3) Having the resources/materials for planning based on content (4) Scarcity of qualified candidates for the open positions.

Title I Personnel

Name	Position	Program	FTE
Alejandro Mora	Blended Learning Space Teacher	Title 1	1

Campus Leadership Team

Committee Role	Name	Position
Administrator	Marco Lopez	Principal
Administrator	Norma Jimenez Cerda	Assistant Principal of Instruction
Administrator	Rachel Brown	Assistant Principal of Instruction
Administrator	Jorge Mejia	Assistant Principal of Instruction
Administrator	Laura de la Rosa	School Counselor
Administrator	Yazmin Hernandez	Director of College Counseling
Administrator	Erika Merla	Social Worker

Addendums

Annual Performance Objective

PRIORITY #1: Students Graduate College-Ready

1A. % of graduates who matriculate to a College or University: 100%
1B. % of graduates matriculate to a Tier I/II College or University: 25%
1C. % of Seniors accepted to a College or University: 100%
1D. % of Seniors named AP scholars | Earn IB diploma: 30% | 25%
1E. Earned State Rating: A
1F. % of Pre-K-2nd Students End The Year On/Above Grade Level in Reading | Language | (Year 1 Campuses): 80% | 80% | 80%
1G. % of 2nd Students End The Year On/Above Grade Level in Reading (Year 2+ Campuses): 90%
1H. % of students in CSI achieve 2 years growth in Reading | Math (measured by Ren STAR) 50% | 60%
1I. Average ACT score (Class of 2020, September 2019): 21
1J. % of students graduating college in 4 | 6 years: 25% | 55%

PRIORITY #2: Build a Strong & Sustainable Organization

2A. % Teacher Retention | Employee Retention: 85% | 85%
2B. 80% composit score on GPTW
2B. %Average Daily Attendance | # Average Daily Attendance: 97.50% | 48,817
2C. Student Persistence: 90%
2D. Operating Income: $101M
2E. FIRST Rating: A

PRIORITY #3: Achieve Mission at Scale

3A. % of students with low socio-economic status: 80%
3B. Enrollment in August 2020: 64,455
3C. Schools in operation in August 2020: 125
3D. Total Funds Raised (millions): $70M

Needs Assessment

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

Special Populations

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

Master CNA & SAIP Reporting Checklist				PTG
DEPT	**Data Source**	**Data Tabs**	**Guidance**	**Status**
College Prep	KEYS Tab (Tab 3)	Student Achievement Improvement Plan 2022-2023 School Year	This SAIP plan will require logging concrete initiatives put in place for student improvement, as well as their associated timelines, resources, and responsible staff. Each initiative will be tracked mid-year and at the end of the year. Mid-year assessments should be completed by each campus between December 1, 2021 and no later than January 31, 2022.	Complete
	Locus Dashboards: CIS STARR, AP Campus IB Reports EOY Assessments	Comprehensive Needs Assessment 2022 English Language Arts	These Pages should include the percentage of students who achieved each listed score for the 2021-2022 School Year. For each subject, list a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete
		Comprehensive Needs Assessment 2022 Math		Complete
		Comprehensive Needs Assessment 2022 Science		Complete
		Comprehensive Needs Assessment 2022 Humanities		Complete
	State TELPAS Report	Comprehensive Needs Assessment 2022 TELPAS	This data set will outline the percentage of students that earned proficiency in the areas of Listening, Speaking, Reading, and Writing, as indicated in the State TELPAS report. Llist a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete
	Locus Dashboards: ACT, AP, TSI Campus IB Reports Campus Matriculation Reports	100% College Matriculation 2021-2022 School Year	This page will only be applicable to campuses that had graduating classes in the Spring of 2022. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete
	Locus Dashboard: Staff Rentention	Staff Quality, Retention, & Recruitment 2021-2022 School Year	Under the %SPED Data Point, this should reflect the percentage of SPED certified teachers, compared to the overall SPED staff. Under the number of teacher applicants, note how many teachers were interviewed by campus leaders for positions during the 2021-2022 School Year. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete
	Locus Dashboards: Student Persistence, Enrollment, ADA	School Culture & Climate 2021-2022 School Year	For the Withdrawals/Level 3 Offenses data point, list the number of withdrawals or offenses. All other data points should reflect percentages. Finalized data in this section should be pulled prior to July 23, 2022. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete
	Campus Academic Counselor Tracking Systems	2021 Family & Community Involvement	In addition to listing data percentages, list a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete

IDEA Brownsville

2022-2023 Student Achievement Improvement Plan - College Prep

COLLEGE PREP

									Title I Qualifying Programs			Initiatives Status			
									Internal Use Only			Mid Year		End of Year	
									Supplemental Program (Y/N)	New Program (Y/N)	Budget Allocation	Outcome	Increase / Decreased by X%	Outcome	Increase / Decreased by X%
Annual Performance Objective	**Initiatives**	**Needs Assess.**	**Special Pops.**	**Person(s) Responsible**	**Timeline Start / End**	**Resources: Human / Material / Fiscal**	**Documentation**	**Formative Evaluation**	**Budget Allocations only need to be entered for programs that are BOTH Supplemental & New**			**Use these columns to assess your strategy progress at the middle and end of the year**			
	Use Measuring Up for all students	O	All	All Teachers	Aug 2022 - May 2023	Measuring Up	Instructional Rounds	STAAR Assessment	Y	N	$ 8,000.00				
	SpringBoard	All	All	ELA	Aug 2022 - May 2023	Springboard	Instructional Rounds	STAAR Assessment	Y	N	$ 3,000.00				
	Catalyst Program	All	All	All Teachers	Aug 2022 - May 2023	Administration, ILS, All Teachers, RRC, AR	Progress Reports	STAAR Assessment	Y	Y	$ 15,000.00				
	Instructional Coaching on a weekly basis	All	All	All Teachers	Aug 2022 - May 2023	Instructional Coaches	Instructional Rounds	STAAR Assessment	Y	N	$ -				
	Kickboard	All	All	All Teachers	Aug 2022 - May 2023	Instructional Coaches	Progress Reports	Kickbaord	Y	N	$ 7,500.00				
	AR Zone	All	All	AR Zone Facilitator	Aug 2022 - May 2023	Instructional Coaches	Progress Reports	STAR Assessment	Y	N	$ 5,000.00				
	DI Curriculum	All	All	Interventionist	Aug 2022 - May 2023	Instructional Coaches	Progress Reports	STAAR Assessment	Y	N	$ 5,000.00				
	After school tutorials	All	All	All Teachers	Aug 2022 - May 2023	Instructional Coaches	Progress Reports	STAAR Assessment	Y	N	$ 10,000.00				
	Saturday School	All	All	All Teachers	Aug 2022 - May 2023	Instructional Coaches	Progress Reports	STAAR Assessment	Y	N	$ 2,500.00				
	Blended Learning - Dreambox	All	All	AR Zone Facilitator	Aug 2022 - May 2023	Instructional Coaches	Progress Reports	STAR Assessment	Y	N	$ 500.00				
	Kagan Strategies for all teachers	All	All	All Teachers	Aug 2022 - May 2023	Instructional Coaches	Progress Reports	STAAR Assessment	Y	N	$ 500.00				
	Bi-weekly on the spot awards for teachers	All	All	Lead Team	Aug 2022 - May 2023	Thank you cards, etc…	Trackers	EOY Survey	Y	N					
	ADA Challenge for all students	All	All	Lead Team	Aug 2022 - May 2023	Rewards for students	Trackers	Attendance	Y	N	$ 500.00				
	Field Lessons	All	All	Lead Team	Aug 2022 - May 2023	Fundraising	Trackers	Trackers	Y	N	$ 15,000.00				
	Bobcat Brunch	All	All	Lead Team	Aug 2022 - May 2023	Checklists	Trackers	Trackers	Y	N	$ 500.00				
	Home Visits for Excessive Absences	All	All	Lead Team	Aug 2022 - May 2023	Attendance Log	Attendance Log	EOY ADA	Y	N	$ -				
	Pacer Anti Bullying	All	All												
	Safer, Smarter School Sexual Abuse Prevention	All	All												

Grade / Subject / Teacher	Most Recent Major Assessment Name & Test #	Total # Ss Tested (formula)	Did Not Meet Count	Approaches Count	Meets Count	Masters Count	Overall Passing Count	Approaches %	Meets %	Masters %	Student Achievement Score	District Achievement Score	Difference	SPED Count	SPED Count at Mastery (passed)	% SPED Passing	ELL Count	ELL Count at Mastery (passed)	ELL % Passing
6th ELA - Ayala	STAAR	133	24	31	34	44	109	**82.0**	**67.1**	**33.1**	**60.7**	**49**	12	10	4	40%	59	44	75%
7th ELA - Gonzales	STAAR	125	15	25	32	53	110	**88.0**	**74.4**	**42.4**	**68.3**	**62**	6	7	4	57%	51	38	75%
8th ELA - Carpio	STAAR	122	7	26	31	58	115	**94.3**	**78.5**	**47.5**	**73.4**	**64.6**	9	10	4	40%	59	40	68%
9th English I - Hernandez	Eng I - EOC	115	24	15	52	25	92	**80.0**	**67.0**	**21.7**	**56.2**	**51**	5	7	2	29%	73	46	63%
10th English II - Santa Ana	Eng II - EOC	78	13	6	47	12	65	**83.3**	**75.6**	**15.4**	**58.1**	**55.6**	3	8	3	38%	44	35	80%
6th Math - O. Garcia	STAAR	131	33	49	25	24	98	**74.8**	**37.4**	**18.3**	**43.5**	**44.3**	-1	10	4	40%	59	40	68%
7th Math - M. Garcia	STAAR	124	45	36	26	17	79	**63.7**	**34.7**	**13.7**	**37.4**	**44**	-7	7	2	29%	51	28	55%
8th Algebra I - K. Lopez	Alg I - EOC	122	3	28	20	71	119	**97.5**	**74.6**	**58.2**	**76.8**	**59.6**	17	8	8	100%	48	47	98%
9th Algebra I - A. Castillo (Retesters)	Alg I - EOC	30	13	14	1	2	17	**56.7**	**10.0**	**6.7**	**24.4**	**16.3**	8	3	0	0%	16	11	69%
8th Biology - A. Rodriguez	Bio - EOC	122	6	22	64	30	116	**95.1**	**77.0**	**24.6**	**65.6**	**61.6**	4	8	8	100%	48	47	98%
9th Biology - A. Pena (Retesters)	Bio - EOC	31	13	14	1	2	17	**54.8**	**9.7**	**6.5**	**23.7**	**17**	7	3	0	0%	18	11	61%
8th US History -N. Rico	STAAR	122	16	40	23	43	106	**86.9**	**54.1**	**35.2**	**58.7**	**42**	17	8	8	100%	48	40	83%
10th US History - D. Garza	US Hist - EOC	84	9	14	22	39	75	**89.3**	**72.6**	**46.4**	**69.4**	**75.6**	-6	9	7	78%	36	35	97%
Campus Totals		1339	221	320	378	420	1118	**83.5**	**59.6**	**31.4**	**58.2**	**49.4**	9	98	54	55%	610	462	76%

IDEA Brownsville

Comprehensive Needs Assessment - College Prep COLLEGE PREP					
Data Source: STAAR					
	STAAR Math 6th	**STAAR Math 7th**	**STAAR Alg I**		
% Approaches	74.8%	63.7%	90%		
% Meets	37.4%	34.7%	62%		
% Masters	18.3%	13.7%	48%		
% Student Achievement Average	43.5%	37.4%	66.7%		
Data Source: AP/IB					
AP Scores	**Pass AP Calculus AB**	**Pass AP Calculus CD**	**Pass AP Prob. & Stats.**	**IB Scores**	**IB Group 5**
% Score 1	NA	NA	NA	**% Score 1-3**	61%
% Score 2	NA	NA	NA	**% Score 4-5**	34%
% Score 3+	NA	NA	NA	**% Score 6-7**	0%

Reflections	
Areas of Strength	**Areas of Need**
1. Mrs. Lopez met the 90/60/30 goal for Algebra I and was above district average by 17 points.	1. 7th Math came in at 64/35/14 with an SAS of 37 coming in 7 points below the district average.
2. The retested section for Algebra I scored above district average by 11 points.	2. 6th Math came in at 75/37/18 with an SAS of 44 coming in 1 point below the district average.
3. 34% of IB Math students passed with a 4+	3. Movement within the mathematics department for grades 7, 9, and 10.

IDEA Brownsville

Comprehensive Needs Assessment

COLLEGE PREP

Data Source: CSI

% Meeting CSI Goal	Reading CP CSI
% CSI (EOY Ren.)	11%
% of CSI Passing STAAR	30.50%
% of SPED Passing STAAR	44%

Data Source: STAAR

	STAAR Reading 6th	STAAR Reading 7th	STAAR Reading 8th	English I EOC	English II EOC
% Approaches	81.95488722	88	94.26229508	80	83.3
% Meets	67.08270677	74.4	78.54098361	67.0	75.6
% Masters	33.08270677	42.4	47.54098361	21.7	15.4
% Student Achievement Average	60.70676692	68.26666667	73.44808743	56.2	58.1

Data Source: AP/IB/Electives

AP Scores	Pass AP Lit	Pass AP Lang	IB Scores	IB Group 1	% Royal Readers	% Word Master
% Score 1	N/A	44%	% Score 1-3	31.70%	24.00%	89.00%
% Score 2	N/A	39%	% Score 4-5	32%		
% Score 3+	N/A	17%	% Score 6-7	0%		
					RR Goal Met/Not Met	WM Goal Met/Not Met
					Met	Met

Reflections	
Areas of Strength	**Areas of Need**
1. 100% of ELA teachers met or exceeded 60% Meets on STAAR	1. CSI EOY performance is below target goal. The greatest area of need is in consistent lesson delivery with emphasis on correction procedures.
2. 6th and 7th grade met the RR and WM goals for the year.	2. Develop stronger student writing skills in grades 6-10 in order to increase overall Masters performance on STAAR.
3. 8th grade results were above 90|60|30.	3. Authentic reading practice and assessment by creating a culture of readers on campus.

IDEA Brownsville

Comprehensive Needs Assessment COLLEGE PREP						
Data Source: Internal Assessments						
	6th Grade EOY Assessment	**7th Grade EOY Assessment**				
% Passing	**86**	**97**				
Data Source: STAAR						
	STAAR 8th Science	**STAAR Biology**				
% Approaches	NA	95				
% Meets	NA	71				
% Masters	NA	24				
% Student Achievement Average	NA	65.6				
Data Source: AP/IB						
AP Scores	**Pass AP Biology**	**Pass AP Chemistry**	**Pass AP Physics (1, 2, & C)**	**Pass AP Env. Science**	**IB Scores**	**IB Group 4**
% Score 1	82%	NA	87%	NA	**% Score 1-3**	79%
% Score 2	18%	NA	13%	NA	**% Score 4-5**	19%
% Score 3+	0%	NA	0%	NA	**% Score 6-7**	0%

Reflections	
Areas of Strength	**Areas of Need**
1. Ms. Rodriguez came in 4 points above the district average SAS in her first year of teaching 8th Biology.	1. 8th Biology fell short by 6 points in the masters catregory.
2. The retested section for Biology scored 7 points above the district average.	2. AP Physics had 0% at 3+
3. 19% of IB Biology students passed with a 4+	3. AP Biology exam challengers came in at 0% for 3+

IDEA Brownsville

Comprehensive Needs Assessment
COLLEGE PREP

Data Source: Internal Assessments

	6th Grade EOY Assessment	7th Grade EOY Assessment
% Passing	98/87/60	98/95/84

Data Source: STAAR

	STAAR 8th US History	EOC US History
% Approaches	86.9	83.5
% Meets	54.1	72.6
% Masters	35.2	46.4
% Student Achievement Average	58.7	69.4

Data Source: AP/IB

AP Scores	Pass AP Human Geography	Pass AP World History	Pass AP US History	Pass AP Goverment	Pass AP Economics	IB Scores	IB Group 3
% Score 1	77%	NA	78%	82%	84%	% Score 1-3	57%
% Score 2	11%	NA	11%	13%	9%	% Score 4-5	38%
% Score 3+	12%	NA	11%	5%	7%	% Score 6-7	0%

Reflections

Areas of Strength	Areas of Need
1 Vertical alignment has built in writing and critical thinking skills from 6 through 12 through the use of student work analysis meetings and the formulation of criteria for success and exemplars.	1 Emphasis on writing skills within 6 - 12 courses. Teachers should utilize AST resources: IDEA Social studies skills doc, and SS writing expectation doc
2 Emphasis on task or command verbs to build student writing within 6 - 12. The use of Bloom's revised taxonomy planning worksheet to build rigor in in-class activities.	2 Improve the number of 6's and 7's in IB History- Training for IB History teachers concerning IA- Historical Investigation since this is the lowest component data from the course.
3 A focus on unpacking prompts skill-building from 6 through 12th grade. Writing in each course from 6 -12, use of Teachermade resource, Peardeck, and Nearpod to provide interactive and engaging lessons.	3 Increase resources for 8th grade SS- specifically focusing on content application through multiple at-bats. Streamlining the content by focusing on concepts and skills versus emphasis on teaching all the content.

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2021-2022 Comprehensive Needs Assessment COLLEGE PREP					
TELPAS Composite Rating (Listening, Speaking, Reading, Writing)					
	Listening	**Speaking**	**Reading**	**Writing**	**Composite**
% Beginning	4.26%	16.60%	5.53%	3.40%	2.98
% Intermediate	12.77%	36.17%	23.40%	22.13%	26.81
% Advanced	39.57%	39.15%	33.62%	35.32%	47.23
% Advanced High	43.40%	8.09%	37.45%	39.15%	22.98
Campus Overall students who Met Growth or earned Advanced High					**46%**

Reflection	
Areas of Strength	**Areas of Need**
1. Teachers understand the needs and how to utilize the EL TELPAS accommodations.	1. EL Coordinator needs to have a weekly progress check with TELPAS verifier.
2. Teachers have a strong understanding of who the studetns are.	2. Teachers need to set at least 30-45 mins per week to work on TELPAS writing samples.
3. Teachers have a strong understanding of each student's need.	3

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Comprehensive Needs Assessment COLLEGE PREP					
100% College Matriculation					
Matriculation %	**Matricuation % 4 year**	**Matriculation % 2 year**	**Tier 1/2 % Acceptances**	**Tier 1/2 % Matriculation**	
Pending	**81%**	**19%**	**54%**	**17%**	
Tier 1 % Matriculation	**Tier 2 % Matriculation**	**Tier 3 % Matriculation**	**Tier 4 % Matriculation**	**Senior Class CCMR %**	**Senior Class TSI Completion %**
4%	13%	4%	73%	100%	100%
Campus Data					
Senior Class ACT Average	**Junior Class ACT Average**	**Overall AP Scholars (3+ or more tests)**	**IB Medallion Scholars (Passing 3+ exams)**	**Overall % IB Diploma**	**Campus End of Year OTG**
18%	20%	14%		10%	96%

Reflections logistics	
Areas of Strength	**Areas of Need**
1 Collaboration with other campuses and HQ to create a TI/TII application pipeline.	1 Attending the NACAC (Houston, TX Sept 22-25) and TACAC conferences (San Antonio, TX April 3-5)
2 Princeton review training for the ACT teachers 2021.	2
3 Strong relationships with students leading to high acceptance and matriculation rates.	3 Budget for TI/TII college visits for accepted students.

Reflections	
Areas of Strength	**Areas of Need**
1. Collaboration with all stake holders.	T1/T2 Investment from parents and students - Meetings, information session, college visit etc.
2. Strong relationships with students and parents	College Knowledge: College Literacy Awareness. (Parent meetings, college of the week, parent news letter)

IDEA Brownsville

Comprehensive Needs Assessment COLLEGE PREP	
Staff Quality, Recruitment, Retention	
	Percentage
% School Lead Team Retention	100%
% Instructional Support Retention	75%
% Teacher Retention	91.84%
% Campus Support Retention	91%
% SPED Certified Teachers	100%
% State/National Certified Teachers	45%
% State Certified Leaders	40%
% State/Board Certified Counselors	100%
Number of teacher applicants per 2021-2022 school year	77

Reflections	
Areas of Strength	**Areas of Need**
1. Faculty and staff are provided with the appropriate professional development needed in their specific content area.	1. High IB teacher turnaround due to the demands of the International Baccaulauarete curriculum.
2. Faculty and staff are able to foster the team and family core value. Building relationships is a key component with teacher retention. Manager encourages a healthy work/life balance.	2. Faculty and staff may have other opportunities outside of the RGV/teaching area and relocate.
3. Faculty and staff is invested in the school's mission. They are committed in leading learning in the community and ensuring students are successful with their post seconday education.	

IDEA Brownsville

Comprehensive Needs Assessment COLLEGE PREP	
Data Source: Family and Community Involvement	
	Percentage
% Families Attended WTI	52%
% Families Attended Curriculum Night	NA - Due to COVID-19
% Families Who Attended EOY Ceremonies	NA - Virtual Event
% Families who attended Fall Festival	NA - Due to COVID-19
% Families who attended Winter Trail of Lights	85%

Reflections	
Areas of Strength	**Areas of Need**
1. Faculty and staff utlized various platforms (i.e. Remind and FaceBook) to engage families in events on campus.	1. Increase the number of events hosted on campus during the year.
2. Utlized feedback on Panorma surveys to guide engagement event.	2. Increase staff buy-in on family engagement events (on and off-campus).
3. Campus was flexible with making adjustments to events in order to comply with current COVID precautions without compromising event.	

21-22 IDEA College Prep Brownsville	
Data Source: School Culture and Climate	
	Campus %
% Average Daily Attendance	91.43%
% Overall Persistence	86.21%
% New Student Persistence	86.54%
# of Admin Withdrawals/ Level 3 Offenses	4
% SPED	8%
% ELL	32.98%
% Eco Dis	76%
% Migrant	0
% Race: American-Indian-Alaska-Native	0
% Asian, Native-Hawaiian-Pacific-Islander	0.66%
% White-Non Hispanic	2.37%
% White-Hispanic	97.63%
% Unclassified	0%
% Black-African-American	0.0%
% White	2.37%
% Male	57.69%
% Female	42.97%

Grade Level	Male	Total # Tested	Did Not Meet Count	DNM %	Approaches Count	App %	Meets Count	Meets %	Masters Count	Masters %
6	6 Reading	81	16	20%	65	80%	47	58%	28	35%
7	7 Reading	77	11	14%	66	86%	48	62%	30	39%
8	8 Reading	62	3	5%	59	95%	43	69%	32	52%
9	English I	65	12	18%	53	82%	44	68%	12	18%
10	English II	46	8	17%	38	83%	33	72%	4	9%
Overall		331	50	15%	281	85%	215	65%	106	32%

Grade Level	Male	Total # Tested	Did Not Meet Count	DNM %	Approaches Count	App %	Meets Count	Meets %	Masters Count	Masters %
6	6 Math	81	18	22%	63	78%	33	41%	15	19%
7	7 Math	77	25	32%	52	68%	31	40%	13	17%
8	Algebra 1	76	11	14%	65	86%	45	59%	32	42%
Overall		234	54	23%	180	77%	109	47%	60	26%

Grade Level	Male	Total # Tested	Did Not Meet Count		Approaches Count		Meets Count		Masters Count	
8	8 Social Studies	62	8	13%	54	87%	36	58%	25	40%
10	US History	48	8	17%	40	83%	35	73%	23	48%
Overall		110	16	15%	94	85%	71	65%	48	44%

Grade Level	Male	Total # Tested	Did Not Meet Count		Approaches Count		Meets Count		Masters Count	
8	Biology	70	6	9%	64	91%	46	66%	18	26%
Overall		70	6		64		46		18	

Grade Level	Female	Total # Tested	Did Not Meet Count	DNM %	Approaches Count	App %	Meets Count	Meets %	Masters Count	Masters %
6	6 Reading	52	8	15%	44	85%	31	60%	16	31%
7	7 Reading	48	4	8%	44	92%	37	77%	23	48%
8	8 Reading	60	4	7%	56	93%	46	77%	26	43%
9	English I	51	12	24%	39	76%	33	65%	13	25%
10	English II	32	5	16%	27	84%	26	81%	8	25%
Overall		243	33	14%	210	86%	173	71%	86	35%

Grade Level	Female	Total # Tested	Did Not Meet Count	DNM%	Approaches Count	App %	Meets Count	Meets %	Masters Count	Masters %
6	6 Math	52	15	29%	37	71%	17	33%	10	19%
7	7 Math	48	21	44%	27	56%	12	25%	4	8%
8	Algebra 1	76	5	7%	71	93%	49	64%	41	54%
Overall		176	41	23%	135	77%	78	44%	55	31%

Grade Level	Female	Total # Tested	Did Not Meet Count	DNM%	Approaches Count	App %	Meets Count	Meets %	Masters Count	Masters %
8	8 Social Studies	60	8	13%	52	87%	30	50%	18	30%
10	US History	36	1	3%	35	97%	26	72%	16	44%
Overall		96	9	9%	87	91%	56	58%	34	35%

Grade Level	Female	Total # Tested	Did Not Meet Count	DNM%	Approaches Count	App %	Meets Count	Meets %	Masters Count	Masters %
8	Biology	69	8	12%	61	88%	54	78%	16	23%
Overall		69	8	12%	61	88%	54	78%	16	23%

Grade Level	Hispanic	Total # Tested	Did Not Meet Count	DNM %	Approaches Count	App %	Meets Count	Meets %	Masters Count	Masters %
6	6 Reading	133	24	18%	109	82%	78	59%	44	33%
7	7 Reading	125	15	12%	110	88%	85	68%	53	42%
8	8 Reading	122	6	5%	115	94%	89	73%	58	48%
9	English I	116	24	21%	92	79%	77	66%	25	22%
10	English II	78	13	17%	65	83%	59	76%	12	15%
Overall		574	82	14%	491	86%	388	68%	192	33%

Grade Level	Hispanic	Total # Tested	Did Not Meet Count	DNM %	Approaches Count	App %	Meets Count	Meets %	Masters Count	Masters %
6	6 Math	133	33	25%	100	75%	53	40%	25	19%
7	7 Math	125	46	37%	79	63%	43	34%	17	14%
8	Algebra 1	152	16	11%	136	89%	94	62%	73	48%
Overall		410	95	23%	315	77%	190	46%	115	28%

Grade Level	Hispanic	Total # Tested	Did Not Meet Count	DNM %	Approaches Count	App %	Meets Count	Meets %	Masters Count	Masters %
8	8 Social Studies	122	16	13%	106	87%	66	54%	43	35%
10	US History	84	9	11%	75	89%	61	73%	39	46%
Overall		206	25	12%	181	88%	127	62%	82	40%

Grade Level	Hispanic	Total # Tested	Did Not Meet Count	DNM %	Approaches Count	App %	Meets Count	Meets %	Masters Count	Masters %
8	Biology	139	14	10%	125	90%	100	72%	34	24%
Overall		139	14	10%	125	90%	100	72%	34	24%

Grade Level	Eco Dis	Total # Tested	Did Not Meet Count	DNM %	Approaches Count	App %	Meets Count	Meets %	Masters Count	Masters %
6	6 Reading	99	21	21%	78	79%	59	60%	34	34%
7	7 Reading	105	13	12%	92	88%	70	67%	41	39%
8	8 Reading	97	7	7%	90	93%	68	70%	44	45%
9	English I	93	22	24%	71	76%	59	63%	20	22%
10	English II	58	11	19%	47	81%	41	71%	7	12%
Overall		452	74	16%	378	84%	297	66%	146	32%

Grade Level	Eco Dis	Total # Tested	Did Not Meet Count	DNM %	Approaches Count	App %	Meets Count	Meets %	Masters Count	Masters %
6	6 Math	99	26	26%	73	74%	34	34%	15	15%
7	7 Math	105	43	41%	62	59%	31	30%	14	13%
8	Algebra 1	123	14	11%	109	89%	69	56%	54	44%
Overall		327	83	25%	244	75%	134	41%	83	25%

Grade Level	Eco Dis	Total # Tested	Did Not Meet Count	DNM %	Approaches Count	App %	Meets Count	Meets %	Masters Count	Masters %
8	8 Social Studies	97	15	15%	82	85%	49	51%	28	29%
10	US History	64	9	14%	55	86%	44	69%	23	36%
Overall		161	24	15%	137	85%	93	58%	51	32%

Grade Level	Eco Dis	Total # Tested	Did Not Meet Count	DNM %	Approaches Count	App %	Meets Count	Meets %	Masters Count	Masters %
8	Biology	111	13	12%	98	88%	78	70%	25	23%
Overall		111	13	12%	98	88%	78	70%	25	23%

Grade Level	Non Eco Dis	Total # Tested	Did Not Meet Count	DNM %	Approaches Count	App %	Meets Count	Meets %	Masters Count	Masters %
6	6 Reading	34	3	9%	31	91%	19	56%	10	29%
7	7 Reading	20	2	10%	18	90%	15	75%	12	60%
8	8 Reading	25	0	0%	25	100%	21	84%	14	56%
9	English I	23	2	9%	21	91%	18	78%	5	22%
10	English II	20	2	10%	18	90%	18	90%	5	25%
Overall		122	9	7%	113	93%	91	75%	46	38%

Grade Level	Non Eco Dis	Total # Tested	Did Not Meet Count	DNM %	Approaches Count	App %	Meets Count	Meets %	Masters Count	Masters %
6	6 Math	34	7	21%	27	79%	16	47%	10	29%
7	7 Math	20	3	15%	17	85%	12	60%	3	15%
8	Algebra 1	29	2	7%	27	93%	25	86%	19	66%
Overall		83	12	14%	71	86%	53	64%	32	39%

Grade Level	Non Eco Dis	Total # Tested	Did Not Meet Count	DNM %	Approaches Count	App %	Meets Count	Meets %	Masters Count	Masters %
8	8 Social Studies	25	1	4%	24	96%	17	68%	15	60%
10	US History	20	0	0%	20	100%	17	85%	16	80%
Overall		45	1	2%	44	98%	34	76%	31	69%

Grade Level	Non Eco Dis	Total # Tested	Did Not Meet Count	DNM %	Approaches Count	App %	Meets Count	Meets %	Masters Count	Masters %
8	Biology	28	1	4%	27	96%	22	79%	9	32%
Overall		28	1	4%	27	96%	22	79%	9	32%

Grade Level	Title I	Total # Tested	Did Not Meet Count	DNM %	Approaches Count	App %	Meets Count	Meets %	Masters Count	Masters %
6	6 Reading	123	20	16%	103	84%	73	59%	42	34%
7	7 Reading	114	11	10%	103	90%	79	69%	48	42%
8	8 Reading	111	4	4%	107	96%	83	75%	56	50%
9	English I	110	22	20%	88	80%	74	67%	23	21%
10	English II	76	12	16%	64	84%	58	76%	12	16%
Overall		534	69	13%	465	87%	367	69%	181	34%

Grade Level	Title I	Total # Tested	Did Not Meet Count	DNM %	Approaches Count	App %	Meets Count	Meets %	Masters Count	Masters %
6	6 Math	123	29	24%	94	76%	46	37%	24	20%
7	7 Math	114	11	10%	103	90%	79	69%	48	42%
8	Algebra 1	137	15	11%	122	89%	86	63%	68	50%
Overall		374	55	15%	319	85%	211	56%	140	37%

Grade Level	Title I	Total # Tested	Did Not Meet Count	DNM %	Approaches Count	App %	Meets Count	Meets %	Masters Count	Masters %
8	8 Social Studies	111	13	12%	98	88%	62	56%	40	36%
10	US History	82	8	10%	74	90%	60	73%	38	46%
Overall		193	21	11%	172	89%	122	63%	78	40%

Grade Level	Title I	Total # Tested	Did Not Meet Count	DNM %	Approaches Count	App %	Meets Count	Meets %	Masters Count	Masters %
8	Biology	123	12	10%	111	90%	92	75%	31	25%
Overall		123	12	10%	111	90%	92	75%	31	25%

Grade Level	Non-Title I	Total # Tested	Did Not Meet Count	DNM %	Approaches Count	App %	Meets Count	Meets %	Masters Count	Masters %
6	6 Reading	10	4	40%	6	60%	5	50%	2	20%
7	7 Reading	11	4	36%	7	64%	6	55%	5	45%
8	8 Reading	11	3	27%	8	73%	6	55%	2	18%
9	English I	6	2	33%	4	67%	3	50%	2	33%
10	English II	2		0%		0%		0%		0%
Overall		40	13	33%	25	63%	20	50%	11	28%

Grade Level	Non-Title I	Total # Tested	Did Not Meet Count	DNM %	Approaches Count	App %	Meets Count	Meets %	Masters Count	Masters %
6	6 Math	10	4	40%	6	60%	4	40%	1	10%
7	7 Math	11	4	36%	7	64%	6	55%	5	45%
8	Algebra 1	15	1	7%	14	93%	8	53%	5	33%
Overall		36	9	25%	27	75%	18	50%	11	31%

Grade Level	Non-Title I	Total # Tested	Did Not Meet Count	DNM %	Approaches Count	App %	Meets Count	Meets %	Masters Count	Masters %
8	8 Social Studies	11	3	27%	8	73%	4	36%	3	27%
10	US History			#DIV/0!		#DIV/0!		#DIV/0!		#####
Overall		11	3	27%	8	73%	4	36%	3	27%

Grade Level	Non-Title I	Total # Tested	Did Not Meet Count	DNM %	Approaches Count	App %	Meets Count	Meets %	Masters Count	Masters %
8	Biology	16	2	13%	14	88%	8	50%	3	19%
Overall		16	2	13%	14	88%	8	50%	3	19%

Grade Level	EB	Total # Tested	Did Not Meet Count	DNM %	Approaches Count	App %	Meets Count	Meets %	Masters Count	Masters %
6	6 Reading	59	15	25%	44	75%	30	51%	15	25%
7	7 Reading	48	13	27%	35	73%	20	42%	11	23%
8	8 Reading	37	6	16%	31	84%	18	49%	10	27%
9	English I	46	16	35%	30	65%	17	37%	2	4%
10	English II	31	8	26%	23	74%	19	61%	2	6%
Overall		221	58	26%	163	74%	104	47%	40	18%

Grade Level	EB	Total # Tested	Did Not Meet Count	DNM %	Approaches Count	App %	Meets Count	Meets %	Masters Count	Masters %
6	6 Math	59	19	32%	40	68%	18	31%	8	14%
7	7 Math	48	23	48%	25	52%	11	23%	4	8%
8	Algebra 1	50	7	14%	43	86%	22	44%	17	34%
Overall		157	49	31%	108	69%	51	32%	29	18%

Grade Level	EB	Total # Tested	Did Not Meet Count	DNM %	Approaches Count	App %	Meets Count	Meets %	Masters Count	Masters %
8	8 Social Studies	37	8	22%	29	78%	13	35%	8	22%
10	US History	33	7	21%	26	79%	19	58%	8	24%
Overall		70	15	21%	55	79%	32	46%	16	23%

Grade Level	EB	Total # Tested	Did Not Meet Count	DNM %	Approaches Count	App %	Meets Count	Meets %	Masters Count	Masters %
8	Biology	47	12	26%	35	74%	23	49%	5	11%
Overall		47	12	26%	35	74%	23	49%	5	11%

Grade Level	M3	Total # Tested	Did Not Meet Count	DNM %	Approaches Count	App %	Meets Count	Meets %	Masters Count	Masters %
6	6 Reading	0		#DIV/0!		#DIV/0!		#DIV/0!		#####
7	7 Reading	1		0%		0%		0%		0%
8	8 Reading			#DIV/0!		#DIV/0!		#DIV/0!		#####
9	English I	7	0	0%	7	100%	7	100%	2	29%
10	English II	10	1	10%	9	90%	9	90%	3	30%
Overall		18	1	6%	16	89%	16	89%	5	28%

Grade Level	M3	Total # Tested	Did Not Meet Count	DNM %	Approaches Count	App %	Meets Count	Meets %	Masters Count	Masters %
6	6 Math			#DIV/0!		#DIV/0!		#DIV/0!		#####
7	7 Math			#DIV/0!		#DIV/0!		#DIV/0!		#####
8	Algebra 1	6	0	0%	6	100%	2	33%	2	33%
Overall		6	0	0%	6	100%	2	33%	2	33%

Grade Level	M3	Total # Tested	Did Not Meet Count	DNM %	Approaches Count	App %	Meets Count	Meets %	Masters Count	Masters %
8	8 Social Studies			#DIV/0!		#DIV/0!		#DIV/0!		#####
10	US History	11	1	9%	10	91%	10	91%	7	64%
Overall		11	1	9%	10	91%	10	91%	7	64%

Grade Level	M3	Total # Tested	Did Not Meet Count	DNM %	Approaches Count	App %	Meets Count	Meets %	Masters Count	Masters %
8	Biology	8	0	0%	8	100%	7	88%	3	38%
Overall		8	0	0%	8	100%	7	88%	3	38%

Grade Level	M4	Total # Tested	Did Not Meet Count	DNM %	Approaches Count	App %	Meets Count	Meets %	Masters Count	Masters %
6	6 Reading	0		#DIV/0!		#DIV/0!		#DIV/0!		#####
7	7 Reading	2		0%		0%		0%		0%
8	8 Reading	8	0	0%	8	100%	8	100%	4	50%
9	English I	10	1	10%	9	90%	9	90%	6	60%
10	English II			#DIV/0!		#DIV/0!		#DIV/0!		#####
Overall		20	1	5%	17	85%	17	85%	10	50%

Grade Level	M4	Total # Tested	Did Not Meet Count	DNM %	Approaches Count	App %	Meets Count	Meets %	Masters Count	Masters %
6	6 Math			#DIV/0!		#DIV/0!		#DIV/0!		#####
7	7 Math			#DIV/0!		#DIV/0!		#DIV/0!		#####
8	Algebra 1	10	1	10%	9	90%	7	70%	7	70%
Overall		10	1	10%	9	90%	7	70%	7	70%

Grade Level	M4	Total # Tested	Did Not Meet Count	DNM %	Approaches Count	App %	Meets Count	Meets %	Masters Count	Masters %
8	8 Social Studies	8	0	0%	8	100%	5	63%	2	25%
10	US History			#DIV/0!		#DIV/0!		#DIV/0!		#####
Overall		8	0	0%	8	100%	5	63%	2	25%

Grade Level	M4	Total # Tested	Did Not Meet Count	DNM %	Approaches Count	App %	Meets Count	Meets %	Masters Count	Masters %
8	Biology			#DIV/0!		#DIV/0!		#DIV/0!		#####
Overall		0	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#####

Grade Level	Non-EB	Total # Tested	Did Not Meet Count	DNM %	Approaches Count	App %	Meets Count	Meets %	Masters Count	Masters %
6	6 Reading	74	9	12%	65	88%	48	65%	29	39%
7	7 Reading	74	2	3%	72	97%	62	84%	40	54%
8	8 Reading	74	1	1%	73	99%	61	82%	43	58%
9	English I	53	7	13%	46	87%	44	83%	15	28%
10	English II	34	4	12%	30	88%	28	82%	6	18%
Overall		309	23	7%	286	93%	243	79%	133	43%

Grade Level	Non-EB	Total # Tested	Did Not Meet Count	DNM %	Approaches Count	App %	Meets Count	Meets %	Masters Count	Masters %
6	6 Math	74	14	19%	60	81%	32	43%	17	23%
7	7 Math	74	23	31%	51	69%	30	41%	11	15%
8	Algebra 1	86	8	9%	78	91%	63	73%	47	55%
Overall		234	45	19%	189	81%	125	53%	75	32%

Grade Level	Non-EB	Total # Tested	Did Not Meet Count	DNM %	Approaches Count	App %	Meets Count	Meets %	Masters Count	Masters %
8	8 Social Studies	74	8	11%	66	89%	47	64%	33	45%
10	US History	36	1	3%	35	97%	29	81%	22	61%
Overall		110	9	8%	101	92%	76	69%	55	50%

Grade Level	Non-EB	Total # Tested	Did Not Meet Count	DNM %	Approaches Count	App %	Meets Count	Meets %	Masters Count	Masters %
8	Biology	81	2	2%	79	98%	68	84%	26	32%
Overall		81	2	2%	79	98%	68	84%	26	32%

Grade Level	SpEd	Total # Tested	Did Not Meet Count	DNM %	Approaches Count	App %	Meets Count	Meets %	Masters Count	Masters %
6	6 Reading	10	6	60%	4	40%	3	30%	3	30%
7	7 Reading	7	3	43%	4	57%	2	29%	1	14%
8	8 Reading	8	2	25%	6	75%	1	13%	1	13%
9	English I	7	5	71%	2	29%	2	29%	0	0%
10	English II	8	5	63%	3	38%	3	38%	0	0%
Overall		40	21	53%	19	48%	11	28%	5	13%

Grade Level	SpEd	Total # Tested	Did Not Meet Count	DNM %	Approaches Count	App %	Meets Count	Meets %	Masters Count	Masters %
6	6 Math	10	6	60%	4	40%	3	30%	2	20%
7	7 Math	7	5	71%	2	29%	0	0%	0	0%
8	Algebra 1	11	3	27%	8	73%	2	18%	2	18%
Overall		28	14	50%	14	50%	5	18%	4	14%

Grade Level	SpEd	Total # Tested	Did Not Meet Count	DNM %	Approaches Count	App %	Meets Count	Meets %	Masters Count	Masters %
8	8 Social Studies	8	4	50%	4	50%	1	13%	1	13%
10	US History	9	2	22%	7	78%	4	44%	1	11%
Overall		17	6	35%	11	65%	5	29%	2	12%

Grade Level	SpEd	Total # Tested	Did Not Meet Count	DNM %	Approaches Count	App %	Meets Count	Meets %	Masters Count	Masters %
8	Biology	11	5	45%	6	55%	2	18%	0	0%
Overall		11	5	45%	6	55%	2	18%	0	0%

Grade Level	Non-SpEd	Total # Tested	Did Not Meet Count	DNM %	Approaches Count	App %	Meets Count	Meets %	Masters Count	Masters %
6	6 Reading	123	18	15%	105	85%	75	61%	41	33%
7	7 Reading	118	12	10%	106	90%	83	70%	52	44%
8	8 Reading	114	5	4%	109	96%	88	77%	57	50%
9	English I	109	19	17%	90	83%	75	69%	25	23%
10	English II	70	8	11%	62	89%	56	80%	12	17%
Overall		534	62	12%	472	88%	377	71%	187	35%

Grade Level	Non-SpEd	Total # Tested	Did Not Meet Count	DNM %	Approaches Count	App %	Meets Count	Meets %	Masters Count	Masters %
6	6 Math	123	27	22%	96	78%	47	38%	23	19%
7	7 Math	118	41	35%	77	65%	43	36%	17	14%
8	Algebra 1	141	13	9%	128	91%	92	65%	71	50%
Overall		382	81	21%	301	79%	182	48%	111	29%

Grade Level	Non-SpEd	Total # Tested	Did Not Meet Count	DNM %	Approaches Count	App %	Meets Count	Meets %	Masters Count	Masters %
8	8 Social Studies	114	12	11%	102	89%	65	57%	42	37%
10	US History	75	7	9%	68	91%	57	76%	38	51%
Overall		189	19	10%	170	90%	122	65%	80	42%

Grade Level	Non-SpEd	Total # Tested	Did Not Meet Count	DNM %	Approaches Count	App %	Meets Count	Meets %	Masters Count	Masters %
8	Biology	128	9	7%	119	93%	98	77%	34	27%
Overall		128	9	7%	119	93%	98	77%	34	27%

Grade Level	At-Risk	Total # Tested	Did Not Meet Count	DNM %	Approaches Count	App %	Meets Count	Meets %	Masters Count	Masters %
6	6 Reading	81	24	30%	57	70%	34	42%	16	20%
7	7 Reading	73	15	21%	58	79%	37	51%	19	26%
8	8 Reading	65	7	11%	58	89%	40	62%	21	32%
9	English I	85	23	27%	62	73%	47	55%	10	12%
10	English II	57	13	23%	44	77%	38	67%	5	9%
Overall		361	82	23%	279	77%	196	54%	71	20%

Grade Level	At-Risk	Total # Tested	Did Not Meet Count	DNM %	Approaches Count	App %	Meets Count	Meets %	Masters Count	Masters %
6	6 Math	81	29	36%	52	64%	20	25%	8	10%
7	7 Math	73	36	49%	37	51%	17	23%	4	5%
8	Algebra 1	94	15	16%	79	84%	40	43%	27	29%
Overall		248	80	32%	168	68%	77	31%	39	16%

Grade Level	At-Risk	Total # Tested	Did Not Meet Count	DNM %	Approaches Count	App %	Meets Count	Meets %	Masters Count	Masters %
8	8 Social Studies	65	14	22%	51	78%	27	42%	17	26%
10	US History	63	9	14%	54	86%	40	63%	21	33%
Overall		128	23	18%	105	82%	67	52%	38	30%

Grade Level	At-Risk	Total # Tested	Did Not Meet Count	DNM %	Approaches Count	App %	Meets Count	Meets %	Masters Count	Masters %
8	Biology	78	14	18%	64	82%	42	54%	7	9%
Overall		78	14	18%	64	82%	42	54%	7	9%

Grade Level	Not At-Risk	Total # Tested	Did Not Meet Count	DNM %	Approaches Count	App %	Meets Count	Meets %	Masters Count	Masters %	Overal Passing Count
6	6 Reading	52	0	0%	52	100%	44	85%	28	54%	124
7	7 Reading	52	0	0%	52	100%	48	92%	34	65%	134
8	8 Reading	57	0	0%	57	100%	49	86%	37	65%	143
9	English I	31	1	3%	30	97%	30	97%	15	48%	75
10	English II	21	0	0%	21	100%	21	100%	7	33%	51
Overall		213	1	0%	212	100%	192	90%	121	57%	527

Grade Level	Not At-Risk	Total # Tested	Did Not Meet Count	DNM %	Approaches Count	App %	Meets Count	Meets %	Masters Count	Masters %	Overal Passing Count
6	6 Math	52	4	8%	48	92%	30	58%	17	33%	95
7	7 Math			#DIV/0!		#DIV/0!		#DIV/0!		#####	0
8	Algebra 1	58	1	2%	57	98%	54	93%	46	79%	157
Overall		110	5	5%	105	95%	84	76%	63	57%	252

Grade Level	Not At-Risk	Total # Tested	Did Not Meet Count	DNM %	Approaches Count	App %	Meets Count	Meets %	Masters Count	Masters %	Overal Passing Count
8	8 Social Studies	57	2	4%	55	96%	39	68%	26	46%	120
10	US History	21	0	0%	21	100%	21	100%	18	86%	60
Overall		78	2	3%	76	97%	60	77%	44	56%	180

Grade Level	Not At-Risk	Total # Tested	Did Not Meet Count	DNM %	Approaches Count	App %	Meets Count	Meets %	Masters Count	Masters %	Overal Passing Count
8	Biology	61	0	0%	61	100%	58	95%	27	44%	146
Overall		61	0	0%	61	100%	58	95%	27	44%	146

Texas Education Agency
2021-22 Preliminary School Report Card
IDEA BROWNSVILLE COLLEGE PREPARATORY (108807012)

Accountability Rating

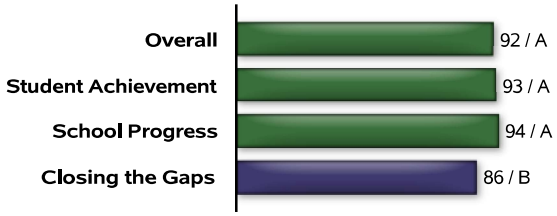
IDEA BROWNSVILLE COLLEGE PREPARATORY earned an A (90-100) for exemplary performance by serving most students well, encouraging high academic achievement and/or appropriate academic growth for almost all students, and preparing most students for eventual success in college, a career, or the military.

School Information

District Name:	**IDEA PUBLIC SCHOOLS**
Campus Type:	**Elementary/Secondary**
Total Students:	**738**
Grade Span:	**06 - 12**

For more information about this campus, see: https://TXSchools.gov

State accountability ratings are based on three domains: Student Achievement, School Progress, and Closing the Gaps. The graph below provides summary results for IDEA BROWNSVILLE COLLEGE PREPARATORY. Scores are scaled from 0 to 100 to align with letter grades.



Distinction Designations

Campuses that earn a rating of A-C are eligible for as many as seven distinction designations, or awards for outstanding performance.

- ✓ ELA/Reading
- ✓ Mathematics
- ✓ Science
- ✓ Social Studies
- ✓ Postsecondary Readiness
- ✗ Comparative Academic Growth
- ✗ Comparative Closing the Gaps

IDEA BROWNSVILLE ACADEMY & COLLEGE PREP

State of the School Public Meeting
September 16, 2022

IDEA Public Schools

COLLEGE for all children

No Excuses!

Luz Zuniga, Academy Principal K-5

Marco C. Lopez, College Prep Principal – Grades 6-12

Objectives

Community members be able to:

- ✓ Understand campus vision and academic progress.
- ✓ Evaluate our academic standing and proposed improvement plan.
- ✓ Contribute to our needs assessment and improvement plan proposal.

Questions?

- Please note any outstanding questions throughout the session.
- Please share with the facilitator after the session.

IDEA Public Schools

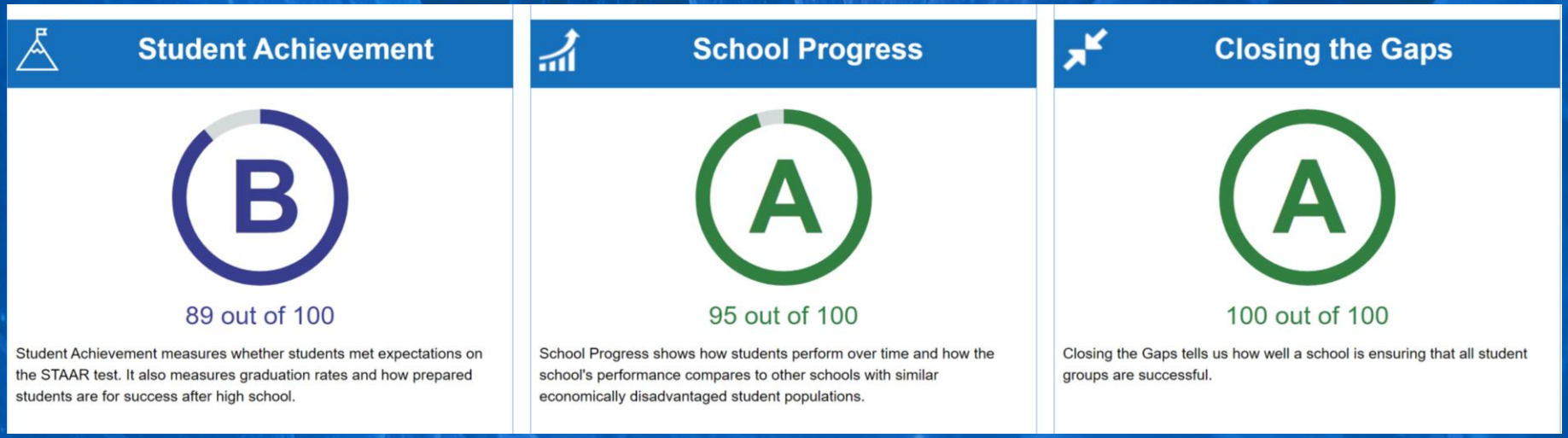
IDEA Public Schools

Academy State of the School

A Rated: 97

Overall Performance

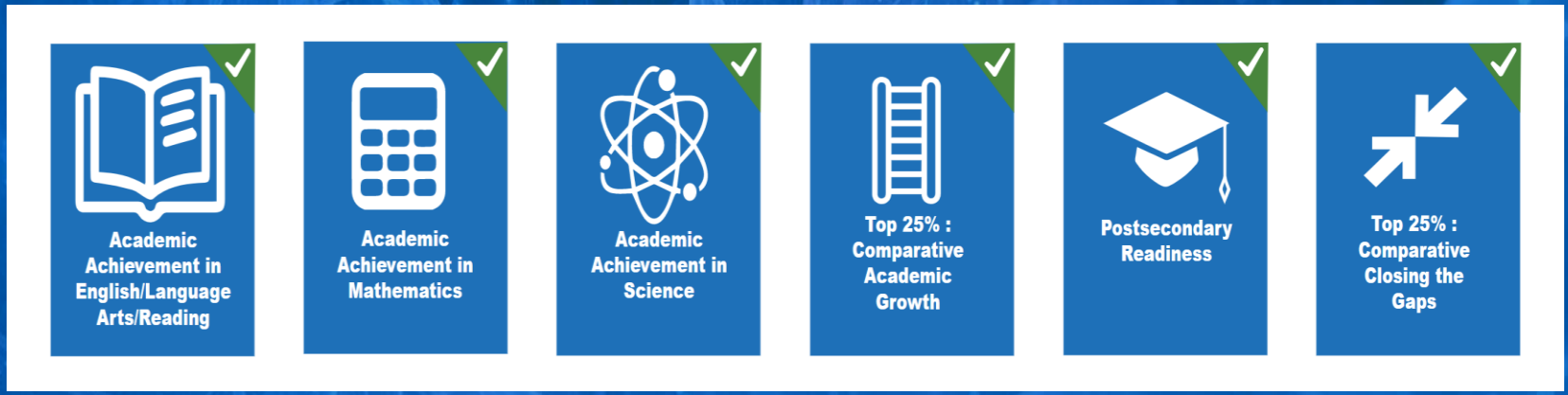
There are 3 domains in the Texas accountability system. These are our scores:



IDEA Public Schools

Distinction Designations

As compared to 40 schools in Texas with similar demographics, IDEA Brownsville Academy performed in the top 25th percentile in 6 out of 6 designations, earning 100% of our possible distinctions.



IDEA Public Schools

SCORECARD

Campus Goals	EOY	GOAL	Status
90% Approaches 30% Masters on STAAR or A Rating	64	57	MET
60% of students in CSI grow 2.0 years in Reading	61%	50%	MET
90% OGL or AGL in DI Reading K-2 |93|51|92 (K & 2)	79%	90%	DNM
85%|60%|10% AR / 90%|60%|30% HS	AR – 97|13 HS – 98|90|59	AR 60|10 HS 90|60|30	MET
97.5% ADA (Average Daily Attendance)	92.39%	97.5%	DNM
90% Student Persistence	90%	90%	MET

42% Students grow 1 composite score in TELPAS	64%	42%	MET

IDEA Public Schools

Campus Vision, Priorities & Strategic Plan

Academy K-5

Vision & Pillars

At IDEA Brownsville Academy we prepare our students for a journey of **lifelong learning**, **solution-oriented** mindset, and strive for **continuous improvement**. Those are our three pillars.

Campus Priorities

Our campus culture will improve **if all stakeholders** share the same vision. This occurs only if coherency of systems takes place. To do this, we must improve in problem-solving skills, tackle academic gaps, and increase capacity in both students and staff

Priorities	What do you want to be true about your school a year from now, as it relates to each priority?
Build a culture of high performing teams across all grades and contents.	Systemic improvement through consistency and coherency across campus academically and emotionally. Parent Surveys from x to y, 100% of RtI identified, serviced, and monitored starting week 4.
Empower our students and staff in solution-oriented skills through social-emotional learning pathways.	Stability in behavior, attendance, and persistence/staff retention. 95% persistence, 95% staff retention, Discipline records of less than 4% of total enrollment by EOY.
Build opportunities for all learners in language acquisition strategies and vocabulary development.	Increase percent of exits from Bilingual program from 10% to 25%, improved vocabulary and comprehension of literacy in Ren Star from 52% to 75%.

Academy Needs Assessment

- There is a need to increase **daily attendance**.
- There is a need to increase **family engagement**.
- There is a need to focus on the **social emotional wellness** of all learners, especially our New Students
- There is a continuous need to assess the **safety** practices, procedures, and protocols in our campus to ensure **Student Culture** is consistent among grade levels.
- There is a need to continually review our instructional strategies to **support** special education students and **striving learners** who did not meet standards in every content in STAAR.

Academy Improvement Plan

Strategy 1: Provide training and support to staff for the implementation of tools and resources that provide additional data for student learning outcomes.

Strategy's Expected Result/Impact: increase student achievement, increase monitoring in all areas and for all learners.

Strategy 2: Implement specific tutoring plans aligned to House Bill 4545 that focus on learners who have not met standards on state assessments and are in need of additional support.

Strategy's Expected Result/Impact: increased student achievement, increased awareness of documentation for learning plans

Strategy 3: Continue implementation, review, and alignment of restorative practices within the Move This World program to improve interpersonal relationships.

Strategy's Expected Result/Impact: Move This World participation, Persistence results, attendance results

Strategy 4: Leverage events to promote school connectedness and communicate the importance of daily attendance.

Strategy's Expected Result/Impact: Increase attendance to 98%, decrease number of parent concerns, improve interpersonal relationships between school and families.

Brownsville Campus Goals

1) 100% matriculation
2) 90% Student Persistence
3) "A Rating"
4) 85% Staff Retention
5) 97% ADA

IDEA Public Schools

Campus Vision, Priorities & Strategic Plan

College Prep 6-12

IDEA Public Schools

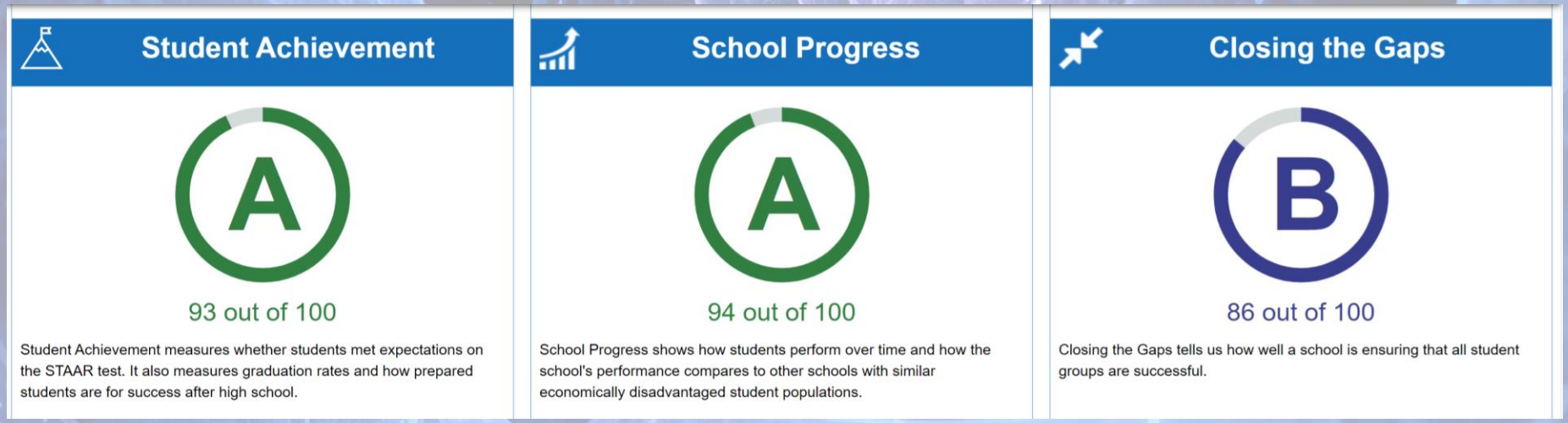
College Prep State of the School
A Rated: 92

Vision

IDEA College Prep Brownsville prepares students from underserved communities for success in college and beyond. We are committed to ensuring that all students reach their potential of becoming socially responsible, intellectually courageous citizens of the world by upholding our core values and offering a rigorous and engaging academic program.

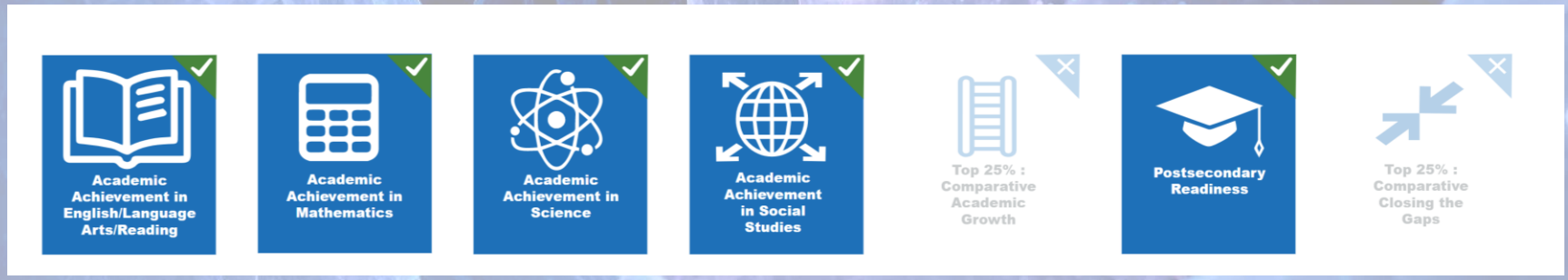
Overall Performance

There are 3 domains in the Texas accountability system. These are our scores:



Distinction Designations

As compared to 40 schools in Texas with similar demographics, IDEA Brownsville College Prep performed in the top 25th percentile in 5 out of 7 designations.



IDEA Public Schools

COLLEGE for all children

IDEA Public Schools

No Excuses!

SCORECARD

Campus Goals	Goal	Data	Status
100% of graduates matriculate to college	100% Matriculate	100%	Met
25% of students matriculate to Tier 1/2/Ivy colleges	75% Apply / 50% Accepted / 25% Matriculate	79% Applying / 56% Accepted / 15% Committed	Not Met
100% of graduates accepted to college	100% Accepted	100% Accepted	Met
30% of graduates AP Scholars / 25% IB Diploma	30% / 25%	14% AP / 12% IB	Not Met
Campus "A" Rating	"A" Rating	92	Met
Average ACT for Class of 2022 = 21	21	18.23	Not Met
Average ACT for Class of 2023 = 21	21	19.59	On Track
85% employee retention (all staff)	85%	91.84%	Met
97.5% ADA (Average Daily Attendance)	97%	91.06%	Not Met
90% Student Persistence	90%	85.92%	Not Met
New Student Persistence	90%	87.50%	Not Met

Campus Priorities

Priorities	What do you want to be true about your school a year from now, as it relates to each priority?
Attendance / ADA	Our district goal is 97% student attendance. We did not meet that goal last year and we are currently off track this year. For us to continue to deliver high quality education to all our students everyday, parents must ensure that our scholars report to school every day so we can reach, at a minimum our 97% goal.
Persistence / Specific Grade Level	There has been an increase in overall student leavers over the past two years. Our goal is to keep our students invested in our programs and overall mission of going to a 4-year college or university. We want to make sure that 90% of our scholars stay and persist from one year to the next.
Special Programs	Every single student in our special programs is showing academic growth in their respective contents.

College Prep - Needs Assessment

- Over the last 24 months, we have seen a decrease in overall student attendance on our campus. Root Cause: (1) The mindset of some families not prioritizing student attendance. (2) Infrequent and inconsistent communication with families about the importance of attendance. (3) Our channels of communication may not be reaching all of our families all of the time

College Prep - Needs Assessment

- There has been an increase in overall student leavers over the past two years. Root Cause: (1) Lack of investment in academic programs. (2) Lack of extra-curricular activities (sports, clubs).

College Prep - Needs Assessment

- Our special programs department has not met the target metric of 60% mastery on STAAR. Root Cause: (1) Lack of staff development revolving around classroom strategies specifically for students in special programs. (2) Increase EB (Emergent Bilingual) collaboration between teachers and EB Coordinator

College Prep - Improvement Plan

Priorities	Strategies
Attendance / ADA	• Increase Parent Communication • Increase parent investment through one-to-one meetings, group meetings • Elaborating on the adverse affects of missing school to students • Student celebrations / recognition
Persistence / Specific Grade Level	• Expansion of afterschool activities • Addition to IB / offering more AP courses • Expansion of our campus / addition of our own gymnasium • Looking at the future, i.e., STEM, CTE
Special Programs	• Content specific training for all faculty and staff with specific strategies • Expand the collaboration between SPED teachers and General Education Teachers • Increase parental involvement in the day-to-day activities of our students • Increase student investment and motivation by clearly articulating goals • Creating a physical environment that promotes student learning • Promoting positive relationships across the campus with all stakeholders

Brownsville Campus Goals

1) 100% matriculation
2) 90% Student Persistence
3) "A Rating"
4) 85% Staff Retention
5) 97% ADA

A Single Moment in Time Can Change a Person's Life

Campus Improvement Plan

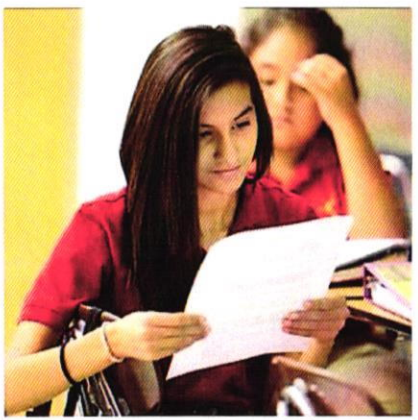
Coffee with the Principal Sessions starting October- share topics of interest before you leave via REMIND.

Next steps

Support needed

IDEA BROWNSVILLE ACADEMY & COLLEGE PREP

State of the School Public Meeting
September 16, 2022



IDEA Public Schools

COLLEGE for all children

No Excuses!

Idea Brownsville

Public Meeting 16-Sep-2022

STUDENT NAME	PARENT NAME	GRADE LEVEL
Jacqueline (6th) & Brizeida (5th) Escamilla	Amanda B. Medina	5th & 6th
LOPEZ-CASTILLO LUIS ORLANDO	PEDRO LOPEZ	12:00
BENJAMIN PERALTA	JUAN PERALTA	6th.
Fendi A. Cedano	Yindra Ayube / Ramon cedano	4TH
Wilma Thuku	~~Edwad~~ Gachiri	12th
Danna G. Zarate 4th	Enedelia Escobedo.	4th
Diego Uriel y Gabriel Ortuno	Greta Lozano	6th. & 3rd.
Michael (10), Anthony (8), Jonathan (6) Castellon	Henry and Lady Castellon	10, 8, 6
Juan Jesus Sanchez	Josefina Jusso	9
Rogelio Briseño	Jose Briseño	8
~~Ana Victoria Moreno de los Reyes~~		
Elena Alice Sosa	Ana Victoria Moreno	Kinder / Rise
Jose Angel Briseño Rogelio S. Briseño	Maricela Blanco	6th + 8th
Alondra M Palomo	Brenda Palomo	8
Victoria y Valentina Yepez	Abigail Lee	~~4~~ y 5th
Victoria Montemayor	Africa Del Carmen	5th
~~Mayra~~ Camila Garcia	Mayra Garcia	1st grade
~~Veronica~~ Fernanda Paola Rdez. Patricio	Veronica Valdez	12th - 7th

Idea Brownsville Public Meeting 16-Sep-2022

STUDENT NAME	PARENT NAME	GRADE LEVEL
Jose Juarez	Elizabeth Juarez	6th
Felipe Gonzalez	Graciela Gz.	9TH
Albertano Bejarano	Albertano Bejarano	2TH
Isabella Perez Luis Ortiz	Rosalinda Mendoza	5th/2nd

Idea Brownsville

Public Meeting

16-Sep-2022

STUDENT NAME	PARENT NAME	GRADE LEVEL
Iker Alexander Rivera	Norma de la Rosa.	3
Luis Diego Gracia	Laura Ruiz Jorge Gracia	2°
Jorge Emilio Gracia	Laura Ruiz Jorge Gracia	3°

Name	#
Gricelda Gonzalez	956-560-2299
Josefina Jasso	956-561 56.16

Quarter 1 PTG

IDEA College Prep Brownsville

Thursday, Oct. 20, 2022

Goals

- Identify bright spots in our data to celebrate, learn from, and leverage
- Discuss data to understand current progress towards meeting big goals
- Identify a few high-leverage actionable solutions with clear timelines and owners that will result in improved student outcomes in key areas of concern
- Identify campus-level trends that can be addressed at a larger scale

Interpersonal Norms

Be fully present and engaged (no tech distractions)

Be an improver, not a prover

Push each other's thinking and welcome hard feedback

Stick to the time on the protocol

Own it: Leader actions lead to teacher actions, which lead to student outcomes

Roles

FACILITATOR- PROVIDE BIG-PICTURE OVERVIEW OF CURRENT DATA; FACILITATE THE PROTOCOL

PARTICIPANTS- IF APPLICABLE, PRESENT OCS REFLECTION FOR STUDENT OUTCOME(S) OF CONCERN; ENGAGE IN PROTOCOL TO PUSH THINKING AROUND ROOT CAUSES AND ALIGNED SOLUTIONS

BRIGHT SPOTS SCRIBE- CAPTURE OUTCOMES WE WANT TO CELEBRATE AND LEARN FROM

CAMPUS TRENDS SCRIBE - CAPTURE OUTCOMES OF CONCERN AS PRESENTED

TIMER- KEEP TIME DURING THE MINI CONSULTANCY PROTOCOL

Agenda

Welcome, Outcomes, and Norms (5 min)

Scorecard Update (5 min)

Digging Deeper with mini-consultancy protocol priority outcomes of concern are discussed (60 min)

- Marco C. Lopez
- Rachel Brown
- Norma Jimenez
- Jorge Mejia

Reflection around priorities for Q3 (15 minutes)

Closing (5 min)

Process for Consultancy Protocol

Digging Deeper Mini-Consultancy

Leader presents deep dive into OCS reflection for student outcome(s) of concern (3 min)	Team discusses with their thoughts with one another and pushes the leaders thinking. (7 min)	Leader shares his/her take-aways, next steps, timeline, and shares support needed (1 min)

Audience

HQ	Instructional Coaches	Lead Team
Erica Matamoros – VP of Schools	Marco C. Lopez – Principal	Norma Schmucker – Scribe / Timer
Jill Dominguez – Regional Superintendent	Norma Jimenez – IB Coordinator / Instructional Coach	Laura De La Rosa – Persistence
	Rachel Brown – Instructional Coach	
	Jorge Mejia- Instructional Coach	
	Claudia Zuniga – Assts. Principal of Instruction	

Campus Bright Spots!

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Celebrations!

- Shark Tank- IB Team
- Athletics – Playoffs
- Pep Rally – MS and HS
- Parent Meeting – Coffee with the Principal
- Senior Monthly Events
- #3 Humanities
- 6 Level 5 Teachers
- 26 Level 4 Teachers

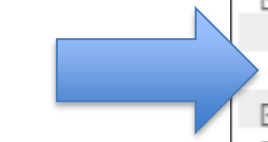
Campus Scorecard

Campus Goals	Data	Status
100% of graduates matriculate to college	-	-
25% of students matriculate to Tier 1/2/Ivy colleges (75% Apply / 50% Accepted)	75.9% will Apply	On Track
100% of graduates from the class of 2023 will meet CCMR by August 14	72%	On Track
100% of graduates accepted to college	-	-
30% of graduates AP Scholars / 25% IB Diploma	14% AP / - IB?	Not on Track
Campus "A" Rating	B	Not on Track
90% Approaches / 60% Meets / 30% Masters on STAAR/EOC	69/46/17	Not on Track
50% of Students in CSI Achieve 2 Years Growth in Reading	47%	On Track
Average ACT for Class of 2023 = 21	19.59	On Track
85% employee retention (all staff)	95.83%	On Track
97.5% ADA (Average Daily Attendance)	95.40%	Not on Track
90% Student Persistence	99.48%	On Track
90% New Student Persistence	99%	On Track

Campus Scorecard

Outcomes	Causes	Solutions
30% of graduates AP Scholars / 25% IB Diploma (Current 14% AP / No Data IB)	- Minimal number of AP classes (only 9th and 10th grade) - Primary goal and focus is IB	- Increase the number of AP opportunities for our 11th and 12th grade class - Targeted collaboration and focus with AP moving forward
Campus "A" Rating	- Based on 90/60/30 – see below	- See below
90% Approaches / 60% Meets / 30% Masters on STAAR/EOC (69/49/17)	- Focus in on data and prioritize students and teachers - Primary instruction - Reteaching and remediation	- Data conversations - Review student records for HB4545 and other reteaching and remediation - Primary Instruction
97.5% ADA (Average Daily Attendance) – 95.4%	- See next slide	- See next slide

ADA



YTD ADA Weekly

Date	10/14/22		10/07/22	
Region	YTD ADA %	PW Basis Points	YTD ADA %	PW Basis Points
⊞ **Austin**	**93.71%**	**-2.0**	**93.73%**	**-14.0**
⊞ **Cincinnati**	**86.61%**	**74.0**	**85.87%**	**61.0**
⊞ **El Paso**	**94.45%**	**0.0**	**94.45%**	**0.0**
⊞ **Greater Houston Area**	**94.13%**	**-19.0**	**94.32%**	**-21.0**
⊞ **Jacksonville**	**88.88%**	**0.0**	**88.88%**	**-15.0**
⊟ **Lower Valley**	**94.85%**	**-16.0**	**95.01%**	**-17.0**
⊟ **Brownsville**	**95.69%**	**-3.0**	**95.72%**	**-9.0**
⊞ Brownsville AC	96.00%	5.0	95.95%	-8.0
⊞ Brownsville CP	95.40%	-10.0	95.50%	-11.0
⊞ **Frontier**	**95.74%**	**-15.0**	**95.89%**	**-28.0**
⊞ **Harlingen**	**93.99%**	**-25.0**	**94.24%**	**-41.0**
⊞ **Riverview**	**95.53%**	**-28.0**	**95.81%**	**-8.0**
⊞ **Robindale**	**94.29%**	**-25.0**	**94.54%**	**-37.0**
⊞ **San Benito**	**94.71%**	**-6.0**	**94.77%**	**-6.0**
⊞ **Sports Park**	**94.50%**	**-39.0**	**94.89%**	**-24.0**
⊞ **Weslaco**	**93.91%**	**10.0**	**93.81%**	**8.0**
⊞ **Weslaco Pike**	**94.67%**	**-22.0**	**94.89%**	**-24.0**
⊞ **Middle Valley**	**93.67%**	**-1.0**	**93.68%**	**-28.0**
⊞ **Permian Basin**	**95.96%**	**-4.0**	**96.00%**	**-2.0**
⊞ **San Antonio**	**94.66%**	**-6.0**	**94.72%**	**-5.0**
District	**93.91%**	**-7.0**	**93.98%**	**-13.0**

ADA – Campus Achieves a 97% attendance rate

YTD: 95.40%	6th	7th	8th	9th	10th	11th	12th
Current YTD	96.25%	95.84%	95.31%	94.52%	94.94%	94.38%	95.87%
Basis Points Weekly	+3	-12	-5	-11	-43	-5	-6
Last Year YTD	91.65%	89.10%	92.59%	91.52%	91.71%	94.73%	92.87%

Successes	Causes	Solutions
• #4 in the lower valley for CP • Teachers having celebrations for perfect attendance • +6th grade had 2 consecutive weeks with an increase in basis points	Mindset • Medical • Parent/Staff Mindset (post-covid) • Follow-up/accountability - effective tracking system	• Staff Disinfecting high touch surfaces at least once a day – supplies and email sent on October 14th. • Engaging lessons (projects in 6-12) • ADA Plan Fidelity
	• ADA plan was not being followed with fidelity - Leader out • Guidance- Staff Phones were merged out • Home Visits were not being conducted	• Operating Mechanism during tactical on Mondays with lead team • MBM ADA Plan accountability during tactical agenda item • Backwards plan – Parent meetings with Registrar and Counselor • Implement a High Risk ADA Plan

Enrollment

Grade Level Enrollments by Region

CP Enrollment = 769

State	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
⊟ FL		493	415	380	271			521	261						2341
⊞ Jacksonville		206	129	120				252							707
⊞ Tampa		287	286	260	271			269	261						1634
⊟ LA		293	327	293	289	281	288	319	293	209	177	119			2888
⊞ Southern Louisiana		293	327	293	289	281	288	319	293	209	177	119			2888
⊟ OH		183	91	84				58	71						487
⊞ Cincinnati		183	91	84				58	71						487
⊟ TX	2131	6952	7255	7293	7279	6354	5472	6789	6981	6422	4742	3572	2531	2096	75869
⊞ Austin		780	843	861	857	851	845	901	900	917	736	496	209	232	9428
⊞ El Paso	437	633	668	674	627	465	249	467	533	430	238	186			5607
⊞ Greater Houston Area		366	377	379	368	25	43	386	391	260					3023
⊞ Permian Basin	99	231	247	234	234	107		216	217	88					1767
⊟ Rio Grande Valley	1595	2862	2971	3012	3063	2960	2	2775	2826	2789	2387	1937	1644	1400	34770
Alamo	89	117	123	119	113	121		112	129	122	115	81	87	86	1535
Brownsville		103	123	116	121	118	124	138	134	135	116	102	61	83	1474
Donna	72	131	121	118	122	130	117	131	132	126	109	87	67	70	1533
Edinburg	90	130	122	122	125	130	122	132	137	132	113	93	79	66	1593
Elsa	79	122	124	119	130	121	113	109	109	128	92	100			1346
Frontier	96	116	125	109	122	124	123	129	128	127	98	99	93	85	1574
Harlingen		110	118	125	99	105	57	81	103	102					900
District Total	2131	7921	8088	8050	7839	6635	5760	7687	7606	6631	4919	3691	2531	2096	81585

Overall Persistence

	Enrollment / Persistence / Goal = 90%									
	6th Grade	7th Grade	8th Grade	9th Grade	10th Grade	11th Grade	12th Grade	Total Enrollment	Magic Number	Current Persistence
at 100%	138	135	134	112	98	62	83	762	76	99.48%
Aug - losses	0	1	0	0	0	1	0	760		
Sep - losses	1	0	0	0	0	0	0	759		
Oct - losses	0	0	1	0	0	0	0	758		
Nov - losses	0	0	0	0	0	0	0	758		
Dec - losses	0	0	0	0	0	0	0	758		
Jan - losses	0	0	0	0	0	0	0	758		
Feb - losses	0	0	0	0	0	0	0	758		
Mar - losses	0	0	0	0	0	0	0	758		
Apr - losses	0	0	0	0	0	0	0	758		
May - losses	0	0	0	0	0	0	0	758		
Jun - losses	0	0	0	0	0	0	0	758		
Jul - losses	0	0	0	0	0	0	0	758		
Aug - losses	0	0	0	0	0	0	0	758		
Total losses	1	1	1	0	0	1	0	4	72 = limit on number of student leavers	
Persistence by Grade Level	99.28%	99.26%	99.25%	100.00%	100.00%	98.39%	100.00%			

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New Student Persistence

	Enrollment / Persistence / Goal = 90%									
	6th Grade	7th Grade	8th Grade	9th Grade	10th Grade	11th Grade	12th Grade	Total Enrollment	Magic Number	Current Persistence
at 100%	16	10	15	16	4	0	0	61	5	98.08%
Aug - losses	0	0	0	0	0	0	0	61		
Sep - losses	1	0	0	0	0	0	0	60		
Oct - losses	0	0	0	0	0	0	0	60		
Nov - losses	0	0	0	0	0	0	0	60		
Dec - losses	0	0	0	0	0	0	0	60		
Jan - losses	0	0	0	0	0	0	0	60		
Feb - losses	0	0	0	0	0	0	0	60		
Mar - losses	0	0	0	0	0	0	0	60		
Apr - losses	0	0	0	0	0	0	0	60		
May - losses	0	0	0	0	0	0	0			
Jun - losses	0	0	0	0	0	0	0			
Jul - losses	0	0	0	0	0	0	0			
Aug - losses										
Total losses	1	0	0	0	0	0	0	1	4 = limit on number of student leavers	
Persistence by Grade Level	93.75%	100.00%	100.00%	100.00%	100.00%	#DIV/0!	#DIV/0!			

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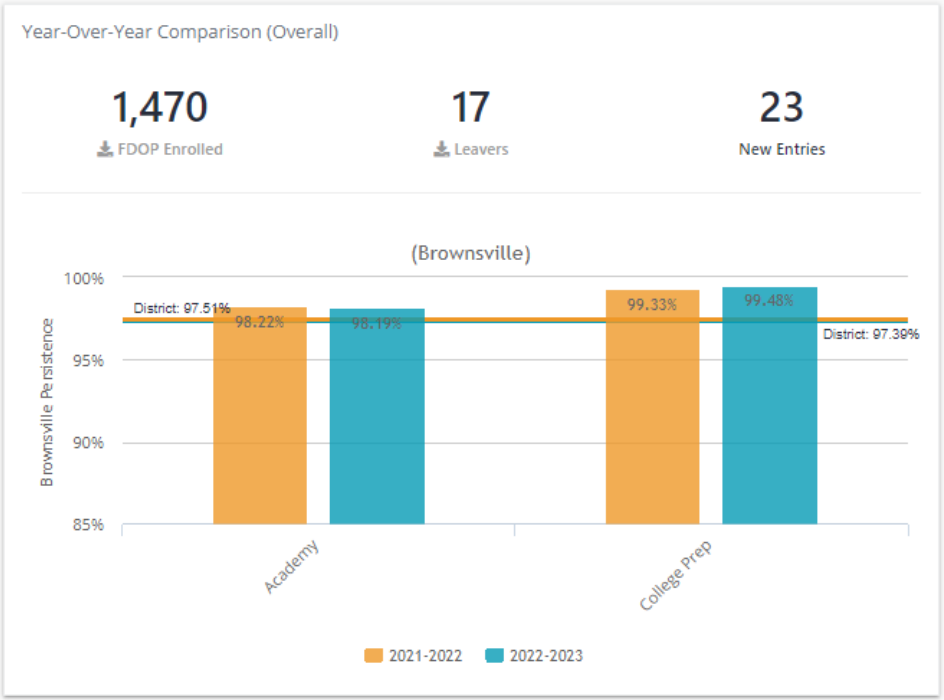
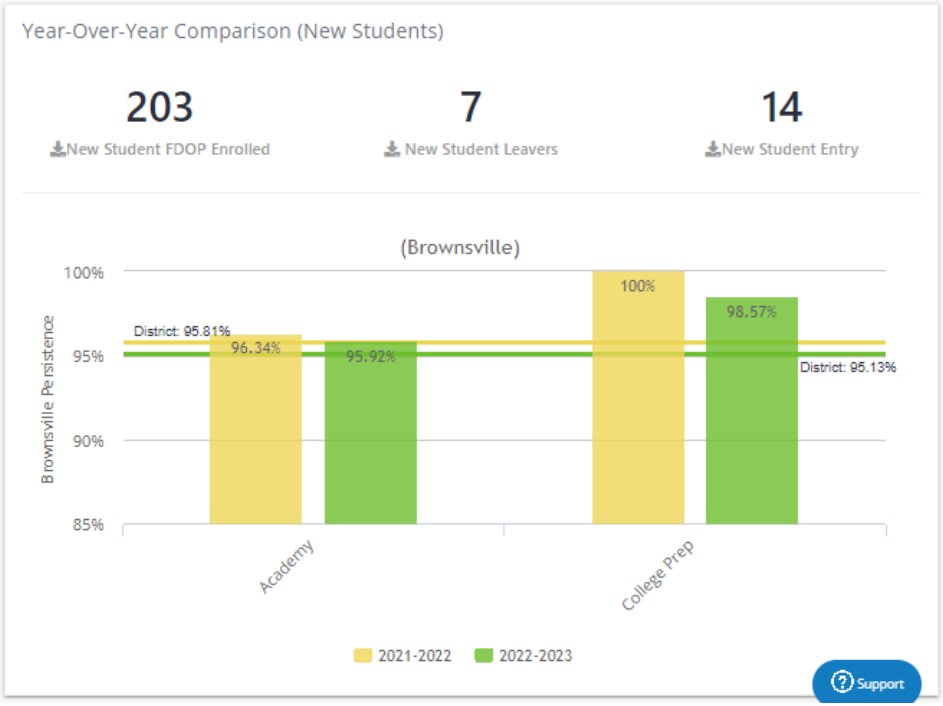
Overall Persistence





Overall Persistence = 99.48%
New student persistence = 98.57%

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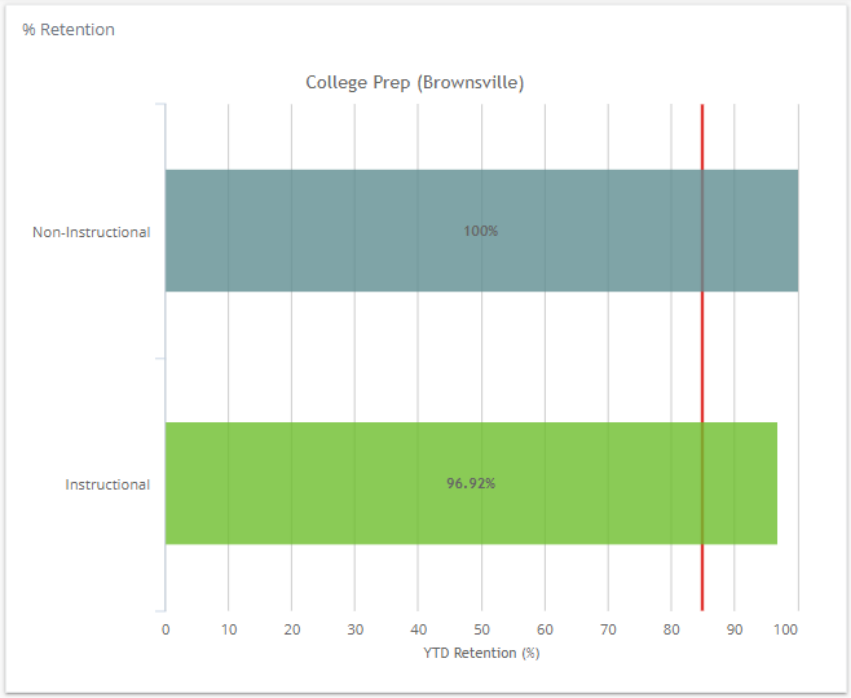
Persistence

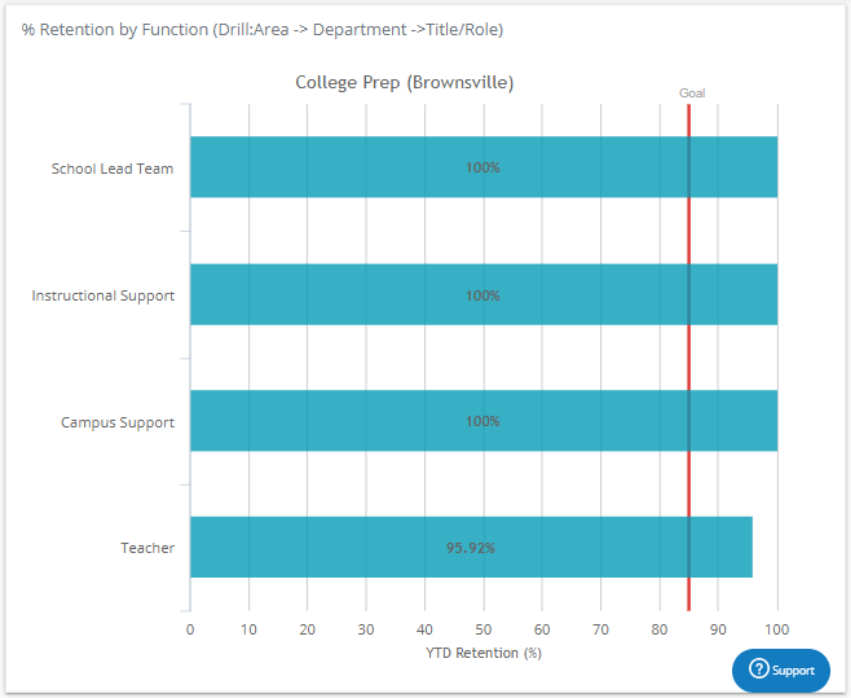
Successes	Causes	Solutions
• New programs on campus that the students have been asking for (gaming club, dance team, UIL, fishing club) • Started to build pride of school spirit (more spirit days) • Working with Academy to have as many K-12 events to foster a sense of community (Trunk or Treat, Veteran's Day, Trail of Lights, Coffee with Principal, etc.) • Persistence call centers • Increase in the last week on Facebook (reached 6,611 interactions) • 3 recaptures	• Lack of Contact sports • The want of dual enrollment /magnet Programs	• We have begun to have meetings with families on the possibilities that they have with our organization • Have more "transition meetings" starting second semester • Increase communication between teachers and Lead Team to alert of potential leavers
	• "Traditional High School Experience"	• Increase extra curricular activities • More "Joy" factor moments/events • Solicit feedback from all stakeholders (I.e. teachers, parents, students) • Award ceremonies/celebrations to recognize student (parent nights during sports, EOY awards, etc.)

Staff Retention (Losses)

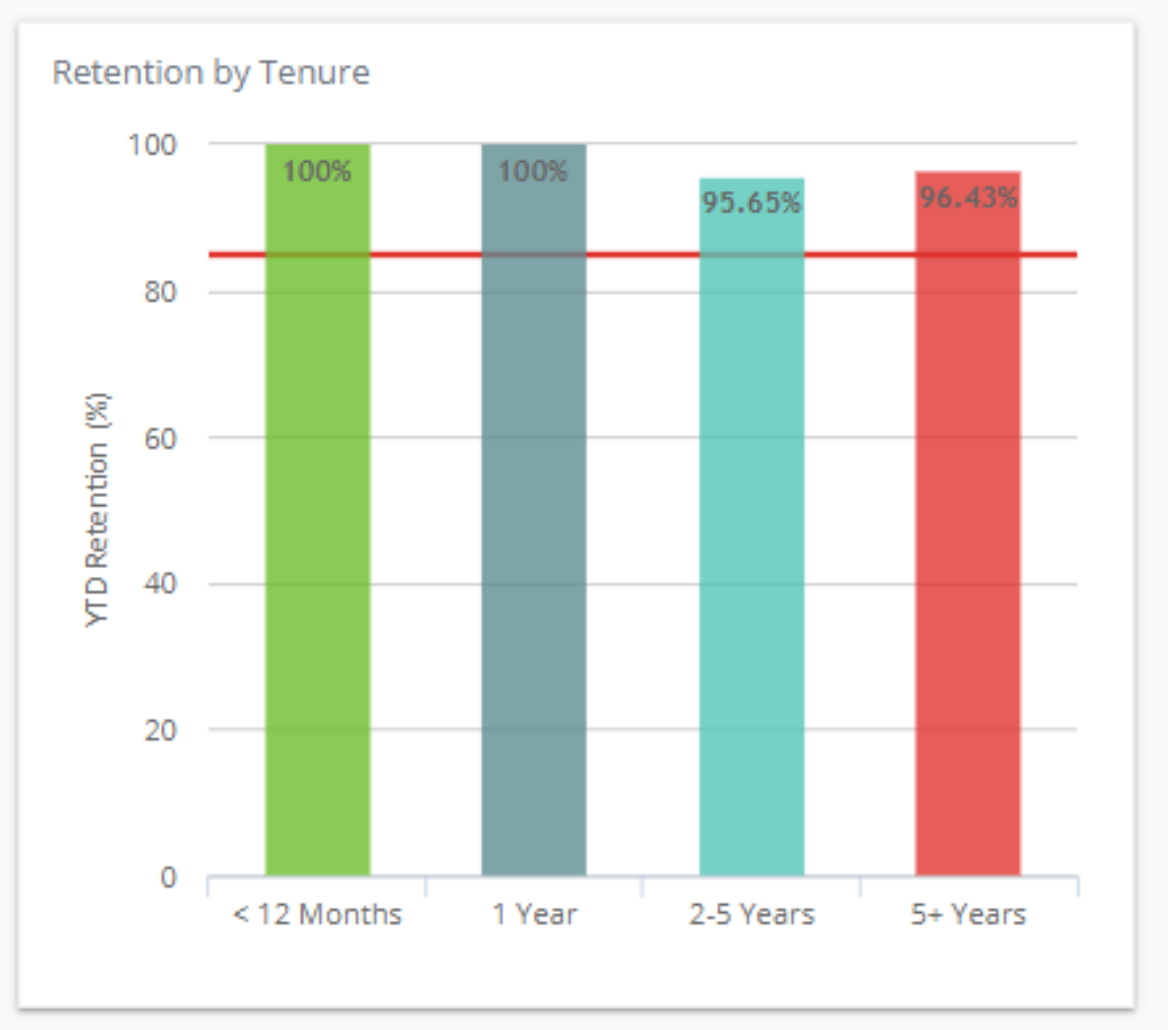
- Teacher Headcount – 48
- Current Retention Rate – 95.83%
- Magic Number – 6
- Leavers - 2
  - Ryan Santa Ana – ELA
  - Jason Mendoza – SPED – RISE

Staff Retention





Staff Retention (Losses)

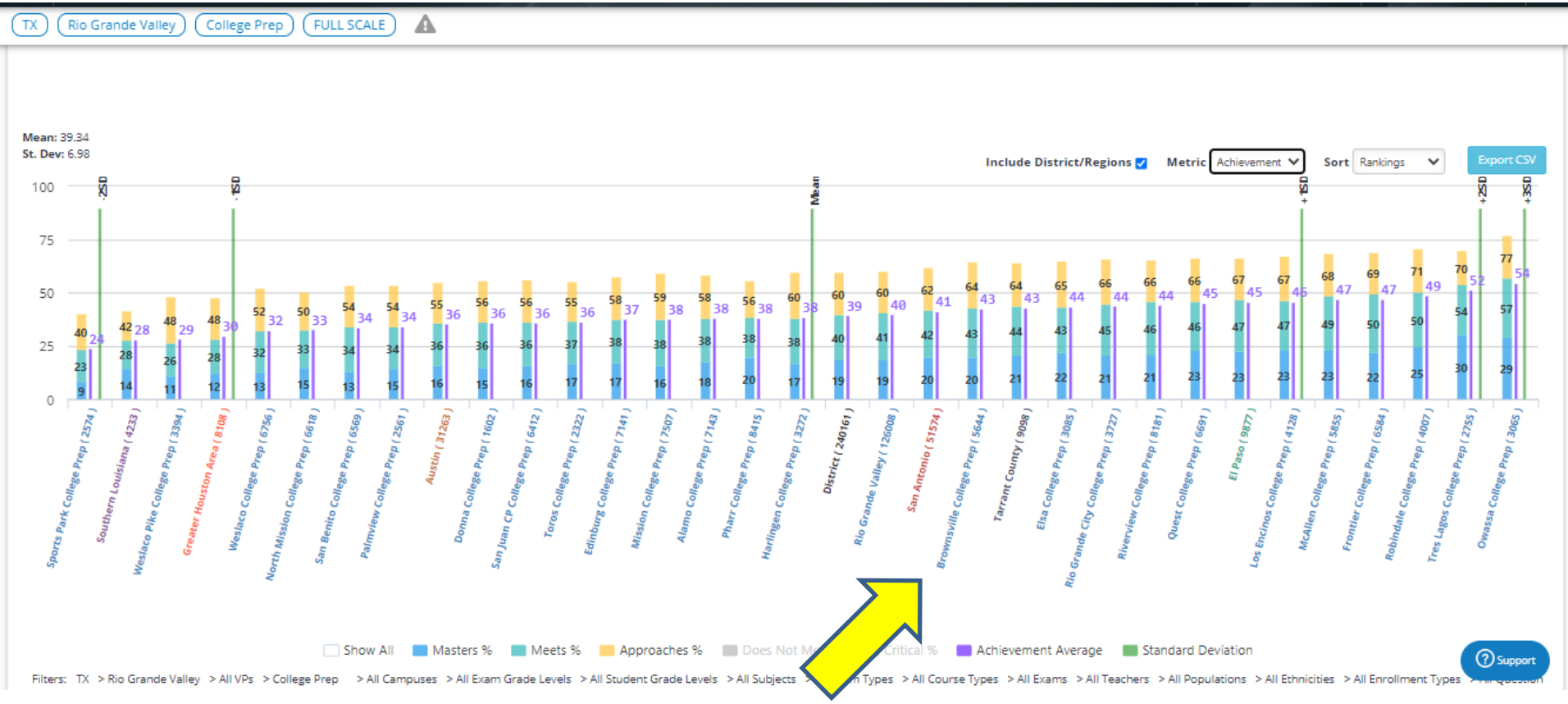


Path to an "A" Content Targets

Grade / Subject / Teacher	Most Recent Major Assessment Name & Test #	Total # Ss Tested (formula)	Critical Count	Did Not Meet Count	Approaches Count	Meets Count	Masters Count	Overall Passing Count	Approaches %	Meets %	Masters %
6th ELA - Ayala	TX_ELA_6thELA	129	24	10	32	47	16	95	**74**	**49**	**12**
7th ELA - Gonzales	TX_ELA_7thELA	124	5	5	20	53	41	114	**92**	**76**	**33**
8th ELA - Blanco	TX_ELA_8thELA	133	12	24	33	46	18	97	**73**	**48**	**14**
9th English I - Hernandez	TX_ELA_9thEng	108	28	22	37	21	0	58	**54**	**19**	**0**
10th English II - Carpio	TX_ELA_10thEn	94	19	17	38	16	4	[illegible]	**62**	**21**	**4**
6th Math - O. Garcia	TX_MAT_6thMa	133	13	11	41	22	46	[illegible]	**82**	**51**	**35**
7th Math - A. Castillo	TX_MAT_7thPre	125	14	14	18	61	18	[illegible]	**78**	**63**	**14**
8th Algebra I - K. Lopez	TX_MAT_Algeb	132	30	24	16	37	25	78	**59**	**47**	**19**
HS Algebra I - A. Reyna	TX_MAT_Algeb	14	11	3	0	0	0	0	**0**	**0**	**0**
8th Biology - A. Rodriguez	TX_SCI_PreAPB	127	39	34	29	19	6	54	**43**	**20**	**5**
9th Biology - A. Pena	TX_SCI_PreAPB	17	13	2	1	1	0	2	**12**	**6**	**0**
8th US History - N. Rico	TX_SS_8thSS_F 22_UE3A	131	11	6	27	43	44	114	**87**	**66**	**34**
10th Grade US Hist - D. Garza	0	0	0	0	0	0	0	0	**#DIV/0!**	**#DIV/0!**	**#DIV/0!**
		1267	219	172	292	366	218	876	**69**	**46**	**17**

SAS = 44

ICPB – Student Achievement Score



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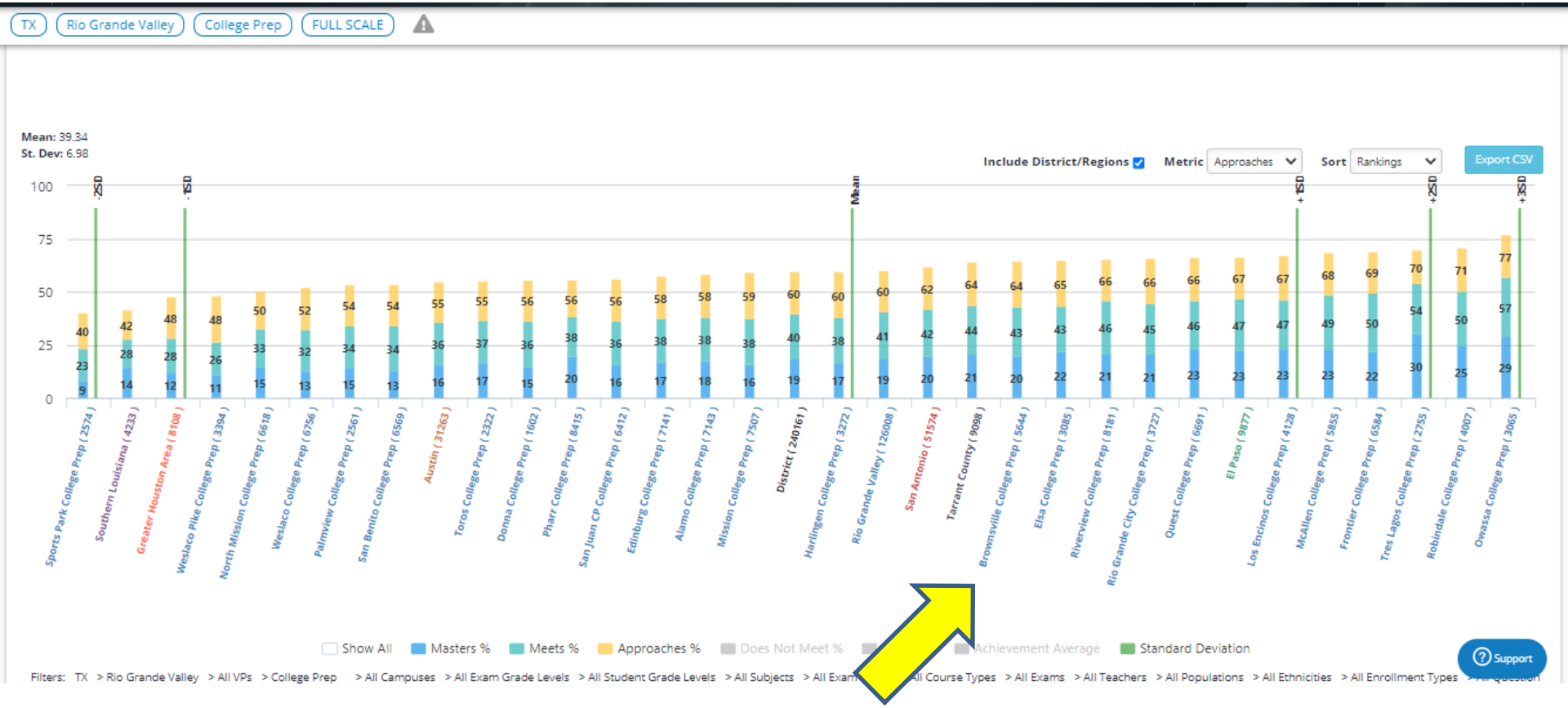
ICPB – Approaches Score



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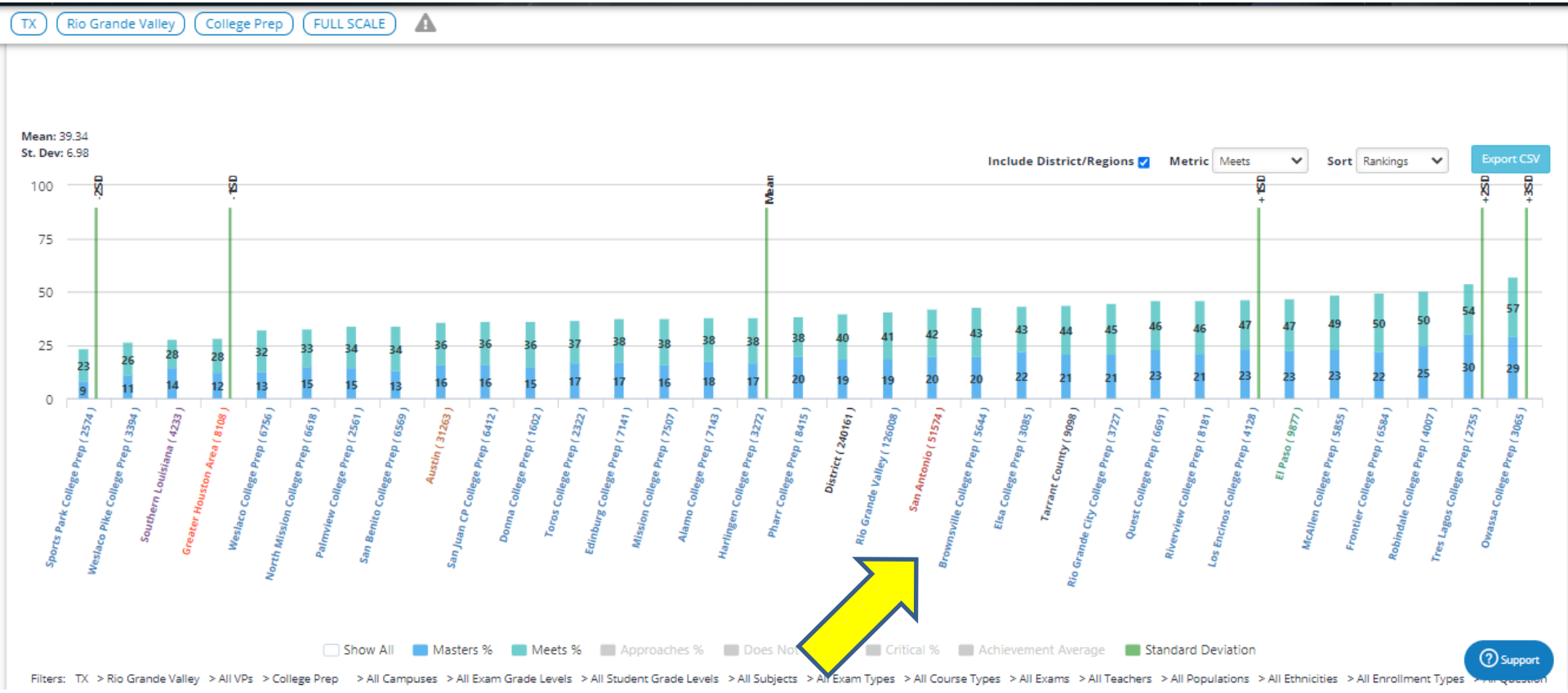
ICPB – Meets Score



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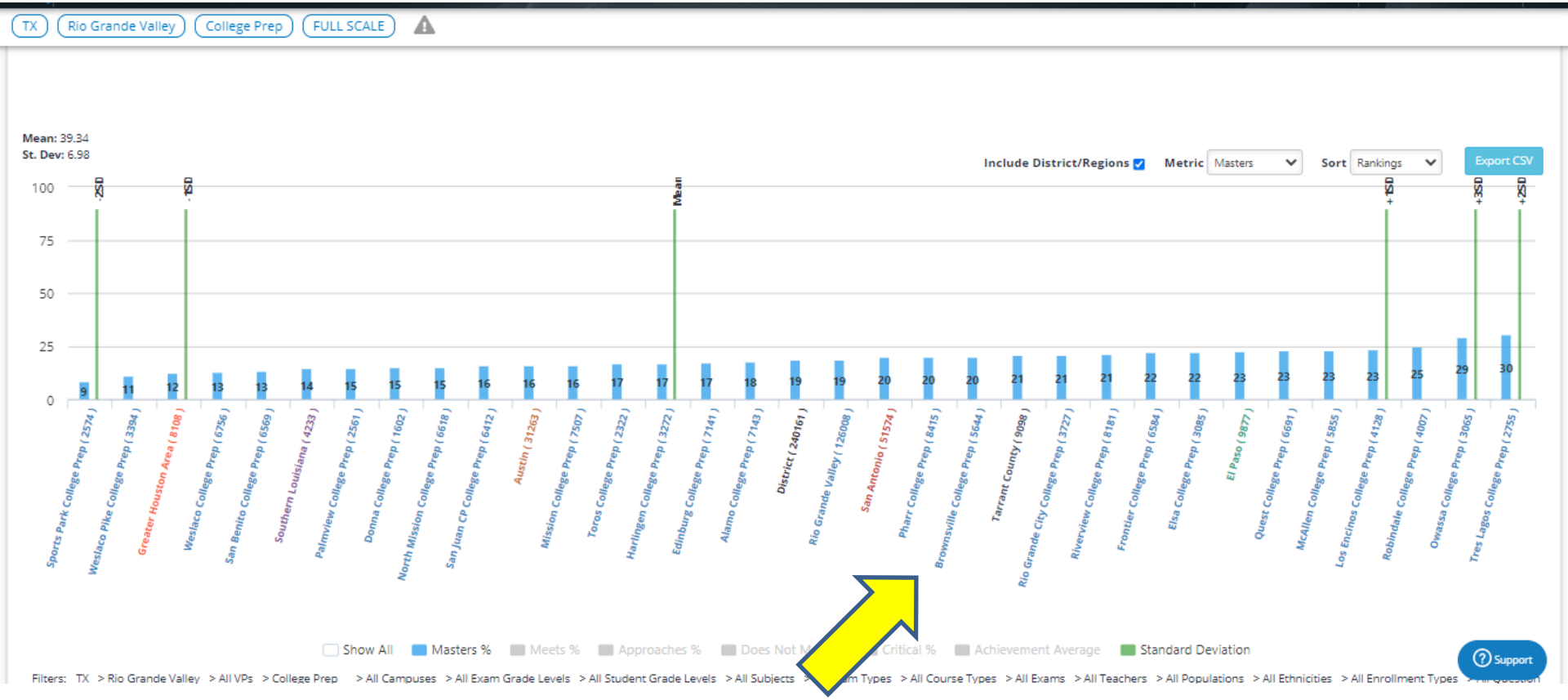
ICPB – Masters Score



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ICPB – SPED

TX
Rio Grande Valley
College Prep
FULL SCALE
SPED
Mean: 27.42
St. Dev: 9.01
Include District/Regions
Metric
Masters
Sort
Rankings
Export CSV
100
75
50
25
0
Mean
-1SD
+1SD
+2SD
+3SD
Weslaco Pike College Prep (168)
Sports Park College Prep (105)
Weslaco College Prep (337)
Palmview College Prep (379)
Donna College Prep (106)
Greater Houston Area (612)
Mission College Prep (336)
Quest College Prep (383)
Frontier College Prep (367)
Tres Lagos College Prep (213)
Toros College Prep (44)
Austin (3337)
Tarrant County (863)
San Benito College Prep (284)
San Antonio (5144)
Edinburg College Prep (299)
District (17877)
North Mission College Prep (396)
Harlingen College Prep (392)
Elsa College Prep (247)
Rio Grande Valley (6730)
San Juan CP College Prep (313)
Alamo College Prep (242)
Southern Louisiana (313)
Brownsville College Prep (296)
El Paso (878)
Rio Grande City College Prep (252)
Pharr College Prep (167)
Owassa College Prep (154)
Robindale College Prep (401)
Los Encinos College Prep (178)
Riverview College Prep (416)
Mcallen College Prep (245)
Show All
Masters %
Meets %
Approaches %
Does Not Meet %
Critical %
Standard Deviation
Support
Filters: TX > Rio Grande Valley > All VPs > College Prep > All Campuses > All Exam Grade Levels > All Student Grade Levels > All Subjects > All Exam Types > All Course Types > All Exams > All Teachers > SPED > All Ethnicities > All Enrollment Types

ICPB – LEP

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ICPB – CSI

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ICPB – AP Overall Data

Overall Campus - Progress Towards Goals		
3 or higher	4 or higher	5
34%	15%	5%

Grade Level	Name of Assessment	Content	Level 1	Level 2	Level 3	Level 4	Level 5	Overall Passing	Student Total
9	TX_SS_APHumanGeography_F22_UE2	AP Human Geography	50%	25%	11%	12%	1%	24%	107
9	QUIZ 1_Unit 1	AP Microeconomics	13%	38%	14%	14%	21%	50%	111
10	TX_SS_APWorldHistory_F22_UE1-2	AP World History	31%	37%	23%	8%	2%	33%	101
10	TX_SCI_APPhysics_F22_UE1	AP Physics I	43%	26%	22%	9%	0%	31%	68
10	TX_SPA_APSpanishLanguage_F22	AP Spanish Language & Culture	13%	28%	43%	16%	0%	59%	75
10	TX_SS_APUSGovernmentandPolitics_F22_UE1	AP US Government & Politics	74%	20%	7%	0%	0%	7%	87
Student Totals			37%	30%	19%	10%	5%	34%	549

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Next Steps

Mr. Lopez

Mr. Lopez –highlights bright spots/Reviews Slides

Next Steps:

1. Work with C. Zuniga on hotspot dates for ADA incentive days
2. Persistence: coming up with marketing plan for pamphlet/brochure

Mrs. Rachel Brown

Overall - ELA

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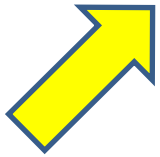
Overall - ELA

Grade/Subject/Teacher	Most Recent Major Assessment Name & Test #	Total # Ss Tested (formula)	Critical Count	Did Not Meet Count	Approaches Count	Meets Count	Masters Count	Overall Passing Count	Approaches %	Meets %	Masters %	Student Achievement Score (SAS)
6th ELA - Ayala	TX_ELA_6thELA_F22_LA2	129	24	10	32	47	16	95	74%	49%	12%	45%
7th ELA - Gonzales	TX_ELA_7thELA_F22_LA2	124	5	5	20	53	41	114	92%	76%	33%	67%
8th ELA - Blanco	TX_ELA_8thELA_F22_LA2	133	12	24	33	46	18	97	73%	48%	14%	45%
9th English I - Hernandez	TX_ELA_9thEnglish1_F22_LA1	108	28	22	37	21	0	58	54%	19%	0%	24%
10th English II - Carpio	TX_ELA_10thEnglish2_F22_LA1	94	19	17	38	16	4	58	62%	21%	4%	29%
		588	88	78	160	183	79	422	72%	45%	13%	43%



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English I STAAR EOC

YTD (%)	Approaches	Meets	Masters
Overall (2nd)	73	40	16
SPED (6th)	64	27	0
EL (6th)	70	32	10

LA 1 (%)	Approaches	Meets	Masters
Overall (10th)	56	23	4
SPED	33	17	0
EL	50	13	3

Successes

- Classroom culture is very strong. Students are engaged throughout class period.
- YTD scores put us in 2nd place when looking at EA and LA assessments—AP and STAAR aligned respectively.

Causes

Teacher Gaps (K/S/M):

1. Knowledge of how to create questions within class that are aligned to the new STAAR question types.
2. Skill of grading constructed and extended responses quickly to provide feedback.

Leader Gaps (K/S/M):

1. Knowledge of the new test types specifically SCR and ECR at the BOY.

Solutions

Teacher Solutions:

1. Review of the rubrics that were published by TEA in the last two weeks.
2. Spiral in new question types within daily lessons and track those questions specifically for student trends.

Leader Solutions:

1. Conduct SWAM after each exam to review the grading process for SCR and ECR.
2. Content team meetings to review student writing and best practices at least once per month. Next one schedule for next week.

English II STAAR EOC

YTD (%)	Approaches	Meets	Masters
Overall (14/23)	61	21	4
SPED (15/22)	30	0	0
EL (13/23)	59	12	2

LA 1 (%)	Approaches	Meets	Masters
Overall (11/22)	62	21	4
SPED (12/22)	33	0	0
EL (12/22)	60	12	2

Successes

- Ms. Carpio is eager to learn her new grade level content quickly and is already striving to make adjustments to the materials in the same way that she did with her W&W classes.
- Collaboration between Ms. Carpio and other ELA teachers.

Causes

Teacher Gaps (K/S/M):

1. Knowledge on how to use data to drive the instructional decisions in a new grade level.
2. Knowledge of SpringBoard and the curriculum design in 10th grade.
3. Skill of getting students to write effective arguments.

Leader Gaps (K/S/M):

1. Knowledge of the new test types specifically SCR and ECR at the BOY.

Solutions

Teacher Solutions:

1. Collaborate with teachers who have a strong background in Springboard: Blanco, Hernandez, and Altamirano on making adjustments to lessons.
2. Analysis of students writing for gaps and areas of strength starting 10/28.
3. Additional "at bats" for ECR added to curriculum starting 10/28.

Leader Solutions:

1. Conduct SWAM after each exam to review the grading process for SCR and ECR.
2. Complete the release exam for English II in order to support the creation of aligned questions and guide instructional decisions by 10/27.

DI & CSI –
Oct 47% Met Goal (0.5 years growth)
Goal: 50% at 2+ years growth

Successes	Causes	Solutions
• We have one group that recently finished Dec C and was able to move into Reading Success. • We were able to test all students during the Oct testing window and 47% met their growth goal with 5 students being at 0.1 away from their goal! • Students are more engaged and invested than years past. I think that this is partly due to the course being scheduled in PowerSchool. • Teachers have been submitting LP specific to their DI courses.	**Teacher Gaps (K/S/M)** Skill: Motivation with some of the most critical students has been an issue: SG and CG. Skill: Fidelity to correction procedures.	**Teacher Solutions:** Teacher will tag script and submit lessons the week prior to lesson delivery with delayed tests and multlile at-bats built in by 10/26. Teacher will use unique strategies (unique tracking tools) to help boost student confidence and compliance with tracking starting 10/19.
	Leader Gaps (K/S/M) Skill: Communicating high expectations for reporting and urgency to move data with all teachers who are involved in DI.	**Leader Solutions:** Leader will schedule script sessions with our NIFDI partner or district support in order to improve the process starting 11/1/2022. Leader will bring a copy of the lesson that is being delivered along with correction procedures in order to provide the best feedback for each lesson starting 10/27.

HB 4545

Subject	Grade Level	Total Minutes Required	Minutes Completed	Total %
Math	6	27000	0	0%
Reading	6	28800	840	3%
Science	6	64800	1500	2%
Math	7	63000	1380	2%
Reading	7	50400	1020	2%
Math	8	81000	2185	3%
Reading	8	36000	840	2%
Algebra	9	3600	0	0%
Biology	9	10800	0	0%
Reading	9	10800	240	2%
Social Studies	9	30600	0	0%
Math	10	16200	0	0%
Reading	10	18000	180	1%
Science	10	7200	0	0%
US History	11	9000	0	0%
Biology	11	3600	0	0%
Reading	11	27000	120	0%
Math	12	1800	60	3%
Reading	12	3600	120	3%
US History	12	3600	0	0%

Outcome:

- We have higher turnout for tutorials for MS students.
- 9 subjects are currently reporting 0 minutes of tutoring. This needs verification as some teachers have not submitted sign-in sheets.

Causes:

- Students do not understand the importance of staying for tutoring. They are choosing athletics or ASP over tutorials.
- Coaches and program directors do not have the list of tutoring students to verify where they should be.

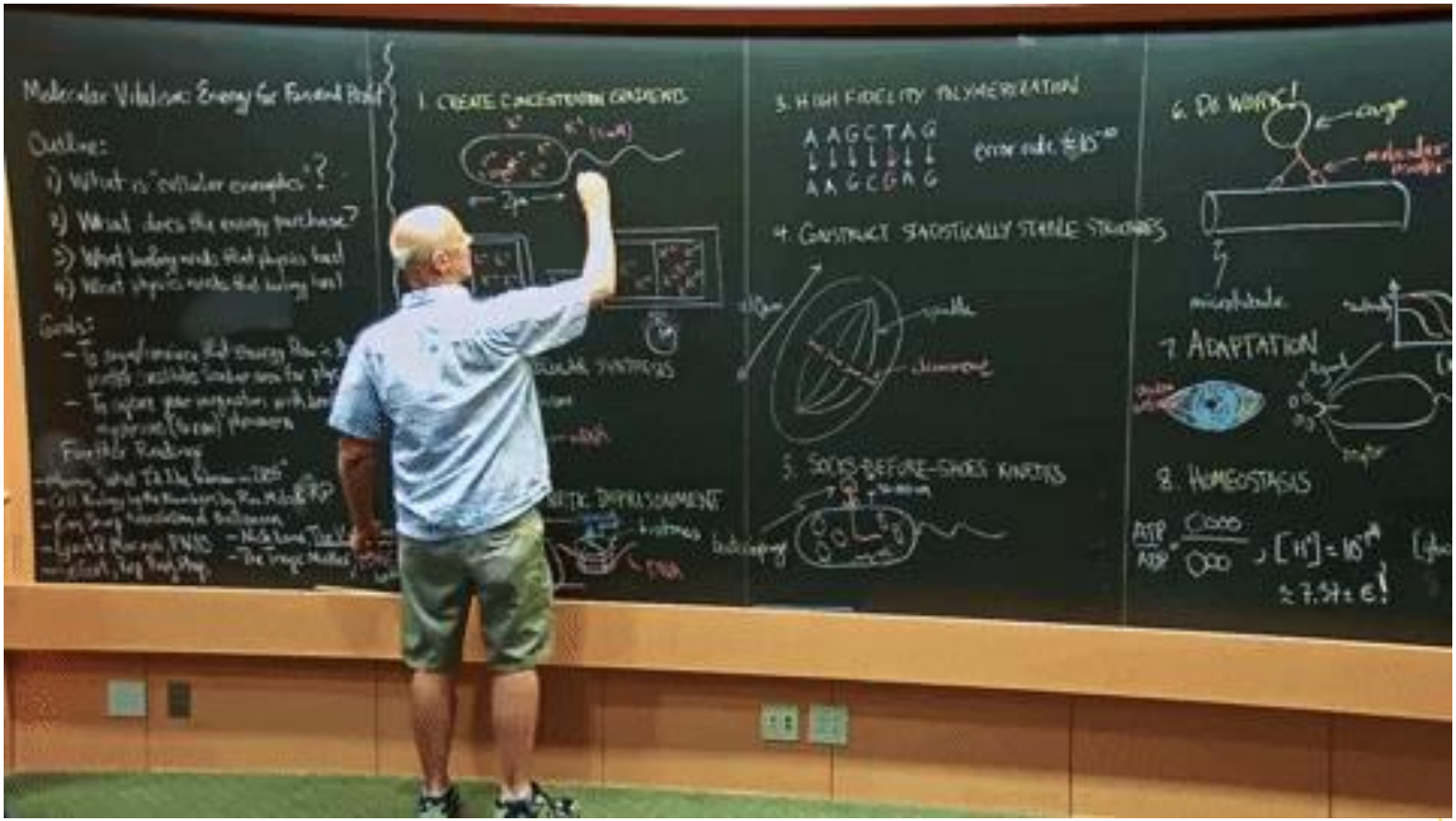
Solution:

- Share rosters will all coaches and program directors to make sure students who need to be in tutoring are in tutoring.
- Follow a communication method similar to ADA matrix to address gaps in tutorial attendance.
- Verify that all teachers are submitting tutorial rosters in a timely manner.

Next Steps

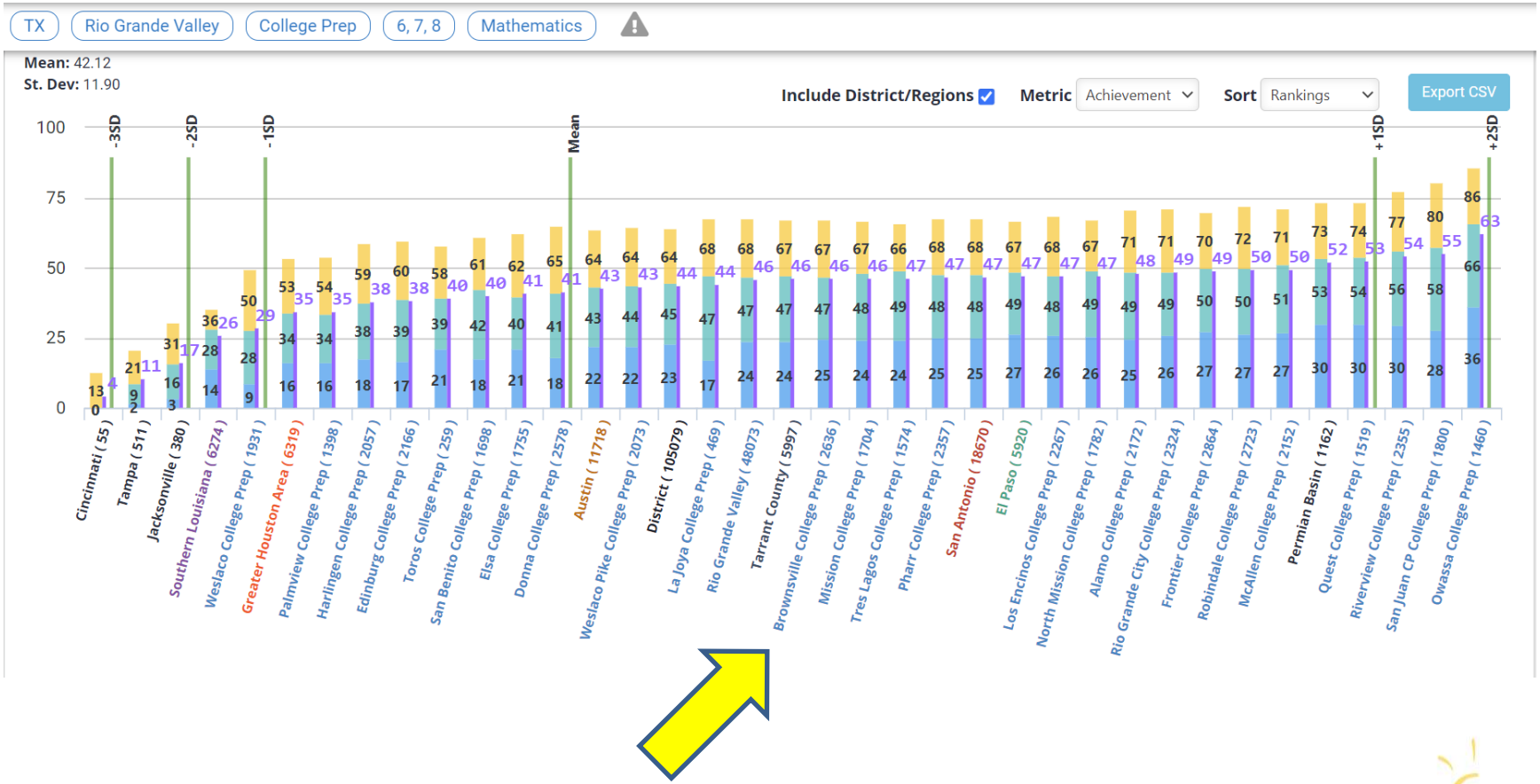
Mrs. Brown
Mrs. Brown-Presents Slides/Data Next Steps:

Mr. Jorge Mejia



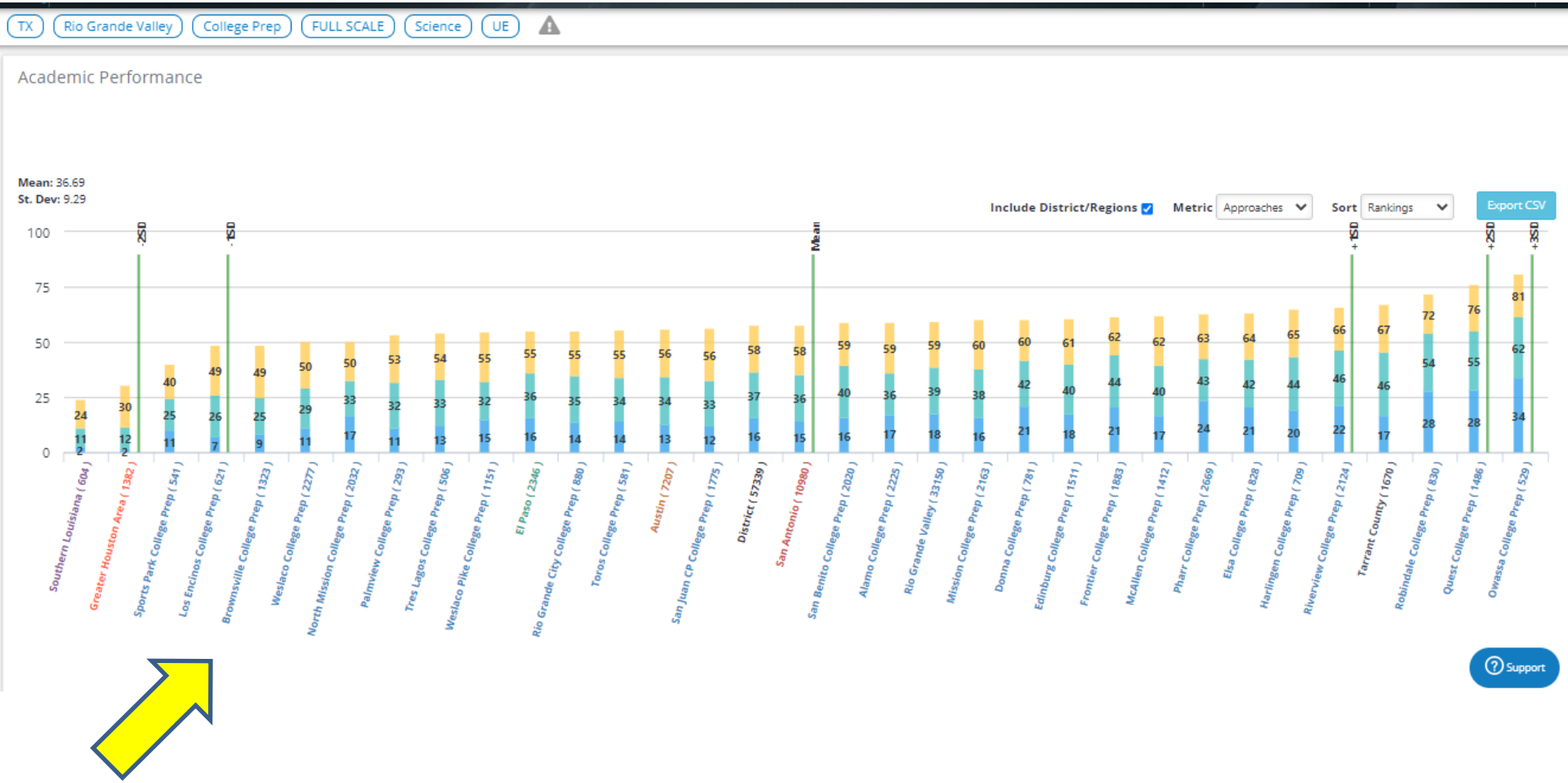
IDEA Public Schools

MS Math – UE Overall



IDEA Public Schools

Overall Science



IDEA Public Schools

7th Math – Pre-Algebra STAAR

UE2	Approaches	Meets	Masters
Overall (134)	78%	63%	14%
SPED (9)	11%	44%	33%
ELL (61)	15%	53%	8%

Exam	SAS	DA	Difference
UE1	53	47	6
UE2	52	43	9
Consistent SAS and scoring above DA			

Successes

- Ms. Castillo has made improvements in both Approaches and Meets percentages from UE1 to UE2. 73/60/25 -> 78/63/14
- **SPED** students have scored above DA for both unit exams.

EXAM	SAS	DA
UE1	53	34
UE2	67	29

- **ELL** student have improved from UE1 to UE2

EXAM	SAS	DA
UE1	46	49
UE2	48	43

Causes

Teacher Gaps (K/S/M):

1. Skill: Lesson plans did not contain student checkpoints connected to HOW key points.
2. Skill: Teacher was not performing strategic class resets during INM using scripted checkpoints.

Leader Gaps (K/S/M):

1. Following up with Masters data as it has decreased from the first to the second unit exam.
2. Not creating time within core calendar to address critical lesson delivery components.

Solutions

Teacher Solutions:

1. Scripting of lesson checkpoints in connection to HOW key points.
2. Including a tally per period to track checkpoint mastery with the use of a clipboard using scripted checkpoints.

Leader Solutions:

1. Implementing additional writing tasks in line with STAAR 2.0 rigor.
2. Inviting Ms. Castillo to additional one-to-one lesson delivery rehearsals.

8th Biology 8 STAAR

UE3	Approaches	Meets	Masters	EXAM	Approaches	Meets	Masters
Overall (135)	33%	12%	2%	UE1	33	12	2
SPED (5)	60%	0	0	UE2	57	28	5
EL (56)	21%	18%	0	UE3	43	20	5

Successes

- SPED SAS has been above DA for the last two exams

EXAM	SAS	DA
UE2	24	21
UE3	20	16

- There has been growth in the SAS, but not above DA.

Exam	SAS	DA
UE1	16	17
UE2	30	42
UE3	22	30

Causes

Teacher Gaps (K/S/M):

1. Skill: Ms. Rodriguez has not submitted consistent and complete lesson plans.
2. Skill: Lesson delivery has not had consistent WHAT and HOW key points.

Leader Gaps (K/S/M):

1. Skill: Not including additional lesson plan worktime in the week to work on a one-to-one basis with critical teachers.
2. Knowledge: Not leveraging curriculum content leaders, course leaders, and veteran Biology teachers from within the district to support with quality lessons.

Solutions

Teacher Solutions:

1. Prioritizing lesson plans with an emphasis on WHAT and HOW key points with student checkpoints.

2. Attending LP workshops with instructional coach in collaboration with science content leader on campus.

Leader Solutions:

1. Modification of core calendar to include one-to-one work time with teachers struggling with LPs.

2. Reaching out to Jason Walker and the Biology course leaders for continued support with resources, quality lessons, and lab structures.

Next Steps

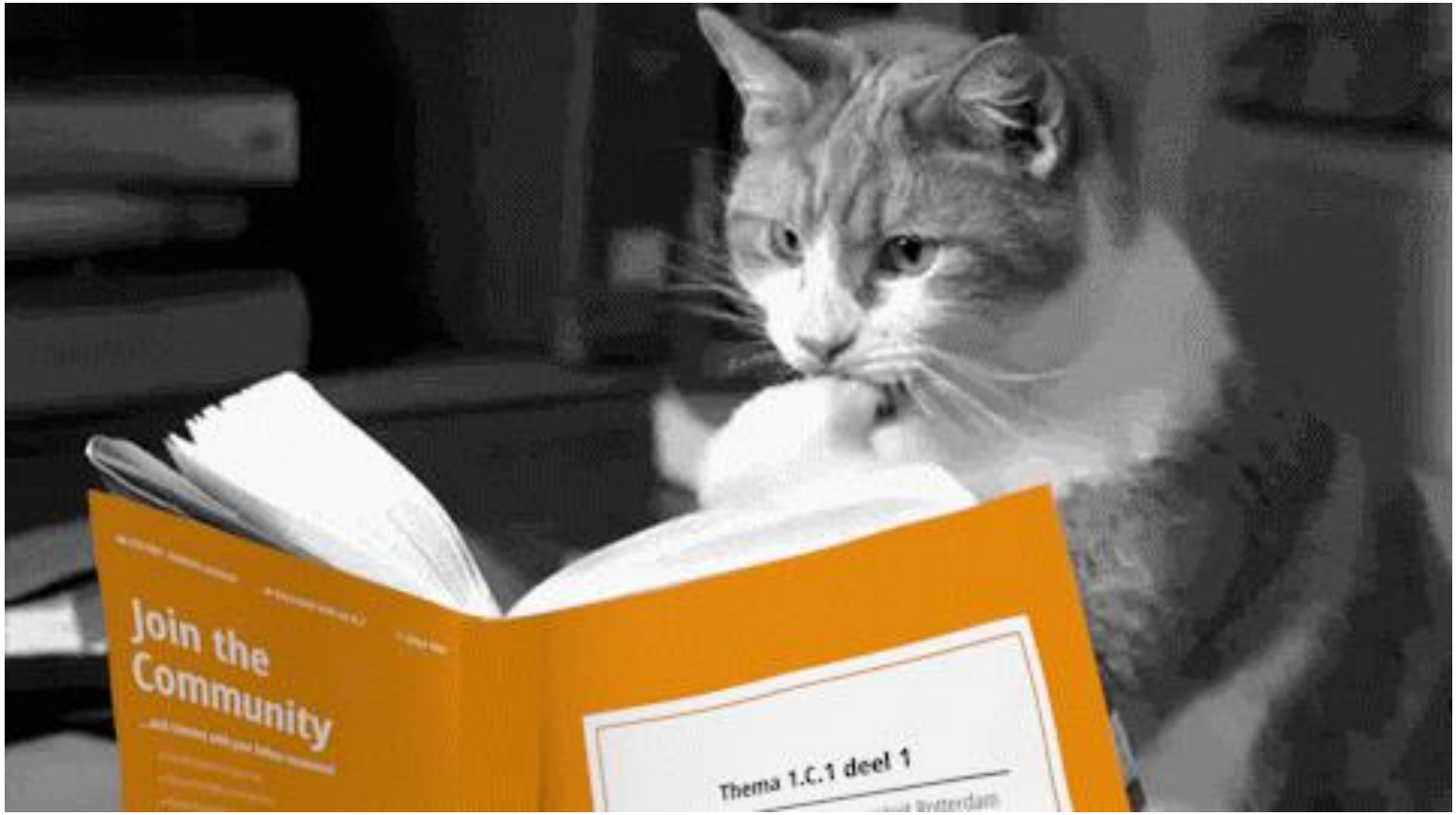
Mr. Mejia

Mr. Mejia presents slides/data

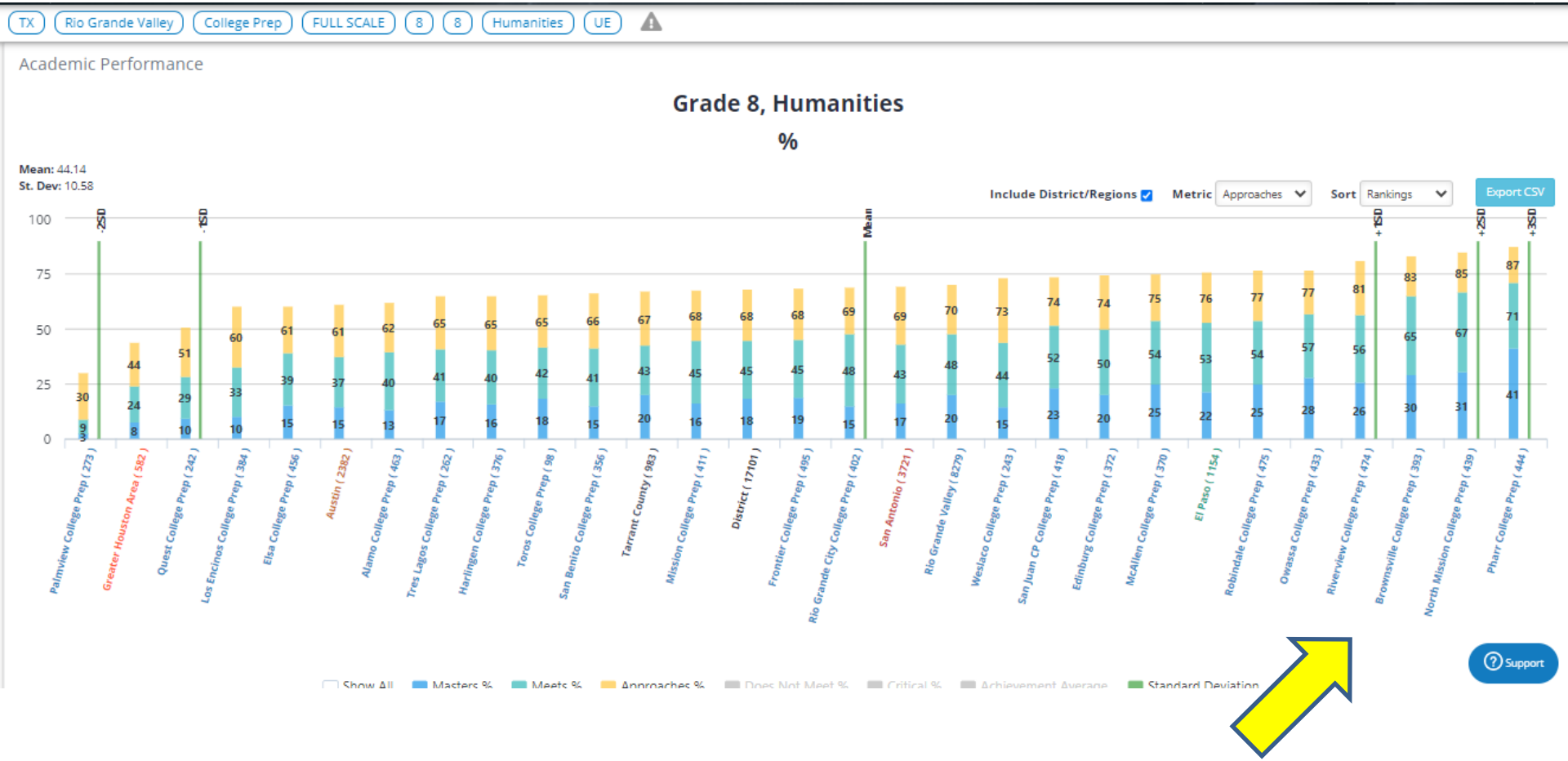
Next Steps:

- Shift calendar to address 1st year teacher needs
- Ms. Matamoros will reach out to Mr. Mejia once she finds out which AST member can support with the changes on Bio. (Teacher from Weslaco Pike)
- Will reach out to Jason Walker for quality instructional material; delivery rehearsal

Mrs. Norma Jimenez



Overall Humanities



IDEA Public Schools

8th Social Studies

YTD	Approaches	Meets	Masters
Overall	83	65	30
SPED	76	52	14
EL	79	55	22

UE3A	Approaches	Meets	Masters
Overall (131)	87	66	34
SPED (6)	50	0	16
EL (52)	25	25	29

Successes	Causes	Solutions
#3 overall for 8th Humanities #3 overall SpEd UE3a #5 overall EB UE3a • Ms. Rico utilizes different methods/strategies to increase student engagement (for example Nearpod, PPT, group activities, Kagan strategies, Visuals) • Weekly Lesson Plan submission. Has not been late nor has requested an extension. • Has increased student group/projects.	Teacher Gaps (K/S/M) • Knowledge: How to create questions that are aligned to the new STAAR question types. • Skill: Facilitate sufficient independent practice time (4Biv)	Teacher Solutions: • Teacher is able to make on-the-spot adjustments to pacing to give students more or less practice time as needed • Teacher can plan to include more at-bat opportunities that will allow students to practice what they learned independently. This can be added to the weekly lesson plans by November 1, 2022 • Take the new STAAR for History on the assessment platform to fully understand how the questioning format is changing.
	Leader Gaps (K/S/M) • Knowledge: Knowing the new STAAR 2.0 test. • Skill: Real-time coaching (SLL 2C)-The feedback that is given is after the	Leader Solutions: • By Nov 1, 2022, Observe teacher at least 1x per week and provide immediate feedback. • Provide the teacher with feedback

12th Grade IB Data

Grade Level	Subject	Assessment Name	N	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Overal Passing	Student Total	Average Score	% at 2+	% of 3+	% at 4+	% of 5+	% Score 1-3	% Score 4-5	% Score 6-7
12th	Biology HL	Topic 2 Paper 2	2 missing	4	4	3	2	6	6	14	31	39	4.95	90%	79%	72%	67%	28%	21%	51%
12th	Biology SL	Topic 2 Paper 2	2 missing	15	7	5	5	2	3	0	15	37	2.49	59%	41%	27%	14%	73%	19%	8%
12th	English A: Literature	Higher Level Essay	4 Exemptions / 2 missing	1	1	29	26	9	4	1	69	73	3.70	96%	95%	55%	19%	42%	48%	7%
12th	English A: Literature	Individual Oral	4 Exemptions	0	7	21	30	13	1	1	66	73	3.77	100%	90%	62%	21%	38%	59%	3%
12th	HOTA	Paper 2	0	0	19	26	16	13	3	0	58	77	3.42	100%	75%	42%	21%	58%	38%	4%
12th	Math Applications	Paper 1 | Paper 2	0	22	3	1	1	1	0	0	3	28	1.43	21%	11%	7%	4%	93%	7%	0%
12th	Math Analysis	Paper 1 | Paper 2	0	14	11	7	4	2	0	2	15	40	2.43	65%	38%	20%	10%	80%	15%	5%
12th	Spanish B HL	Oral Individual	0	0	0	0	2	10	13	17	42	42	6.07	100%	100%	100%	95%	0%	29%	71%
12th	AB Initio	Oral Individual	0	0	0	1	2	4	4	0	11	11	5.00	100%	100%	91%	73%	9%	55%	36%
12th	Visual Arts SL	Comp. Study	0	3	6	15	25	4	0	0	44	53	3.40	94%	83%	55%	8%	45%	55%	0%
Student Totals			0	59	58	108	113	64	34	35	354	473	3.66	87%	75%	52%	33%	47%	34%	19%

Grade Level	Assessment	N	B	C	D	E	% C+
12th	Extended Essay						0%
12th	TOK						0%
Student Totals		0	0	0	0	0	0%

Overall Campus Performance			
% at 2+	% at 3+	% at 4+	% at 5+
87%	75%	52%	28%

PTG 1 ICPB IB Data 22-23.xlsx

11th Grade
IB Data

Grade Level	Subject	Assessment Name	N	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Overal Passing	Student Total	Average Score	% at 2+	% of 3+	% at 4+	% of 5+	% Score 1-3	% Score 4-5	% Score 6-7
11th	Biology HL	Topic 1 Assessment paper 1/2	0	1	0	1	5	5	3	3	17	18	4.89	94%	94%	89%	61%	11%	56%	33%
11th	Biology SL	Topic 1 Assessment paper 1/2	1	5	2	7	12	7	8	1	35	43	3.91	86%	81%	65%	37%	33%	44%	21%
11th	English A: Literature	Paper 1	3	9	11	10	15	10	0	0	35	58	2.95	79%	60%	43%	17%	52%	43%	0%
11th	HOTA	Paper 1	1	8	6	19	25	1	1	0	46	61	3.08	85%	75%	44%	3%	54%	43%	2%
11th	Math Applications	Paper 1| Paper 2	1	24	3	3	3	3	3	3	15	43	2.44	42%	35%	28%	21%	70%	14%	14%
11th	Math Analysis	Paper 1| Paper 2	0	5	2	1	6	4	1	1	13	20	3.45	75%	65%	60%	30%	40%	50%	10%
11th	Spanish B HL	Paper 1	0	0	0	3	5	5	4	13	30	30	5.63	100%	100%	90%	73%	10%	33%	57%
11th	Visual Arts SL										0	0	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
Student Totals			6	52	24	44	71	35	20	21	191	273	#DIV/0!	79%	70%	54%	28%			

Grade Level	Assessment	N	B	C	D	E	% C+
12th	Extended Essay						0%
12th	TOK						0%
Student Totals							0%

Overall Campus Performance			
% at 2+	% at 3+	% at 4+	% at 5+
79%	70%	54%	28%

PTG 1 ICPB IB Data 22-23.xlsx

Next Steps

Mrs. Jimenez

Mrs. Jimenez presents slides/data

Next Steps:

- On the sport feedback
- Possibly observe History teacher in McAllen

AR & HotSpot

60% of scholars earn Word Master by the End of Year
10% of scholars earn Royal Reader by the End of Year
90% of students meet user activity (720 minutes)
60% of students become Math Masters (200 lessons)
30% of students become Math Genius (300 lessons)

Class	Total # of students	Math Master On Track	Math Genius On Track	Math Master Met	Math Genius Met
6-1	31	31	18	6	2
6-2	32	32	21	6	0
6-3	34	33	14	4	0
6-4	33	33	11	2	0
7-1	30	29	10	1	0
7-2	30	29	12	1	0
7-3	26	25	11	2	0
7-4	28	26	14	0	0
Total	244	238	111	22	2
	Magic Number	146	73	146	73
	Actual %	97.54%	45.49%	9.02%	0.82%
	% Goal	60%	30%	60%	30%

Successes	Causes	Solutions
• On track for both Word Master and Royale Reader status • On track for user activity, Math Master, and Math genius	Campus Gap: Pushing new incentives for both AR and HotSpot to continue to foster student achievement.	Campus Solution: Provide new incentives for Quarter 2 for both AR & HotSpot

AR Data

AR REPORT 10/20/22

10/20/2022

Word Master Data

Total # Scholars AC= 1st -5th grade CP= 6 & 7th grade	# of scholars Word Masters already	Honor Roll Goal for Word Masters	% of students already Word Masters	% left to meet Word Master goal	# of students left to meet Word Master goal (Magic #)
266	37	60%	14%	46%	123

Royal Reader Data

Total # Scholars AC= 3rd -5th grade CP= 6 & 7th grade	# of scholars Royal Readers already	Honor Roll Goal for Royal Readers	% of students already Royal Readers	% left to meet Royal Reader goal	# of students left to meet Royal Reader goal (Magic #)
266	0	10%	0%	10%	27

Reflection on Academic Priorities Moving to Q2

Campus determines Top 3 Campus Priorities aligned to the RGV Path to an A

- Each member reads through the RGV Path to an A and identifies gaps.
- Each member identifies the top 3 gaps and shares those in the chat box.
- Principal synthesizes the data and leads a discussion to get the team to name the top 1-2 priorities.

As a team you will determine what are the most appropriate next steps, who will be responsible for these next steps and which lead team members will support and how.

Closing and Next Steps

Campus wide Next steps
Highlights:

STAAR Sample

	Approaches	Meets	Masters
Overall	72	30	6
SPED	0	0	0
EL	54	17	3

Successes	Causes	Solutions
• 7% above the district average and overall ranking of 8/38. • Teacher is very receptive to feedback and implements it right away and she reaches out with questions. • Student participation in class averages 90% or higher each day.	Teacher Gaps (K/S/M): 1. Knowledge: Teacher struggles to effectively spiral in STAAR aligned practice into W&W lessons daily. 2. Skill: Pacing, teacher struggles to complete lesson cycle and rarely gets to student practice.	Teacher Solutions: 1. Implement weekly side by side lesson planning to provide support in building the skills for aligning to the TEKS beginning 1/25. 2. Teacher will insert time stamps into LP beginning on 1/18
	Leader Gaps (K/S/M): 1. Skill: I haven't taken time to learn how to unpack the STAAR blueprint and support the teacher with spiraling in TEKS. 2. Knowledge: I haven't done many bell-to-bell observations, so I just recently realized pacing was an issue.	Leader Solutions: 1. Block out time before each module to unpack the unit and compare to the STAAR blueprint before giving LP feedback beginning on 1/18. 2. Calendar in bell-to-bell observation and use real time coaching to ensure teacher sticks to time stamps in LP on 1/20.

IDEA Public Schools

Burke Academy

2022-2023 Campus Improvement Plan

Accountability Rating: A

Distinction Designations:
Academic Achievement in English Language Arts/Reading
Top 25 Percent: Comparative Closing the Gaps
Postsecondary Readiness

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

Mission Statement

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

Vision

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

Core Values

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

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

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Comprehensive Needs Assessment

Revised/Approved: September 8, 2022

Demographics

Demographics Summary

IDEA Burke Academy services grades Kindergarten through 4th grade. We are located at 10434 Marbach Road on the far West side of San Antonio. We are a free Public Charter School and a school of choice which means that our families have applied and were choosen in a lottery. We service all scholars including Special Education, 504, Emergent Bilingual and General Education.

See PDF in addendum for more information

Demographics Strengths

See PDF in addendum for more information

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Kinder and 1st had severe behavior challenges that interrupted the learning environment. **Root Cause:** New staff were not trained on severe behavior challenges

Problem Statement 2 (Prioritized): Over 25% of our scholars left us this past year. **Root Cause:** Lack of explaining curriculum and how it does not always align to traditional school districts when onboarding families.

Student Learning

Student Learning Summary

94% of scholars ended the year reading on grade level in Kinder through 2nd grade. Our campus earned an A rating with TEA and had an overall acheivement of 92% passing, 65% meeting the grade level criteria and 30% mastered the grade level content in 3rd grade.

See PDF in addendum for more information

Student Learning Strengths

See PDF in addendum for more information

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Teachers had trouble aligning TEKS with their daily objectives and exit tickets **Root Cause:** New teachers in upper grades were not coached in creating lesson plans but rather internalizing lessons in the earlier grades.

Problem Statement 2 (Prioritized): Sub-population scholars were not tracked consistently **Root Cause:** Teachers and Leaders were not trained or equipped with how to track efficiently and consistently

School Processes & Programs

School Processes & Programs Summary

All instructional leaders observe classroom instruction daily and meet as a team to identify how to best support teachers as they are coaching them. Leaders are dedicated to supporting and coaching content for their grade levels. Staff meet weekly for professional development and all development is geared around what our school's data is telling us. We use a strategic reading program in grades Kinder through 2nd grade that ensures scholars are working on their invidividual reading level and data is tracked daily. Technology is incorporated throughout all contents.

See PDF in addendum for more information

School Processes & Programs Strengths

Curriculum & Instruction:

- At least one-third of IDEA students graduate with the "AP Scholar" designation, evidence of earning a qualifying score on at least three AP exams, demonstrating successful completion of college-level coursework prior to graduation.
- IDEA provides students access to accelerated instruction through the 1:1 technology device, including adaptive software for mathematics and literacy and access to hundreds of thousands of books in the district's digital library.
- IDEA curricular resources include high-quality instructional materials that earn the highest ratings on national evaluation measures.
- IDEA curriculum is regularly evaluated using a quality evaluation tool, ensuring alignment to the Texas Essential Knowledge and Skills and AP course standards, as well as the STAAR/EOC and AP exams.
- IDEA implements a variety of training opportunities for teachers and leadership staff with the goal of developing teachers' pedagogical content knowledge and leaders' coaching skills.
- For 15 years in a row, 100% of IDEA students have been accepted into college, demonstrating that IDEA academic programming is adequately preparing students for post-secondary education.
- In 2022, four IDEA schools were ranked in the top 10 Most Challenging Schools in the Nation and 13 were ranked in the top 1% of schools nationwide, by the Jay Mathews Challenge Index High School Rankings.

Special Programs

- IDEA exceeded the expected growth target for EL student performance on TELPAS in 2021 with 48% of ELs meeting that target.
- IDEA provide targeted research based instruction to students who have a 2.0 year gap in Reading and/or Math with the goal of closing that gap by 2.0 years during the school year with our initiative called Critical Student Intervention (CSI). During the 21-22 school year, 2,562 out of 6,632 students meet that goal for Reading and 703 out of 1,268 students met the goal for Math.
- IDEA is in Year 3 of our TEA awarded Autism Grant. Through this grant we were able to increase support for 195 students with autism in Rio Grande Valley and Austin who met the criteria outlined by TEA for this grant.
- IDEA submitted and was awarded a Dyslexia Grant by the TEA so that we will be able to provide increased professional development to teachers and leaders on working with students with dyslexia and increase the support resources for our students with dyslexia.

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

See PDF in addendum for more information

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Special Education Teachers want to shift to General Education **Root Cause:** SpEd teachers were not given the training and support needed to feel successful in their role

Problem Statement 2 (Prioritized): Co-Teachers want to move to Lead Teacher roles after they have met the qualifications **Root Cause:** Co-Teacher responsibilities were aligned to Teacher expectations

Perceptions

Perceptions Summary

100% of our teachers returned this year and 92% of our support staff were retained. We have family surveys that are sent out quarterly to ensure that we are adjusting to feedback being shared by our families. Families have the opportunity to attend monthly family engagement events and attendance is tracked. Some families have a hard time attending due to their working hours.

See PDF in addendum for more information

Perceptions Strengths

See PDF in addendum for more information

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): We had fewer events in person for family engagement **Root Cause:** Campus events were not prioritized

Problem Statement 2 (Prioritized): Fewer families came to our curriculum events vs. our more entertaining events **Root Cause:** We did not advertise and promote events other than on social media

Priority Problem Statements

Problem Statement 1: Kinder and 1st had severe behavior challenges that interrupted the learning environment.
Root Cause 1: New staff were not trained on severe behavior challenges
Problem Statement 1 Areas: Demographics

Problem Statement 2: Over 25% of our scholars left us this past year.
Root Cause 2: Lack of explaining curriculum and how it does not always align to traditional school districts when onboarding families.
Problem Statement 2 Areas: Demographics

Problem Statement 3: Teachers had trouble aligning TEKS with their daily objectives and exit tickets
Root Cause 3: New teachers in upper grades were not coached in creating lesson plans but rather internalizing lessons in the earlier grades.
Problem Statement 3 Areas: Student Learning

Problem Statement 4: Sub-population scholars were not tracked consistently
Root Cause 4: Teachers and Leaders were not trained or equipped with how to track efficiently and consistently
Problem Statement 4 Areas: Student Learning

Problem Statement 5: Special Education Teachers want to shift to General Education
Root Cause 5: SpEd teachers were not given the training and support needed to feel successful in their role
Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: Co-Teachers want to move to Lead Teacher roles after they have met the qualifications
Root Cause 6: Co-Teacher responsibilities were aligned to Teacher expectations
Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: We had fewer events in person for family engagement
Root Cause 7: Campus events were not prioritized
Problem Statement 7 Areas: Perceptions

Problem Statement 8: Fewer families came to our curriculum events vs. our more entertaining events
Root Cause 8: We did not advertise and promote events other than on social media
Problem Statement 8 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- 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 Data: Assessments

- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local benchmark or common assessments data
- Running Records results
- 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
- Special education/non-special education population including discipline, progress and participation data
- Section 504 data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Enrollment trends

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus department and/or faculty meeting discussions and data

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Goal 1: Increase staff retention

Performance Objective 1: 85% or more of my teachers will remain with IDEA for the following school year as measured by the Great Places to Work survey data.

High Priority

Evaluation Data Sources: Great Places to Work National Survey, meeting staff retention monthly persistence benchmarks

Summative Evaluation: Exceeded Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Have monthly checkpoints with all staff **Strategy's Expected Result/Impact:** staff can share concerns and questions directly to me **Staff Responsible for Monitoring:** Principal, Assistant Principal of Instruction **Problem Statements:** School Processes & Programs 1, 2				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: Special Education Teachers want to shift to General Education **Root Cause**: SpEd teachers were not given the training and support needed to feel successful in their role
Problem Statement 2: Co-Teachers want to move to Lead Teacher roles after they have met the qualifications **Root Cause**: Co-Teacher responsibilities were aligned to Teacher expectations

Goal 1: Increase staff retention

Performance Objective 2: 90% or more staff will report that IDEA Burke is a Great Place to Work.

Evaluation Data Sources: Great Places to Work Survey - 3 times a year

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Have aligned GPTW check ins for 100% of staff **Strategy's Expected Result/Impact:** Staff are familiar with the language of the survey and will share sooner with their manager **Staff Responsible for Monitoring:** All Managers of Staff **Problem Statements:** School Processes & Programs 1, 2				

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 1: Special Education Teachers want to shift to General Education **Root Cause**: SpEd teachers were not given the training and support needed to feel successful in their role
Problem Statement 2: Co-Teachers want to move to Lead Teacher roles after they have met the qualifications **Root Cause**: Co-Teacher responsibilities were aligned to Teacher expectations

Goal 2: Fully enrolled by day 11 of the 23-24 school year

Performance Objective 1: All grade levels will meet enrollment of 116 or higher by the first day of school

High Priority

Evaluation Data Sources: registration and enrollment data

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Staff sign up to support 2 or more recruitment events **Strategy's Expected Result/Impact:** More staff recruiting can share what Burke is all about specifically with regards to curriculum **Staff Responsible for Monitoring:** APO, Principal **Problem Statements:** Demographics 2				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: Over 25% of our scholars left us this past year. **Root Cause**: Lack of explaining curriculum and how it does not always align to traditional school districts when onboarding families.

Goal 3: IDEA achieves an A rating

Performance Objective 1: 100% of Critical Student Intervention and Special Education scholars, taught by our Interventionist, will approach grade level reading and math by the end of the year as measured by the STAAR.

High Priority

HB3 Goal

Evaluation Data Sources: Mock STAAR Exams, RenSTAR assessments, daily Exit Tickets and all district exams

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Immediate reteach of daily Exit Ticket within Extensions **Strategy's Expected Result/Impact:** increase in daily mastery of skills **Staff Responsible for Monitoring:** Interventionist **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **- Targeted Support Strategy** **Problem Statements:** Student Learning 2 **Funding Sources:** Interventionist - Federal Grant				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Track all IEP goals and have individual growth goals for all SpEd and EE scholars **Strategy's Expected Result/Impact:** Scholars will see their progress and growth and be motivated **Staff Responsible for Monitoring:** All Teachers and SpEd Teacher **Problem Statements:** Student Learning 2				

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 2: Sub-population scholars were not tracked consistently **Root Cause**: Teachers and Leaders were not trained or equipped with how to track efficiently and consistently

Goal 3: IDEA achieves an A rating

Performance Objective 2: 60% of Critical Student Intervention scholars will grow 2 or more years according to RenSTAR testing done 5 times throughout the year.

High Priority

HB3 Goal

Evaluation Data Sources: RenSTAR testing - 5 times yearly

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Scholars will engage in on grade level reading novels in class and have libraries in classrooms for scholars to be able to check out on level texts. **Strategy's Expected Result/Impact:** Scholars will become better readers and love to read resulting in investment in the classroom **Staff Responsible for Monitoring:** AR Facilitator, Reading Teacher, Interventionist **Title I:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **Problem Statements:** Student Learning 2 - School Processes & Programs 2 **Funding Sources:** - Federal Grant				

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 2: Sub-population scholars were not tracked consistently **Root Cause**: Teachers and Leaders were not trained or equipped with how to track efficiently and consistently

School Processes & Programs
Problem Statement 2: Co-Teachers want to move to Lead Teacher roles after they have met the qualifications **Root Cause**: Co-Teacher responsibilities were aligned to Teacher expectations

Goal 3: IDEA achieves an A rating

Performance Objective 3: 100% of teachers will be proficient in tracking daily data as measured in our district Guidepost to Excellent Teaching.

High Priority

Evaluation Data Sources: TeachBoost ratings, % of High Performing and Master Teachers

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Teachers and scholars track their daily mastery and leaders adjust calendar to observe and provide feedback in the moment. **Strategy's Expected Result/Impact:** Instruction is adjusted based on gaps evident in scholars learning and scholars will be motivated as they track their own data and work towards an incentive. **Staff Responsible for Monitoring:** All Instructional Staff **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 2				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 2: Sub-population scholars were not tracked consistently **Root Cause**: Teachers and Leaders were not trained or equipped with how to track efficiently and consistently

Goal 3: IDEA achieves an A rating

Performance Objective 4: 3rd and 4th grade reading and math will increase in math and reading as measured on the STAAR.

High Priority

HB3 Goal

Evaluation Data Sources: Mock Exams, District Exams and STAAR

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Conduct post-assessment data conversation within 48hrs, and monitor implementation of re-teach plans **Strategy's Expected Result/Impact:** Begin reteach within one week after reviewing the data so scholars get a reteach with urgency **Staff Responsible for Monitoring:** All Instructional Staff, APIs and Principal				

 No Progress Accomplished Continue/Modify Discontinue

Goal 3: IDEA achieves an A rating

Performance Objective 5: 90% or more of all scholars in grades K - 2nd grade will end the school year on grade level in reading as measured by our Direct Instruction placement assessments.

High Priority

Evaluation Data Sources: DI placement testing, Weekly Check Outs, Mastery Tests

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Build Teachers and Co-Teachers staff skill with execution of lesson delivery **Strategy's Expected Result/Impact:** Teachers will become experts in executing their daily lessons to ensure they know their lesson prior to the first teach **Staff Responsible for Monitoring:** Principal, Assistant Principal of Instruction **Problem Statements:** School Processes & Programs 2				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 5 Problem Statements:

School Processes & Programs
Problem Statement 2: Co-Teachers want to move to Lead Teacher roles after they have met the qualifications **Root Cause**: Co-Teacher responsibilities were aligned to Teacher expectations

Goal 3: IDEA achieves an A rating

Performance Objective 6: Weekly collaboration meetings for all grade levels between SpEd and Gen. Ed. teachers will allow them to share data as measured by IEP accommodations.

High Priority

HB3 Goal

Evaluation Data Sources: IEP implementation and tracking

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Teachers will submit weekly accommodations tracker with their lesson plans **Strategy's Expected Result/Impact:** IEPs align to scholars needs and are updated based on data **Staff Responsible for Monitoring:** All Teaching Staff, SpEd Teachers, Principal **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 2 - School Processes & Programs 1				

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 6 Problem Statements:

Student Learning
Problem Statement 2: Sub-population scholars were not tracked consistently **Root Cause**: Teachers and Leaders were not trained or equipped with how to track efficiently and consistently
School Processes & Programs
Problem Statement 1: Special Education Teachers want to shift to General Education **Root Cause**: SpEd teachers were not given the training and support needed to feel successful in their role

Goal 3: IDEA achieves an A rating

Performance Objective 7: 100% of teachers and co-teachers will be proficient or higher on lesson planning as measured by our district Guidepost to Excellent Teaching.

High Priority

HB3 Goal

Evaluation Data Sources: Daily coaching tracker, Teachboost ratings and staff proficiency levels

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Feedback will be provided weekly review of lesson plans for aligned: objective, TEKS and ET along with Key points that include the what, how and why. **Strategy's Expected Result/Impact:** lessons are aligned and on grade level rigor prior to the first teach **Staff Responsible for Monitoring:** Assistant Principals of Instruction, Principal **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 7 Problem Statements:

Student Learning
Problem Statement 1: Teachers had trouble aligning TEKS with their daily objectives and exit tickets **Root Cause**: New teachers in upper grades were not coached in creating lesson plans but rather internalizing lessons in the earlier grades.

Goal 4: Increase student daily attendance

Performance Objective 1: Scholars average daily attendance will increase by holding meetings with families of scholars that have 5 or more absences and we will measure success by our daily attendance.

High Priority

Evaluation Data Sources: Daily, weekly and monthly ADA

Summative Evaluation: No progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Follow our campus and district ADA matrix ensuring we are communicating importance of ADA and the academic impact it has on their scholar **Strategy's Expected Result/Impact:** scholars will come to school and our average daily attendance will be 97% or higher and families will understand the importance of attendance **Staff Responsible for Monitoring:** All staff, Registrar **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** Perceptions 2				

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 2: Fewer families came to our curriculum events vs. our more entertaining events **Root Cause**: We did not advertise and promote events other than on social media

Goal 5: Increase student persistence

Performance Objective 1: Our persistence will increase for all new to IDEA families by educating scholars on violence prevention paired with SEL daily lessons by the end of the school year as measured on our student surveys.

High Priority

Evaluation Data Sources: quarterly student surveys, completion of SEL lessons, persistence benchmarks, Code of Conduct tracking

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: School Counselors and Social Workers complete all violence prevention/anti-bullying training to all staff **Strategy's Expected Result/Impact:** fewer reports of bullying and Code of Conducts, meet monthly persistence benchmark **Staff Responsible for Monitoring:** Principal, Counselors, Social Workers **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Kinder and 1st had severe behavior challenges that interrupted the learning environment. **Root Cause**: New staff were not trained on severe behavior challenges

Goal 5: Increase student persistence

Performance Objective 2: 90% or more of our scholars will return for the 23-24 school year by having monthly curriculum awareness and family fun events as measured by scholar surveys and monthly campus persistence.

High Priority

Evaluation Data Sources: quarterly surveys, campus persistence

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Planned family events will allow our families and community to build relationships so that they feel connected to the school and their scholars make authentic friendships **Strategy's Expected Result/Impact:** relationships will be built among families, scholars and the community **Staff Responsible for Monitoring:** School Counselor, Assistant Principal of Operations, Principal **Problem Statements:** Demographics 2 - Perceptions 1, 2				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Weekly grade level assemblies celebrating scholars through academic, character, and growth awards. **Strategy's Expected Result/Impact:** Scholars want to come to school every day and feel a part of our school community **Staff Responsible for Monitoring:** All Instructional Staff				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: Over 25% of our scholars left us this past year. **Root Cause**: Lack of explaining curriculum and how it does not always align to traditional school districts when onboarding families.

Perceptions
Problem Statement 1: We had fewer events in person for family engagement **Root Cause**: Campus events were not prioritized
Problem Statement 2: Fewer families came to our curriculum events vs. our more entertaining events **Root Cause**: We did not advertise and promote events other than on social media

Goal 5: Increase student persistence

Performance Objective 3: 90% of scholars will hit 900 minutes of MVPA as measured by the IHT watches.

High Priority

Evaluation Data Sources: IHT data, teacher tracking system

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Strong systems and procedures for use of IHT watches. **Strategy's Expected Result/Impact:** Scholars have the watches on and get the most out of their PE minutes **Staff Responsible for Monitoring:** PE Teacher and Co-Teacher				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: 50% or higher of rigorous activity to increase heart rate **Strategy's Expected Result/Impact:** More minutes in the upper heart zone for scholars **Staff Responsible for Monitoring:** PE Teacher and Co-Teacher				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Campus Funding Summary

Federal Grant					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	1	1	Interventionist		$0.00
3	2	1			$0.00
				Sub-Total	$0.00

Addendums

Master CNA & SAIP Reporting Checklist

				PTG	100%	PTG	100%
DEPT	**Data Sources**	**Data Tabs**	**Guidance**	**Status**	**Principal Notes or Questions**	**VP Verification**	**Notes & Next Steps**
ACADEMY	KEYS Tab (Tab 3)	Student Achievement Improvement Plan 2021-2022 School Year	This SAIP plan will require logging concrete initiatives put in place for student improvement, as well as their associated timelines, resoures, and responsible staff. Each initiative will be tracked mid-year and at the end of the year. Mid-year assessments should be completed by each campus between December 1, 2022 and no later than January 31, 2023.	Complete		Verified	
	Locus Dashboards: CSI, STARR, AP CampusIB Reports EOY Assessments	Comprehensive Needs Assessment 2022 English Language Arts	These pages should include the percentage of students who achieved each listed score for the 2021-2022 School Year. For each subject, list a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete		Verified	
		Comprehensive Needs Assessment 2022 Math		Complete		Verified	
		Comprehensive Needs Assessment 2022 Science		Complete		Verified	
		Comprehensive Needs Assessment 2022 Humanities		Complete		Verified	
	State TELPAS Report	Comprehensive Needs Assessment 2022 TELPAS	This data set will outline the percentage of students that earned proficiency in the areas of Listening, Speaking, Reading, and Writing, as indicated in the State TELPAS report. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete		Verified	
	Locus Dashboard: Staff Retention	Staff Quality, Rentention, & Recruitment 2021-2022 School Year	Under the %SPED Data Point, this should reflect the percentage of SPED certified teachers, compared to the overall SPED staff. Under number of teacher applicants, note how many teachers were interviewed by campus leaders for positions during the 2021-2022 School Year. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete		Verified	
	Locus Dashboards: Student Persistence, Enrollment, ADA	School Culture & Climate 2021-2022 School Year	For the Withdrawals/Level 3 Offenses data point, list the number of withdrawals or offenses. All other data points should reflect percentages. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete		Verified	
	Campus Academic Counselor Tracking Systems	2022 Family & Community Involvement	In addition to listing data percentages, list a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete		Verified	

Campus Name

2021-22 Student Achievement Improvement Plan

ACADEMY

									Title I Qualifying Programs			Initiatives Status			
									Internal Use Only			Mid Year		End of Year	
									Supplemental Program (Y/N)	New Program (Y/N)	Budget Allocation	Outcome	Increase/Decreased by X%	Outcome	Increase/Decreased by X%
APO	Initiatives	Needs Assess.	Special Pops.	Person(s) Responsible	Timeline Start/End	Resources: Human/ Material/Fiscal	Documentation	Formative Evaluation	Budget Allocations only need to be entered for programs that are BOTH Supplemental & New			Use these columns to assess your strategy progress at the middle and end of the year			
1E	2 math teachers in 3rd grade	S	All	Tiffany Langbein	8-8 to 5-26	Human	Scholar, Teacher and schoolwide data tracking systems	Mock Exams and STAAR							
1E	DI Block of 85 Minutes - 12-15 Scholars per group	S	All	Tiffany Langbein	8-8 to 5-26	Human	Scholar, Teacher and schoolwide data tracking systems	CO's, MT's and EOY on track percent in Reading DI							
1F, 1H	Exit Ticket reteach daily with Special Populations	S	All	Tiffany Langbein	8-8 to 5-26	Human	Scholar, Teacher and schoolwide data tracking systems	Mock Exams and STAAR							
2B	Assigned ADA calls for 100% of scholars	O	All	Adrian Sena	8-8 to 5-26	Human	Schoolwide ADA tracker and Power School	Monthly ADA benchmarks and overall EOY goal of 97%							

Annual Performance Objectives (APO)

PRIORITY #1: Students Graduate College-Ready

1A. % of graduates who matriculate to a College or University: 100%

1B. % of graduates matriculate to a Tier I/II College or University: 15% | 25%

1C. % of Seniors accepted to a College or University: 100%

1D. % of Seniors named AP scholars | Earn IB diploma: 30% | 25%

1E. Earned State Rating: A

1F. % Basic | % Mastery | % Advanced on LEAP: 82% | 44% | 11%

1G. % Approaches | % Meets | % Masters on STAAR/EOC: 90% | 60% | 30%

1H. % Level 3 | % Level 4 | % Level 5 on FSA/FSAA: 70% | 40% | 20%

1I. % of Pre-K-2nd Students End The Year On/Above Grade Level in Reading - Year 1 Campuses | Year 2 Campuses: 80% | 90%

1J. % of students in CSI achieve 2 years growth in Reading | Math (measured by Ren STAR) 50% | 60%

1K. Average ACT score: 21

1L. % of students graduating college in 4 | 6 years: 25% | 55%

PRIORITY #2: Build a Strong & Sustainable Organization

2A. % Teacher Retention | Employee Retention: 85% | 85%

2B. 80% composit score on GPTW: 82%

2B. %Average Daily Attendance: 97.50%

2C. New Student Persistence: 90%

2D. Operating Income: $133M

2E. FIRST Rating: A

PRIORITY #3: Achieve Mission at Scale

3A. % of students with low socio-economic status: 80%

3B. Enrollment in August 2020: 83,894

3C. Schools in operation in August 2020: 149

3D. Total Funds Raised (millions): $93M

Needs Assessment

S-STAAR

D-DIBELS

E-EOC

A-ACT

RR-Reading Renaissance

ST-STAR for Math

DR-Discipline Report

AP-AP Tests

O-Other

Special Populations

All

AR-At Risk

ELL-English Language Learners

ED-Economically Disadvantaged

M-Migrant

SE-Special Education

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Comprehensive Needs Assessment ACADEMY						
Data Sources: Eureka Math & Electives Academy						
	DISTAR Pre-K on Grade Level	**Eureka Kinder on Grade Level**	**Eureka First on Grade Level**	**Eureka Second on Grade Level**	**% Math Masters Pk-2**	**Pk-2 MM Goal Met/Not Met**
% Students	**NA**	**99%**	**91%**	**96%**	**95%**	Met
Data Source: STAAR Academy						
	STAAR Math Grade 3	**STAAR Math Grade 4**	**STAAR Math Grade 5**	**% Math Masters 3-5**	**3-5 MM Goal Met/Not Met**	
% Approaches	77%	NA	NA			
% Meets	33%					
% Masters	16%					
SAS	52					
% Student Achievement Average	63%					
Data Source: CSI Academy						
	Math AC CSI					
% CSI (EOY Ren.)	NA					
% of CSI Passing STAAR	NA					
% of SPED Passing STAAR						

Reflections	
Areas of Strength	**Areas of Need**
1. Lesson rehearsals.	1. SWAM not being consistent with each assessment.
2. Strong lesson plans with aligned key points	2. High priority scholars taught by most skilled teacher.
3. Lesson delivery was consistent and followed the Erueka structure.	3. Consistency with aggressive monitoring.
4. Lessons were STAAR aligned.	4
5. Math teachers are departmentalized.	5
6. Consistency with exit ticket data tracking after each period.	6
7. Lesson plans turned in 1 week in advance for	7
8. Individual growth goals and incentives.	8

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Comprehensive Needs Assessment ACADEMY						
Data Sources: DI ELA & Electives						
	DI Pre-K on Grade Level	**DI Kinder on Grade Level**	**DI First on Grade Level**	**DI Second on Grade Level**	**% Royal Readers**	**% Word Masters**
% Students	**100%**	**95%**	**77%**	**98%**	22%	100%
					RR Goal Met/Not Met	**WM Goal Met/Not Met**
					Met	Met
Data Source: STAAR						
	STAAR Reading Grade 3	**STAAR Reading Grade 4**	**STAAR Writing Grade 3**	**STAAR Writing Grade 4**		
% Approaches	20%	N/A	N/A	N/A		
% Meets	24%	N/A	N/A	N/A		
% Masters	51%	N/A	N/A	N/A		
SAS	SS 1538 (76%-80%)	N/A	N/A	N/A		
% Student Achievement Average	74%	N/A	N/A	N/A		
Data Source: CSI						
% Meeting CSI Goal	**Reading AC CSI**					
% CSI (EOY Ren.)	N/A					
% of CSI Passing STAAR	N/A					
% of SPED Passing STAAR	50%					

Reflections	
Areas of Strength	**Areas of Need**
1 Consistent Data Tracking by teacher and scholars	1 Tracking Sub Pops
2 Differentiated tutoring sessions (fall-high push, spring-approaches push)	2 Writing scope and sequence that aligns to the TEKS
3 Individual scholar goals/growth goals with celebration of successes	3 Book clubs/read alouds in lower grades for higher word counts and royal readers in 1st-2nd
4 Time and staff support for ELA	4 Backwards plan for MT's
5 Responding to data with urgency	
6. All 2nd grade schoalrs transitioned to 3rd grade less than 2.0 years behind resulting in no CSI scholars in 3rd grade.	5 Analyze STS forms and identify key skills for reteach
7. 14% to <80% within 1st grade	
8. PreK DI – pushed back due to low mastery but hit goal of 100%	
9. 2nd grade – hit RMSE 3 early on allowing us to add in new ELA TEKS for writing	

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Comprehensive Needs Assessment ACADEMY						
Data Sources: Science Pk-2						
	Science Pre-K on Grade Level	**Science Kinder on Grade Level**	**Science First on Grade Level**	**Science Second on Grade Level**	**Science Third on Grade Level**	**Science Fourth on Grade Level**
% Students	**NA**	**95%**	**99%**	**80%**	**95%**	**N/A**
Data Source: Science 3-5						
	STAAR Science Grade 5					
% Approaches	NA					
% Meets	NA					
% Masters	NA					
% Student Achievement Average	NA					

Reflections	
Areas of Strength	**Areas of Need**
1. Lessons materials provided by the district were internalized.	1. No lesson rehearsals for science.
2. Lessons had aligned exit ticket.	2 LPs for 3rd grade at the EOY weren't being shared except days before the lesson
3. Lesson plans turned in 1 week in advance for feedback.	3

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Comprehensive Needs Assessment ACADEMY							
Data Sources: Humanities Pk-2							
	Humanities Pre-K on Grade Level	**Humanities Kinder on Grade Level**	**Humanities First on Grade Level**	**Humanities Second on Grade Level**	**Humanities Third on Grade Level**	**Humanities Fourth on Grade Level**	**Humanities Fifth on Grade Level**
% Students	NA	100%	98%	99%	71%	N/A	N/A

Reflections	
Areas of Strength	**Areas of Need**
1. Lesson plans turned in 1 week in advance for feedback.	1. Level of rigor is far above grade level.
2 Teacher created alignlesson that were formated like ELA to increase scholar engagement	2. Lesson duration is not taking the full time.
3	3New program-too much for a single lesson, lots of read alouds that were veyr high rigor
4	4 EOM/EOU exams throughout the semester need to model

Campus Name

Comprehensive Needs Assessment ACADEMY					
TELPAS Composite Rating (Listening, Speaking, Reading, Writing)					
	Listening	**Speaking**	**Reading**	**Writing**	**% of ELL Students who grew one or more levels**
% Beginning	1.60%	6.80%	12%	13.60%	N/A
% Intermediate	1.50%	37.30%	28.80%	52.50%	35.50%
% Advanced	49.20%	38.90%	35.60%	20.30%	25.80%
% Advanced High	33.90%	16.90%	23.70%	13.60%	29%

Reflections	
Areas of Strength	**Areas of Need**
1 90% of scholars grew at least one level	1 reading and writing saw less growth than other areas
2 83.1% of scholars scored A or AH in listening	2
3 Implemented the new online assessment without irregularities	3

IDEA Burke

Comprehensive Needs Assessment	
ACADEMY	
Staff Quality, Recruitment, Retention	
	Percentage
% School Lead Team Retention	100%
% Instructional Support Retention	90.50%
% Teacher Retention	100%
% Campus Support Retention	71%
% SPED Teachers	60%
% State/National Certified Teachers	41%
% State Certified Leaders	0%
% State/Board certified Counselors	100%
Number of teacher applicants per 2021-22 school year	37

Reflection	
Areas of Strength	Areas of Need
1 Strong systems for builiding relationships with staff including monthly events, weekly staff awards and check ins with managers	1 SpEd Co-Teachers want more growth and development and are therefore leaving SpEd roles
2 Strong onboarding process with a timeline as well as ownership so that there is accountability	2 More staff that are ESL or Bilingual to support with EL scholars
3 2x2 feedback and quarterly surveys including GPTW reflection opportunities	3 RISE Co teachers want to shift to Gen Ed due to behavior challenges

Campus Name

Comprehensive Needs Assessment ACADEMY	
Data Source: School Culture and Climate	
	Campus %
% Average Daily Attendance	92.73%
% Overall Persistence	82.26%
% New Student Persistence	78.10%
# of Admin Withdrawals/ Level 3 Offenses	0
% SPED	7.62%
% ELL	12.54%
% Eco Dis	64.92%
% Migrant	0
% Race: American-Indian-Alaska-Native	0.32%
% Asian	2.70%
% White-Hispanic	69.05%
% Multi	1.27%
% Black-African-American	13.81%
% Native-Hawaiian-Pacific-Islander	0
% White	12.86%
% Male	48.25%
% Female	51.75%

Data Source: School Culture and Climate	
Reflections	
Areas of Strength	**Areas of Need**
1 Scholars and staff used a daily planner to communicate and share behavior challenges and successes daily	1 Refocus on pre-covid with systems and procedures
2 Weekly Team and Family assemblies	2 Kinder and 1st had severe behavior challenges and new teachers struggled and needed additional support
3 Weekly positive touchpoints with families and tracked	3 Families moving - 42 that are leaving the IDEA area and moving to other schools
4 Implemented SEL curriculum with fidelity along with sensory room and calm down corners in all classrooms	4

IDEA Burke

Comprehensive Needs Assessment ACADEMY	
Data Source: Family and Community Involvement	
	Percentage
% Families Attended WTI	100%
% Families Attended Curriculum Night	<50%
% Families Who Attended EOY Ceremonies	95%
% Families who attended Fall Festival	n/a
% Families who attended Winter Festival	n/a
% Families who attended Spring Festival	>70%

Reflection	
Areas of Strength	**Areas of Need**
1 100% of families were onboarded with Welcome to IDEA	1 We need to plan more family events now that COVID requirements have been lifted.
1 100% of scholars were onboarded by attended Summer Culture Camp	2 More investment from families for curriculum nights (need to identify the root cause)
3 Consistent communication with families through online platforms (ClassDojo and Facebook)	3 More consistent communication with families directly from teachers

IDEA Public Schools

Burke College Prep

2022-2023 Campus Improvement Plan

Accountability Rating: A

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

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

Mission Statement

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

Vision

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

Core Values

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

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

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Comprehensive Needs Assessment

Revised/Approved: September 8, 2022

Needs Assessment Overview

Needs Assessment Overview Summary

September 8, 2022.

Demographics

Demographics Summary

We are a 6-9th grade scaling campus that is three years old. We are located at 10434 Marbach Rd. We are a public tuition free charter school.

Demographics Strengths

See PDF in Addendum for more information.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): There is a need to increase family engagement events throughout the school year. **Root Cause:** There could have been more virtual gatherings to offset the covid restrictions.

Problem Statement 2 (Prioritized): There is a need to increase teacher and staff retention. **Root Cause:** There needs to be an increase in teacher development and coaching to build teacher investment.

Problem Statement 3 (Prioritized): There is a need for a coordinated health program **Root Cause:** There needs to be a close collaboration between coaches and regional PE leaders to close the gap in health curriculum.

Student Learning

Student Learning Summary

Scholars averaged a 91 in Domain II- reflecting scholar growth from one year to the next.

Student Learning Strengths

See PDF in Addendum for more information

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Vertically align the curriculum from 6th math and reading to high school AP rigor. **Root Cause:** Teachers were using internalizing methods to district wide curriculum at times the focus was in the curriculum and not on AP standards.

Problem Statement 2 (Prioritized): Setting individual goals in Q1 with previous years STAAR results to better focus individual growth. **Root Cause:** In quarter 1-2 instructional staff were focused on adjusting behaviors for scholars as they re-entered the school setting.

Problem Statement 3 (Prioritized): Scholars more than 2 years behind did not grow as expected according to staar and eoc's **Root Cause:** There needs to be more emphasis on student fluency and decoding in early middle school years 6-7th grade.

School Processes & Programs

School Processes & Programs Summary

Our campus develops instructional leaders through region-wide training to ensure alignment across the network. Professional development is grounded on scholar needs and trends. We use STAAR Aligned curriculum across grade levels to ensure we prearing our scholars for state assessment and high school matriculation.

School Processes & Programs Strengths

Curriculum & Instruction:

- At least one-third of IDEA students graduate with the "AP Scholar" designation, evidence of earning a qualifying score on at least three AP exams, demonstrating successful completion of college-level coursework prior to graduation.
- IDEA provides students access to accelerated instruction through the 1:1 technology device, including adaptive software for mathematics and literacy and access to hundreds of thousands of books in the district's digital library.
- IDEA curricular resources include high-quality instructional materials that earn the highest ratings on national evaluation measures.
- IDEA curriculum is regularly evaluated using a quality evaluation tool, ensuring alignment to the Texas Essential Knowledge and Skills and AP course standards, as well as the STAAR/EOC and AP exams.
- IDEA implements a variety of training opportunities for teachers and leadership staff with the goal of developing teachers' pedagogical content knowledge and leaders' coaching skills.
- For 15 years in a row, 100% of IDEA students have been accepted into college, demonstrating that IDEA academic programming is adequately preparing students for post-secondary education.
- In 2022, four IDEA schools were ranked in the top 10 Most Challenging Schools in the Nation and 13 were ranked in the top 1% of schools nationwide, by the Jay Mathews Challenge Index High School Rankings.

Special Programs

- IDEA exceeded the expected growth target for EL student performance on TELPAS in 2021 with 48% of ELs meeting that target.
- IDEA provide targeted research based instruction to students who have a 2.0 year gap in Reading and/or Math with the goal of closing that gap by 2.0 years during the school year with our initiative called Critical Student Intervention (CSI). During the 21-22 school year, 2,562 out of 6,632 students meet that goal for Reading and 703 out of 1,268 students met the goal for Math.
- IDEA is in Year 3 of our TEA awarded Autism Grant. Through this grant we were able to increase support for 195 students with autism in Rio Grande Valley and Austin who met the criteria outlined by TEA for this grant.
- IDEA submitted and was awarded a Dyslexia Grant by the TEA so that we will be able to provide increased professional development to teachers and leaders on working with students with dyslexia and increase the support resources for our students with dyslexia.

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

See PDF in addendum for more information

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Ensuring consistent and transparent weekly, and monthly teacher achievement awards and recognition. **Root Cause:** There was not a system that took teacher and staff attendance in consideration resulting in inconsistent recognition.

Problem Statement 2 (Prioritized): Ensuring quarterly district wide trainings are attended and supported at the teacher and leader level **Root Cause:** There was not a clear systems for teachers to watch recordings of training after returning from leave.

Perceptions

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. Over the last two years we have experienced a drop in parent participation due to the pandemic; nonetheless, we provide parents an opportunity to join virtual or in person to different school functions.

Perceptions Strengths

See PDF in Addendum for more information

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Focus on consistent weekly coaching and developing using the see it name it do it framework. **Root Cause:** Staff transitions in q1-q3 caused inconsistent coaching conversations and staff development meetings.

Problem Statement 2 (Prioritized): Ensure scholars receive social emotional support from trained and licensed professionals, we have seen a higher need for SEL support in the last two years **Root Cause:** Last year we were unable to secure a social worker and there was high need given scholars lost family members due to Covid and also the re-entry into a large social setting.

Priority Problem Statements

Problem Statement 1: There is a need to increase teacher and staff retention.
Root Cause 1: There needs to be an increase in teacher development and coaching to build teacher investment.
Problem Statement 1 Areas: Demographics

Problem Statement 2: There is a need to increase family engagement events throughout the school year.
Root Cause 2: There could have been more virtual gatherings to offset the covid restrictions.
Problem Statement 2 Areas: Demographics

Problem Statement 3: Ensuring consistent and transparent weekly, and monthly teacher achievement awards and recognition.
Root Cause 3: There was not a system that took teacher and staff attendance in consideration resulting in inconsistent recognition.
Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Ensuring quarterly district wide trainings are attended and supported at the teacher and leader level
Root Cause 4: There was not a clear systems for teachers to watch recordings of training after returning from leave.
Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: Focus on consistent weekly coaching and developing using the see it name it do it framework.
Root Cause 5: Staff transitions in q1-q3 caused inconsistent coaching conversations and staff development meetings.
Problem Statement 5 Areas: Perceptions

Problem Statement 6: Ensure scholars receive social emotional support from trained and licensed professionals, we have seen a higher need for SEL support in the last two years
Root Cause 6: Last year we were unable to secure a social worker and there was high need given scholars lost family members due to Covid and also the re-entry into a large social setting.
Problem Statement 6 Areas: Perceptions

Problem Statement 7: Vertically align the curriculum from 6th math and reading to high school AP rigor.
Root Cause 7: Teachers were using internalizing methods to district wide curriculum at times the focus was in the curriculum and not on AP standards.
Problem Statement 7 Areas: Student Learning

Problem Statement 8: Setting individual goals in Q1 with previous years STAAR results to better focus individual growth.
Root Cause 8: In quarter 1-2 instructional staff were focused on adjusting behaviors for scholars as they re-entered the school setting.

Problem Statement 8 Areas: Student Learning

Problem Statement 9: Scholars more than 2 years behind did not grow as expected according to staar and eoc's
Root Cause 9: There needs to be more emphasis on student fluency and decoding in early middle school years 6-7th grade.
Problem Statement 9 Areas: Student Learning

Problem Statement 10: There is a need for a coordinated health program
Root Cause 10: There needs to be a close collaboration between coaches and regional PE leaders to close the gap in health curriculum.
Problem Statement 10 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain

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
- Local benchmark or common assessments data

Student Data: Student Groups

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

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Class size averages by grade and subject
- Enrollment trends

Employee Data

- Staff surveys and/or other feedback
- State certified and high quality staff data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

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

Support Systems and Other Data

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

Goals

Goal 1: Increase staff retention

Performance Objective 1: Ensure teachers participate in bi-weekly coaching and developing conversation using the see it-name it- do it framework to ensure proficiency in the GET Rubric.

High Priority

Evaluation Data Sources: GET Rubric Evaluations- Teachboost

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Hold weekly check-ins with teachers and leaders **Strategy's Expected Result/Impact:** Teacher and Leader development via Teachboost **Staff Responsible for Monitoring:** API's and Principal **Title I:** 2.4, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Problem Statements:** Perceptions 1				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: Focus on consistent weekly coaching and developing using the see it name it do it framework. **Root Cause**: Staff transitions in q1-q3 caused inconsistent coaching conversations and staff development meetings.

Goal 2: IDEA achieves an A rating

Performance Objective 1: By end of year 80% of special education scholars will have met their individualized growth goals prescribed by tea.

High Priority

Evaluation Data Sources: STAAR Assessment reports

Summative Evaluation: No progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Beginning in Q1 scholars are issued their growth goal and celebrated weekly for their academic achievement. **Strategy's Expected Result/Impact:** 80% of student achieve their individual growth goal **Staff Responsible for Monitoring:** All teachers and Leaders **Title I:** 2.4 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 2				

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 2: Setting individual goals in Q1 with previous years STAAR results to better focus individual growth. **Root Cause**: In quarter 1-2 instructional staff were focused on adjusting behaviors for scholars as they re-entered the school setting.

Goal 3: Increase student daily attendance

Performance Objective 1: Create a learning environment where scholars are provided with opportunities to master the daily lesson and provide feedback in their course work as well as opportunities to be celebrated weekly.

High Priority

Evaluation Data Sources: Weekly grades

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Teachers will report out daily exit ticket mastery as well as a reflection on changes they making from one class to the next. Teachers will be equipped to provided real time feedback and adjustments. **Strategy's Expected Result/Impact:** Increase of daily mastery by period. A Rating by end of year. **Staff Responsible for Monitoring:** Teachers and Instructional Administrators **Title I:** 2.4, 2.6, 4.2 **- 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 5: Effective Instruction **Problem Statements:** Student Learning 3 - Perceptions 1				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 3: Scholars more than 2 years behind did not grow as expected according to staar and eoc's **Root Cause**: There needs to be more emphasis on student fluency and decoding in early middle school years 6-7th grade.
Perceptions
Problem Statement 1: Focus on consistent weekly coaching and developing using the see it name it do it framework. **Root Cause**: Staff transitions in q1-q3 caused inconsistent coaching conversations and staff development meetings.

Goal 4: Increase student persistence

Performance Objective 1: Our persistence will increase for all New to IDEA families by educating scholars on violence prevention paired with social emotional learning lessons (move this world) by end of the school year.

High Priority

Evaluation Data Sources: Quarterly completion of SEL Lessons, Persistence benchmarks. and quarterly code of conduct tracking.

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: School Counselors and Social workers complete violence prevention training. Teachers will teach anti-bullying trainging. The training will result in less code of conduct violations. Staff responsible for monitoring will be social worker and principal. **Strategy's Expected Result/Impact:** Fewer reports of bullying and code of conduct violations **Staff Responsible for Monitoring:** School Counselor/Social Worker and Principal **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Perceptions 2 **Funding Sources:** Rasheda Goodwine-Social Worker - Federal Grant - $67,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: By end of year 50% of 9th grade scholars will have passed their reading TSI **Strategy's Expected Result/Impact:** College Counselor will have an effective TSI Plan to include testing dates and tutoring schedule for 9th grade scholars. **Staff Responsible for Monitoring:** College Counselor **Title I:** 2.4 **Problem Statements:** Student Learning 1				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Vertically align the curriculum from 6th math and reading to high school AP rigor. **Root Cause**: Teachers were using internalizing methods to district wide curriculum at times the focus was in the curriculum and not on AP standards.
Perceptions
Problem Statement 2: Ensure scholars receive social emotional support from trained and licensed professionals, we have seen a higher need for SEL support in the last two years **Root Cause**: Last year we were unable to secure a social worker and there was high need given scholars lost family members due to Covid and also the re-entry into a large social setting.

Goal 4: Increase student persistence

Performance Objective 2: Our overall well-being of our scholars will benefit from physical education and health classes.

Evaluation Data Sources: Fitness assessment

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Physical education teachers will ensure scholars receive health classes as well as physical movement consistent with the fitness assessment goals. **Strategy's Expected Result/Impact:** Scholars will meet weekly calorie burn goal **Title I:** 2.4, 2.5, 4.2 **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 3 - Perceptions 2				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 3: There is a need for a coordinated health program **Root Cause**: There needs to be a close collaboration between coaches and regional PE leaders to close the gap in health curriculum.
Perceptions
Problem Statement 2: Ensure scholars receive social emotional support from trained and licensed professionals, we have seen a higher need for SEL support in the last two years **Root Cause**: Last year we were unable to secure a social worker and there was high need given scholars lost family members due to Covid and also the re-entry into a large social setting.

Goal 5: Meet Yearly Enrollment

Performance Objective 1: Ensure 50% of our ninth grade class are reading TSI exempt by end of year.

High Priority

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Provide TSI Prep through RTTC in Semester II of school year with aligned materials. **Strategy's Expected Result/Impact:** Average of 21 in the TSI Exam **Staff Responsible for Monitoring:** College Counselor **Title I:** 2.4 **Problem Statements:** Student Learning 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Expose scholars to a healthy nutrition program by ensuring our scholar is recognized as one of Americas Healthies Schools by end of year. **Strategy's Expected Result/Impact:** Scholars meet their fitness assessment goals in pe through their IHT Heart Monitors **Staff Responsible for Monitoring:** PE Coaches, Health Aide, and CNP Manager **Title I:** 2.5 **Problem Statements:** School Processes & Programs 1				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Vertically align the curriculum from 6th math and reading to high school AP rigor. **Root Cause**: Teachers were using internalizing methods to district wide curriculum at times the focus was in the curriculum and not on AP standards.
School Processes & Programs
Problem Statement 1: Ensuring consistent and transparent weekly, and monthly teacher achievement awards and recognition. **Root Cause**: There was not a system that took teacher and staff attendance in consideration resulting in inconsistent recognition.

Title I Personnel

Name	Position	Program	FTE
Rasheda Goodwine	Social Worker	Title 1	1

Campus Funding Summary

Federal Grant					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
4	1	1	Rasheda Goodwine-Social Worker		$67,000.00
				Sub-Total	$67,000.00

Addendums

Master CNA & SAIP Reporting Checklist

				PTG	100%	PTG	100%
DEPT	**Data Source**	**Data Tabs**	**Guidance**	**Status**	**Principal Notes or Questions**	**VP Verification**	**Notes & Next Steps**
College Prep	KEYS Tab (Tab 3)	Student Achievement Improvement Plan 2021-2022 School Year	This SAIP plan will require logging concrete initiatives put in place for student improvement, as well as their associated timelines, resources, and responsible staff. Each initiative will be tracked mid-year and at the end of the year. Mid-year assessments should be completed by each campus between December 1, 2022 and no later than January 31, 2023.	Complete		Verified	
	Locus Dashboards: CIS STARR, AP Campus IB Reports EOY Assessments	Comprehensive Needs Assessment 2022 English Language Arts	These Pages should include the percentage of students who achieved each listed score for the 2021-2022 School Year. For each subject, list a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete		Verified	
		Comprehensive Needs Assessment 2022 Math		Complete		Verified	
		Comprehensive Needs Assessment 2022 Science		Complete		Verified	
		Comprehensive Needs Assessment 2022 Humanities		Complete		Verified	
	State TELPAS Report	Comprehensive Needs Assessment 2022 TELPAS	This data set will outline the percentage of students that earned proficiency in the areas of Listening, Speaking, Reading, and Writing, as indicated in the State TELPAS report. Llist a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete		Verified	
	Locus Dashboards: ACT, AP, TSI Campus IB Reports Campus Matriculation Reports	100% College Matriculation 2021-2022 School Year	This page will only be applicable to campuses that had graduating classes in the Spring of 2022. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete	Not Applicable	Verified	
	Locus Dashboard: Staff Rentention	Staff Quality, Retention, & Recruitment 2021-2022 School Year	Under the %SPED Data Point, this should relfect the percentage of SPED certified teachers, compared to the overall SPED staff. Under number of teacher applicants, note how many teachers were interviewed by campus leaders for positions during the 2021-2022 School Year. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete		Verified	
	Locus Dashboards: Student Persistence, Enrollment, ADA	School Culture & Climate 2021-2022 School Year	For the Withdrawals/Level 3 Offenses data point, list the number of withdrawals or offenses. All other data points should reflect percentages. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete		Verified	
	Campus Academic Counselor Tracking Systems	2022 Family & Community Involvement	In addition to listing data percentages, list a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete		Verified	

Burke

2021-22 Student Achievement Improvement Plan - College Prep

COLLEGE PREP

APO	Initiatives	Needs Assess.	Special Pops.	Person(s) Responsible	Timeline Start/End	Resources: Human/ Material/Fiscal	Documentation	Formative Evaluation
	Three Intervention periods- one interventionist and two tutors	X		Ramon Gutierrez	August 8- June 26	Human/Fiscal	be reported daily/weekly	60% CSI scholars meet growth goal
	Increase in Clubs and Sports Teams to address scholar retention	X		Ramon Gutierrez	August 8- June 26	Human/Fiscal	Scholars enrolled in clubs and sports	90% of scholar persistence

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

Annual Performance Objectives (APO)

PRIORITY #1: Students Graduate College-Ready

1A. % of graduates who matriculate to a College or University: 100%

1B. % of graduates matriculate to a Tier I/II College or University: 15% | 25%

1C. % of Seniors accepted to a College or University: 100%

1D. % of Seniors named AP scholars | Earn IB diploma: 30% | 25%

1E. Earned State Rating: A

1F. % Basic | % Mastery | % Advanced on LEAP: 82% | 44% | 11%

1G. % Approaches | % Meets | % Masters on STAAR/EOC: 90% | 60% | 30%

1H. % Level 3 | % Level 4 | % Level 5 on FSA/FSAA: 70% | 40% | 20%

1I. % of Pre-K-2nd Students End The Year On/Above Grade Level in Reading - Year 1 Campuses | Year 2 Campuses: 80% | 90%

1J. % of students in CSI achieve 2 years growth in Reading | Math (measured by Ren STAR) 50% | 60%

1K. Average ACT score: 21

1L. % of students graduating college in 4 | 6 years: 25% | 55%

Needs Assessment

S-STAAR

D-DIBELS

E-EOC

A-ACT

RR-Reading Renaissance

ST-STAR for Math

DR-Discipline Report

AP-AP Tests

O-Other

Special Populations

All

AR-At Risk

ELL-English Language Learners

ED-Economically Disadvantaged

M-Migrant

SE-Special Education

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Comprehensive Needs Assessment
COLLEGE PREP

Data Source: CSI

% Meeting CSI Goal	Reading CP CSI
% CSI (EOY Ren.)	29%
% of CSI Passing STAAR	33%
% of SPED Passing STAAR	

Data Source: STAAR

	STAAR Reading 6th	STAAR Reading 7th	STAAR Reading 8th	STAAR Writing 7th	English I EOC
% Approaches	83	85	86	NA	NA
% Meets	51	67	70	NA	NA
% Masters	30	42	54	NA	NA
% Student Achievement Average	55	65	70	NA	NA

Data Source: AP/IB/Electives

AP Scores	Pass AP Lit	Pass AP Lang	IB Scores	IB Group 1	% Royal Readers
% Score 1	NA	NA	% Score 1-3	NA	NA
% Score 2	NA	NA	% Score 4-5	NA	NA
% Score 3+	NA	NA	% Score 6-7	NA	NA
					RR Goal Met/Not Met
					M

Reflections	
Areas of Strength	**Areas of Need**
1- Scholars are able to use test taking strategies effectively to include underlining key words and eliminating answer choices.	1- Vertical alignment to AP curricu
2- Teachers using novels and having scholars read 20min+ daily.	2- Using a consistent curriculum th rigor and questions
3- Scholars mastering grade level TEKS.	3- Communicating student growth and progress monitoring bi-weekly

English II EOC
NA
NA
NA
NA
% Word Master
NA
NA
NA
WM Goal Met/Not Met
M

ılum
ıat aligns to staar
goals in August

IDEA BURKE

Comprehensive Needs Assessment - College Prep COLLEGE PREP					
Data Source: STAAR					
	STAAR Math 6th	**STAAR Math 7th**	**STAAR Alg I**		
% Approaches	78	60	91		
% Meets	47	31	47		
% Masters	17	11	30		
% Student Achievement Average	47	34	55		
Data Source: AP/IB					
AP Scores	**Pass AP Calculus AB**	**Pass AP Calculus CD**	**Pass AP Prob. & Stats.**	**IB Scores**	**IB Group 5**
% Score 1	NA	NA	NA	**% Score 1-3**	NA
% Score 2	NA	NA	NA	**% Score 4-5**	NA
% Score 3+	NA	NA	NA	**% Score 6-7**	NA

Reflections	
Areas of Strength	**Areas of Need**
1- Teachers appropriately follow a gradual release of responsibility for scholars.	1-Sharing with scholars their growth goals in AUgust and progress monitoring bi-weekly.
2- teachers aligned to the staar in Q3 and Q4 which resulted in increase in student mastery	2-Alignment to staar exam in daily exit tickets
3-Teacher differntiated by scholars and areas of growth.	3- Math staff retention. Ensure our math teachers are being coached and developed consistently.

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Comprehensive Needs Assessment COLLEGE PREP						
Data Source: Internal Assessments						
	6th Grade EOY Assessment	**7th Grade EOY Assessment**				
% Passing	**94**	**82**				
Data Source: STAAR						
	STAAR 8th Science	**STAAR Biology**				
% Approaches	NA	90				
% Meets	NA	60				
% Masters	NA	20				
% Student Achievement Average	NA	57				
Data Source: AP/IB						
AP Scores	**Pass AP Biology**	**Pass AP Chemistry**	**Pass AP Physics (1, 2, & C)**	**Pass AP Env. Science**	**IB Scores**	**IB Group 4**
% Score 1	NA	NA	NA	NA	**% Score 1-3**	NA
% Score 2	NA	NA	NA	NA	**% Score 4-5**	NA
% Score 3+	NA	NA	NA	NA	**% Score 6-7**	NA

Reflections	
Areas of Strength	**Areas of Need**
Science teacher collaborated in planning veritcally daily.	Increase of science experiments in the beginning of the school year.
Scholars were provided feedback daily on their asignments.	Increase of rigor in teacher questions focuses on having scholars articulte what and how key points.
Scholars were engaged in hands on acitivties focused in teks.	Increase in opportunities for teachers to have scholars engage in varticulation of the content.

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Comprehensive Needs Assessment COLLEGE PREP							
Data Source: Internal Assessments							
	6th Grade EOY Assessment	**7th Grade EOY Assessment**					
% Passing	**97**	**95**					
Data Source: STAAR							
	STAAR 8th US History	**EOC US History**					
% Approaches	69	NA					
% Meets	31	NA					
% Masters	22	NA					
% Student Achievement Average	41	NA					
Data Source: AP/IB							
AP Scores	**Pass AP Human Geography**	**Pass AP World History**	**Pass AP US History**	**Pass AP Goverment**	**Pass AP Economics**	**IB Scores**	**IB Group 3**
% Score 1	NA	NA	NA	NA	NA	**% Score 1-3**	NA
% Score 2	NA	NA	NA	NA	NA	**% Score 4-5**	NA
% Score 3+	NA	NA	NA	NA	NA	**% Score 6-7**	NA

Reflections	
Areas of Strength	**Areas of Need**
Strong resources provided by the district	varying the teacher activities to include scholars reading, sharing, and presenting.
teachers used the content provided by the district	Increase amount of scholars independently reading and writing for larger part of the lesson.
Scholars were engaged in the activities teachers presented with an average of 90%	Teacher provide real time feedback to the reading and writing assignments.

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Comprehensive Needs Assessment
COLLEGE PREP

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

	Listening	Speaking	Reading	Writing	% of ELL Students who grew one or more levels
% Beginning		17	10		53%
% Intermediate	6	33	20	5	
% Advanced	33	68	41	38	
% Advanced High	63	27	33	32	

Reflection

Areas of Strength	Areas of Need
weekly observation of el accomodation implementations	strategic el accomodation training for teachers and tight loop coaching on implementations
daily independent reading practice in all subjects	weekly el tutoring or club participation
daily opportunities to articulate and discuss the content	bi--weekly tracking of el progress towards meeting their goals

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Comprehensive Needs Assessment COLLEGE PREP					
100% College Matriculation					
Matriculation %	**Matricuation % 4 year**	**Matriculation % 2 year**	**Tier 1/2 % Acceptances**	**Tier 1/2 % Matriculation**	
NA	**NA**	**NA**	**NA**	**NA**	
Tier 1 % Matriculation	**Tier 2 % Matriculation**	**Tier 3 % Matriculation**	**Tier 4 % Matriculation**	**Senior Class CCMR %**	**Senior Class TSI Completion %**
NA	NA	NA	NA	NA	NA
Campus Data					
Senior Class ACT Average	**Junior Class ACT Average**	**Overall AP Scholars (3+ or more tests)**	**IB Medallion Scholars (Passing 3+ exams)**	**Overall % IB Diploma**	**Campus End of Year OTG**
NA	NA	NA	NA	NA	NA

Reflections	
Areas of Strength	**Areas of Need**
NA	NA
2	2
3	3

Burke

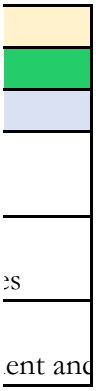
Comprehensive Needs Assessment COLLEGE PREP	
Staff Quality, Recruitment, Retention	
	Percentage
% School Lead Team Retention	0.67
% Instructional Support Retention	50%
% Teacher Retention	68%
% Campus Support Retention	50%
% SPED Certified Teachers	2
% State/National Certified Teachers	4
% State Certified Leaders	100%
% State/Board certified Counselors	100%
Number of teacher applicants per 2020-21 school year	72

Reflections	
Areas of Strength	**Areas of Need**
Teachers are onboarded with a clear and consistent plan	Ensuring consistent and transparent weekly, and monthly teacher achievement awards and recognition
Teacher candidates experience a diverse hiring committe and interview process.	ensuring quarterly district wide tainings are attended and supported
Teacher are supported on a daily observation and real time fe	Ensuring teachers are supported with student discipline and motivation.

Burke

Comprehensive Needs Assessment College Prep	
Data Source: School Culture and Climate	
	Campus %
% Average Daily Attendance	92.55
% Overall Persistence	79.56
% New Student Persistence	76.47
# of Admin Withdrawals/ Level 3 Offenses	2
% SPED	15
% ELL	18
% Eco Dis	47
% Migrant	0
% Race: American-Indian-Alaska-Native	44
% Asian	2.2
% White-Hispanic	74.2
% Multi	0.87
% Black-African-American	12.66
% Native-Hawaiian-Pacific-Islander	0.44
% White	9.2
% Male	49
% Female	52

Data Source: School Culture and Climate	
Reflections	
Areas of Strength	**Areas of Need**
1 Daily communication to parents from teachers and staff for scholar absence	1 consistent monthly familiy engagements
2. Response to student behavior intervention with sped teachers and gen ed teachers	2. consistent clubs after school for scholars and athlete
3. ELL scholars are consistently meeting their TELPAS scores.	3. improve teacher retention by focusing on developm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Comprehensive Needs Assessment COLLEGE PREP	
Data Source: Family and Community Involvement	
	Percentage
% Families Attended WTI	100%
% Families Attended Curriculum Night	66%
% Families Who Attended EOY Ceremonies	70%
% Families who attended Fall Festival	NA
% Families who attended Winter Festival	N.A
% Families who attended Spring Festival	40%

Reflections	
Areas of Strength	**Areas of Need**
We ensure all families attend WTI led by an IDEA Staff member and clear partnership expectations are	Focusing on teacher and support staff recognition
Families are communicated the EOY Ceremonies with 2+ weeks in advance.	Focusing on support staff development
We communicate 100% of families to attend meet the teacher event.	Ensuring 100% of staff are consistently experiencing coach

IDEA Public Schools

Carver Academy

2022-2023 Campus Improvement Plan

Accountability Rating: A

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

Board Approval Date: October 21, 2022
Public Presentation Date: September 2, 2022

Mission Statement

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

Vision

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

Core Values

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

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

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Comprehensive Needs Assessment

Demographics

Demographics Summary

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

Demographics Strengths

IDEA Carver's demographic strengths include less than 10% of students are identified as needing special education services, at 7%. Carver works 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 1 (Prioritized): The average daily attendance percentage was 94.02% for the 2021 and 2022. **Root Cause:** Absences were not well documented for the 21-22 school year. From the data we collected from phone calls and absent notes, 41% of absences were due to illness 11% were due to family emergencies and 4% were due to transportation issues. The campus did not hold meetings for scholars until their 10th day of absences and failed to collect data to intervene in time to maintain a 97.5% attendance rate

Problem Statement 2 (Prioritized): Carver academy strives to maintain enrollment and out goal is to retain 90% of our scholars each year. For the 2021-2022 school year we had an overall persistence of 85% and new to IDEA scholars we only had 78% persistence. **Root Cause:** Transportation is our largest concern, with most scholars moving out of driving distance or traffic concerns due to our location downtown. Other leavers are due to wanting extracurricular activities for their children, such as football, cheerleading, band and other clubs.

Student Learning

Student Learning Summary

For the 2021-2022 School year, Carver Academy received an overall TEA rating of an "A". Overall, of testing subjects (Reading, Math and Science in 3rd, 4th and 5th grades) 90% of students have a score that reflects they are approaching grade level content. 63% of students are meeting grade level standards and 37% of students are mastering grade level standars. The goal is to have 90% approaches, 60% meets and 30% masters. Carver academy has met the overall acheivement goal and plans to continue increasing student achievement. Overall Math acheivement scores, with the same goal, was 91%/57%/28% and Reading 93%/73%/50%. We also boast having over 90% of our students reading and performing in Math on grade level in Kindergarten, 1st and second grade.

Student Learning Strengths

With a rigorous and detailed accountability system in Texas, Carver Academy is proud of the distinguished "A" rating from TEA along with 5 out of 6 distinctions earned. As a school in an organization that focuses on recruitment, enrollment and persistence of scholars from low socioeconomic backgrounds and minority racial and ethnic groups, we are proud of our efforts in closing the achievement gap across subpopulations. For state accountability, we earned 100 out of 100 points on the closing the gaps domain.

Problem Statements Identifying Student Learning Needs

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

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

School Processes & Programs

School Processes & Programs Summary

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

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

We had 100% of teachers from the end of the 2021-2022 school year either receive a promotion within the district or return to Carver for the 2022-2023 school year.

Carver Academy had less than acceptable attendance for the 2021-2022 school year. We rewards scholars with good attendance with monthly incentives such as parties, free dress days and special activities.

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

School Processes & Programs Strengths

Curriculum & Instruction:

- 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 1 (Prioritized): For the 2021-2022 school year, Carver Academy, teacher retention was 93%: 2 classroom teachers resigning before the EOY. **Root Cause:** Teachers resigned due to lack of work life balance and stresses of work causing mental health issues.

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

Priority Problem Statements

Problem Statement 1: The average daily attendance percentage was 94.02% for the 2021 and 2022.

Root Cause 1: Absences were not well documented for the 21-22 school year. From the data we collected from phone calls and absent notes, 41% of absences were due to illness 11% were due to family emergencies and 4% were due to transportation issues. The campus did not hold meetings for scholars until their 10th day of absences and failed to collect data to intervene in time to maintain a 97.5% attendance rate

Problem Statement 1 Areas: Demographics

Problem Statement 2: Carver academy strives to maintain enrollment and out goal is to retain 90% of our scholars each year. For the 2021-2022 school year we had an overall persistence of 85% and new to IDEA scholars we only had 78% persistence.

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

Problem Statement 2 Areas: Demographics

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

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

Problem Statement 3 Areas: Student Learning

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

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

Problem Statement 4 Areas: Student Learning

Problem Statement 5: For the 2021-2022 school year, Carver Academy, teacher retention was 93%: 2 classroom teachers resigning before the EOY.

Root Cause 5: Teachers resigned due to lack of work life balance and stresses of work causing mental health issues.

Problem Statement 5 Areas: School Processes & Programs

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

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

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: During the 2021-2022 school year, IDEA Carver Academy held one expulsion hearing resulting in an administrative withdraw due to continuous aggressive and dangerous behaviors.

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

Problem Statement 7 Areas: Perceptions

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

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

Problem Statement 8 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

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

Student Data: Assessments

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

Student Data: Student Groups

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

Student Data: Behavior and Other Indicators

- Attendance data
- Enrollment trends

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

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

Goals

Goal 1: Increase Carver Academy staff retention to 90% overall

Performance Objective 1: Carver Academy will retain 85% of all staff members from the 2022-2023 school year to the 2023-2024 school year.

High Priority

Evaluation Data Sources: Employment retention data, GPTW surveys, Exit surverys

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Carver academy leadership team will create a positive campus culture that promotes growth for all staff both professionally and personally using celebrations weekly at campus assemblies for the IDEA core values. **Strategy's Expected Result/Impact:** Increased staff satisfaction on the GPTW survey for Carver Academy and 85% staff retention year after year. **Staff Responsible for Monitoring:** Campus principal, campus assistant principal of operations **Title I:** 2.4 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Processes & Programs 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Level 3, 4 and 5 teachers rated using the Teacher Career Pathway will be celebrated through public recognition and incentives related to their teaching roles. **Strategy's Expected Result/Impact:** At least 85% of Carver Academy teachers and staff will retain, not only with IDEA public schools, but with Carver Academy. **Staff Responsible for Monitoring:** Campus Principal and Campus Assistant Principal of Operations. **Title I:** 2.4 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** School Processes & Programs 1, 2	85%	90%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: For the 2021-2022 school year, Carver Academy, teacher retention was 93%: 2 classroom teachers resigning before the EOY. **Root Cause**: Teachers resigned due to lack of work life balance and stresses of work causing mental health issues.
Problem Statement 2: Only 51% of Carver lead classroom teachers are state certified with 0% of teachers ESL or bilingual certified. **Root Cause**: Teachers do not see the value in getting certified by the state due to being hired without the certification. Teachers are not recruited or asked to get certification upon hire.

Goal 1: Increase Carver Academy staff retention to 90% overall

Performance Objective 2: Carver Academy will acquire an 85% overall satisfaction rate on the Great Places to Work Survey for the 2022-2023 school year.

High Priority

Evaluation Data Sources: Monthly professional development surveys, temperature check surveys and GPTW survey results throughout the year and end of the year.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Carver administrative team will conduct monthly temperature checks with GPTW survey questions and use the specific feedback to make adjustments. **Strategy's Expected Result/Impact:** Improve school culture through two way feedback **Staff Responsible for Monitoring:** Campus Principal **Title I:** 2.5 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Processes & Programs 1, 2	0%	80%		

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 1: For the 2021-2022 school year, Carver Academy, teacher retention was 93%: 2 classroom teachers resigning before the EOY. **Root Cause**: Teachers resigned due to lack of work life balance and stresses of work causing mental health issues.
Problem Statement 2: Only 51% of Carver lead classroom teachers are state certified with 0% of teachers ESL or bilingual certified. **Root Cause**: Teachers do not see the value in getting certified by the state due to being hired without the certification. Teachers are not recruited or asked to get certification upon hire.

Goal 2: All IDEA Carver students matriculate to college

Performance Objective 1: 100% of Carver College Prep graduates will be accepted to an institution of higher education, attend and graduate from the institution by at least 5 years after their graduation date.

High Priority

Evaluation Data Sources: Data from college counselors, data from state accountability for post secondary readiness, student surveys.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: 100% of scholars at Carver Academy will perform academically on grade level by the end of the 2022-2023 school year. **Strategy's Expected Result/Impact:** 100% of scholars from Carver College Prep and Carver Academy will be accepted to college and graduate with at least a 4 year degree due to their academic foundations. **Staff Responsible for Monitoring:** Campus principal, College Prep College Counselors **Title I:** 2.6 **- TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college **- ESF Levers:** Lever 5: Effective Instruction **- Results Driven Accountability** **Problem Statements:** Demographics 2 - Student Learning 2	55%	60%		

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: Carver academy strives to maintain enrollment and out goal is to retain 90% of our scholars each year. For the 2021-2022 school year we had an overall persistence of 85% and new to IDEA scholars we only had 78% persistence. **Root Cause**: Transportation is our largest concern, with most scholars moving out of driving distance or traffic concerns due to our location downtown. Other leavers are due to wanting extracurricular activities for their children, such as football, cheerleading, band and other clubs.
Student Learning
Problem Statement 2: Our goal is 90/60/30 (approaches, meets and masters) in each content and grade level for the STAAR assessments. 5th grade science was short of the goal at 82/51/25 and 5th grade math also fell short of the goal at 86/41/13. **Root Cause**: 5th grade math and Science needs additional opprotunities for holding labs as well as targeting higher level thinking and problem solving during daily instruction. Teachers need coaching on "productive" struggle and teaching to mastery.

Goal 2: All IDEA Carver students matriculate to college

Performance Objective 2: 100% of Carver scholars will read on grade level by the end of their second grade year.

High Priority

HB3 Goal

Evaluation Data Sources: Dibbels and Direct Instruction Data

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: 100% of scholars at IDEA Carver Academy will participate in Direct Instruction, phonics reading decoding program and participate in progress monitoring. **Strategy's Expected Result/Impact:** 100% of Scholars reading on grade level by the end of second grade **Staff Responsible for Monitoring:** Campus Principal **Title I:** 2.4, 2.5, 2.6, 4.2 - **TEA Priorities:** Build a foundation of reading and math - **Problem Statements:** Student Learning 1	100%	100%	100%	100%

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 2 Problem Statements:

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

Goal 3: IDEA Carver Academy achieves an A rating

Performance Objective 1: Carver Academy will acheive 90% approaches, 60% meets and 30% masters level performance on all STAAR assessments for the 2022-2023 school year.

High Priority

HB3 Goal

Evaluation Data Sources: TEA accountability reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: 80% of the campus lead instructional team's days will be spent directly providing feedback to teachers, coaching or modeling in classroom. **Strategy's Expected Result/Impact:** A rated student achievement on all STAAR exams. **Staff Responsible for Monitoring:** Campus Principal **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **- Results Driven Accountability** **Problem Statements:** Student Learning 2				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Carver Academy employ an addition staff member that will utilize the math HotSpot technology program to provide all scholars in first through fifth grade opportunities to practice math TEKS and provide intervention instruction on math TEKS. **Strategy's Expected Result/Impact:** Overall achievement scores of 90% approaches grade level, 60% meets grade level and 30% master grade level on STAAR assessments. **Staff Responsible for Monitoring:** Principal **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 2 **Funding Sources:** HotSpot Facilitator Staff (1) - Federal Grant - Title 1 - $33,485.76	100%	100%	100%	100%

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Carver Academy will employ an Accelerated Reader Facilitator to monitor and provide instruction in reading utilizing the accelerated reading program for 1st through 5th graders. **Strategy's Expected Result/Impact:** Overall 90% approaches grade level mastery on reading achievement scores on STAAR math assessments **Staff Responsible for Monitoring:** Principal **Title I:** 2.4, 2.6, 4.2 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 2 **Funding Sources:** 1 staff member responsible for instruction utilizing the AR program - Federal Grant - Title 1 - $35,497.55	100%	100%	100%	100%

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Learning

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

Goal 3: IDEA Carver Academy achieves an A rating

Performance Objective 2: Carver Academy will earn 100% of achievable growth target ratings in the closing the gaps domain for all STAAR assessments for the 2022-2023 school year.

High Priority

HB3 Goal

Evaluation Data Sources: TEA accountability report

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Teachers at Carver academy will track daily exit ticket data and participate in exit ticket huddles at least 4 out of 5 days per instructional week to review student achievement data and make instructional adjustments based on leader feedback. **Strategy's Expected Result/Impact:** Increased student achievement and 100% of minority scholars identified in sub. populations will have academic growth from their 3rd grade STAAR to their 4th and from their 4th grade STAAR to their 5th. **Staff Responsible for Monitoring:** Campus Principal **Title I:** 2.4, 2.6 **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **- Results Driven Accountability** **Problem Statements:** Student Learning 2	75%	75%		

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 2 Problem Statements:

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

Goal 3: IDEA Carver Academy achieves an A rating

Performance Objective 3: Carver Academy will employ a math interventionist, reading interventionist, Math Hot Spot facilitator and Accelerated Reader facilitator, for the 2022-2023 school year with experience and credentials to support learning from below grade level scholars.

High Priority

Evaluation Data Sources: Daily Exit ticket data, unit assessments, state assessments, renstar

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Campus reading and math interventionists will provide feedback, coaching and small group intervention for scholars with a data driven daily schedule that includes dedicated time to dissagregate data to design their next week's schedule. **Strategy's Expected Result/Impact:** Increased grade level performance on daily assignments, unit assessments and STAAR tests for students identified in special population groups. **Staff Responsible for Monitoring:** Campus Principal **Title I:** 2.4, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning **- Results Driven Accountability** **Funding Sources:** Math Interventionist - Federal Grant - Title 1 - $6,500	55%	65%		

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 3: IDEA Carver Academy achieves an A rating

Performance Objective 4: Carver Academy will increase 3rd grade student achievement scores on state STAAR reading achievement from 85% approaches mastery, 49% meets grade level expectations and 30% meets grade level expectations to 90%, 60%, 30%, respectively.

High Priority

HB3 Goal

Evaluation Data Sources: STAAR TPRS report

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Students at Carver academy that are reading below grade level will participate in intervention reading programs, such as Reading by Design, Decoding programs from SRA and grade level TEKS intervention and their progress will be tracked and monitored through data reporting to instructional lead team members, exit ticket huddles, student work analysis meetings and MTSS. **Strategy's Expected Result/Impact:** Increase 3rd grade student acheivement on state assessments **Staff Responsible for Monitoring:** Campus principal **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 2	75%	80%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 4 Problem Statements:

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

Goal 3: IDEA Carver Academy achieves an A rating

Performance Objective 5: Carver Academy will increase 3rd grade math student achievement scores on state STAAR Math from 83% approaches mastery, 42% meets grade level expectations and 13% meets grade level expectations to 90%, 60%, 30%, respectively.

High Priority

HB3 Goal

Evaluation Data Sources: STAAR TPRS report

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Students at Carver academy that are performing in Math below grade level will participate in intervention Math programs, such as ThinkUp!, Math HotSpot and grade level TEKS intervention and their progress will be tracked and monitored through data reporting to instructional lead team members, exit ticket huddles, student work analysis meetings and MTSS. **Strategy's Expected Result/Impact:** Increased student achievement on state assessment to 90%/60%/30%, approaches, meets and master performance, respectively. **Staff Responsible for Monitoring:** Campus Principal **Title I:** 2.4, 2.5, 2.6, 4.2 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Problem Statements:** Student Learning 2	75%	90%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 5 Problem Statements:

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

Goal 3: IDEA Carver Academy achieves an A rating

Performance Objective 6: Carver Academy will increase all grade level student achievement for students served in special education, on math and reading state assessments from 50% approaches mastery, 11% meets grade level expectations and 0% masters grade level expectations to 90%, 60%, 30%, respectively.

High Priority

HB3 Goal

Evaluation Data Sources: STAAR TPRS report

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Students at Carver academy that are performing in Math below grade level will participate in intervention Math programs, such as ThinkUp!, Math HotSpot and grade level TEKS intervention and their progress will be tracked and monitored through data reporting to instructional lead team members, exit ticket huddles, student work analysis meetings and MTSS. Students at Carver academy that are reading below grade level will participate in intervention reading programs, such as Reading by Design, Decoding programs from SRA and grade level TEKS intervention and their progress will be tracked and monitored through data reporting to instructional lead team members, exit ticket huddles, student work analysis meetings and MTSS. **Strategy's Expected Result/Impact:** Increase Special Education student achievement to 90%, 60% and 30% at approaches, meets and masters grade level standards, respectively. **Staff Responsible for Monitoring:** Campus Principal **Title I:** 2.4, 2.5, 2.6, 4.2 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Problem Statements:** Student Learning 2	5%	25%		

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 6 Problem Statements:

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

Goal 3: IDEA Carver Academy achieves an A rating

Performance Objective 7: Carver Academy will increase all grade level student achievement for students identified as Emergent Bilingual, on math and reading state assessments from 69% approaches mastery, 31% meets grade level expectations and 10% masters grade level expectations to 90%, 60%, 30%, respectively.

High Priority

HB3 Goal

Evaluation Data Sources: STAAR TPRS report

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Students at Carver academy that are performing in Math below grade level will participate in intervention Math programs, such as ThinkUp!, Math HotSpot and grade level TEKS intervention and their progress will be tracked and monitored through data reporting to instructional lead team members, exit ticket huddles, student work analysis meetings and MTSS. Students at Carver academy that are reading below grade level will participate in intervention reading programs, such as Reading by Design, Decoding programs from SRA and grade level TEKS intervention and their progress will be tracked and monitored through data reporting to instructional lead team members, exit ticket huddles, student work analysis meetings and MTSS. **Strategy's Expected Result/Impact:** Increase Emergent Bilingual student achievement to 90%, 60% and 30% at approaches, meets and masters grade level standards, respectively. **Staff Responsible for Monitoring:** Campus Principal **Title I:** 2.4, 2.5, 2.6, 4.2 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 2	50%	65%		

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 7 Problem Statements:

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

Goal 4: Achieve 97.5 over all average student daily attendance at IDEA Carver Academy

Performance Objective 1: Carver Academy will acheive an overall average daily attendance of 97.5% or higher for the 2022-2023 school year.

High Priority

Evaluation Data Sources: Powerschool data reports, TEA accountability reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Students at Carver Academy will be rewarded at least monthly for no more that 1 absence and 1 tardy through high interest activities. **Strategy's Expected Result/Impact:** Reduce frequent absences and increase average daily attendance for students that choose to stay home from school. **Staff Responsible for Monitoring:** Campus Assistant principal of operation **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **- Results Driven Accountability** **Problem Statements:** Demographics 1	0%	0%		

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: The average daily attendance percentage was 94.02% for the 2021 and 2022. **Root Cause**: Absences were not well documented for the 21-22 school year. From the data we collected from phone calls and absent notes, 41% of absences were due to illness 11% were due to family emergencies and 4% were due to transportation issues. The campus did not hold meetings for scholars until their 10th day of absences and failed to collect data to intervene in time to maintain a 97.5% attendance rate

Goal 4: Achieve 97.5 over all average student daily attendance at IDEA Carver Academy

Performance Objective 2: Carver Academy will provide an engaging physical education program to include healthy habits of excercise and fitness to include monitoring minutes of elevated heart rate during physical fitness.

Evaluation Data Sources: Heart rate monitors, data tracking and reporting through dashboards on the IDEA Hub website

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Scholars will wear heart rate monitoring devices during their Physical Education course and track and monitor their own heart rates and minutes to meet the goal provided by their coach. **Strategy's Expected Result/Impact:** Increased awareness of physical activity and how it affects overall health through increasing students' capacity to keep their heart rate elevated for longer periods of time. **Staff Responsible for Monitoring:** Carver Physical Education Coach **Title I:** 2.5 **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1, 2	25%	45%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: The average daily attendance percentage was 94.02% for the 2021 and 2022. **Root Cause**: Absences were not well documented for the 21-22 school year. From the data we collected from phone calls and absent notes, 41% of absences were due to illness 11% were due to family emergencies and 4% were due to transportation issues. The campus did not hold meetings for scholars until their 10th day of absences and failed to collect data to intervene in time to maintain a 97.5% attendance rate
Problem Statement 2: Carver academy strives to maintain enrollment and out goal is to retain 90% of our scholars each year. For the 2021-2022 school year we had an overall persistence of 85% and new to IDEA scholars we only had 78% persistence. **Root Cause**: Transportation is our largest concern, with most scholars moving out of driving distance or traffic concerns due to our location downtown. Other leavers are due to wanting extracurricular activities for their children, such as football, cheerleading, band and other clubs.

Goal 5: IDEA Carver Academy will achieve an overall student persistence of 90% or greater.

Performance Objective 1: Carver Academy will retain at least 90% of scholars from the 2022-2023 school year to the 2023-2024 school year.

High Priority

Evaluation Data Sources: Data tracking through the campus counselor, withdraw forms, powerschool reports for withdrawn scholars

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Carver Academy will promote persistence by offering at least monthly parent involvement activities that bring joy to both families and scholars. **Strategy's Expected Result/Impact:** Increased persistence and an increased sense of belonging for scholars and families. **Staff Responsible for Monitoring:** Campus Counselor **Title I:** 2.5, 4.1, 4.2 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 2 - Perceptions 1	50%	50%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: Carver academy strives to maintain enrollment and out goal is to retain 90% of our scholars each year. For the 2021-2022 school year we had an overall persistence of 85% and new to IDEA scholars we only had 78% persistence. **Root Cause**: Transportation is our largest concern, with most scholars moving out of driving distance or traffic concerns due to our location downtown. Other leavers are due to wanting extracurricular activities for their children, such as football, cheerleading, band and other clubs.
Perceptions
Problem Statement 1: On average, only 20% of families attend after school, evening and during school events created for family engagement, compared to 86% of families that attended end of the school year award ceremonies. Only 33% of new families attend our Welcome to IDEA event. **Root Cause**: According to surveys and parent polling, parents report that they are more inclined to come when they are given more than two months notice as well as know and understand the event before choosing to attend.

Goal 5: IDEA Carver Academy will achieve an overall student persistence of 90% or greater.

Performance Objective 2: Carver Academy will achieve at least 85% ratings on student and parent surveys indicating that parents feel that their students are safe at school and students feel that they are safe, overall, at school, each day, by May 2023.

Evaluation Data Sources: Parent and stuent surveys

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Carver Academy will conduct weekly exterior door audits, as required by the Texas Education Agency. Carver Academy will conduct safety drills including active shooter drills, bad weather, fire drills, outside threat and evacuation drills. **Strategy's Expected Result/Impact:** All stakeholders will report at least 85% satisfaction on safety surveys. **Staff Responsible for Monitoring:** Campus Assistant Principal of Operations **Title I:** 2.4, 2.5 **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** Demographics 2	15%	45%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: Carver academy strives to maintain enrollment and out goal is to retain 90% of our scholars each year. For the 2021-2022 school year we had an overall persistence of 85% and new to IDEA scholars we only had 78% persistence. **Root Cause**: Transportation is our largest concern, with most scholars moving out of driving distance or traffic concerns due to our location downtown. Other leavers are due to wanting extracurricular activities for their children, such as football, cheerleading, band and other clubs.

State Compensatory

Budget for Carver Academy

Total SCE Funds:
Total FTEs Funded by SCE: 4
Brief Description of SCE Services and/or Programs

Personnel for Carver Academy

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

Title I Personnel

Name	Position	Program	FTE
Allison James	Math Interventionist	Title 1	1.0
Jason English	AR facilitator	Title 1	1.0
Johanna Charles	Hot Spot Facilitator	Title 1	1.0

Campus Funding Summary

Federal Grant					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	1	2	HotSpot Facilitator Staff (1)	Title 1	$33,485.76
3	1	3	1 staff member responsible for instruction utilizing the AR program	Title 1	$35,497.55
3	3	1	Math Interventionist	Title 1	$6,500.00
				Sub-Total	$75,483.31

Addendums

Master CNA & SAIP Reporting Checklist

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

IDEA Carver Academy

2021-22 Student Achievement Improvement Plan

ACADEMY

APO	Initiatives	Needs Assess.	Special Pops.	Person(s) Responsible	Timeline Start/End	Resources: Human/ Material/Fiscal	Documentation	Formative Evaluation

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

Annual Performance Objectives (APO)

PRIORITY #1: Students Graduate College-Ready

1A. % of graduates who matriculate to a College or University: 100%

1B. % of graduates matriculate to a Tier I/II College or University: 15% | 25%

1C. % of Seniors accepted to a College or University: 100%

1D. % of Seniors named AP scholars | Earn IB diploma: 30% | 25%

1E. Earned State Rating: A

1F. % Basic | % Mastery | % Advanced on LEAP: 82% | 44% | 11%

1G. % Approaches | % Meets | % Masters on STAAR/EOC: 90% | 60% | 30%

1H. % Level 3 | % Level 4 | % Level 5 on FSA/FSAA: 70% | 40% | 20%

1I. % of Pre-K-2nd Students End The Year On/Above Grade Level in Reading - Year 1 Campuses | Year 2 Campuses: 80% | 90%

1J. % of students in CSI achieve 2 years growth in Reading | Math (measured by Ren STAR) 50% | 60%

1K. Average ACT score: 21

1L. % of students graduating college in 4 | 6 years: 25% | 55%

PRIORITY #2: Build a Strong & Sustainable Organization

2A. % Teacher Retention | Employee Retention: 85% | 85%

2B. 80% composit score on GPTW: 82%

2B. %Average Daily Attendance: 97.50%

2C. New Student Persistence: 90%

2D. Operating Income: $133M

2E. FIRST Rating: A

PRIORITY #3: Achieve Mission at Scale

3A. % of students with low socio-economic status: 80%

3B. Enrollment in August 2020: 83,894

3C. Schools in operation in August 2020: 149

3D. Total Funds Raised (millions): $93M

Needs Assessment

S-STAAR

D-DIBELS

E-EOC

A-ACT

RR-Reading Renaissance

ST-STAR for Math

DR-Discipline Report

AP-AP Tests

O-Other

Special Populations

All

AR-At Risk

ELL-English Language Learners

ED-Economically Disadvantaged

M-Migrant

SE-Special Education

IDEA Carver Academy

Comprehensive Needs Assessment
ACADEMY

Data Sources: Eureka Math & Electives Academy

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

Data Source: STAAR Academy

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

Data Source: CSI Academy

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

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

IDEA Carver Academy

Comprehensive Needs Assessment
ACADEMY

Data Sources: DI ELA & Electives

	DI Pre-K on Grade Level	DI Kinder on Grade Level	DI First on Grade Level	DI Second on Grade Level	% Royal Readers	% Word Masters
% Students		93	83	90	65%	10%
					RR Goal Met/Not Met	WM Goal Met/Not Met
					met	met

Data Source: STAAR

	STAAR Reading Grade 3	STAAR Reading Grade 4	STAAR Writing Grade 3	STAAR Writing Grade 4
% Approaches	91%	92%	96%	70
% Meets	71%	74%	78%	38
% Masters	33%	42%	60%	10
SAS				
% Student Achievement Average	69	69	57	39

Data Source: CSI

% Meeting CSI Goal	Reading AC CSI
% CSI (EOY Ren.)	22%
% of CSI Passing STAAR	39%
% of SPED reaching approaches STAAR	60%

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

Carver Academy

Comprehensive Needs Assessment ACADEMY						
Data Sources: Science Pk-2						
	Science Pre-K on Grade Level	**Science Kinder on Grade Level**	**Science First on Grade Level**	**Science Second on Grade Level**	**Science Third on Grade Level**	**Science Fourth on Grade Level**
% Students	**N/A**	**99%**	**99%**	**99%**	**100%**	**90%**

Data Source: Science 3-5	
	STAAR Science Grade 5
% Approaches	82%
% Meets	51%
% Masters	25%
% Student Achievement Average	53

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

Carver Academy

Comprehensive Needs Assessment ACADEMY							
Data Sources: Humanities K-5							
	Humanities Pre-K on Grade Level	**Humanities Kinder on Grade Level**	**Humanities First on Grade Level**	**Humanities Second on Grade Level**	**Humanities Third on Grade Level**	**Humanities Fourth on Grade Level**	**Humanities Fifth on Grade Level**
% Students	N/A	98	94	99	93	95	100

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

IDEA Carver Academy

Comprehensive Needs Assessment
ACADEMY

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

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

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

IDEA Carver Academy

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

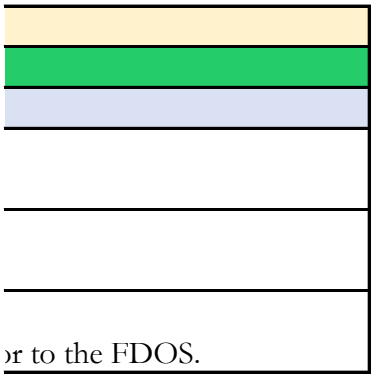
Reflection	
Areas of Strength	**Areas of Need**
92.86% Teacher Retention	0% Board Certified Counselor - in progress
Both campus special education teachers are certified	20% State certified leaders - completed state of texas governance hours
100% school lead team retention	Campus operational staff retention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

IDEA Carver Academy

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

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

Claudine and Spain



IDEA Carver Academy

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

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

IDEA Public Schools

Carver College Prep

2022-2023 Campus Improvement Plan

Accountability Rating: A

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

Board Approval Date: October 21, 2022
Public Presentation Date: September 15, 2022

Mission Statement

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

Vision

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

Core Values

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

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

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Please see PDF in addendum

Demographics Strengths

See PDF in Addendum for mmore information.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Overall student persistence is at 83.7% **Root Cause:** 1.We did not have a strong onboarding system. We needed more than one touchpoint with new scholars which is what led to withdrawals due to an unclear understanding of how IDEA Carver operates. 2. MS students not being taught about Carver HS opportunities beyond annual transition meetings; Inconsistency with communicating next steps with teachers for discipline.

Problem Statement 2 (Prioritized): Our ADA is at 91.56% **Root Cause:** 1. Inconsistent follow up of high priority ADA students by both APO and grade team. 2.Lack of ADA incentive by APO; lack of adherence to push this goal 3.Failure to create a schoolwide system to track daily calls to ensure that ADA calls are made .

School Processes & Programs

School Processes & Programs Strengths

Curriculum & Instruction:

- At least one-third of IDEA students graduate with the "AP Scholar" designation, evidence of earning a qualifying score on at least three AP exams, demonstrating successful completion of college-level coursework prior to graduation.
- IDEA provides students access to accelerated instruction through the 1:1 technology device, including adaptive software for mathematics and literacy and access to hundreds of thousands of books in the district's digital library.
- IDEA curricular resources include high-quality instructional materials that earn the highest ratings on national evaluation measures.
- IDEA curriculum is regularly evaluated using a quality evaluation tool, ensuring alignment to the Texas Essential Knowledge and Skills and AP course standards, as well as the STAAR/EOC and AP exams.
- IDEA implements a variety of training opportunities for teachers and leadership staff with the goal of developing teachers' pedagogical content knowledge and leaders' coaching skills.
- For 15 years in a row, 100% of IDEA students have been accepted into college, demonstrating that IDEA academic programming is adequately preparing students for post-secondary education.
- In 2022, four IDEA schools were ranked in the top 10 Most Challenging Schools in the Nation and 13 were ranked in the top 1% of schools nationwide, by the Jay Mathews Challenge Index High School Rankings.

Special Programs

- IDEA exceeded the expected growth target for EL student performance on TELPAS in 2021 with 48% of ELs meeting that target.
- IDEA provide targeted research based instruction to students who have a 2.0 year gap in Reading and/or Math with the goal of closing that gap by 2.0 years during the school year with our initiative called Critical Student Intervention (CSI). During the 21-22 school year, 2,562 out of 6,632 students meet that goal for Reading and 703 out of 1,268 students met the goal for Math.
- IDEA is in Year 3 of our TEA awarded Autism Grant. Through this grant we were able to increase support for 195 students with autism in Rio Grande Valley and Austin who met the criteria outlined by TEA for this grant.
- IDEA submitted and was awarded a Dyslexia Grant by the TEA so that we will be able to provide increased professional development to teachers and leaders on working with students with dyslexia and increase the support resources for our students with dyslexia.

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 1 (Prioritized): Carver College Prep had 81% teacher retention. **Root Cause:** We need more than one touchpoint for onboarding teachers to ensure teachers are feeling supported. Stronger relationship/trust building between managers and direct reports through building relationships through check-ins consistently over time.

Problem Statement 2 (Prioritized): There was a lack of clear procedures for disciplinary action. **Root Cause:** 1 Failure to share the level of infractions with teachers and grade team leaders with clarity . 2. Failure to clarify roles and responsibilities with staff members. 3. Admin failed to follow up with teachers about disciplinary action.

Priority Problem Statements

Problem Statement 1: IDEA Carver did not hit goal of 90% approaches in 8th grade Social Studies.

Root Cause 1: 1.We failed to create and manage priority students earlier in the year to target students based on their performance. 2. Failure to identify specific sub-pops we should focus in on during instruction.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Overall student persistence is at 83.7%

Root Cause 2: 1.We did not have a strong onboarding system. We needed more than one touchpoint with new scholars which is what led to withdrawals due to an unclear understanding of how IDEA Carver operates. 2. MS students not being taught about Carver HS opportunities beyond annual transition meetings; Inconsistency with communicating next steps with teachers for discipline.

Problem Statement 2 Areas: Demographics

Problem Statement 3: IDEA Carver did not hit goal of 90% approaches in 7th grade math.

Root Cause 3: APIs did not hold all teachers accountable for aggressively monitoring and tracking data on a daily basis. Students did not receive consistent feedback on daily exit ticket and independent practice mastery

Problem Statement 3 Areas: Student Learning

Problem Statement 4: We did not meet our Reading Growth Goal of 50 % of CSI scholars meeting the Reading Renstar Growth Goal.

Root Cause 4: Leaders did not prioritize and calendar out CSI observation on consistent manner Leaders did not communicate a plan of action at BOY that could remain consistent for CSI.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Carver College Prep had 81% teacher retention.

Root Cause 5: We need more than one touchpoint for onboarding teachers to ensure teachers are feeling supported. Stronger relationship/trust building between managers and direct reports through building relationships through check-ins consistently over time.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: On average 20 - 30 % of our parents attended our after school events.

Root Cause 6: Significant amount of families admitted that they did not feel welcome on the campus. Lack of communications with families about upcoming events.

Problem Statement 6 Areas: Perceptions

Problem Statement 7: 69% of new student persisted with us from fall 2021 to fall 2022.

Root Cause 7: 1.We did not properly promote the welcome to Idea events. 2.We did not have a strong onboarding system we needed more than one touchpoint with new scholars

Problem Statement 7 Areas: Perceptions

Problem Statement 8: There was a lack of clear procedures for disciplinary action.

Root Cause 8: 1 Failure to share the level of infractions with teachers and grade team leaders with clarity . 2. Failure to clarify roles and responsibilities with staff members. 3. Admin failed to follow up with teachers about disciplinary action.

Problem Statement 8 Areas: School Processes & Programs

Problem Statement 9: Our ADA is at 91.56%

Root Cause 9: 1. Inconsistent follow up of high priority ADA students by both APO and grade team. 2.Lack of ADA incentive by APO; lack of adherence to push this goal 3.Failure to create a schoolwide system to track daily calls to ensure that ADA calls are made .

Problem Statement 9 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

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 Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations

Student Data: Assessments

- 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
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data

Parent/Community Data

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

Support Systems and Other Data

- Study of best practices

Goals

Goal 1: Increase staff retention

Performance Objective 1: 85% of staff will return for the 2023-2024 school year for IDEA Carver College Prep.

High Priority

Evaluation Data Sources: Great Places to Work Survey results, weekly surveys

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
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	0%			

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 2: All IDEA students matriculate to college

Performance Objective 1: 100% of scholars are on track to graduate.

High Priority

Evaluation Data Sources: Progress Reports, Report Cards, Daily Exit Ticket Sort Tracker

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Tracking Early Action /Early Decision applications and FAFSA applications by CC Team. **Strategy's Expected Result/Impact:** Making sure that all college applications are completed and submitted by the dead line. **Staff Responsible for Monitoring:** Nina Avila, Lara Miller, Ciara Powell **TEA Priorities:** Improve low-performing schools **Funding Sources:** RTTC Teacher - Federal Grant - $57,250	0%			

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: All IDEA students matriculate to college

Performance Objective 2: Ensuring that we complete 100% of FAFSA applications by November 1, 2022.

Evaluation Data Sources: Tracking during weekly CC Team Tactical

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Organize FAFSA nights in order to for all scholars to complete their FAFSA Application **Strategy's Expected Result/Impact:** All students complete and submit their FAFSA with zero errors. **Staff Responsible for Monitoring:** DCC, CC	0%			

 No Progress Accomplished Continue/Modify Discontinue

Goal 3: IDEA achieves an A rating

Performance Objective 1: Grades 6 through 9 will hit 90% approaches, 60% meets, and 30% masters on Reading and Math STAAR, Biology EOC, Algebra 1 EOC, and Spanish I EOC.

High Priority

HB3 Goal

Evaluation Data Sources: Exit Ticket Data , Quiz Data, Test Data, Semester Exam , Mock Exam

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Focusing on ensuring high quality instruction through weekly instructional rounds providing real time coaching. Weekly Instructional lead team meetings focus on weekly data and action steps. Leverage teacher leaders CTL and GTL to complete instructional rounds to push the rigor in the classroom. **Strategy's Expected Result/Impact:** Raise the quality of instruction in the classroom . **Staff Responsible for Monitoring:** Alvoyd Jackson, Javier Tovar, Luis Vasquez **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** Interventionist - Federal Grant - $57,500	0%			

 No Progress Accomplished Continue/Modify Discontinue

Goal 3: IDEA achieves an A rating

Performance Objective 2: 60% of SPED scholars scoring in the approaches range measured by Math STAAR and/or Reading STAAR

HB3 Goal

Evaluation Data Sources: Exit Ticket Data , Quiz Data, Test Data, Semester Exam , Mock Exam

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Weekly tracking meeting for SPED population. **Strategy's Expected Result/Impact:** Teachers are able increase your own effectiveness by seeing trends in student data. **Staff Responsible for Monitoring:** API , SPED Lead, Gen Ed Teacher **ESF Levers:** Lever 5: Effective Instruction	0%			

 No Progress Accomplished Continue/Modify Discontinue

Goal 4: Increase student daily attendance

Performance Objective 1: Ensure that we have 97% Average Daily Attendance

High Priority

Evaluation Data Sources: Daily ADA (Average Daily Attendance), List of Chronic Absent Students)

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
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:** Claudine Herrera, Monica Cantu **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture	0%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
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:** Clauding Herrera , Monica Cantu	100%	100%	100%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 5: Increase student persistence

Performance Objective 1: 90% of scholars persist during the 2023-2024 school year.

High Priority

Evaluation Data Sources: Student Persistence, New Student Persistence, # Positive Calls Weekly, % of NTI parent conferences, # of scholars on mission list

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
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 , Student SUccess Advisor	0%			

 No Progress Accomplished Continue/Modify Discontinue

Goal 5: Increase student persistence

Performance Objective 2: 100% of Carver CP students will participate in Move This World program to support classroom behavior and prevent violence by the end of the 2022-2023 school year.

High Priority

Evaluation Data Sources: None

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
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:** Student Success Advisor , API's **ESF Levers:** Lever 3: Positive School Culture	0%			

 No Progress Accomplished Continue/Modify Discontinue

Goal 5: Increase student persistence

Performance Objective 3: Our overall well-being of our scholars will benefit from physical education and health classes .

Evaluation Data Sources: Fitness Assessment

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Physical Education teachers will ensure that scholars receive Physical education classes an health classes that are consistent with the fitness goals **Strategy's Expected Result/Impact:** Scholars are meeting their weekly fitness goals. **ESF Levers:** Lever 3: Positive School Culture	0%			
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Title I Personnel

Name	Position	Program	FTE
Jasmine Luna	Teacher		1
Jeanette Montes	INTERVENTIONIST		1

Campus Funding Summary

Federal Grant					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	1	1	RTTC Teacher		$57,250.00
3	1	1	Interventionist		$57,500.00
				Sub-Total	$114,750.00

Addendums

Master CNA & SAIP Reporting Checklist

				PTG	0%	PTG	0%
DEPT	**Data Source**	**Data Tabs**	**Guidance**	**Status**	**Principal Notes or Questions**	**VP Verification**	**Notes & Next Steps**
College Prep	KEYS Tab (Tab 3)	Student Achievement Improvement Plan 2021-2022 School Year	This SAIP plan will require logging concrete initiatives put in place for student improvement, as well as their associated timelines, resources, and responsible staff. Each initiative will be tracked mid-year and at the end of the year. Mid-year assessments should be completed by each campus between December 1, 2022 and no later than January 31, 2023.	Pending		Action Required	
	Locus Dashboards: CIS STARR, AP Campus IB Reports EOY Assessments	Comprehensive Needs Assessment 2022 English Language Arts	These Pages should include the percentage of students who achieved each listed score for the 2021-2022 School Year. For each subject, list a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Pending		Action Required	
		Comprehensive Needs Assessment 2022 Math		Pending		Action Required	
		Comprehensive Needs Assessment 2022 Science		Pending		Action Required	
		Comprehensive Needs Assessment 2022 Humanities		Pending		Action Required	
	State TELPAS Report	Comprehensive Needs Assessment 2022 TELPAS	This data set will outline the percentage of students that earned proficiency in the areas of Listening, Speaking, Reading, and Writing, as indicated in the State TELPAS report. Llist a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Pending		Action Required	
	Locus Dashboards: ACT, AP, TSI Campus IB Reports Campus Matriculation Reports	100% College Matriculation 2021-2022 School Year	This page will only be applicable to campuses that had graduating classes in the Spring of 2022. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Pending		Action Required	
	Locus Dashboard: Staff Rentention	Staff Quality, Retention, & Recruitment 2021-2022 School Year	Under the %SPED Data Point, this should relfect the percentage of SPED certified teachers, compared to the overall SPED staff. Under number of teacher applicants, note how many teachers were interviewed by campus leaders for positions during the 2021-2022 School Year. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Pending		Action Required	
	Locus Dashboards: Student Persistence, Enrollment, ADA	School Culture & Climate 2021-2022 School Year	For the Withdrawals/Level 3 Offenses data point, list the number of withdrawals or offenses. All other data points should reflect percentages. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Pending		Action Required	
	Campus Academic Counselor Tracking Systems	2022 Family & Community Involvement	In addition to listing data percentages, list a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Pending		Action Required	

Campus Name

2021-22 Student Achievement Improvement Plan - College Prep

COLLEGE PREP

									Title I Qualifying Programs			Initiatives Status			
									Internal Use Only			Mid Year		End of Year	
									Supplemental Program (Y/N)	New Program (Y/N)	Budget Allocation	Outcome	Increase/Decreased by X%	Outcome	Increase/Decreased by X%
APO	Initiatives	Needs Assess.	Special Pops.	Person(s) Responsible	Timeline Start/End	Resources: Human/ Material/Fiscal	Documentation	Formative Evaluation	Budget Allocations only need to be entered for programs that are BOTH Supplemental & New			Use these columns to assess your strategy progress at the middle and end of the year			

Annual Performance Objectives (APO)

PRIORITY #1: Students Graduate College-Ready

1A. % of graduates who matriculate to a College or University: 100%

1B. % of graduates matriculate to a Tier I/II College or University: 15% | 25%

1C. % of Seniors accepted to a College or University: 100%

1D. % of Seniors named AP scholars | Earn IB diploma: 30% | 25%

1E. Earned State Rating: A

1F. % Basic | % Mastery | % Advanced on LEAP: 82% | 44% | 11%

1G. % Approaches | % Meets | % Masters on STAAR/EOC: 90% | 60% | 30%

1H. % Level 3 | % Level 4 | % Level 5 on FSA/FSAA: 70% | 40% | 20%

1I. % of Pre-K-2nd Students End The Year On/Above Grade Level in Reading - Year 1 Campuses | Year 2 Campuses: 80% | 90%

1J. % of students in CSI achieve 2 years growth in Reading | Math (measured by Ren STAR) 50% | 60%

1K. Average ACT score: 21

1L. % of students graduating college in 4 | 6 years: 25% | 55%

Needs Assessment

S-STAAR

D-DIBELS

E-EOC

A-ACT

RR-Reading Renaissance

ST-STAR for Math

DR-Discipline Report

AP-AP Tests

O-Other

Special Populations

All

AR-At Risk

ELL-English Language Learners

ED-Economically Disadvantaged

M-Migrant

SE-Special Education

IDEA Carver

Comprehensive Needs Assessment
COLLEGE PREP

Data Source: CSI

% Meeting CSI Goal	Reading CP CSI
% CSI (EOY Ren.)	24%
% of CSI Passing STAAR	65%
% of SPED Passing STAAR	75%

Data Source: STAAR

	STAAR Reading 6th	STAAR Reading 7th	STAAR Reading 8th	STAAR Writing 7th	English I EOC	English II EOC
% Approaches	94%	94%	96%		85%	95%
% Meets	64%	80%	76%		74%	89%
% Masters	41%	54%	49%		31%	23%
% Student Achievement Average	66%	76%	74%		63%	69%

Data Source: AP/IB/Electives

AP Scores	Pass AP Lit	Pass AP Lang	IB Scores	IB Group 1	% Royal Readers	% Word Master
% Score 1	36%	55%	% Score 1-3		10%	72%
% Score 2	30%	27%	% Score 4-5			
% Score 3+	34%	19%	% Score 6-7			
					RR Goal Met/Not Met	WM Goal Met/Not Met
					Met	Met

Reflections

Areas of Strength	Areas of Need
1 Use of data (assessment and daily exit ticket) to track individual students progress towards goals, And identify student gaps in learning and possible missconceptions early on.	1 Using Springboard curriculum in highschool courses and higher level texts.
2 Vertical alignement across grade levels, and provide multiple "at bats" planned for during lesson plans	2 More frequent STAAR focused goal setting meetings with students to ensure progress to goals
3 Observing and providing real time feedback, to priority teachers to faciliate quick grow with teachers.	3 Implmentation of additional writing practice in courses 6th through 10th, to increase rigor geared

Campus Name

Comprehensive Needs Assessment - College Prep

COLLEGE PREP

Data Source: STAAR

	STAAR Math 6th	STAAR Math 7th	STAAR Alg I
% Approaches	96	86	98%
% Meets	64	61	90%
% Masters	32	31	78%
% Student Achievement Average	64	59.33	88.60%

Data Source: AP/IB

AP Scores	Pass AP Calculus AB	Pass AP Calculus CD	Pass AP Prob. & Stats.	IB Scores	IB Group 5
% Score 1	73%		71%	% Score 1-3	
% Score 2	14%		7%	% Score 4-5	
% Score 3+	13%		22%	% Score 6-7	

Reflections	
Areas of Strength	**Areas of Need**
1 Deep content knowledge and understnding of lesson materials and concepts	1 Differentiated and more consistent content meetings for STAAR/AP teachers to collaborate, share best
2 Strong scope an sequence of teks alignment for staar	2 Additional targeted tutoring schedules to close the gaps created by COVID 19 pandemic
3 Well designed lesson plans with providing scholars with plenty of "at bats."	3 Targeted intervention and early tracking of skills/ concept gaps

IDEA Carver

Comprehensive Needs Assessment
COLLEGE PREP

Data Source: Internal Assessments

	6th Grade EOY Assessment	7th Grade EOY Assessment
% Passing	95/84/56	99/77/49

Data Source: STAAR

	STAAR 8th Science	STAAR Biology
% Approaches	95%	99%
% Meets	76%	84%
% Masters	49%	38%
% Student Achievement Average	73%	74%

Data Source: AP/IB

AP Scores	Pass AP Biology	Pass AP Chemistry	Pass AP Physics (1 & 2)	Pass AP Env. Science	IB Scores	IB Group 4
% Score 1	34%	70	52		% Score 1-3	
% Score 2	26%	27	24		% Score 4-5	
% Score 3+	40%	3	24		% Score 6-7	

Reflections

Areas of Strength	Areas of Need
1 Teachers convey a deep knowledge of content in thier subject. This led to strong lesson plants with rigor aligned to STAAR/AP exams.	1 Consisten content meetings lead by content leaders, for more specialized techniques and methods for success.
2 Purposeful backwards planning from the districts scope and sequence and allocated for ample insturctional time to prepare/review for STAAR/AP exams	2 Alloting for mote outside of the classroom support mechanisms: afterschool and saturday tutoring
3 Giving students ownership of their progress towards their goals to push towards success.	3 Tracking and monitoring growth of high needs populations.

Campus Name

Comprehensive Needs Assessment
COLLEGE PREP

Data Source: Internal Assessments

	6th Grade EOY Assessment	7th Grade EOY Assessment	
% Passing	93%	89%	

Data Source: STAAR

	STAAR 8th US History	EOC US History	
% Approaches	81%	100%	
% Meets	51%	95%	
% Masters	44%	56%	
% Student Achievement Average	58.66%	83.60%	

Data Source: AP/IB

AP Scores	Pass AP Human Geography	Pass AP World History	Pass AP US History	Pass AP Goverment	Pass AP Economics	IB Scores	IB Group 3
% Score 1	62	17	76	64	97	% Score 1-3	
% Score 2	12	47	15	28	0	% Score 4-5	
% Score 3+	20	36	9	12	3	% Score 6-7	

Reflections

Areas of Strength	Areas of Need
Early added student support mechanisms such as afterschool tutorials and Saturday Schools that were used to provide more instructional time to priority students.	Additional observation and real time feedback for all teachers from their manager
Use of daily and weekly assessments to track student progress towards goals, identify student misconceptions and plan effective reteaches	Heavier student support mechanisms in middle school that are aligned to rigor of the scope and sequence of the course
Consistent and aligned "at bats" within teacher lesson plans that were delivered clearly and concisely	More consistent SWAM meetings to identify most common student error and misconception to plan stronger reteaches

Campus Name

Comprehensive Needs Assessment

COLLEGE PREP

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

	Listening	Speaking	Reading	Writing		% of ELL Students who grew one or more levels
% Beginning	1.36%	2.73%	1.36%	0%	Listening	26.02%
% Intermediate	0%	5.47%	16.43%	16.43%	Speaking	41.09%
% Advanced	41.09%	35.61%	34.24%	36.98%	Reading	19.17%
% Advanced High	57.53%	56.16%	47.94%	46.57%	Writing	31.50%

Reflection	
Areas of Strength	**Areas of Need**
1 Reading comprehension across contents is a strenght consistently across contents.	1 Writing is still an area of need. Implenting more writing in Science and Math courses
2 Students understand their scores and exit criteria	2 higher percentage of students attending tutorinals on speaking
3 Parents and students advocate for accommodations and let their teachers know when they feel they no longer require accommodations	3 Teachers requiring EL students to give extended verbal responses in class

Campus Name

Comprehensive Needs Assessment

COLLEGE PREP

100% College Matriculation

Matriculation %	Matricuation % 4 year	Matriculation % 2 year	Tier 1/2 % Acceptances	Tier 1/2 % Matriculation	
100%	**84.70%**	**16%**	**79%**	**15%**	
Tier 1 % Matriculation	**Tier 2 % Matriculation**	**Tier 3 % Matriculation**	**Tier 4 % Matriculation**	**Senior Class CCMR %**	**Senior Class TSI Completion %**
7%	8%	29%	40%	100%	100%

Campus Data

Senior Class ACT Average	Junior Class ACT Average	Overall AP Scholars (3+ or more tests)	IB Medallion Scholars (Passing 3+ exams)	Overall % IB Diploma	Campus End of Year OTG
19%	18%	33%	N/A	N/A	96%

Reflections

Areas of Strength	Areas of Need
1 First year hit our 50% acceptance in Tier 1 colleges	1 Need more knowledge in Tier 1 and Tier 2 campuss
2 100% college applications were submitted by November 1st	2 Utilize RTTC 1 & 2 to grow tier 1 and tier 2 mindset for application college process
ensure 100% accuarte and complete FASFA by november	3 Operating mechnisim to complete and update rubics for match and fit.

Campus Name

Comprehensive Needs Assessment COLLEGE PREP	
Staff Quality, Recruitment, Retention	
	Percentage
% School Lead Team Retention	80%
% Instructional Support Retention	75%
% Teacher Retention	83%
% Campus Support Retention	100%
% SPED Certified Teachers	50%
% State/National Certified Teachers	0%
% State Certified Leaders	33%
% State/Board certified Counselors	50%
Number of teacher applicants per 2020-21 school year	30

Reflections	
Areas of Strength	**Areas of Need**
1. Quarterly Principal Temp Checks of all staff members to receive feedback and respond to changes that are needed.	1. Stronger relationship/trust building between managers and direct reports. Need to implement more opportunities for relationships to grow organically and for check-ins to be consistent so that trust is built slowly over time.
2. Retention of SEL and College Counseling team- 100% two years in a row.	2. High teacher turnover in same role (ex. 7th Math, 9th ELA); Adjusted manager distribution across new API's in order to leverage individual coaching strengths in priority subjects.
3. Mechanisms in place for all teachers to utilize when needing support (grade teams, content teams, managers, etc)	3. Tighter coaching of APO to support her retain her team through consistent coaching and follow through.

Campus Name

Comprehensive Needs Assessment College Prep	
Data Source: School Culture and Climate	
	Campus %
% Average Daily Attendance	91.56
% Overall Persistence	83.7
% New Student Persistence	68.57
# of Admin Withdrawals/ Level 3 Offenses	0
% SPED	8.06%
% ELL	10.80%
% Eco Dis	80.72%
% Migrant	0
% Race: American-Indian-Alaska-Native	0.14%
% Asian	0.29%
% White-Hispanic	82.01%
% Multi	0
% Black-African-American	12.37%
% Native-Hawaiian-Pacific-Islander	0.29%
% White	4.89%
% Male	47.77%
% Female	52.23%

Data Source: School Culture and Climate	
Reflections	
Areas of Strength	**Areas of Need**
Daily reporting of ADA, student work submission, parent communication as an admin team which led to strong	Stronger highlighting of what is offered in high school that sets Carver a part from other schools (AP for All program
Proactive conversations with students of concern to ensure the family and student understands benefit of	Stronger inveterventions in place for low students in high school to ensure success to ensure all students are on track
Provided resources to families to feel supported during virtual learning (laptop, mifi's, transportation solutions)	Bringing back extracurricular activities such as sports, dance, and expanding of the music program that had to be paused

Campus Name

Comprehensive Needs Assessment COLLEGE PREP	
Data Source: Family and Community Involvement	
	Percentage
% Families Attended WTI	68%
% of Families Attended MTT	50%
% Families Attended AP Night	20%
% Families Attend Band Concerts	90% (band families)
% of Families attnend AP Scholar Ceremony	80% (AP Scholar Families)
% of Families attend NHS Induction	70% (NHS Families)
% Families Who Attended EOY Ceremonies	70%
% Families who attended Day of the Dead	30%
% Families who attended Posada	20%
% Families who attended Loteria	20%
% Families who attended Fiesta	30%

Reflections	
Areas of Strength	**Areas of Need**
1 Collaborating with Spanish Honor Society to host cultural events throughout the year	1 Ensuring parking/directions are posted on flyer due to the uniquness of our campus lay out
2 Messaging out events to families and students	2 Increase student celebrations that include families
3 Award Ceremony and MTT night highest turnout, celebrating students will get families to come	3 Additional particpation in events from teachers and staff

IDEA Public Schools

Converse Academy

2022-2023 Campus Improvement Plan

Accountability Rating: Not Rated

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

Mission Statement

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

Vision

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

Core Values

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

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

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Comprehensive Needs Assessment

Demographics

Demographics Summary

See PDF in Addendrum for more information.

Demographics Strengths

See PDF in Addendum for more information.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Average daily attendance fell far short of our goal of 97.5%. **Root Cause:** We did not have a clear health matrix in place in order to help guide families on whether to attend school or stay home if feeling unwell.

Problem Statement 2 (Prioritized): Our overall student persistence fell far short of our goal of 90%. **Root Cause:** A lack of strong onboarding and tracking that 100% of families were onboarded led to withdrawals due to an unclear understanding of how our school operates.

School Processes & Programs

School Processes & Programs Strengths

Curriculum & Instruction:

- At least one-third of IDEA students graduate with the "AP Scholar" designation, evidence of earning a qualifying score on at least three AP exams, demonstrating successful completion of college-level coursework prior to graduation.
- IDEA provides students access to accelerated instruction through the 1:1 technology device, including adaptive software for mathematics and literacy and access to hundreds of thousands of books in the district's digital library.
- IDEA curricular resources include high-quality instructional materials that earn the highest ratings on national evaluation measures.
- IDEA curriculum is regularly evaluated using a quality evaluation tool, ensuring alignment to the Texas Essential Knowledge and Skills and AP course standards, as well as the STAAR/EOC and AP exams.
- IDEA implements a variety of training opportunities for teachers and leadership staff with the goal of developing teachers' pedagogical content knowledge and leaders' coaching skills.
- For 15 years in a row, 100% of IDEA students have been accepted into college, demonstrating that IDEA academic programming is adequately preparing students for post-secondary education.
- In 2022, four IDEA schools were ranked in the top 10 Most Challenging Schools in the Nation and 13 were ranked in the top 1% of schools nationwide, by the Jay Mathews Challenge Index High School Rankings.

Special Programs

- IDEA exceeded the expected growth target for EL student performance on TELPAS in 2021 with 48% of ELs meeting that target.
- IDEA provide targeted research based instruction to students who have a 2.0 year gap in Reading and/or Math with the goal of closing that gap by 2.0 years during the school year with our initiative called Critical Student Intervention (CSI). During the 21-22 school year, 2,562 out of 6,632 students meet that goal for Reading and 703 out of 1,268 students met the goal for Math.
- IDEA is in Year 3 of our TEA awarded Autism Grant. Through this grant we were able to increase support for 195 students with autism in Rio Grande Valley and Austin who met the criteria outlined by TEA for this grant.
- IDEA submitted and was awarded a Dyslexia Grant by the TEA so that we will be able to provide increased professional development to teachers and leaders on working with students with dyslexia and increase the support resources for our students with dyslexia.

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 1 (Prioritized): We need to increase overall teacher retention to above 90%. **Root Cause:** Ensure that all teachers have access to equitable developmental opportunities within the regular coaching cycle.

Problem Statement 2 (Prioritized): Families had minimal opportunity to engage with school staff on site throughout the year. **Root Cause:** We only held 2-3 family engagement events per semester, limiting the ability for families to engage with staff on campus.

Priority Problem Statements

Problem Statement 1: Average daily attendance fell far short of our goal of 97.5%.
Root Cause 1: We did not have a clear health matrix in place in order to help guide families on whether to attend school or stay home if feeling unwell.
Problem Statement 1 Areas: Demographics

Problem Statement 2: Our overall student persistence fell far short of our goal of 90%.
Root Cause 2: A lack of strong onboarding and tracking that 100% of families were onboarded led to withdrawals due to an unclear understanding of how our school operates.
Problem Statement 2 Areas: Demographics

Problem Statement 3: Thirteen percent of our rising 3rd graders will need intervention daily to close their gaps in reading and demonstrate an ability to read on grade level.
Root Cause 3: Teachers and leaders failed to identify skill gaps and plan interventions outside of the DI curriculum to close those skill gaps.
Problem Statement 3 Areas: Student Learning

Problem Statement 4: Teachers struggle to address foundational skill gaps while also presenting grade level content.
Root Cause 4: Leaders need to provide feedback within the lesson planning cycle to ensure lessons include ways to accelerate instruction to close foundational skill gaps.
Problem Statement 4 Areas: Student Learning

Problem Statement 5: We need to increase overall teacher retention to above 90%.
Root Cause 5: Ensure that all teachers have access to equitable developmental opportunities within the regular coaching cycle.
Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: Families had minimal opportunity to engage with school staff on site throughout the year.
Root Cause 6: We only held 2-3 family engagement events per semester, limiting the ability for families to engage with staff on campus.
Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: Traffic and lack of parking causes frustration for families when hosting campus-wide events.
Root Cause 7: Parking was limited with only Phase 1 parking open. Additionally, we failed to identify and assign parking support for each family engagement event.
Problem Statement 7 Areas: Perceptions

Problem Statement 8: Participation in family engagement events was less than 80%.
Root Cause 8: Events were sometimes planned and executed within 2 weeks of the event which didn't allow families to receive advanced notice.
Problem Statement 8 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- HB3 Reading and math goals for PreK-3
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Student Data: Assessments

- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data

Student Data: Student Groups

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

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

- Teacher/Student Ratio

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data

Goals

Goal 1: Increase staff retention

Performance Objective 1: 85% of lead teachers return to IDEA Public Schools for the 2023-2024 school year

High Priority

Evaluation Data Sources: Great Place to Work Survey results, Monthly Staff Retention

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Lift upwards feedback from grade level team leaders through monthly Lead Team & Grade Team Leader tactical meetings **Strategy's Expected Result/Impact:** Empower grade team leaders to bring upwards feedback to the leadership team so that we can urgently problem solve and address staff concerns. **Staff Responsible for Monitoring:** Principal, Assistant Principals and Grade Team Leaders **TEA Priorities:** Recruit, support, retain teachers and principals **Problem Statements:** Demographics 2 - School Processes & Programs 1		0%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: Our overall student persistence fell far short of our goal of 90%. **Root Cause**: A lack of strong onboarding and tracking that 100% of families were onboarded led to withdrawals due to an unclear understanding of how our school operates.

School Processes & Programs
Problem Statement 1: We need to increase overall teacher retention to above 90%. **Root Cause**: Ensure that all teachers have access to equitable developmental opportunities within the regular coaching cycle.

Goal 2: All IDEA students matriculate to college

Performance Objective 1: 90% of scholars in K-2 end the year reading on or above grade level in their Direct Instruction reading program

High Priority

Evaluation Data Sources: Direct Instruction Weekly On-Track Status, Weekly Mastery, Weekly Lesson Progress, Accelerated Reader Mastery, Accelerated Reader Words Read, DIBELS, RenStar

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Incentivize all scholars to achieve Word Master and/or Royal Reader recognition in the Accelerated Reader (AR) Zone. **Strategy's Expected Result/Impact:** Engage scholars in regular reading habits built around choice. **Staff Responsible for Monitoring:** Vanessa Saenz, AR Zone Facilitator All DI Teachers **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 1 - School Processes & Programs 2 **Funding Sources:** AR Facilitator - Federal Grant		50%		

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Thirteen percent of our rising 3rd graders will need intervention daily to close their gaps in reading and demonstrate an ability to read on grade level. **Root Cause**: Teachers and leaders failed to identify skill gaps and plan interventions outside of the DI curriculum to close those skill gaps.
School Processes & Programs
Problem Statement 2: Families had minimal opportunity to engage with school staff on site throughout the year. **Root Cause**: We only held 2-3 family engagement events per semester, limiting the ability for families to engage with staff on campus.

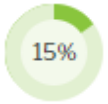
Goal 3: IDEA achieves an A rating

Performance Objective 1: Third-grade scholars hit 90% approaches, 60% meets and 30% masters on reading and math STAAR.

High Priority

HB3 Goal

Evaluation Data Sources: STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Daily data tracking of student TEKS mastery. **Strategy's Expected Result/Impact:** Identify and quickly respond to gaps in student learning **Staff Responsible for Monitoring:** All Instructional Staff, Assistant Principals of Instruction, Principal **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **Problem Statements:** Student Learning 1, 2				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Thirteen percent of our rising 3rd graders will need intervention daily to close their gaps in reading and demonstrate an ability to read on grade level. **Root Cause**: Teachers and leaders failed to identify skill gaps and plan interventions outside of the DI curriculum to close those skill gaps.
Problem Statement 2: Teachers struggle to address foundational skill gaps while also presenting grade level content. **Root Cause**: Leaders need to provide feedback within the lesson planning cycle to ensure lessons include ways to accelerate instruction to close foundational skill gaps.

Goal 3: IDEA achieves an A rating

Performance Objective 2: 19% of 3rd grade Special Education scholars earn meets on reading and math STAAR.

Evaluation Data Sources: STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Track daily special education student performance on exit tickets. **Strategy's Expected Result/Impact:** Have daily data to analyze and respond if reteaching is needed. **Staff Responsible for Monitoring:** General Education Teachers Special Education Teachers **Problem Statements:** Student Learning 1, 2	0%	20%		

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: Thirteen percent of our rising 3rd graders will need intervention daily to close their gaps in reading and demonstrate an ability to read on grade level. **Root Cause**: Teachers and leaders failed to identify skill gaps and plan interventions outside of the DI curriculum to close those skill gaps.
Problem Statement 2: Teachers struggle to address foundational skill gaps while also presenting grade level content. **Root Cause**: Leaders need to provide feedback within the lesson planning cycle to ensure lessons include ways to accelerate instruction to close foundational skill gaps.

Goal 4: Increase student daily attendance

Performance Objective 1: 97% of students attend school daily as measured through OATT (Official Attendance Taking Time)

High Priority

Evaluation Data Sources: Daily ADA (Average Daily Attendance), List of Chronic Absent Students

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Provide monthly incentives for scholars and staff who maintain perfect attendance within that month. **Strategy's Expected Result/Impact:** Increase number of students earning perfect attendance monthly which will impact overall ADA. **Staff Responsible for Monitoring:** SIS, Registrar, Assistant Principal of Operations **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **Problem Statements:** Demographics 1				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Average daily attendance fell far short of our goal of 97.5%. **Root Cause**: We did not have a clear health matrix in place in order to help guide families on whether to attend school or stay home if feeling unwell.

Goal 5: Increase student persistence

Performance Objective 1: 90% of 1st - 3rd grade scholars meet a minimum of 900 MVPA minutes in PE.

High Priority

Evaluation Data Sources: MVPA minutes report

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Ensure coaches have equipment charged and ready for all class periods by equipping them with a cart for outdoor classes. **Strategy's Expected Result/Impact:** All scholars can access a fully charged heart rate monitor for all PE classes. **Staff Responsible for Monitoring:** Physical Education teachers, Assistant Principal of Instruction **Problem Statements:** Demographics 1 - School Processes & Programs 1		100%	100%	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

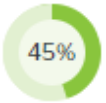
Demographics
Problem Statement 1: Average daily attendance fell far short of our goal of 97.5%. **Root Cause**: We did not have a clear health matrix in place in order to help guide families on whether to attend school or stay home if feeling unwell.
School Processes & Programs
Problem Statement 1: We need to increase overall teacher retention to above 90%. **Root Cause**: Ensure that all teachers have access to equitable developmental opportunities within the regular coaching cycle.

Goal 5: Increase student persistence

Performance Objective 2: Hold all required safety drills within the timeline for compliance.

High Priority

Evaluation Data Sources: Required Drills Calendar

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Calendar all safety drills at least 1 month out. **Strategy's Expected Result/Impact:** Ensure time is set aside for all required safety drills. **Staff Responsible for Monitoring:** Facilities Manager, Assistant Principal of Operations, Principal **Problem Statements:** Demographics 2				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: Our overall student persistence fell far short of our goal of 90%. **Root Cause**: A lack of strong onboarding and tracking that 100% of families were onboarded led to withdrawals due to an unclear understanding of how our school operates.

Title I Personnel

Name	Position	Program	FTE
	AR ZONE FACILITATOR		1

Campus Funding Summary

Federal Grant					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	1	1	AR Facilitator		$0.00
				Sub-Total	$0.00

Addendums

Converse Academy

Comprehensive Needs Assessment
ACADEMY

Data Sources: Eureka Math & Electives Academy

	DISTAR Pre-K on Grade Level	Eureka Kinder on Grade Level	Eureka First on Grade Level	Eureka Second on Grade Level	% Math Masters 1-2	Pk-2 MM Goal Met/Not Met
% Students		66%	70%	55%	67%	Met

Data Source: STAAR Academy

	STAAR Math Grade 3	STAAR Math Grade 4	STAAR Math Grade 5	% Math Masters 3-5	3-5 MM Goal Met/Not Met
% Approaches					
% Meets					
% Masters					
% Student Achievement Average					
% Meet 2 year growth					

Data Source: CSI Academy

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

Reflections

Areas of Strength	Areas of Need
1. In Kindergarten and 1st grade, at least 98% or more of students approached grade level standard on their end of year blind assessment.	1. We need to provide more opportunities for intervention within the classroom setting for scholars missing foundational skills.
2. In 2nd grade, 87% of scholars approached grade level standard on their end of year blind assessment.	2. We need to identify ways within the lesson plans to accelerate instruction and close foundational skill gaps while still working to master grade level content.
3. Scholars worked frequently with manipulatives to help them understand concepts.	3. There will be 3 new math teachers within K - 3 next year who will need training and program support to start the year strongly.

Master CNA & SAIP Reporting Checklist

				PTG	100%	PTG	0%
DEPT	**Data Sources**	**Data Tabs**	**Guidance**	**Status**	**Principal Notes or Questions**	**VP Verification**	**Notes & Next Steps**
ACADEMY	KEYS Tab (Tab 3)	Student Achievement Improvement Plan 2021-2022 School Year	This SAIP plan will require logging concrete initiatives put in place for student improvement, as well as their associated timelines, resoures, and responsible staff. Each initiative will be tracked mid-year and at the end of the year. Mid-year assessments should be completed by each campus between December 1, 2022 and no later than January 31, 2023.	Complete		Action Required	
	Locus Dashboards: CSI, STARR, AP CampusIB Reports EOY Assessments	Comprehensive Needs Assessment 2022 English Language Arts	These pages should include the percentage of students who achieved each listed score for the 2021-2022 School Year. For each subject, list a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete		Action Required	
		Comprehensive Needs Assessment 2022 Math		Complete		Action Required	
		Comprehensive Needs Assessment 2022 Science		Complete		Action Required	
		Comprehensive Needs Assessment 2022 Humanities		Complete		Action Required	
	State TELPAS Report	Comprehensive Needs Assessment 2022 TELPAS	This data set will outline the percentage of students that earned proficiency in the areas of Listening, Speaking, Reading, and Writing, as indicated in the State TELPAS report. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete		Action Required	
	Locus Dashboard: Staff Retention	Staff Quality, Rentention, & Recruitment 2021-2022 School Year	Under the %SPED Data Point, this should reflect the percentage of SPED certified teachers, compared to the overall SPED staff. Under number of teacher applicants, note how many teachers were interviewed by campus leaders for positions during the 2021-2022 School Year. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete		Action Required	
	Locus Dashboards: Student Persistence, Enrollment, ADA	School Culture & Climate 2021-2022 School Year	For the Withdrawals/Level 3 Offenses data point, list the number of withdrawals or offenses. All other data points should reflect percentages. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete		Action Required	
	Campus Academic Counselor Tracking Systems	2022 Family & Community Involvement	In addition to listing data percentages, list a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete		Action Required	

Last Updated 8/26/2022

Converse Academy

2021-22 Student Achievement Improvement Plan

ACADEMY

APO	Initiatives	Needs Assess.	Special Pops.	Person(s) Responsible	Timeline Start/End	Resources: Human/ Material/Fiscal	Documentation	Formative Evaluation
1F	Consistent remediation	D	All	Content Teacher	8/10 - 5/27	Script practice, RMT Materials	Campus Data Tracker	DIBELS, COs and Mastery Tests
2C	Additonal Clubs/Electives	O	All	Counselor	8-10/5-27	Basketball league, soccer league	Persistence Tracker	End of Year Parent Survey
2A/2C	FuelED Empathy School	DR	All	Prinicpal	8-10/5-27	Contracted through FuelEd	Educators Handbook	Educators Handbook
3B	Principal Family 1 on 1's	O	All	Prinicpal	6-1/8-10	Presentation to fmailies w/refreshments	Onboarding Tracker	Enrollment FDOS
2B	Principal Staff 1 on 1s	O	All	Prinicpal	8-10/5-27	Quarterly check-ins	Staff Satisfaction Tracker	GPTW
2C	Grade level with the best attendance for the week will be allowed to wear clothing of their choice for one day out of the week.	O	All	Administration Teachers Community Aide Attendance Clerk	8/06-5/17	Administration Teachers Community Aide	Attendance Log	Weekly Attendance Report
2C	Reiterate the importance of coming to school through Parent Meetings and our intercommunication system. (“You miss school, you miss out”)	O	All	Administration Teachers Community Aide Attendance Clerk	8/06-5/17	Administration Teachers	Attendance Log	Weekly Attendance Report
2C	Make home visits for those students who have three or more absences. Re-board every at-risk parent.	O	All	Administration Teachers Community Aide Attendance Clerk	8/06-5/17	Administration Teachers Community Aide	Attendance Log	Weekly Attendance Report
2C	Take legal action for those students who are truant according to Attendance Policy: 3 or more days unexcused absences within a 4 week period 10 unexcused absences for the year.	O	All	Administration Attendance Clerk Teachers	8/06-5/17	Attendance Clerk Support Staff Vice President of Schools	Attendance Clerk Support Staff	Attendance Reports Weekly Attendance Report
2C	Make daily phone calls for those students who are absent.	O	All	Administration Teachers Community Aide Attendance Clerk	8/06-5/17	Administration Teachers Community Aide	Attendance Clerk Support Staff	Attendance Reports Weekly Attendance Report

Converse Academy

2021-22 Student Achievement Improvement Plan

ACADEMY

2D	1. Engage parents in all facets of the students education by; (a) Conducting Curriculum Nights for all contents at least 1/semester, share regular progress updates through progress reports and family communication (b) Maintain "Family Friendly" School 2. Provide Training for staff and parents to promote student achievement: (a) Encourage parents to participate in School Public Meetings and Events; educate on NCLB Act, and LEA Requirements, (b) Ensure that campus support staff, parental staff and parents are actively engaged in meaningful consultation in the planning of;.	0	All	ALL	Ongoing	IDEA Family Framework TEA STAAR Study Guide for parents	Parent Surveys Six-Weeks Reports Parent Surveys Evaluations Conferences Parent-Teacher-Student Compacts Literacy Assessments Sign-In Logs	Parent Surveys Parent In-Service Sessions STAAR Reading Scores Staff Development Evaluations Parent Camps Conferences Workshops
2D	Activities that will help student achievement: 1. Encourage parents to participate in the Carver Meetings to learn more on how to support their child's education. 2. Conduct Reading/Math/Science Workshops for parents to increase success of At-Risk students. 3. Host Parent-School Conferences, Parent Orientation, Meet the Teacher Night, Open House, school meetings, and Coffee w/Administration. Encourage parents to visit and participate in the campus Parent Resource Center, learn about Title 1 Programs, and make and take home materials that will promote student success.	0	All	All		IDEA Family Engagement Plan STAAR Study Guides Administration Teachers Parent Liaison	Parent surveys Six-Weeks Reports LPAC Assessments Sign-In Logs	Parent Survey, Evaluations Title 1 Funds Parent In-Service Sessions Title 1 Public Meetings STAAR Reading Scores Staff Development Evaluations
1F	Consistent remediation	D	All	Content Teacher	8/10 - 5/27	Script practice, RMT Materials	Campus Data Tracker	DIBELS, COs and Mastery Tests
2C	Additonal Clubs/Electives	O	All	Counselor	8-10/5-27	Basketball league, soccer league	Persistence Tracker	End of Year Parent Survey
2A/2C	FuelED Empathy School	DR	All	Prinicpal	8-10/5-27	Contracted through FuelEd	Educators Handbook	Educators Handbook

Converse Academy

2021-22 Student Achievement Improvement Plan

ACADEMY

3B	Principal Family 1 on 1's	O	All	Prinicpal	6-1/8-10	Presentation to fmailies w/refreshments	Onboarding Tracker	Enrollment FDOS
2B	Principal Staff 1 on 1s	O	All	Prinicpal	8-10/5-27	Quarterly check-ins	Staff Satisfaction Tracker	GPTW
1F	Consistent remediation	D	All	Content Teacher	8/10 - 5/27	Script practice, RMT Materials	Campus Data Tracker	DIBELS, COs and Mastery Tests
2C	Additonal Clubs/Electives	O	All	Counselor	8-10/5-27	Basketball league, soccer league	Persistence Tracker	End of Year Parent Survey
2A/2C	FuelED Empathy School	DR	All	Prinicpal	8-10/5-27	Contracted through FuelEd	Educators Handbook	Educators Handbook
3B	Principal Family 1 on 1's	O	All	Prinicpal	6-1/8-10	Presentation to fmailies w/refreshments	Onboarding Tracker	Enrollment FDOS
2B	Principal Staff 1 on 1s	O	All	Prinicpal	8-10/5-27	Quarterly check-ins	Staff Satisfaction Tracker	GPTW
1F	Content Huddles	S	All	Content Teacher	8-10/5/27	Weekly LP and Mastery	Campus Data Tracker	Content Assessments
1H	Decoding	S	AR	Interventionist	8-10/5-27	NIFDI Materials	CSI Data Tracker	Ren. STAR
1E	Lesson Planning Clinics	S	All	Content Teacher	8-10/5/27	Lesson Plans and curriculum	Campus Data Tracker	Dist. Assessments
3B	Culture Camp	O	All	Assitant Prinicpal	6-1/8-10	Presentation to fmailies w/refreshments	Onboarding Tracker	Enrollment FDOS

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

Title I Qualifying Programs			Initiatives Status			
Internal Use Only			Mid Year		End of Year	
Supplemental Program (Y/N)	New Program (Y/N)	Budget Allocation	Outcome	Increase/Decreased by X%	Outcome	Increase/Decreased by X%

Title I Qualifying Programs			Initiatives Status			
Internal Use Only			Mid Year		End of Year	
Supplemental Program (Y/N)	New Program (Y/N)	Budget Allocation	Outcome	Increase/Decreased by X%	Outcome	Increase/Decreased by X%

Annual Performance Objectives (APO)

PRIORITY #1: Students Graduate College-Ready

1A. % of graduates who matriculate to a College or University: 100%

1B. % of graduates matriculate to a Tier I/II College or University: 15% | 25%

1C. % of Seniors accepted to a College or University: 100%

1D. % of Seniors named AP scholars | Earn IB diploma: 30% | 25%

1E. Earned State Rating: A

1F. % Basic | % Mastery | % Advanced on LEAP: 82% | 44% | 11%

1G. % Approaches | % Meets | % Masters on STAAR/EOC: 90% | 60% | 30%

1H. % Level 3 | % Level 4 | % Level 5 on FSA/FSAA: 70% | 40% | 20%

1I. % of Pre-K-2nd Students End The Year On/Above Grade Level in Reading - Year 1 Campuses | Year 2 Campuses: 80% | 90%

1J. % of students in CSI achieve 2 years growth in Reading | Math (measured by Ren STAR) 50% | 60%

1K. Average ACT score: 21

1L. % of students graduating college in 4 | 6 years: 25% | 55%

PRIORITY #2: Build a Strong & Sustainable Organization

2A. % Teacher Retention | Employee Retention: 85% | 85%

2B. 80% composit score on GPTW: 82%

2B. %Average Daily Attendance: 97.50%

2C. New Student Persistence: 90%

2D. Operating Income: $133M

2E. FIRST Rating: A

PRIORITY #3: Achieve Mission at Scale

3A. % of students with low socio-economic status: 80%

3B. Enrollment in August 2020: 83,894

3C. Schools in operation in August 2020: 149

3D. Total Funds Raised (millions): $93M

Needs Assessment

S-STAAR

D-DIBELS

E-EOC

A-ACT

RR-Reading Renaissance

ST-STAR for Math

DR-Discipline Report

AP-AP Tests

O-Other

Special Populations

All

AR-At Risk

ELL-English Language Learners

ED-Economically Disadvantaged

M-Migrant

SE-Special Education

Converse Academy

Comprehensive Needs Assessment ACADEMY						
Data Sources: DI ELA & Electives						
	DI Pre-K on Grade Level	**DI Kinder on Grade Level**	**DI First on Grade Level**	**DI Second on Grade Level**	**% Royal Readers**	**% Word Masters**
% Students	**97%**	**94%**	**85%**	**87%**	2%	90%
					RR Goal Met/Not Met	**WM Goal Met/Not Met**
						Met
Data Source: STAAR						
	STAAR Reading Grade 3	**STAAR Reading Grade 4**	**STAAR Writing Grade 3**	**STAAR Writing Grade 4**		
% Approaches						
% Meets						
% Masters						
SAS						
% Student Achievement Average						
Data Source: CSI						
% Meeting CSI Goal	**Reading AC CSI**					
% CSI (EOY Ren.)						
% of CSI Passing STAAR						
% of SPED Passing STAAR						

Reflections	
Areas of Strength	**Areas of Need**
1. We met our goal of having 90% of scholars reading on or above grade level in Pre-K and Kindergarten.	1. Thirteen percent of our rising 3rd graders will need intervention daily to close their gaps in reading and demonstrate an ability to read on grade level.
2. There was a 72% increase in scholars reading on grade level in 1st grade from the beginning of the year to the end of the year.	2. Teachers will leverage skills based interventions to support student mastery earlier in the school year.
3. There was a 20% increase in scholars reading on grade level in 2nd grade from the beginning of the year to the end of the year.	3. We will identify frequently absent students sooner to intervene and get them in school so they don't fall out of their reading instructional groups.

Converse Acadmey

Comprehensive Needs Assessment ACADEMY						
Data Sources: Science Pk-2						
	Science Pre-K on Grade Level	**Science Kinder on Grade Level**	**Science First on Grade Level**	**Science Second on Grade Level**	**Science Third on Grade Level**	**Science Fourth on Grade Level**
% Students		64%	83%	97%		
Data Source: Science 3-5						
	STAAR Science Grade 5					
% Approaches						
% Meets						
% Masters						
% Student Achievement Average						

Reflections	
Areas of Strength	**Areas of Need**
1. Our second grade students performed very strongly on their end of content assessment for Science.	1. We need to increase the number of scholars in Kindergarten and 1st grade mastering Science content by providing more hands on opportunities to work with the content.
2. Students had the opportunity to engage in 90 minutes of instruction for Science daily during the Fall semester.	2. We need to do a stronger job of making cross-curricular connections to the humanities content.
3. Students and teachers enjoyed the Science curriculum.	3. We will conduct weekly grade level lesson planning meetings so that teachers can identify where they can make cross-curricular connections within their lessons.

Converse Academy

Comprehensive Needs Assessment ACADEMY							
Data Sources: Humanities Pk-2							
	Humanities Pre-K on Grade Level	**Humanities Kinder on Grade Level**	**Humanities First on Grade Level**	**Humanities Second on Grade Level**	**Humanities Third on Grade Level**	**Humanities Fourth on Grade Level**	**Humanities Fifth on Grade Level**
% Students		99%	97%	96%			

Reflections	
Areas of Strength	**Areas of Need**
1. Overall, 99% of scholars in all grade levels demonstrated they approached grade level standard on their end of year assessment.	1. We need to do a stronger job of making cross-curricular connections to the humanities content.
1. Overall, 96% or more of scholars in all grade levels demonstrated they net grade level standard on their end of year assessment.	2. We will conduct weekly grade level lesson planning meetings so that teachers can identify where they can make cross-curricular connections within their lessons.
1. Overall, 89% or more of scholars in all grade levels demonstrated they mastered grade level standard on their end of year assessment.	3. We need to increase the opportunities for scholars to write within the humanities classes.

Converse Academy

Comprehensive Needs Assessment ACADEMY					
TELPAS Composite Rating (Listening, Speaking, Reading, Writing)					
	Listening	**Speaking**	**Reading**	**Writing**	**% of ELL Students who grew one or more levels**
% Beginning	5%	8%	15%	26%	45%
% Intermediate	26%	36%	41%	41%	
% Advanced	31%	36%	23%	21%	
% Advanced High	38%	21%	21%	13%	

Reflections	
Areas of Strength	**Areas of Need**
1. Overall, 45% of our ELL scholars grew one ore more composite levels.	1. Our ELL scholars need more opportunities to write in every class to develop their skills.
2. 95% of our ELL scholars are Intermediate or higher in the Listening domain.	2. Our ELL scholars need more opportunities to speak in every class to practice their English skills.
3. The majority of our ELL scholars are Advanced High in listenting skills.	3. We need to develop our teachers by providing more tools on how to support ELL scholars within the general education classrooms.

Converse Academy

Comprehensive Needs Assessment	
ACADEMY	
Staff Quality, Recruitment, Retention	
	Percentage
% School Lead Team Retention	80%
% Instructional Support Retention	94%
% Teacher Retention	85%
% Campus Support Retention	100%
% SPED Teachers	10%
% State/National Certified Teachers	62%
% State Certified Leaders	0
% State/Board certified Counselors	100%
Number of teacher applicants per 2020-21 school year	35

Reflection	
Areas of Strength	**Areas of Need**
1. We added a licensed school counselor to our leadership team for the 2021-2022 school year.	1. We need to increase overall teacher retention to above 90%.
2. We had a competitive pool of applicants for less than 5 available positions for the beginning of the year 2021-2022.	2. We need to increase the frequency of staff appreciation opportunities.
3. We have retained our top performing staff.	3. We need to involve our families throughout the school year in ways to engage with our staff and support in celebrating them.

Converse Academy

Comprehensive Needs Assessment ACADEMY	
Data Source: School Culture and Climate	
	Campus %
% Average Daily Attendance	91.46%
% Overall Persistence	89.68%
% New Student Persistence	85.77%
# of Admin Withdrawals/ Level 3 Offenses	2
% SPED	9%
% ELL	16%
% Eco Dis	60%
% Migrant	0%
% Race: American-Indian-Alaska-Native	<1%
% Asian	<1%
% White-Hispanic	61%
% Multi	0%
% Black-African-American	23%
% Native-Hawaiian-Pacific-Islander	<1%
% White	14%
% Male	47%
% Female	53%

Data Source: School Culture and Climate	
Reflections	
Areas of Strength	**Areas of Need**
1. Overall student persistence is higher for 21-22 than it was for the 20-21 school year.	1. Average daily attendance fell far short of our goal of 97.5% average daily attendance.
2. Average daily attendance had consistent weekly increases through the last quarter of the school year.	2. Overall student persistence is below 90%.

3. Our female to male student ratio is fairly balanced.	3. We need to improve the experience for new to IDEA families by being clear about expectations in the onboarding process.

Converse Academy

Comprehensive Needs Assessment ACADEMY	
Data Source: Family and Community Involvement	
	Percentage
% Families Attended WTI	62%
% Families Attended Curriculum Night	40%
% Families Who Attended EOY Ceremonies	95%
% Families who attended Fall Festival	N/A
% Families who attended Winter Festival	N/A
% Families who attended Spring Festival	N/A

Reflection	
Areas of Strength	**Areas of Need**
1. There is strong participation for celebratory events hosted on campus.	1. Traffic and lack of parking causes frustration for families when hosting campus-wide events.
2. We had strong participation from parent volunteers for Field Day with more than 50 parent volunteers.	2. For academic engagement events, we need to increase the frequency of opportunities for families to come.
3. Feedback received from parents was positive overall from events hosted in person.	3. We need to give more advanced notice for family engagement events to increase participation.

IDEA Public Schools

Converse College Prep

2022-2023 Campus Improvement Plan

Accountability Rating: A

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

Board Approval Date: October 21, 2022
Public Presentation Date: September 15, 2022

Mission Statement

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

Vision

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

Core Values

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

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

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Data Source: School Culture and Climate	
	Campus %
% Average Daily Attendance	92.39%
% Overall Persistence	88.71%
% New Student Persistence	88.73%
# of Admin Withdrawals/ Level 3 Offenses	1
% SPED	18%
% ELL	13%
% Eco Dis	71%
% Migrant	0%
% Race: American-Indian-Alaska-Native	0%
% Asian	2%
% White-Hispanic	57%
% Multi	0%
% Black-African-American	26%
% Native-Hawaiian-Pacific-Islander	2%
% White	12%
% Male	44%
% Female	56%

Comprehensive Needs Assessment COLLEGE PREP	
Staff Quality, Recruitment, Retention	
	Percentage
% School Lead Team Retention	100%
% Instructional Support Retention	100%
% Teacher Retention	100%
% Campus Support Retention	100%
% SPED Certified Teachers	100%
% State/National Certified Teachers	90%
% State Certified Leaders	90%
% State/Board certified Counselors	0%
Number of teacher applicants per 2020-21 school year	12

We are a 6-12 campus. Currently we have 6-8 grades for the 2022-2023 school year with a current enrollment of 309 students.

Demographics Strengths

1. Strong onboarding plan to inform parents about campuses expectations.

2. Created a sense of belonging through after school clubs and sports (i.e. journalism, cross country, basketball, football, soccer, volleyball

3. Received community and student voice from our surveys

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Our overall persistence was at 88.71%, so we need to drastically improve this metric in order to reach our 90% goal **Root Cause:** There was a weak behavior management system which lacked restorative practices. There was a lack of accountability to follow the behavior management system.

Problem Statement 2 (Prioritized): We fell short on our persistence goals for 90% for our new scholars returning each year because we landed at 88.73% **Root Cause:** A lack of strong onboarding, frequent touchpoints with new scholars led to withdrawals due to an unclear understanding of how our school operates.

Student Learning

Student Learning Summary

Data Source: STAAR						
	STAAR Reading 6th	STAAR Reading 7th	STAAR Reading 8th	STAAR Writing 7th	English I EOC	English II EOC
% Approaches	91	85				
% Meets	69	60				
% Masters	45	45				
% Student Achievement Average	68	63				

Data Source: STAAR				
	STAAR Math 6th	STAAR Math 7th	STAAR Alg I	
% Approaches	83	85	n/a	
% Meets	58	49	n/a	
% Masters	30	23	n/a	
% Student Achievement Average	57	52	n/a	

Our scholars perform at a rate greater than ALL campuses aroudn us in our zipcode.

See PDF in Addendum for more information.

Student Learning Strengths

1. Lesson planning and internalization was aligned to TEKS

2. Joint instructional rounds conducted with all lead team members in an effort to provide more support to teachers

3. Data tracking with teachers and scholars

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Percent of Sped scholars that mastered/met in 7th grade ELA and 7th grade Math was 0 **Root Cause:** Sped population had not been prioritized from the beginning of the year and individualized plans had not ben created to meet each student where they are.

Problem Statement 2 (Prioritized): 55% of ELL students in 6th Math mastered/met on STAAR **Root Cause:** Teachers did not set expectations soon enough for growth goals and incorporate it in their lesson planning.

School Processes & Programs

School Processes & Programs Summary

We develop our instructional leaders by providing clear exemplars on coaching processes and data reviews. This in turn allows our isntructional 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 classrooms.

See PDF in Addendum for more information.

School Processes & Programs Strengths

Curriculum & Instruction:

- At least one-third of IDEA students graduate with the "AP Scholar" designation, evidence of earning a qualifying score on at least three AP exams, demonstrating successful completion of college-level coursework prior to graduation.
- IDEA provides students access to accelerated instruction through the 1:1 technology device, including adaptive software for mathematics and literacy and access to hundreds of thousands of books in the district's digital library.
- IDEA curricular resources include high-quality instructional materials that earn the highest ratings on national evaluation measures.
- IDEA curriculum is regularly evaluated using a quality evaluation tool, ensuring alignment to the Texas Essential Knowledge and Skills and AP course standards, as well as the STAAR/EOC and AP exams.
- IDEA implements a variety of training opportunities for teachers and leadership staff with the goal of developing teachers' pedagogical content knowledge and leaders' coaching skills.
- For 15 years in a row, 100% of IDEA students have been accepted into college, demonstrating that IDEA academic programming is adequately preparing students for post-secondary education.
- In 2022, four IDEA schools were ranked in the top 10 Most Challenging Schools in the Nation and 13 were ranked in the top 1% of schools nationwide, by the Jay Mathews Challenge Index High School Rankings.

Special Programs

- IDEA exceeded the expected growth target for EL student performance on TELPAS in 2021 with 48% of ELs meeting that target.
- IDEA provide targeted research based instruction to students who have a 2.0 year gap in Reading and/or Math with the goal of closing that gap by 2.0 years during the school year with our initiative called Critical Student Intervention (CSI). During the 21-22 school year, 2,562 out of 6,632 students meet that goal for Reading and 703 out of 1,268 students met the goal for Math.
- IDEA is in Year 3 of our TEA awarded Autism Grant. Through this grant we were able to increase support for 195 students with autism in Rio Grande Valley and Austin who met the criteria outlined by TEA for this grant.
- IDEA submitted and was awarded a Dyslexia Grant by the TEA so that we will be able to provide increased professional development to teachers and leaders on working with students with dyslexia and increase the support resources for our students with dyslexia.

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.

See PDF in Addendum for more information.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Inconsistent use of praise and exemplar sharing. Those that are high performing did not feel seen for their effort. **Root Cause:** We did not mechanize how/where we provided praise. This caused praise to be inconsistent.

Problem Statement 2 (Prioritized): Teachers did not engage in vertical planning. **Root Cause:** Did not have content level planning to allow for contents to plan across grade levels

Perceptions

Perceptions Summary

Perception of our campus is improving steadily each year. We have improved in consistency as it relates to solving student to student conflict, clarity in our academic programming model, and our great places to work survey revealed that we were #1 in the district with a score of 98%. We Only campus in Region w/100% Retention in both instructional and operations staff.

See PDF in Addendum for more information.

Perceptions Strengths

See PDF in Addendum for more information.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Only 35 % of families attended Curriculum Night. **Root Cause:** We did not provide more advanced notice for family engagements events to increase participation

Problem Statement 2 (Prioritized): There was no fall, winter, or spring family festivals planned in 21-22. **Root Cause:** Leadership did not create a year-long scope and sequence of calendar events

Priority Problem Statements

Problem Statement 1: Our overall persistence was at 88.71%, so we need to drastically improve this metric in order to reach our 90% goal
Root Cause 1: There was a weak behavior management system which lacked restorative practices. There was a lack of accountability to follow the behavior management system.
Problem Statement 1 Areas: Demographics

Problem Statement 2: We fell short on our persistence goals for 90% for our new scholars returning each year because we landed at 88.73%
Root Cause 2: A lack of strong onboarding, frequent touchpoints with new scholars led to withdrawals due to an unclear understanding of how our school operates.
Problem Statement 2 Areas: Demographics

Problem Statement 3: Percent of Sped scholars that mastered/met in 7th grade ELA and 7th grade Math was 0
Root Cause 3: Sped population had not been prioritized from the beginning of the year and individualized plans had not ben created to meet each student where they are.
Problem Statement 3 Areas: Student Learning

Problem Statement 4: 55% of ELL students in 6th Math mastered/met on STAAR
Root Cause 4: Teachers did not set expectations soon enough for growth goals and incorporate it in their lesson planning.
Problem Statement 4 Areas: Student Learning

Problem Statement 5: Inconsistent use of praise and exemplar sharing. Those that are high performing did not feel seen for their effort.
Root Cause 5: We did not mechanize how/where we provided praise. This caused praise to be inconsistent.
Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: Teachers did not engage in vertical planning.
Root Cause 6: Did not have content level planning to allow for contents to plan across grade levels
Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: Only 35 % of families attended Curriculum Night.
Root Cause 7: We did not provide more advanced notice for family engagements events to increase participation
Problem Statement 7 Areas: Perceptions

Problem Statement 8: There was no fall, winter, or spring family festivals planned in 21-22.
Root Cause 8: Leadership did not create a year-long scope and sequence of calendar events
Problem Statement 8 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- 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
- 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
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback

- Class size averages by grade and subject
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Goal 1: Increase staff retention

Performance Objective 1: 85% of leaders and teachers return to IDEA Public Schools for the 2023-24 school year

High Priority

Evaluation Data Sources: Great Places to Work Survey results, weekly surveys

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: 100% of instructional staff will be observed weekly and have weekly check-in with direct manager **Strategy's Expected Result/Impact:** 85% or more of instructional staff and leaders will return for 2023-24 school year; 98% on Great Places to Work Survey; School will receive A-Rating **Staff Responsible for Monitoring:** Principal, Direct Managers		45%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: 100% of staff members will receive praise weekly, daily temperature checks, and monthly incentive surprises. **Strategy's Expected Result/Impact:** Staff will feel validated in their work and staff retention will remain high. **Staff Responsible for Monitoring:** Principal and Direct Managers		55%		

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: 100% of staff members will fill out survey monthly about job satisfaction, resources needed, and upward feedback. **Strategy's Expected Result/Impact:** Staff will feel they have input in management decisions and that they have the resources needed to do their jobs. **Staff Responsible for Monitoring:** Principal and Direct Managers.		45%		

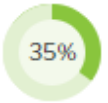
0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 2: All IDEA students matriculate to college

Performance Objective 1: 100% of scholars are on track to pass their current grade level.

High Priority

Evaluation Data Sources: Progress Reports, Report Cards, Daily Exit Ticket Sort Tracker, Mock and Semester Exams, STAAR results, PSAT

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Ensure teachers are implementing accommodations/modifications for our critical scholars in lesson plans **Strategy's Expected Result/Impact:** Students will have access and support they need in order to master daily objectives **Staff Responsible for Monitoring:** Principal, API, SSA				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: General Education Teachers and Intervention Teachers jointly plan lessons and track our critical student (Sped, 504, ELL, and CSI) data weekly to determine appropriate action plan/intervention for each scholar. **Strategy's Expected Result/Impact:** Critical scholars will perform on grade level in comparison to their general education counterparts. **Staff Responsible for Monitoring:** Principal, API, SSA				

 No Progress Accomplished Continue/Modify Discontinue

Goal 3: IDEA achieves an A rating

Performance Objective 1: Scholars in grades 6 through 9 will hit 90% approaches, 60% meets, and 30% masters on Reading and Math STAAR, Biology EOC, Algebra 1 EOC, and Spanish I EOC.

High Priority

HB3 Goal

Evaluation Data Sources: STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: 100% of teachers will report on exit ticket data daily, name student misconception and reteach plan if mastery is under 80% **Strategy's Expected Result/Impact:** Daily student mastery on learned objectives will increase and misconceptions will be addressed on a daily basis **Staff Responsible for Monitoring:** Teachers, API, Principal, Instructional Coach, VP **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 1, 2 **Funding Sources:** AR Zone Facilitator - Federal Grant - $36,796.32		100%	100%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: 100% of SPED teachers will report on SPED exit ticket data daily, name student misconception and reteach plan if mastery is under 80% **Strategy's Expected Result/Impact:** % of SPED students hitting meets/masters on daily objectives will increase **Staff Responsible for Monitoring:** Principal, API, SSA		0%		

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: 100% of teachers and instructional leaders will conduct data deep dive after every unit exam to determine misconception and create a reteach plan **Strategy's Expected Result/Impact:** Students will show an increase in approaches, meets, and masters on reteaches **Staff Responsible for Monitoring:** Principal, API		60%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Percent of Sped scholars that mastered/met in 7th grade ELA and 7th grade Math was 0 **Root Cause**: Sped population had not been prioritized from the beginning of the year and individualized plans had not ben created to meet each student where they are.
Problem Statement 2: 55% of ELL students in 6th Math mastered/met on STAAR **Root Cause**: Teachers did not set expectations soon enough for growth goals and incorporate it in their lesson planning.

Goal 4: Increase student daily attendance

Performance Objective 1: 97% of students attend school daily as measured through OATT (Official Attendance Taking Time)

High Priority

Evaluation Data Sources: Daily ADA (Average Daily Attendance), List of Chronic Absent Students)

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
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:** Principal, APO, Registrar				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: 100% of students who are chronically absent follow the ADA matrix with consequences and next steps. **Strategy's Expected Result/Impact:** Percentage of students with chronic absences will be less than 3% **Staff Responsible for Monitoring:** Principal, APO, Registrar				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Calendar and promote teacher and student incentives for meeting ADA goal. Teachers will receive class incentives when milestone ADA goals have been met (ex: highest perfect attendance homeroom) weekly, monthly & quarterly. Bi-weekly incentives/celebrations for students with 100% attendance. **Strategy's Expected Result/Impact:** More grade levels will consistently meet 100% attendance daily. **Staff Responsible for Monitoring:** Principal, APO, Registrar				

 No Progress Accomplished Continue/Modify Discontinue

Goal 4: Increase student daily attendance

Performance Objective 2: Students participate in daily moderate to vigorous physical activity

Evaluation Data Sources: minutes that students participated in physical activity

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Student engage in physical activity daily during school and are offered opportunities to participated in sports activities. **Strategy's Expected Result/Impact:** 100% ADA is met **Staff Responsible for Monitoring:** Athletic director, principal, assistant principal **ESF Levers:** Lever 3: Positive School Culture	0%	100%	100%	

 No Progress Accomplished Continue/Modify Discontinue

Goal 5: Increase student persistence

Performance Objective 1: 90 percent of students return for the 2023-2024 School Year.

High Priority

Evaluation Data Sources: Persistence tracker

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Review mission list daily and respond to all request for communication within 24 hours **Strategy's Expected Result/Impact:** Parents feel heard. **Staff Responsible for Monitoring:** Principal, SSA		100%	100%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Improve parent communicate and investment on a weekly basis **Strategy's Expected Result/Impact:** Parents are notified of events within 2 weeks and parents receive positive communication about scholars on a weekly basis **Staff Responsible for Monitoring:** Principal, SSA		100%	100%	

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Track and Uphold a Positive School Culture on Weekly basis through scholar of the week, Move this World observations, and weekly culture round observations. **Strategy's Expected Result/Impact:** Improvement in social emotional well-being of students and increased joyed experienced by scholars. **Staff Responsible for Monitoring:** Principal, API, SSA		45%		

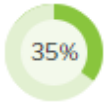
0% No Progress 100% Accomplished Continue/Modify Discontinue

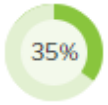
Goal 5: Increase student persistence

Performance Objective 2: Our students and staff must first feel physically and emotionally safe to achieve our mission

High Priority

Evaluation Data Sources: Move this World Curriculum and Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Teachers know the "what/how/why" and feel empowered to execute safety/security and SEL program initiatives. **Strategy's Expected Result/Impact:** Educator Handbook has less referrals for student misbehaviors **Staff Responsible for Monitoring:** Principal, API, SSA **ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Teachers engage actively with SEL curriculum and model alongside students when executing **Strategy's Expected Result/Impact:** Educator Handbook has less referrals for student misbehaviors **Staff Responsible for Monitoring:** Principal, API, SSA **ESF Levers:** Lever 3: Positive School Culture				

 No Progress Accomplished Continue/Modify Discontinue

Title I Personnel

Name	Position	Program	FTE
Elizabeth Suero Duran	INTERVENTIONIST		1

Campus Funding Summary

Federal Grant					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	1	1	AR Zone Facilitator		$36,796.32
				Sub-Total	$36,796.32

Addendums

IDEA Converse

Comprehensive Needs Assessment

COLLEGE PREP

Data Source: CSI

% Meeting CSI Goal	Reading CP CSI
% CSI (EOY Ren.)	25%
% of CSI Passing STAAR	56%
% of SPED Passing STAAR	56%

Data Source: STAAR

	STAAR Reading 6th	STAAR Reading 7th	STAAR Reading 8th	STAAR Writing 7th	English I EOC	English II EOC
% Approaches	91	85				
% Meets	69	60				
% Masters	45	45				
% Student Achievement Average	68	63				

Data Source: AP/IB/Electives

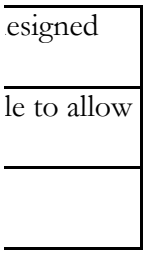
AP Scores	Pass AP Lit	Pass AP Lang	IB Scores	IB Group 1	% Royal Readers	% Word Master
% Score 1			% Score 1-3			
% Score 2			% Score 4-5			
% Score 3+			% Score 6-7			
					RR Goal Met/Not Met	WM Goal Met/Not Met
					Met	Met

Reflections	
Areas of Strength	**Areas of Need**
1) Lesson planning and internalization was aligned to TEKS	1) New resources to align to the new redesigned STAAR test
2) Joint instructional rounds conducted with all lead team members in an effort to provide more support to teachers	2) Increase frequency with content huddle to allow for contents to plan across grade levels
3) Self made blind assessments and data tracking	3) Onboard new ELA teachers

IDEA Converse

Comprehensive Needs Assessment - College Prep COLLEGE PREP					
Data Source: STAAR					
	STAAR Math 6th	**STAAR Math 7th**	**STAAR Alg I**		
% Approaches	83	85	n/a		
% Meets	58	49	n/a		
% Masters	30	23	n/a		
% Student Achievement Average	57	52	n/a		
Data Source: AP/IB					
AP Scores	**Pass AP Calculus AB**	**Pass AP Calculus CD**	**Pass AP Prob. & Stats.**	**IB Scores**	**IB Group 5**
% Score 1				**% Score 1-3**	
% Score 2				**% Score 4-5**	
% Score 3+				**% Score 6-7**	

Reflections	
Areas of Strength	**Areas of Need**
1) Lesson planning and internalization was aligned to TEKS	1) New resources to align to the new red STAAR test
2) Joint instructional rounds conducted with all lead team members in an effort to provide more support to teachers	2) Increase frequency with content hudd for contents to plan across grade levels
3) Data tracking with teachers and scholars	3) Onboard new math teachers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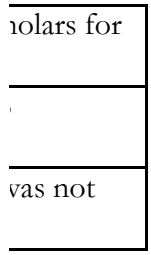
IDEA Converse

Comprehensive Needs Assessment COLLEGE PREP						
Data Source: Internal Assessments						
	6th Grade EOY Assessment	**7th Grade EOY Assessment**				
% Passing	100/99/88	93/77/45				
Data Source: STAAR						
	STAAR 8th Science	**STAAR Biology**				
% Approaches						
% Meets						
% Masters						
% Student Achievement Average						
Data Source: AP/IB						
AP Scores	**Pass AP Biology**	**Pass AP Chemistry**	**Pass AP Physics (1, 2, & C)**	**Pass AP Env. Science**	**IB Scores**	**IB Group 4**
% Score 1					**% Score 1-3**	
% Score 2					**% Score 4-5**	
% Score 3+					**% Score 6-7**	

Reflections	
Areas of Strength	**Areas of Need**
1) Lesson alignment and effective backwards planning.	1) Additional resources to help align to ELA to prepare sch the new redesign STAAR test (cross curricular)
2) Hands on science experiments that tied in learned vocabulary.	2) New teacher to 6th grade content, familarity with TEKS
3) Daily morning science tutoring (StemScopes)	3) Gaps in learning from previous year. Intervnetion plan v put in place to account for gaps in 5th grade science.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IDEA Converse

Comprehensive Needs Assessment COLLEGE PREP							
Data Source: Internal Assessments							
	6th Grade EOY Assessment	**7th Grade EOY Assessment**					
% Passing	100/98/79	92/61/45					
Data Source: STAAR							
	STAAR 8th US History	**EOC US History**					
% Approaches							
% Meets							
% Masters							
% Student Achievement Average							
Data Source: AP/IB							
AP Scores	**Pass AP Human Geography**	**Pass AP World History**	**Pass AP US History**	**Pass AP Goverment**	**Pass AP Economics**	**IB Scores**	**IB Group 3**
% Score 1						**% Score 1-3**	
% Score 2						**% Score 4-5**	
% Score 3+						**% Score 6-7**	

Reflections	
Areas of Strength	**Areas of Need**
1) Lesson alignment and effective backwards planning.	1) Both teachers were new to the content
2) Engaging lessons that were tied to real world issues.	2) Increase planning time between the two hybrid teachers to align best practices
3) Teachers were sure to present information in different modalities to cover all the way scholars learn.	3)

IDEA Converse

Comprehensive Needs Assessment COLLEGE PREP					
TELPAS Composite Rating (Listening, Speaking, Reading, Writing)					
	Listening	**Speaking**	**Reading**	**Writing**	**% of ELL Students who grew one or more levels**
% Beginning	0	0	1	2	44%
% Intermediate	8	17	7	11	
% Advanced	11	2	5	6	
% Advanced High	1	1	7	1	

Reflection	
Areas of Strength	**Areas of Need**
1) ELL support is across all contents	1) Purchase additonal programs to assist with the speaking component.
2) Strong emphasis on vocabulary development	2) Early interventions with Roseta Stone for scholars that have significant gaps in language.
3) Daily practice with listening, speaking, reading, and writing.	3) Additonal tutoring for our sturggling ELL scholars

IDEA Converse

Comprehensive Needs Assessment COLLEGE PREP					
100% College Matriculation					
Matriculation %	**Matricuation % 4 year**	**Matriculation % 2 year**	**Tier 1/2 % Acceptances**	**Tier 1/2 % Matriculation**	
Tier 1 % Matriculation	**Tier 2 % Matriculation**	**Tier 3 % Matriculation**	**Tier 4 % Matriculation**	**Senior Class CCMR %**	**Senior Class TSI Completion %**
Campus Data					
Senior Class ACT Average	**Junior Class ACT Average**	**Overall AP Scholars (3+ or more tests)**	**IB Medallion Scholars (Passing 3+ exams)**	**Overall % IB Diploma**	**Campus End of Year OTG**

Reflections	
Areas of Strength	**Areas of Need**
1	1
2	2
3	3

IDEA Converse

Comprehensive Needs Assessment COLLEGE PREP	
Staff Quality, Recruitment, Retention	
	Percentage
% School Lead Team Retention	100%
% Instructional Support Retention	100%
% Teacher Retention	100%
% Campus Support Retention	100%
% SPED Certified Teachers	100%
% State/National Certified Teachers	90%
% State Certified Leaders	90%
% State/Board certified Counselors	0%
Number of teacher applicants per 2020-21 school year	12

Reflections	
Areas of Strength	**Areas of Need**
1) Strong onboarding plan for new teachers	1) Additional parnters to get more applicants (ie collleges, TFA, Alt. Cert Programs)
2) Professional development fit the needs of the campus and teachers	2) Continue to increase enrollment in order to sustain all position thats are avilable, avoid budget cuts.
3) Relationship/team build during each meeting	3) Addional PD's on D.E.I

Campus Name

Comprehensive Needs Assessment ACADEMY	
Data Source: School Culture and Climate	
	Campus %
% Average Daily Attendance	92.39%
% Overall Persistence	88.71%
% New Student Persistence	88.73%
# of Admin Withdrawals/ Level 3 Offenses	1
% SPED	18%
% ELL	13%
% Eco Dis	71%
% Migrant	0%
% Race: American-Indian-Alaska-Native	0%
% Asian	2%
% White-Hispanic	57%
% Multi	0%
% Black-African-American	26%
% Native-Hawaiian-Pacific-Islander	2%
% White	12%
% Male	44%
% Female	56%

Data Source: School Culture and Climate	
Reflections	
Areas of Strength	**Areas of Need**
1) Strong onboarding plan to inform parents about campuses expectations.	1) Recruiting more scholars to enroll at IDEA Converse
2) Created a sense of belonging through after school clubs and sports (i.e. journalism, cross country, basketball, football, soccer, volleyball)	2) Hold culture rounds contiously to uphold our policies
3) Received community and student voice from our surveys	3) Install more restorative practices and train staff on these pr

Converse College Prep

Comprehensive Needs Assessment ACADEMY	
Data Source: Family and Community Involvement	
	Percentage
% Families Attended WTI	62%
% Families Attended Curriculum Night	35%
% Families Who Attended EOY Ceremonies	45%
% Families who attended Fall Festival	N/A
% Families who attended Winter Festival	N/A
% Families who attended Spring Festival	N/A

Reflection	
Areas of Strength	**Areas of Need**
1. There is strong participation for celebratory events hosted on campus.	1. Traffic and lack of parking causes frustration for families when hosting campus-wide events.
2. We had strong participation from parent volunteers for Field Day with more than 50 parent volunteers.	2. For academic engagement events, we need to increase the frequency of opportunities for families to come.
3. Feedback received from parents was positive overall from events hosted in person.	3. We need to give more advanced notice for family engagement events to increase participation.

IDEA Public Schools

Donna Academy

2022-2023 Campus Improvement Plan

Accountability Rating: A

Distinction Designations:
Academic Achievement in Science
Top 25 Percent: Comparative Academic Growth

Board Approval Date: October 21, 2022
Public Presentation Date: September 14, 2022

Mission Statement

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

Vision

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

Core Values

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

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

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Comprehensive Needs Assessment

Revised/Approved: September 14, 2022

Demographics

Demographics Summary

IDEA Acaemy Donna is a Title 1 campus that offers quality educational programs and extracurricular activities to students in grades Prekindergarten through 5th grade. IDEA Acamy Donna is a part of one of the fastest growing charter school networks in the Rio Grande Valley. Currently, IDEA Academy Donna has a large student enrollment in the IDEA Public School districts with a membership of 823 students. This is an increase of about 61 students from the previous school year. This increase is attributed to recruitment efforts after the pandemic. New students have enrolled from several different school districts in the Rio Grande Valley, as well as from Mexico.

The school's demographics include approximately 98% of the student population is economically disadvantaged, 96% Hispanic, 6% students with disabilities, and 50% English language learners.

See PDF in Addendum for more information.

Demographics Strengths

1. 94% Teacher retention

2. 90% of our students persist with us

See PDF in Addendum for more information.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Our attendance has fallen below the 97.5% target. **Root Cause:** Lack of clear communication on campus safety measures

Problem Statement 2: The EL, Hispanic and all student subgroups showed a math deficiency in the state assessments in the area of closing the gaps. **Root Cause:** Tracking student progress in specific sub groups started late in the year.

Problem Statement 3 (Prioritized): New student population did not meet academic achievement in math or reading. **Root Cause:** Not meeting our persistence goal led to new students enrolling and not enough time to close the gap.

Problem Statement 4 (Prioritized): Increase in referrals for social and emotional wellness support for students. **Root Cause:** Greater focus on meeting academic needs of students and not the social and emotional aspect.

Student Learning

Student Learning Summary

The 2021-2022 school year continued to be greatly impacted by COVID. IDEA Academy Donna will use the 2021-2022 student achievement results as a point of reference for setting academic goals for this school year. We will focus on targeted academic needs reflected in any 2021-2022 online Reading tests, as well as, district benchmarks and assessment data. Although we saw overall student growth, it is the belief that due to the pandemic, there are many academic gaps in all grade levels with many students. IDEA Academy Donna stakeholders will make every effort to ensure that all students are provided with the best, strategic, and informed instructional practices and technology in order to minimize gaps and increase the learning curve for all students this 2022-2023 school year.

State Accountability for 2021-2022

Domain 1 - Student Achievement - 74 =C

Domain 2 Part A - Academic Growth - 95= A, Domain 2 Part B - Relative Performance -84 =B

Domain 3 - Closing the Gaps - 79=C

Grade Level	Approaches %	Meets %	Masters %	Domain 1 %
3rd Grade Reading	73	43	25	47
3rd Grade Math	67	29	12	36
4th Grade Reading	82	48	23	51
4th Grade Math	72	39	17	43
5th Grade Reading	76	57	35	56
5th Grade Math	80	42	14	45
5th Grade Science	72	42	21	45

see PDF in addendum for more information

Student Learning Strengths

- Science and Comparative Academic Growth Distinction earned.
- Overall Scaled Score Rating Letter “A”.
- 5th Grade Reading had 35% of the students at a masters level

see pdf in addendum for more information.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Low percentage of students from our subpopulations meeting academic achievement in Math. **Root Cause:** Not enough opportunities for targeted small group instruction during the instructional day.

Problem Statement 2 (Prioritized): Overall academic achievement was low in domain 1. **Root Cause:** Lack of teacher training on foundational skills.

Problem Statement 3: High percentage of students identified as needing intervention based on BOY assessments. **Root Cause:** Lack of stenciling intervention within school schedule.

Problem Statement 4 (Prioritized): Low percentage of students in 1st and 2nd grade level in reading comprehension skills. **Root Cause:** Lack of observations and coaching to support teachers on reading comprehension curriculum.

School Processes & Programs

School Processes & Programs Summary

Professional development is planned by our district and at the campus level to ensure that we are informed of new trends in the educational field and to reinforce the best teaching practices for our students. Throughout the year, professional development is provided to all professional district employees. The district provides professional development to target the implementation of best practices in all content areas, special education, physical education, CPR, and CPI. During the summer, the academic services team plans and develops the scope and sequence and lesson plans for all core subject areas. The administrator at IDEA Academy Donna sets high expectations for each teacher to professionally grow and attend professional development classes throughout the summer. Professional development is also provided throughout the year to train teachers on the implementation of the core curriculum. IDEA Academy Donna supports professional growth by continued coaching and developing through classroom observations and feeback meetings to ensure teachers are delivering quality instruction. IDEA Academy Donna encourages and supports continuous growth for all professionals and co-teachers, so that teachers can have a positive impact on student learning and academic growth. Co-teachers are also included in all staff development days so that they can show continuous growth. Administrators are also required to attend coach's academy for professional growth and have weekly check-ins with the principal and other regional instructional coaches to ensure they are also developing their instructional coaching skills.

School Processes & Programs Strengths

Curriculum & Instruction:

- At least one-third of IDEA students graduate with the "AP Scholar" designation, evidence of earning a qualifying score on at least three AP exams, demonstrating successful completion of college-level coursework prior to graduation.
- IDEA provides students access to accelerated instruction through the 1:1 technology device, including adaptive software for mathematics and literacy and access to hundreds of thousands of books in the district's digital library.
- IDEA curricular resources include high-quality instructional materials that earn the highest ratings on national evaluation measures.
- IDEA curriculum is regularly evaluated using a quality evaluation tool, ensuring alignment to the Texas Essential Knowledge and Skills and AP course standards, as well as the STAAR/EOC and AP exams.
- IDEA implements a variety of training opportunities for teachers and leadership staff with the goal of developing teachers' pedagogical content knowledge and leaders' coaching skills.
- For 15 years in a row, 100% of IDEA students have been accepted into college, demonstrating that IDEA academic programming is adequately preparing students for post-secondary education.
- In 2022, four IDEA schools were ranked in the top 10 Most Challenging Schools in the Nation and 13 were ranked in the top 1% of schools nationwide, by the Jay Mathews Challenge Index High School Rankings.

Special Programs

- IDEA exceeded the expected growth target for EL student performance on TELPAS in 2021 with 48% of ELs meeting that target.
- IDEA provide targeted research based instruction to students who have a 2.0 year gap in Reading and/or Math with the goal of closing that gap by 2.0 years during the school year with our initiative called Critical Student Intervention (CSI). During the 21-22 school year, 2,562 out of 6,632 students meet that goal for Reading and 703 out of 1,268 students met the goal for Math.
- IDEA is in Year 3 of our TEA awarded Autism Grant. Through this grant we were able to increase support for 195 students with autism in Rio Grande Valley and Austin who met the criteria outlined by TEA for this grant.
- IDEA submitted and was awarded a Dyslexia Grant by the TEA so that we will be able to provide increased professional development to teachers and leaders on working with students with dyslexia and increase the support resources for our students with dyslexia.

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 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 1 (Prioritized): Lack co-teacher investment to increase co-teacher retention. **Root Cause:** Lack of differentiation of responsibilities of coteachers vs pay.

Problem Statement 2: Lack of professional development opportunities for teachers outside of district. **Root Cause:** Lack of professional development vision.

Problem Statement 3 (Prioritized): Lack of teacher skills in providing intervention and strong 1st teach **Root Cause:** Inconsistent side by side planning and rehearsal opportunities with teachers.

Perceptions

Perceptions Summary

IDEA Academy Donna prouds itself in promoting a positive climate and culture. High expectations are set for all students and given opportunities to succeed. All successes, whether great or small are celebrated. These celebrations are used to motivate students to improve academically, make efforts to attend school daily and create a positive attitude toward their learning. IDEA Academy Donna staff invites members of the community to visit and provide presentations and activities for students and parents. All students are encouraged to participate in various afterschool activities. IDEA Academy Donna staff understands that parental support is necessary. Our staff maintains a family and community friendly environment. Parents are welcome to volunteer and take parental classes offered on campus. Parents are kept informed of all activities with the use of a monthly calendar, Facebook, Parent newsletter, flyers, Remind, and phone calls.

Perceptions Strengths

IDEA Academy Donna believes in creating and inviting parents and families to events such as Sports with Dad, Mother's Day, Veterans Day, Grandparents Day and other functions at our school.

IDEA Academy Donna hosts parent classes to help support the academic learning of all students.

IDEA Academy Donna provides school supplies and clothing for those who are in need

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Lack of parental involvement **Root Cause:** Inconsistency in investing stakeholders throughout grade levels.

Problem Statement 2 (Prioritized): Lack school and local community partnerships. **Root Cause:** Lack of investment in a communication plan to build partnerships.

Priority Problem Statements

Problem Statement 1: Our attendance has fallen below the 97.5% target.
Root Cause 1: Lack of clear communication on campus safety measures
Problem Statement 1 Areas: Demographics

Problem Statement 2: New student population did not meet academic achievement in math or reading.
Root Cause 2: Not meeting our persistence goal led to new students enrolling and not enough time to close the gap.
Problem Statement 2 Areas: Demographics

Problem Statement 3: Lack of parental involvement
Root Cause 3: Inconsistency in investing stakeholders throughout grade levels.
Problem Statement 3 Areas: Perceptions

Problem Statement 4: Low percentage of students from our subpopulations meeting academic achievement in Math.
Root Cause 4: Not enough opportunities for targeted small group instruction during the instructional day.
Problem Statement 4 Areas: Student Learning

Problem Statement 5: Overall academic achievement was low in domain 1.
Root Cause 5: Lack of teacher training on foundational skills.
Problem Statement 5 Areas: Student Learning

Problem Statement 6: Lack co-teacher investment to increase co-teacher retention.
Root Cause 6: Lack of differentiation of responsibilities of coteachers vs pay.
Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: Lack school and local community partnerships.
Root Cause 7: Lack of investment in a communication plan to build partnerships.
Problem Statement 7 Areas: Perceptions

Problem Statement 8: Lack of teacher skills in providing intervention and strong 1st teach
Root Cause 8: Inconsistent side by side planning and rehearsal opportunities with teachers.
Problem Statement 8 Areas: School Processes & Programs

Problem Statement 9: Low percentage of students in 1st and 2nd grade level in reading comprehension skills.
Root Cause 9: Lack of observations and coaching to support teachers on reading comprehension curriculum.
Problem Statement 9 Areas: Student Learning

Problem Statement 10: Increase in referrals for social and emotional wellness support for students.
Root Cause 10: Greater focus on meeting academic needs of students and not the social and emotional aspect.
Problem Statement 10 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Closing the Gaps Domain

Student Data: Assessments

- Other PreK - 2nd grade assessment data

Student Data: Student Groups

- Special education/non-special education population including discipline, progress and participation data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.

Student Data: Behavior and Other Indicators

- Attendance data

Employee Data

- Staff surveys and/or other feedback
- Campus leadership data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Capacity and resources data

Goals

Goal 1: Increase staff retention

Performance Objective 1: IDEA Academy Donna will ensure that 100% of its teachers meet proficient requirements in the Guidepost to Excellent Teaching by the end of the year.

High Priority

Evaluation Data Sources: Teachboost, Annual Performance Review

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Build a strong partnership with our talent partners and collaborate on opportunities for campus to host meet and greets/tours for candidates and other activities that will attract qualified candidates to our school. **Strategy's Expected Result/Impact:** opportunity to network, build relationships with candidates and promote our campus.	10%	0%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Support and retain qualified teachers and staff by implementing procedures and processes to ensure teachers/ staff are provided with quality onboarding practices. **Strategy's Expected Result/Impact:** Ensure teachers attend professional development pertinent to campus needs. Individual Student Growth **Staff Responsible for Monitoring:** Principal, Assistant Principals of Instruction	25%			

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Provide opportunities for development through weekly observations and feedback meetings. 1. Observe staff 2. Implement coaching practices using the coaching cycle throughout the year. **Strategy's Expected Result/Impact:** Teachers/staff have consistent meetings with instructional coaches and know their progress. Student academic achievement growth **Staff Responsible for Monitoring:** Assistant Principals, Principal	25%	0%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 1: Increase staff retention

Performance Objective 2: 85% of staff will agree that IDEA Academy Donna is a Great Place to Work.

Evaluation Data Sources: Great Place to Work Survey

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Invest teachers in the decision making through feedback surveys or during staff meetings. **Strategy's Expected Result/Impact:** increase staff satisfaction and investment in their role. **Staff Responsible for Monitoring:** Principal, assistant principals	25%	10%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Build strong relationships with staff members 1. Weekly check-ins with instructional coaches 2. Principal chats with all staff members to discuss glows/grows, career outlook. **Strategy's Expected Result/Impact:** staff satisfaction and retention Staff performance increases, individual student academic growth **Staff Responsible for Monitoring:** Principal, Assistant Principals	25%	20%		

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Provide opportunities for recognition and opportunities for growth. 1. Weekly recognition through teacher newsletter 2. Monthly celebrations during staff meeting 3. Opportunity for teachers to have leadership roles (Team/Content Leaders at campus and regional level) **Strategy's Expected Result/Impact:** Recognition/appreciation directly impacts student achievement and staff morale **Staff Responsible for Monitoring:** Principal, Assistant Principals	25%	10%		

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: All IDEA students matriculate to college

Performance Objective 1: 100% of IDEA Donna CP seniors will attend college.

High Priority

Evaluation Data Sources: college application submission, Acceptance dashboard

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Collaborate with college prep team on identifying the top 10 seniors of concern and begin problem solving. **Strategy's Expected Result/Impact:** reduce the number of student concerns, students will go to college. **Staff Responsible for Monitoring:** Principals, DCC Assistant Principals	15%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Provide support in the Person with Influence Program **Strategy's Expected Result/Impact:** Multiple people to support students with matriculation concerns, students will submit college applications in a timely manner **Staff Responsible for Monitoring:** Principal, DCC, Assistant Principals	15%			

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 2: All IDEA students matriculate to college

Performance Objective 2: 100% of seniors will receive quality IB Programme instruction

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Provide feedback on lesson plans that focus on student practice and assessments that align to student practice. **Strategy's Expected Result/Impact:** Teacher development, student achievement **Staff Responsible for Monitoring:** Principal, Assistant Principal	15%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Data Analysis: Consistent data conversations to identify misconceptions and provide teachers with practice opportunities for a targeted reteach. **Strategy's Expected Result/Impact:** Effective and targeted reteach, student academic achievement **Staff Responsible for Monitoring:** Principal, Assistant Principal	10%			

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 3: IDEA achieves an A rating

Performance Objective 1: Third grade performing at or above grade level in reading as measured by the meets grade level standard on STAAR will increase by 7% or more in spring of 2024.

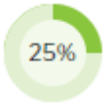
HB3 Goal

Evaluation Data Sources: Internal exam dashboard, instructional dashboard, weekly internal data analysis.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: All K-3 teachers and the principal will attend the guided reading academies trainings provided by the state. **Strategy's Expected Result/Impact:** Teachers and principal will increase knowledge and implementation of evidence- based guided reading practices to positively impact student literacy achievement with a focus on English learners. **Staff Responsible for Monitoring:** Principal, Instructional coach **Title I:** 2.4 - **TEA Priorities:** Build a foundation of reading and math	100%	100%	100%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Provide differentiated instruction for students in Meets & Masters groups through enrichment activities, small group intervention, after-school tutoring. **Strategy's Expected Result/Impact:** Increase the number of Meets and Masters by 5% points in each grade and each subject area. **Staff Responsible for Monitoring:** teachers, instructional coach, principal	0%			

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: All 3-5 ELA teachers will attend the lead4ward training for development on new reading assessment item types. **Strategy's Expected Result/Impact:** building teacher knowledge/student achievement increase **Staff Responsible for Monitoring:** Principal. assistant principal	100%	100%	100%	

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4: Use interventionist to improve reading performance. **Strategy's Expected Result/Impact:** critical students seen in small group/increase student achievement **Staff Responsible for Monitoring:** CSI, Assistant Principal **Funding Sources:** Interventionist - Federal Grant - $59,300				

 No Progress Accomplished Continue/Modify Discontinue

Goal 3: IDEA achieves an A rating

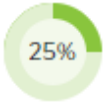
Performance Objective 2: Third-5th grade math will meet 6 out 7 (or 85%) math academic achievement targets in Domain 3-closing gaps.

High Priority

HB3 Goal

Evaluation Data Sources: STAAR accountability reports, internal exam dashboard, weekly internal analysis.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Monitor all students in our subpopulation progress by continuously tracking students using exit ticket trackers, and accountability boards such as Locus dashboard. **Strategy's Expected Result/Impact:** Teachers and leaders will know which students still need support and will be able to create plans help them reach academic success. **Staff Responsible for Monitoring:** Teachers, Assistant Principal, Principal				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Invest students by celebrating their growth. **Strategy's Expected Result/Impact:** Students will feel successful when their gains are celebrate and will continue to be invested in their learning.				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Implement tutoring plans aligned to HB4545 Accelerated Instruction in Reading and Math. **Strategy's Expected Result/Impact:** Close foundational gaps for students who did not pass STAAR or did not end the year on grade level. **Title I:** 2.6				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4: Use interventionist to improve 3rd-5th grade math performance **Strategy's Expected Result/Impact:** close foundational gaps/student achievement increases **Staff Responsible for Monitoring:** Interventionist, Assistant Principal				

Funding Sources: Interventionist - Federal Grant - $59,300	25%	5%		

 No Progress Accomplished Continue/Modify Discontinue

Goal 3: IDEA achieves an A rating

Performance Objective 3: 90% Students in PK-2nd grade will be on grade level in Reading by June 2024.

Evaluation Data Sources: DI online through Locus dashboard.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Track student progress: Review percentage of students at mastery and remediate students who score below bench mark within 24 hours. **Strategy's Expected Result/Impact:** Closing gaps in a timely manner/student growth **Staff Responsible for Monitoring:** Teacher, Assistant Principal	15%	5%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Coach and develop teachers: Weekly check ins with teachers * Use data to guide observations and coaching. Observations with teacher twice a week with on the spot feedback. **Strategy's Expected Result/Impact:** Teacher development in content area, student achievement **Staff Responsible for Monitoring:** Assistant Principal, Principal	15%	10%		

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Use AR facilitator to support students become word masters and royal readers. **Strategy's Expected Result/Impact:** increase reading fluency and comprehension/students reading on grade level **Staff Responsible for Monitoring:** AR zone teacher/teachers **Funding Sources:** AR Zone Facilitator - Federal Grant - $39,108.96	10%			

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4: Use PK teachers and co-teacher to build a strong reading foundation and improve reading performance **Strategy's Expected Result/Impact:** students on grade level for reading/student achievement **Funding Sources:** PreK Teacher - Federal Grant - $111,000, Co-Teacher - Federal Grant - $34,547.04	10%			

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 3: IDEA achieves an A rating

Performance Objective 4: 60% of SPED Students attain approaches in STAAR by June 2024

High Priority

HB3 Goal

Evaluation Data Sources: STAAR Accountability reports, Locus Dashboard

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Implement an operating mechanism to allow coordination and collaboration between Special Education and General Education teachers on a monthly basis. **Strategy's Expected Result/Impact:** Special education students will be served appropriately based on their academic needs./Student growth	10%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Monitor the implementation of accommodations for students receiving special education services as specified in the student's IEPs accommodation page from the ARD. **Strategy's Expected Result/Impact:** Special education students will show growth on their state assessments **Staff Responsible for Monitoring:** sped teachers, teachers, principal and assistant prinicipals	5%			

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Provide professional development to special education teachers through district led training or through region one. **Strategy's Expected Result/Impact:** Teacher development/student growth **Staff Responsible for Monitoring:** Principal, Assistant Principal	25%			

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 4: Increase student daily attendance

Performance Objective 1: IDEA Academy Donna will meet 97% ADA of our daily enrollment.

High Priority

Evaluation Data Sources: Powerschool

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
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, parent weekly **Strategy's Expected Result/Impact:** Parents will understand the importance of attendance and the impact it has on student achievement. Individual student growth **Staff Responsible for Monitoring:** Principal, assistant principals, teachers	15%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Proactively communicate attendance concerns with campus stakeholders. 1. Provide grade level administrator updates on students of concern based on number of absences during tactical. 2. Provide information on attendance to grade team leaders to cascade to their grade team. **Strategy's Expected Result/Impact:** Administrators and teachers will have data pertaining to their grade level and opportunities to course correct. Individual student academic growth **Staff Responsible for Monitoring:** Principal, Assistant Principals, Teachers	15%	10%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 4: Increase student daily attendance

Performance Objective 2: 90% of assigned teachers use Move This World curriculum with fidelity.

Evaluation Data Sources: Move This World

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Teachers are trained during Beginning of Year Professional Development on Move This World. **Strategy's Expected Result/Impact:** Teachers are prepared to help students. Students feel emotionally safe at school **Staff Responsible for Monitoring:** School Social Worker, School Counselor	10%	10%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Observations and Feedback on a weekly basis **Strategy's Expected Result/Impact:** Move this world makes an impact on behavior and individual student growth. Students feel emotionally safe coming to school **Staff Responsible for Monitoring:** Social Worker, counselor **Funding Sources:** Social Worker - Federal Grant - $62,000	15%	10%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 4: Increase student daily attendance

Performance Objective 3: 75% of students in 2nd-5th grade will achieve 1,200 moderate and vigorous physical activity by the end of the year.

Evaluation Data Sources: IHT Spirit

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: PE is included in the daily schedule of students. **Strategy's Expected Result/Impact:** vigorous activity is consistent/student health is improved and attends school daily **Staff Responsible for Monitoring:** PE teachers, assistant principal				

 No Progress Accomplished Continue/Modify Discontinue

Goal 5: Increase student persistence

Performance Objective 1: 90% of new students will persist at IDEA Academy Donna

Evaluation Data Sources: Locus dashboard, PowerSchool enrollment

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Build strong partnerships with parents through phone calls from leaders to follow up on overall experience by end of Q1 **Strategy's Expected Result/Impact:** increase parent satisfaction/students persist	15%	35%		

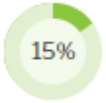
Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Invest parents in child's academic progress by sending personalized invitations to events such as curriculum nights, report card night and parent conferences. **Strategy's Expected Result/Impact:** build partnership with parents/student academic success **Staff Responsible for Monitoring:** School counselor, principal	35%	50%		

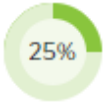
0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 5: Increase student persistence

Performance Objective 2: 90% of K-5th grade students will persist at IDEA Academy Donna

Evaluation Data Sources: Locus Dashboard, Powerschool enrollment

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Increase parent communication -Provide flyers to events 2-3 weeks prior to event -Provide flyers to targeted families via phone call/flyer/ -Schedule reminder posts via Remind/Facebook -Monthly Facebook posts to remind parents to change phone numbers with front office staff **Strategy's Expected Result/Impact:** increased participation at school events/strong partnerships are built with parents and students **Staff Responsible for Monitoring:** school counselor, principal				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Celebrate student successes through monthly parades, announcement shout outs. quarterly celebrations and newsletter shout outs. **Strategy's Expected Result/Impact:** Team and Family engagement, students are happy to come back each year **Staff Responsible for Monitoring:** Teachers, assistant principals. principals				

 No Progress Accomplished Continue/Modify Discontinue

Goal 5: Increase student persistence

Performance Objective 3: IDEA Academy Donna will provide a safe and welcoming environment that is conducive to learning to 100% of our students and staff.

High Priority

Evaluation Data Sources: campus referrals, apricot 360, roadmap data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Host monthly positive character education traits and positive skills building activities as well as conflict resolution strategies to students for violence prevention and intervention. **Strategy's Expected Result/Impact:** decrease in referrals/student persistence and attendance increases. **Staff Responsible for Monitoring:** counselor, social worker	25%	40%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Follow the IDEA Public Schools Student Code of Conduct to ensure fair and consistent implementation of school wide discipline management.	20%	40%		

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Conduct trainings and monthly practice for lock down, fire drills and other emergency situations using the standard response protocols. **Strategy's Expected Result/Impact:** Understand the different standard response protocols/be prepared during an emergency situation **Staff Responsible for Monitoring:** teachers, crisis management team	25%	50%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Title I Personnel

Name	Position	Program	FTE
Angela Cantu	Social Worker	Title 1	1
Lizette Belmares	Pre-K Teacher	Title 1	1
Magdalena Leal	CO-TEACHER	Title 1	1
Rose Ruiz	Pre-K Teacher	Title 1	1
Veronica Garza	AR Zone Facilitator	Title 1	1
Victoria Ramirez	Interventionist	Title 1	1

Campus Funding Summary

Federal Grant					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	1	4	Interventionist		$59,300.00
3	2	4	Interventionist		$59,300.00
3	3	3	AR Zone Facilitator		$39,108.96
3	3	4	Co-Teacher		$34,547.04
3	3	4	PreK Teacher		$111,000.00
4	2	2	Social Worker		$62,000.00
				Sub-Total	$365,256.00

Addendums

IDEA Academy Donna

Comprehensive Needs Assessment ACADEMY						
Data Sources: Eureka Math & Electives Academy						
	DISTAR Pre-K on Grade Level	**Eureka Kinder on Grade Level**	**Eureka First on Grade Level**	**Eureka Second on Grade Level**	**% Math Masters Pk-2**	**Pk-2 MM Goal Met/Not Met**
% Students	**100%**	**98% (MM5)**	**86% (EOM5)**	**84% (EOM7)**	**37%**	Met
Data Source: STAAR Academy						
	STAAR Math Grade 3	**STAAR Math Grade 4**	**STAAR Math Grade 5**	**% Math Masters 3-5**	**3-5 MM Goal Met/Not Met**	
% Approaches	66%	71%	77%	100%	96%	
% Meets	27%	37%	39%			
% Masters	11%	15%	12%			
% Student Achievement Average	35%	41%	43%			
% Meet 2 year growth	n/a	85%	93%			
Data Source: CSI Academy						
	Math AC CSI					
% CSI (EOY Ren.)	74%					
% of CSI Passing STAAR	42%					
% of SPED Passing STAAR	59%					

Reflections	
Areas of Strength	**Areas of Need**

1. Alignment- From K to 5th, the focus was to make sure we are covering and working on material that will help students at the next level. For example, Kinder and 1st were already working on strip diagrams and 2nd was incorporating STAAR material in the work. Teachers were able to get familiar with certain strategies and vocabulary due to trainings.	**1. Subpopulations** (EL, All, Continously and Non cont. enrolled) had gaps in their foundational skills. Students struggled keeping up with new skills being introcued as they did not have foundational skills mastered.
2. Modifications- Teachers had more flexability this year when it came to lessons being taught. Teachers were able to take an extra day or two depending on student response. Teachers were not rushing and went back to the basics since it was crucial to cover since we were coming back from the pandemic.	2. Content meetings- Teachers want more opportunites to come together (1st-5th) to go over certain areas in math. They want to know what is working/not working and how they can better support. They also would like to meet together to see the material/content at the next level. They want to become more familiar with the content acorss grade levels and not just their own.
3. Starting off strong- This year we started tutoring, re teaching and regrouping earlier. Teachers were familiar with who they needed to target and knew what to target.	**3. Overall achievement in STAAR was low for math. Students did low in approaches, meet and masters.**
	4. Testing Skills- Students need more practice time when it comes to stamina and testing on the computer. Maybe once a month (after 2-3 modules) or so, students could have a day where they practice with a larger exam and have access to a program to support on the computer.
	3. Managing- For lower grades, they have different managers and wonder if it would be possible to have the same for the content. 1 manager for all of math.

IDEA Academy Donna

Comprehensive Needs Assessment ACADEMY						
Data Sources: DI ELA & Electives						
	DI Pre-K on Grade Level	**DI Kinder on Grade Level**	**DI First on Grade Level**	**DI Second on Grade Level**	**% Royal Readers**	**% Word Masters**
% Students	**100**	**79**	**70**	**90**	13	84
					RR Goal Met/Not Met	**WM Goal Met/Not Met**
					Yes	Yes
Data Source: STAAR						
	STAAR Reading Grade 3	**STAAR Reading Grade 4**	**STAAR Reading 5**	**Writing Grade 3**	**Writing Grade 4**	
% Approaches	73	82	75	45	74	
% Meets	42	46	59	24	43	
% Masters	25	24	35	13	27	
SAS	47	51	56	27	48	
% Meeting Growth	NA	85%	89%	NA	NA	
Data Source: CSI						
% Meeting CSI Goal	**Reading AC CSI**					
% CSI (EOY Ren.)	79%					
% of CSI Passing STAAR	39%					
% of SPED Passing STAAR	57%					

Reflections	
Areas of Strength	**Areas of Need**
1. ELA PDs: lower grade pd (alignment) and alignment meetings for 3rd-5th. PD started earlier in the year.	1. Alignment: (upper and lower grades): meetings, content, coaching, lesson planning, practice teaching, ELA content leader, peer observations, education galaxy
2. Materials and resources: writing supplies, STAAR resources, Novels, books all materials on hand.	2. Centered-Based instruction year round: centers earlier in the year. Bringing the joy, interactive journals, teacher small group instruction based on specific skills.
3. Leader support on Identification of ELA gaps and PDs for the root cause. Ex. Genre instruction, CFS alignment, Informational text exposure.	**Students in 1st and 2nd grade are not finishng the year on track in reading and they lack comprehension skills.**

	The number of students who need critical student intervention (CSI) continues to increase making it difficult to maintain small group sizes.
	3. Writing: Pds, alignment meetings, grammer resources, composition traing, leader observations and feedback to continue to improve instruction.

IDEA Academy Donna

Comprehensive Needs Assessment ACADEMY						
Data Sources: Science Pk-2						
	Science Pre-K on Grade Level	**Science Kinder on Grade Level**	**Science First on Grade Level**	**Science Second on Grade Level**	**Science Third on Grade Level**	**Science Fourth on Grade Level**
% Students	**83%**	**86%**	**87/71/47**	**87%**	**83%**	**87%**

Data Source: Science 3-5	
	STAAR Science Grade 5
% Approaches	71
% Meets	40
% Masters	20
% Student Achievement Average	44

Reflections	
Areas of Strength	**Areas of Need**
1. Data driven instruction and effective tracker system (exit tickets and unit exams) in place.	1.Time for unpacking units and organizing district lessons in order to have successful lesson delivery.
2. Daily science implementation through videos, reading, hands on activites, amplify curriculum	2 *Rise unit- provide resources and trainings to better support in this subject
3. Lesson plans and unit plans are teacher friendly, ready for internalization with exemplars	3.Creating opportunities to invest parents such as projects, science fairs, science field lessons, and guest speakers.
4. Classroom resources provided such as academic calendars, consumables, science tools.	

IDEA Academy Donna

Comprehensive Needs Assessment ACADEMY							
Data Sources: Humanities Pk-2							
	Humanities Pre-K on Grade Level	**Humanities Kinder on Grade Level**	**Humanities First on Grade Level**	**Humanities Second on Grade Level**	**Humanities Third on Grade Level**	**Humanities Fourth on Grade Level**	**Humanities Fifth on Grade Level**
% Students	n/a	92%	100/86/57	99%	91%	95%	100/94/67

Reflections	
Areas of Strength	**Areas of Need**
1.3rd-5th daily humanities lesson.	1.Humanities classroom needs workbooks. Anchor text missing. Variety of student daily work (all grade levels)
2. Resources provided such as lesson plans, calendars, student work, unit exams.	2.Student friendly digital resources provided by district such as education galaxy.
demonstrate mastery and encourages students to participate in class. This creates a fun learning	3.Clear exemplars with specific instructions.
	4.Investing parents through curriculum nights, Field lessons (museum) and more

IDEA Academy Donna

Comprehensive Needs Assessment

ACADEMY

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

	Listening	Speaking	Reading	Writing	% of ELL Students who progressed AT LEAST ONE proficiency level
% Beginning	K: 35% 1: 16% 2: 5% 3: 0% 4: 10% 5: 11%	K: 46% 1: 24% 2: 29% 3: 15% 4: 18% 5: 17%	K: 61% 1: 31% 2: 30% 3: 16% 4: 8% 5: 6%	K: 95% 1: 43% 2: 32% 3: 16% 4: 8% 5: 2%	K: N/A 1: 20-21: 44% -> 21-22: 59% 2: 20-21:40% -> 21-22: 67% 3: 20-21: 24% -> 21-22: 42% 4: 20-21: 18% -> 21-22: 19% 5: 20-21: 30% -> 21-22: 33%
% Intermediate	K: 46% 1: 52% 2: 27% 3: 8% 4: 35% 5: 24%	K: 40% 1: 48% 2: 54% 3: 68% 4: 53% 5: 48%	K: 26% 1: 57% 2: 39% 3: 33% 4: 27% 5: 19%	K: 5% 1: 50% 2: 48% 3: 44% 4: 27% 5: 22%	
% Advanced	K: 19% 1: 26% 2: 48% 3: 34% 4: 30% 5: 43%	K: 14% 1: 22% 2: 18% 3: 14% 4: 29% 5: 35%	K: 12% 1: 9% 2: 27% 3: 23% 4: 31% 5: 26%	K: 0% 1: 7% 2: 20% 3: 33% 4: 39% 5: 41%	
% Advanced High	K: 0% 1: 7% 2: 20% 3: 57% 4: 62% 5: 22%	K: 0% 1: 5% 2: 0% 3: 3% 4: 0% 5: 0%	K: 0% 1: 3% 2: 4% 3: 27% 4: 33% 5: 50%	K: 0% 1: 0% 2: 0% 3: 7% 4: 25% 5: 35%	

Reflections

Areas of Strength	Areas of Need
1. Wit and Wisdom offers opportunities for more grade levels to practice listening, speaking and writing.	1. Inform parents about TELPAS to increase awareness and support.
2. Preparation and training for upper gra	2. Consistent practice for students, for example using FlipGrid to record themselves, answer questions in complete sentences, and use details.
3. ELA teachers got to serve as TAs during TELPAS.	3. Use Accountable talk for all grade levels (I agree, with you because..., I disagree with you because..) Find a way to align accountable talk throughout grade levels.
	4. Make trainings available for all teachers, not just upper grades.

IDEA Academy Donna

Comprehensive Needs Assessment	
ACADEMY	
Staff Quality, Recruitment, Retention	
	Percentage
% School Lead Team Retention	100%
% Instructional Support Retention	92%
% Teacher Retention	94%
% Campus Support Retention	76%
% SPED Teachers	12%
% State/National Certified Teachers	42%
% State Certified Leaders	40%
% State/Board certified Counselors	0%
Number of teacher applicants per 2020-21 school year	N/A

Reflection	
Areas of Strength	**Areas of Need**
1. Teacher celebrations/ Shout outs/ Bonuses	1. Mentoring System for new employees with 1-2 years experience.
2. Employee relationships with managers has been positive overall.	**2. There is high turnover for staff (co-teachers).**
3. Teacher workload has been balanced.	3. Need more opportunities to get to know teams. Grade level meetings should include team building opportunities.
4. Managers have been supportive and consitently coaching teachers.	4. Focus on BOY culture expectations for new teachers. and staff.
	5. Professional development opportunties are limited to IDEA created vs. outside sources.
	Teachers need more support on closing gaps with students who are 2 or more years behind.

IDEA Academy Donna

Comprehensive Needs Assessment ACADEMY	
Data Source: School Culture and Climate	
	Campus %
% Average Daily Attendance	91.25%
% Overall Persistence	92.00%
% New Student Persistence	91.00%
# of Admin Withdrawals/ Level 3 Offenses	0
% SPED	7.35%
% ELL	50.39%
% Eco Dis	99.87%
% Migrant	.39% (3)
% Race: American-Indian-Alaska-Native	0%
% Asian	.13%, (1)
% White-Hispanic	96.33% (734)
% Multi	0.01%
% Black-African-American	0%
% Native-Hawaiian-Pacific-Islander	0%
% White	3.54% (27)
% Male	51.57% (393)
% Female	48.43% (369)

Data Source: School Culture and Climate	
Reflections	
Areas of Strength	**Areas of Need**

1.Teachers feel appreciated and recognized for hardwork through monthly teacher celebrations, Teacher of the Month, shout outs on Teacher Weekly and including team building activities to encourage a strong school culture.	1. Student Behavior: Students should have severe consequences aligned to the student Code of Conduct for behavior that is harmful to other students. Behavior tracker works for students who forget to do homework, talking in class and minor infractions. However, students who harm other students or are disruptive in class don't have severe consequences.
2. Student activities such as Christmas Festival, Spring Dance and behavior celebrations create a strong school culture (bring back LITERACY NIGHT)	2. Parent Investment/Event logistics: It would be beneficial to resume curriculum nights at the BOY to review grade level expectations; logistics for events such as the Christmas Festival need improvement so that parents don't complain to teachers; resume family events and plan behavior celebrations ahead of time to allow teachers to prepare and request supplies as needed.
3. Implementing the teacher weekly has been helpful to provide information about upcoming events, important announcements and shout outs. Morning announcements have been beneficial in setting the tone for the day and building culture with students by including celebrations announcements and	3. **Accountability/Campus Processes:** Host a meeting with parents of students who are "repeat offenders" for ADA and behavior to reset expectations. Teachers can document and contact parents but many times parents and students are not responsive until ADMIN makes contact with parent.
4. PD session provides planning time to prepare for upcoming lessons	4. During PD, it would be helpful to include sufficient planning time to prepare for the upcoming lessons and implement what was discussed during PD (LOWER GRADES). Teachers requesting support for all programs being taught such as Wit and Wisdom (Kinder)
	The number of student who need social emotional support is increasing.

IDEA Academy Donna

Comprehensive Needs Assessment ACADEMY	
Data Source: Family and Community Involvement	
	Percentage
% Families Attended WTI	98%
% Families Attended Curriculum Night	NA
% Families Who Attended EOY Ceremonies	97%
% Families who attended Fall Festival	NA
% Families who attended Winter Festival	90%
% Families who attended Spring Festival	NA

Reflection	
Areas of Strength	**Areas of Need**
1. Newsletter was a success, parents enjoyed and appreciated being updated	**1. Family engagment: Investing parents in their child's academic performance.**
2. Winter festival brought families in after not being allowed to visit campus due to COVID restrictions.	2. Booster Club (parent club) needed to fundraise, organize and help with events.
3	3. Create events that showcase student's heritage
	4. Increase community partnerships: Network with the city of Donna to increase community involvement.

Annual Performance Objectives (APO)

PRIORITY #1: Students Graduate College-Ready

1A. % of graduates who matriculate to a College or University: 100%

1B. % of graduates matriculate to a Tier I/II College or University: 15% | 25%

1C. % of Seniors accepted to a College or University: 100%

1D. % of Seniors named AP scholars | Earn IB diploma: 30% | 25%

1E. Earned State Rating: A

1F. % Basic | % Mastery | % Advanced on LEAP: 82% | 44% | 11%

1G. % Approaches | % Meets | % Masters on STAAR/EOC: 90% | 60% | 30%

1H. % Level 3 | % Level 4 | % Level 5 on FSA/FSAA: 70% | 40% | 20%

1I. % of Pre-K-2nd Students End The Year On/Above Grade Level in Reading - Year 1 Campuses | Year 2 Campuses: 80% | 90%

1J. % of students in CSI achieve 2 years growth in Reading | Math (measured by Ren STAR) 50% | 60%

1K. Average ACT score: 21

1L. % of students graduating college in 4 | 6 years: 25% | 55%

PRIORITY #2: Build a Strong & Sustainable Organization

2A. % Teacher Retention | Employee Retention: 85% | 85%

2B. 80% composit score on GPTW: 82%

2B. %Average Daily Attendance: 97.50%

2C. New Student Persistence: 90%

2D. Operating Income: $133M

2E. FIRST Rating: A

PRIORITY #3: Achieve Mission at Scale

3A. % of students with low socio-economic status: 80%

3B. Enrollment in August 2020: 83,894

3C. Schools in operation in August 2020: 149

3D. Total Funds Raised (millions): $93M

Needs Assessment

S-STAAR

D-DIBELS

E-EOC

A-ACT

RR-Reading Renaissance

ST-STAR for Math

DR-Discipline Report

AP-AP Tests

O-Other

Special Populations

All

AR-At Risk

ELL-English Language Learners

ED-Economically Disadvantaged

M-Migrant

SE-Special Education

IDEA Public Schools

Donna College Prep

2022-2023 Campus Improvement Plan

Accountability Rating: B

Distinction Designations:
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

Board Approval Date: October 21, 2022
Public Presentation Date: September 15, 2022

Mission Statement

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

Our Mission Statement
IDEA College Preparatory Donna is rewriting the story of underprivileged communities by creating a positive learning environment that equips students with the academic, social and leadership skills and international mindedness that are required to succeed in college and our global society.

IB Mission Statement
The International Baccalaureate Organization aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the IBO works with schools, governments and international organizations to develop challenging programs of international education and rigorous assessment. These programs encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

Vision

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

Core Values

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

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

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Comprehensive Needs Assessment

Revised/Approved: September 15, 2022

Demographics

Demographics Summary

IDEA College Preparatory (ICP Donna) is a tuition-free public charter school within IDEA Public Schools. ICP Donna is a comprehensive 6-12 campus enrolling 730 students. The school opened in the fall of 2000 and graduated its first senior class in the spring of 2007. ICP Donna is accredited by the Texas Educational Agency and holds membership in the College Board, the National Association for College Admission Counseling, the Texas Association for College Admission Counseling, and authorized to offer the International Baccalaureate Diploma Program (IB).

ICP Donna provides a robust UIL athletic program for all grades 6th-12th and offers volleyball, soccer, cross country, softball, baseball, and basketball. In addition, our campus, through 21st Century and our IB Programme, provides multiple opportunities to our students to engage in visual and performing arts. Our campus also utilizes LLI to help support our critical student population with a hyper focus on literacy for students that need additional intervention.

We have had 100% graduation and matriculation rate since 2007 and have met at least 90% of our CCMR components each year since the new accountability system was launched.

Our staff is made up of 63 instructional staff members, 10 instructional co-teachers (paraprofessionals), 6 tutors that help support a myriad of tasks. In addition, there are 10 administrators 5 assistant principals and 5 counselors. We have a testing coordinator to help support testing, our 504 program, and our EB program.

Our campus retains 85%-90% of staff members on an annual basis and has sustained a 85%+ GPTW survey score since 2017.

In terms of student demographics, over 80%+ of our students identify as Hispanic, 96% are considered Economically Disadvantaged, 5% are part of our SPED program, 47% are particpants in our EB (Emerging Bilingual) Program, 47% identify as male and 52% identify as Female.

Demographics Strengths

See PDF in Addendum for more information.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): We still have students citing "academics are too hard" as reasons for leaving. **Root Cause:** It has been challenging to narrow in a root cause, however, one suspected cause for this problem is that we don't offer multiple tracks. For example, neighboring public schools offer a regular, Pre-AP, AP or other track providing options to students. Our students are on one track which is the most rigorous we can offer.

Problem Statement 2: Several students have cited the drive for certification and trade programs as reasons for leaving our campus. **Root Cause:** Students are seeking more efficient ways of being introduced to the work field and certification and trade programs offer this.

Problem Statement 3: During the 21-22 school year, several staff members left due to change in location. **Root Cause:** The city of Donna is not an area that provides the same variety that other larger cities in the region and/or state can offer. Several of our staff members are in life stages that push them into different and more metropolitan areas.

Problem Statement 4 (Prioritized): Teacher leadership is often limited to formal teacher leader roles such as GTL or CTL. **Root Cause:** The staffing model at our district, the over saturation of schools, and leadership recruitment does not allow for expansive leadership opportunities. Thus, campuses are left to determine and develop more creative ways to offer leadership roles.

Student Learning

Student Learning Summary

For the 21-22 academic school year, our students achieved the following in state accountability

- Domain 1, Student Achievement: 91
- Domain 2, School Progress: 93
- Domain 3, Closing the Gaps 81
- Met 6/7 eligible distinctions

Below is a table of our STAAR results by grade and content respectively. The percentages listed refelct how many students were at approaches|meets|masters in each content and grade level.

Grade	English	Math	Biology EOC	Social Studies
6th	69|47|24	76|39|18		
7th	87|67|44	80|38|14		
8th	88|58|40	79|38|23	92|63|22	65|28|13
9th	71|51|10			
10th	79|58|7			
11th				98|83|55
		Overall: 80|51|24		

Over overall percentage of students at approaches for the 21-22 school year increased by 19%, the number of students at meets increased by 11%, and the number of students at masters increased by 5% from the 20-21 school year.

As previously stated we earned 6 out of 7 eligible distinctions which hasn't happened since 2018 so we were excited about the growth. We had 100% of our senior class graduate and as of August 31st, 2022, 98% have matriculated with one pending to matriculate on September 6th.

In regard to our IB program which directly supports our CCMR, we had 98% of our graduating seniors passed at least one IB or AP exam and 100% of our graduating seniors were TSI exempt.

Please see PDF in addendum for additional information.

Student Learning Strengths

Please see PDF in addendum for additional information.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): The number of students that were at "meets" in math was lower than in the other content areas. **Root Cause:** We saw a huge gap with procedural calculations amongst our students.

Problem Statement 2: Our 8th grade USH scores were significantly lower than other content areas. **Root Cause:** Teacher lacked the expertise to adjust and modify lessons quickly to supplement district curriculum.

Problem Statement 3 (Prioritized): The number of our SPED population passing their exams is lower than previous years. **Root Cause:** Our SPED students require more intervention than in previous years due to the COVID/Distance Learning year and we were not fully prepared nor staffed to address this gap.

School Processes & Programs

School Processes & Programs Summary

At ICP Donna, all of the instructional leaders are carefully and strategically developed. Each month, they are rated using an internal rating system at IPS known as the School Leadership Levers (SLLs). They are provided with formal and informal feedback on daily basis and have a weekly check in with the principal to review their driver goals and discuss problems of practice, priority teachers and/or students of concern.

Each leader works with contents that are aligned to their area of expertise to help ensure that the management structure is one that is logical and effective. Instructional leaders also support student culture which serves as professional development as they are put in situations where they have to problem solve frequently, leverage leadership skills such as communication, and navigate a myriad of situations that require a high level of EQ. Their tasks are intentionally delegated to help them grow in their role and ensure they are always being developed.

Each leader works closely with our teachers to ensure that they are receiving feedback on a weekly basis whether it is through lesson plans and/or classroom observations. Leaders often lead campus wide initiatives to help address instructional or campus culture gaps. In addition, the principal ensures that every month a faculty meeting is replaced with a "Teacher Feature" which is a time in which a teacher is able to be publicly recognized for their pedagogical skill in training staff on a skill they excel in. So this allows for the teacher to be recognized and for teachers to receive professional development that is tightly aligned to their needs.

See PDF in addendum for more information.

School Processes & Programs Strengths

Curriculum & Instruction:

- At least one-third of IDEA students graduate with the "AP Scholar" designation, evidence of earning a qualifying score on at least three AP exams, demonstrating successful completion of college-level coursework prior to graduation.
- IDEA provides students access to accelerated instruction through the 1:1 technology device, including adaptive software for mathematics and literacy and access to hundreds of thousands of books in the district's digital library.
- IDEA curricular resources include high-quality instructional materials that earn the highest ratings on national evaluation measures.
- IDEA curriculum is regularly evaluated using a quality evaluation tool, ensuring alignment to the Texas Essential Knowledge and Skills and AP course standards, as well as the STAAR/EOC and AP exams.
- IDEA implements a variety of training opportunities for teachers and leadership staff with the goal of developing teachers' pedagogical content knowledge and leaders' coaching skills.
- For 15 years in a row, 100% of IDEA students have been accepted into college, demonstrating that IDEA academic programming is adequately preparing students for post-secondary education.
- In 2022, four IDEA schools were ranked in the top 10 Most Challenging Schools in the Nation and 13 were ranked in the top 1% of schools nationwide, by the Jay Mathews Challenge Index High School Rankings.

Special Programs

- IDEA exceeded the expected growth target for EL student performance on TELPAS in 2021 with 48% of ELs meeting that target.
- IDEA provide targeted research based instruction to students who have a 2.0 year gap in Reading and/or Math with the goal of closing that gap by 2.0 years during the school year with our initiative called Critical Student Intervention (CSI). During the 21-22 school year, 2,562 out of 6,632 students meet that goal for Reading and 703 out of 1,268 students met the goal for Math.
- IDEA is in Year 3 of our TEA awarded Autism Grant. Through this grant we were able to increase support for 195 students with autism in Rio Grande Valley and Austin who

met the criteria outlined by TEA for this grant.
- IDEA submitted and was awarded a Dyslexia Grant by the TEA so that we will be able to provide increased professional development to teachers and leaders on working with students with dyslexia and increase the support resources for our students with dyslexia.

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 1 (Prioritized): We do not have enough students earning the IB diploma. **Root Cause:** We have a high number of students usually one point away from passing a course which then prevents them from receiving the diploma.

Problem Statement 2 (Prioritized): We have a low number of parent participation and attendance at campus events. **Root Cause:** Our communication is limited to Remind or Facebook and we need to leverage more platforms and methods to remind and invest our parents in our events.

Perceptions

Perceptions Summary

ICP Donna has a 100% graduation rate with over 98% meeting CCMR requirements annually. Confict amongst our students is normally addressed through mediation with the support of a teacher or administrator. We do not offer any peer mediation at the moment but do have many opportunities for students to lead through student organizations such as NHS, Student Council, Yearbook, and JSA.

Our staff retention has historically been 90%+ annually however, the 21-22 school year we saw a 15% turnover with several staff members electing to stop teaching. There was no pattern to the our turnover for the 21-22 school year; staff left to shift careers, go back to school, due to relocation, and/or due to stresses of the pandemic. Our GPTW survey results yield fairly positive results with over 85% of staff agreeing that our campus is a great place to work however, we do usually see that one of our lower rated statements is, "this is a mentally and emotionally safe place to work". This is sadly a statement that has previously come out as low and that is likely due to the high demands and expectations placed on our campuses. The 21-22 school year was additionally challenging as many staff members were out sick with COVID so this added their inability to feel safe and is a reason for a high number of staff absences. There are multiple traditions that I host year after year to help with morale and 1+1s I conduct in the fall and spring to help provide some face time with teachers and help them feel heard. I recognize that there is a lot out of my control but there is also a lot within my control so I do my best to focus on that.

Our family participation rates are measured by attendance to events we host. Last year our most signfiicant barrier was COVID restrictions.

See PDF in Addendum for more information.

Perceptions Strengths

See PDF in Addendum for more information.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): We did not host as many events as usual due to COVID restrictions and concerns. **Root Cause:** COVID restrictions limited our ability to safely host events.

Problem Statement 2 (Prioritized): We do not have a consistent and engaged PTA. **Root Cause:** We have often attempted to cast a wide net as opposed to a more narrow one.

Priority Problem Statements

Problem Statement 1: We still have students citing "academics are too hard" as reasons for leaving.

Root Cause 1: It has been challenging to narrow in a root cause, however, one suspected cause for this problem is that we don't offer multiple tracks. For example, neighboring public schools offer a regular, Pre-AP, AP or other track providing options to students. Our students are on one track which is the most rigorous we can offer.

Problem Statement 1 Areas: Demographics

Problem Statement 2: The number of our SPED population passing their exams is lower than previous years.

Root Cause 2: Our SPED students require more intervention than in previous years due to the COVID/Distance Learning year and we were not fully prepared nor staffed to address this gap.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: We have a low number of parent participation and attendance at campus events.

Root Cause 3: Our communication is limited to Remind or Facebook and we need to leverage more platforms and methods to remind and invest our parents in our events.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: We did not host as many events as usual due to COVID restrictions and concerns.

Root Cause 4: COVID restrictions limited our ability to safely host events.

Problem Statement 4 Areas: Perceptions

Problem Statement 5: We do not have enough students earning the IB diploma.

Root Cause 5: We have a high number of students usually one point away from passing a course which then prevents them from receiving the diploma.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: Teacher leadership is often limited to formal teacher leader roles such as GTL or CTL.

Root Cause 6: The staffing model at our district, the over saturation of schools, and leadership recruitment does not allow for expansive leadership opportunities. Thus, campuses are left to determine and develop more creative ways to offer leadership roles.

Problem Statement 6 Areas: Demographics

Problem Statement 7: The number of students that were at "meets" in math was lower than in the other content areas.

Root Cause 7: We saw a huge gap with procedural calculations amongst our students.

Problem Statement 7 Areas: Student Learning

Problem Statement 8: We do not have a consistent and engaged PTA.

Root Cause 8: We have often attempted to cast a wide net as opposed to a more narrow one.

Problem Statement 8 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain

Student Data: Assessments

- State and federally required assessment information
- Advanced Placement (AP) and/or International Baccalaureate (IB) 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
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data

Employee Data

- Staff surveys and/or other feedback
- Campus leadership data

Parent/Community Data

- Parent engagement rate

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation

Goals

Goal 1: Increase staff retention

Performance Objective 1: By May 2023, 100% of staff will have increased one level, collectively, in their APR GET rating from the previous year.

Evaluation Data Sources: The data sources we will use will be their APR.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Weekly observations using our ILT observation tool. **Strategy's Expected Result/Impact:** Teachers will receive and implement weekly feedback to help move them along the GET trajectory ratings. **Staff Responsible for Monitoring:** Instructional Lead Team **TEA Priorities:** Recruit, support, retain teachers and principals **Problem Statements:** Demographics 4	0%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: 100% of staff members will receive GET ratings on priority rows on a quarterly basis **Strategy's Expected Result/Impact:** Staff will see the investment in their development and also have the resources needed to be successful in their role. **Staff Responsible for Monitoring:** Instructional Lead Team **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **Problem Statements:** Demographics 4	0%			

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 4: Teacher leadership is often limited to formal teacher leader roles such as GTL or CTL. **Root Cause**: The staffing model at our district, the over saturation of schools, and leadership recruitment does not allow for expansive leadership opportunities. Thus, campuses are left to determine and develop more creative ways to offer leadership roles.

Goal 1: Increase staff retention

Performance Objective 2: By May 2023, 100% of staff will have attended at least ONE of our four quarterly staff events.

Evaluation Data Sources: The data sources will be our attendance sheet.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Host and plan quarterly staff team building events to increase staff engagement and bonding. **Strategy's Expected Result/Impact:** Increase staff morale **Staff Responsible for Monitoring:** Principal **TEA Priorities:** Recruit, support, retain teachers and principals **Problem Statements:** Perceptions 1	0%			

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 1: We did not host as many events as usual due to COVID restrictions and concerns. **Root Cause**: COVID restrictions limited our ability to safely host events.

Goal 1: Increase staff retention

Performance Objective 3: By Spring 2023, our campus collective GPTW rating will be at 90% or higher .

High Priority

Evaluation Data Sources: The data source will be our GPTW results.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Continue annual celebratory and appreciation traditions such as Treat-Tober, Thankful Thursdays, 12 Days of Christmas, Flagship Valentines Exchange, and Secret Spring Bunny. **Strategy's Expected Result/Impact:** Our GPTW collective rating. **Staff Responsible for Monitoring:** Leadership team **TEA Priorities:** Recruit, support, retain teachers and principals **Problem Statements:** Perceptions 1	0%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Leverage teacher/manager check ins to provide 2-way feedback as a proactive measure **Strategy's Expected Result/Impact:** Our GPTW collective rating. **Staff Responsible for Monitoring:** Leadership team **TEA Priorities:** Recruit, support, retain teachers and principals **Problem Statements:** Demographics 4 - Perceptions 1	0%			

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 4: Teacher leadership is often limited to formal teacher leader roles such as GTL or CTL. **Root Cause**: The staffing model at our district, the over saturation of schools, and leadership recruitment does not allow for expansive leadership opportunities. Thus, campuses are left to determine and develop more creative ways to offer leadership roles.
Perceptions
Problem Statement 1: We did not host as many events as usual due to COVID restrictions and concerns. **Root Cause**: COVID restrictions limited our ability to safely host events.

Goal 2: All IDEA students matriculate to college

Performance Objective 1: By December 2022, 100% of the Class of 2023 will have submitted 100% of their college applications along with quality resumes, essays, and letters of recommendation.

Evaluation Data Sources: The data source will be our application progress via Naviance.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Weekly student check ins during RTTC with CC team and individual student cohorts. **Strategy's Expected Result/Impact:** Class of 2023 will remain on track with their matriculation trajectory. **Staff Responsible for Monitoring:** CC Team & DCC **TEA Priorities:** Connect high school to career and college **Problem Statements:** Demographics 1 - School Processes & Programs 1 **Funding Sources:** Senior College Counselor - Federal Grant - $71,960.68, College Counselor - Federal Grant - $78,493.15, Director of College Counseling - Federal Grant - $82,482.37	0%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Leverage PWI program to ensure that quality feedback on essays, personal statements and resumes is being given. **Strategy's Expected Result/Impact:** Class of 2023 will remain on track with their matriculation trajectory. **Staff Responsible for Monitoring:** Leadership team **TEA Priorities:** Connect high school to career and college **Problem Statements:** Demographics 1 - School Processes & Programs 1 **Funding Sources:** Senior College Counselor - Federal Grant - $71,960.68, College Counselor - Federal Grant - $78,493.15, Director of College Counseling - Federal Grant - $82,482.37	0%			

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: We still have students citing "academics are too hard" as reasons for leaving. **Root Cause**: It has been challenging to narrow in a root cause, however, one suspected cause for this problem is that we don't offer multiple tracks. For example, neighboring public schools offer a regular, Pre-AP, AP or other track providing options to students. Our students are on one track which is the most rigorous we can offer.

School Processes & Programs

Problem Statement 1: We do not have enough students earning the IB diploma. **Root Cause**: We have a high number of students usually one point away from passing a course which then prevents them from receiving the diploma.

Goal 2: All IDEA students matriculate to college

Performance Objective 2: By October 2022, 100% of the Class of 2023 will have submitted their FAFSA applications to ensure that they receive adequate financial aid as this is many times a reason that students struggle with matriculating.

Evaluation Data Sources: The data source will be our FAFSA completion progress via Naviance.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Host FAFSA parent night in October to help complete all applications **Strategy's Expected Result/Impact:** Completed FAFSA applications by deadline. **Staff Responsible for Monitoring:** DCC & CC Team **TEA Priorities:** Connect high school to career and college **Problem Statements:** Demographics 1 - School Processes & Programs 2 **Funding Sources:** Senior College Counselor - Federal Grant - $71,960.68, College Counselor - Federal Grant - $78,493.15, Director of College Counseling - Federal Grant - $82,482.37	0%			

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: We still have students citing "academics are too hard" as reasons for leaving. **Root Cause**: It has been challenging to narrow in a root cause, however, one suspected cause for this problem is that we don't offer multiple tracks. For example, neighboring public schools offer a regular, Pre-AP, AP or other track providing options to students. Our students are on one track which is the most rigorous we can offer.
School Processes & Programs
Problem Statement 2: We have a low number of parent participation and attendance at campus events. **Root Cause**: Our communication is limited to Remind or Facebook and we need to leverage more platforms and methods to remind and invest our parents in our events.

Goal 2: All IDEA students matriculate to college

Performance Objective 3: By the end of every month for the 22-23 school year, 100% of identified seniors of concern will have attended their monthly 1+1s with the principal and DCC to review their current status.

High Priority

Evaluation Data Sources: Principal & DCC 1+1 Meeting Minutes will be our data source.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Host 1+1, 15-minute meetings with seniors of concern **Strategy's Expected Result/Impact:** Students of concern will not be matriculation concerns post graduation. **Staff Responsible for Monitoring:** Principal & DCC **TEA Priorities:** Connect high school to career and college **Problem Statements:** Demographics 1 - Student Learning 3 - School Processes & Programs 1 **Funding Sources:** Director of College Counseling - Federal Grant - $82,482.37	0%			

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: We still have students citing "academics are too hard" as reasons for leaving. **Root Cause**: It has been challenging to narrow in a root cause, however, one suspected cause for this problem is that we don't offer multiple tracks. For example, neighboring public schools offer a regular, Pre-AP, AP or other track providing options to students. Our students are on one track which is the most rigorous we can offer.
Student Learning
Problem Statement 3: The number of our SPED population passing their exams is lower than previous years. **Root Cause**: Our SPED students require more intervention than in previous years due to the COVID/Distance Learning year and we were not fully prepared nor staffed to address this gap.
School Processes & Programs
Problem Statement 1: We do not have enough students earning the IB diploma. **Root Cause**: We have a high number of students usually one point away from passing a course which then prevents them from receiving the diploma.

Goal 3: IDEA achieves an A rating

Performance Objective 1: By June 2023, 100% of the Class of 2023 will have passed their TSI exam in order to ensure we meet CCMR and so that they are not required to take any remedial courses in college.

HB3 Goal

Evaluation Data Sources: Our data source will be our TSI test scores.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Utilize Math Interventionist to help support with TSI testing **Strategy's Expected Result/Impact:** 100% of seniors will get the support they need with the Math section of the TSI **Staff Responsible for Monitoring:** College Counselor **Problem Statements:** Demographics 1 - Student Learning 1, 3 **Funding Sources:** College Counselor - Federal Grant - $71,960.68	0%			

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: We still have students citing "academics are too hard" as reasons for leaving. **Root Cause**: It has been challenging to narrow in a root cause, however, one suspected cause for this problem is that we don't offer multiple tracks. For example, neighboring public schools offer a regular, Pre-AP, AP or other track providing options to students. Our students are on one track which is the most rigorous we can offer.

Student Learning
Problem Statement 1: The number of students that were at "meets" in math was lower than in the other content areas. **Root Cause**: We saw a huge gap with procedural calculations amongst our students.
Problem Statement 3: The number of our SPED population passing their exams is lower than previous years. **Root Cause**: Our SPED students require more intervention than in previous years due to the COVID/Distance Learning year and we were not fully prepared nor staffed to address this gap.

Goal 3: IDEA achieves an A rating

Performance Objective 2: By August 2023, 100% of our students will have met their growth and/or indicators to ensure that as a campus we meet our TELPAS indicator of 36 as part of Domain 3.

High Priority

Evaluation Data Sources: State ratings which are normally released in August.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Reset TELPAS testing expectations and testing environment with students and staff in RRC area **Strategy's Expected Result/Impact:** TELPAS ratings will be indicated score necessary **Staff Responsible for Monitoring:** EB Point Person & AR Zone Facilitator **Problem Statements:** Demographics 1 - Student Learning 1 **Funding Sources:** AR Zone Facilitator - Federal Grant - $32,487.84	0%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Provide EB students with instructional support such as SIOP strategies, DISE instruction, and online software access such as Rosetta Stone and K-12 Summit **Strategy's Expected Result/Impact:** TELPAS ratings will be indicated score necessary **Staff Responsible for Monitoring:** Principal & EB Point Person **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **Problem Statements:** Demographics 1 - Student Learning 1 - School Processes & Programs 1	0%			

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: We still have students citing "academics are too hard" as reasons for leaving. **Root Cause**: It has been challenging to narrow in a root cause, however, one suspected cause for this problem is that we don't offer multiple tracks. For example, neighboring public schools offer a regular, Pre-AP, AP or other track providing options to students. Our students are on one track which is the most rigorous we can offer.

Student Learning
Problem Statement 1: The number of students that were at "meets" in math was lower than in the other content areas. **Root Cause**: We saw a huge gap with procedural calculations amongst our students.

School Processes & Programs

Problem Statement 1: We do not have enough students earning the IB diploma. **Root Cause**: We have a high number of students usually one point away from passing a course which then prevents them from receiving the diploma.

Goal 3: IDEA achieves an A rating

Performance Objective 3: By June 2023, 100% of our STAAR exams will reach the 90|60|30 goal to ensure that our meets and masters results will help support our A rating goal.

High Priority

Evaluation Data Sources: Our first round of STAAR results will be our data source.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Create celebratory events for students meeting growth and/or mastery **Strategy's Expected Result/Impact:** Increased culture of achievement and higher student achievement scores **Staff Responsible for Monitoring:** Instructional lead team **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **Problem Statements:** Demographics 1 - Student Learning 1, 3 - Perceptions 1	0%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Observe and provide weekly feedback to priority STAAR classrooms **Strategy's Expected Result/Impact:** Increased staff engagement and higher student achievement scores **Staff Responsible for Monitoring:** Instructional lead team **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **Problem Statements:** Demographics 1 - Student Learning 1, 3	0%			

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: We still have students citing "academics are too hard" as reasons for leaving. **Root Cause**: It has been challenging to narrow in a root cause, however, one suspected cause for this problem is that we don't offer multiple tracks. For example, neighboring public schools offer a regular, Pre-AP, AP or other track providing options to students. Our students are on one track which is the most rigorous we can offer.

Student Learning
Problem Statement 1: The number of students that were at "meets" in math was lower than in the other content areas. **Root Cause**: We saw a huge gap with procedural calculations amongst our students.

Student Learning
Problem Statement 3: The number of our SPED population passing their exams is lower than previous years. **Root Cause**: Our SPED students require more intervention than in previous years due to the COVID/Distance Learning year and we were not fully prepared nor staffed to address this gap.
Perceptions
Problem Statement 1: We did not host as many events as usual due to COVID restrictions and concerns. **Root Cause**: COVID restrictions limited our ability to safely host events.

Goal 3: IDEA achieves an A rating

Performance Objective 4: By June 2023, our SPED students will reach 90% approaches on their STAAR exams

High Priority

Evaluation Data Sources: STAAR results will be our data source.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Continue to support students via IEP and through strategic intervention **Strategy's Expected Result/Impact:** SPED students will reach 90% approaches on their STAAR exams **Staff Responsible for Monitoring:** Principal & SPED GTL **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Demographics 1 - Student Learning 1, 3	0%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Ensure that all SWAM and formal data conversations include a component in which teachers and leaders will discuss SPED student progress **Strategy's Expected Result/Impact:** SPED students will reach 90% approaches on their STAAR exams **Staff Responsible for Monitoring:** Instructional lead team & general education teachers **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Demographics 1 - Student Learning 1, 3	0%			

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 4 Problem Statements:

Demographics
Problem Statement 1: We still have students citing "academics are too hard" as reasons for leaving. **Root Cause**: It has been challenging to narrow in a root cause, however, one suspected cause for this problem is that we don't offer multiple tracks. For example, neighboring public schools offer a regular, Pre-AP, AP or other track providing options to students. Our students are on one track which is the most rigorous we can offer.

Student Learning
Problem Statement 1: The number of students that were at "meets" in math was lower than in the other content areas. **Root Cause**: We saw a huge gap with procedural calculations amongst our students.

Student Learning
Problem Statement 3: The number of our SPED population passing their exams is lower than previous years. **Root Cause**: Our SPED students require more intervention than in previous years due to the COVID/Distance Learning year and we were not fully prepared nor staffed to address this gap.

Goal 4: Increase student daily attendance

Performance Objective 1: Provide grade level administrator updates on students of concern based on number of absences every week during tactical.

High Priority

Evaluation Data Sources: Tactical Data Tab

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: APO will share individualized data points and leverage operating mechanism in order to inform grade level administrators **Strategy's Expected Result/Impact:** Increase leader involvement in ADA **Staff Responsible for Monitoring:** APO and grade level administrators **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Demographics 1	0%			

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: We still have students citing "academics are too hard" as reasons for leaving. **Root Cause**: It has been challenging to narrow in a root cause, however, one suspected cause for this problem is that we don't offer multiple tracks. For example, neighboring public schools offer a regular, Pre-AP, AP or other track providing options to students. Our students are on one track which is the most rigorous we can offer.

Goal 4: Increase student daily attendance

Performance Objective 2: Recognize teachers with highest weekly during daily morning announcements.

Evaluation Data Sources: ADA Tracker

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Create a sense of pride and celebration for teachers/homerooms that have high ADA to encourage student attendance and celebrate those that are present every day. **Strategy's Expected Result/Impact:** Increase and sustain ADA **Staff Responsible for Monitoring:** All leaders **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Demographics 1 - Student Learning 1, 3 - School Processes & Programs 1	0%			

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: We still have students citing "academics are too hard" as reasons for leaving. **Root Cause**: It has been challenging to narrow in a root cause, however, one suspected cause for this problem is that we don't offer multiple tracks. For example, neighboring public schools offer a regular, Pre-AP, AP or other track providing options to students. Our students are on one track which is the most rigorous we can offer.
Student Learning
Problem Statement 1: The number of students that were at "meets" in math was lower than in the other content areas. **Root Cause**: We saw a huge gap with procedural calculations amongst our students.
Problem Statement 3: The number of our SPED population passing their exams is lower than previous years. **Root Cause**: Our SPED students require more intervention than in previous years due to the COVID/Distance Learning year and we were not fully prepared nor staffed to address this gap.
School Processes & Programs
Problem Statement 1: We do not have enough students earning the IB diploma. **Root Cause**: We have a high number of students usually one point away from passing a course which then prevents them from receiving the diploma.

Goal 4: Increase student daily attendance

Performance Objective 3: By December 2022 and May 2023, parental meetings utilizing the Attendance Escalation Matrix will have been hosted as a preventative and accountability strategy.

Evaluation Data Sources: ADA Report

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: APO and Registrar will identify "repeat ADA offenders" and schedule parent/teacher/admin meetings to follow matrix process. **Strategy's Expected Result/Impact:** Increase ADA **Staff Responsible for Monitoring:** APO and Registrar **Problem Statements:** Demographics 1 - Student Learning 1 - School Processes & Programs 2	0%			

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: We still have students citing "academics are too hard" as reasons for leaving. **Root Cause**: It has been challenging to narrow in a root cause, however, one suspected cause for this problem is that we don't offer multiple tracks. For example, neighboring public schools offer a regular, Pre-AP, AP or other track providing options to students. Our students are on one track which is the most rigorous we can offer.
Student Learning
Problem Statement 1: The number of students that were at "meets" in math was lower than in the other content areas. **Root Cause**: We saw a huge gap with procedural calculations amongst our students.
School Processes & Programs
Problem Statement 2: We have a low number of parent participation and attendance at campus events. **Root Cause**: Our communication is limited to Remind or Facebook and we need to leverage more platforms and methods to remind and invest our parents in our events.

Goal 5: Increase student persistence

Performance Objective 1: 80% of campuses are rated Proficient or higher by the end of the year on the Campus Safety Score (Regional & National Aggregate)

Evaluation Data Sources: Campus Safety Score

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Implement safety measures such as locked doors and door monitors throughout the campus **Strategy's Expected Result/Impact:** Increased safety score **Staff Responsible for Monitoring:** APO & Principal **Problem Statements:** Perceptions 2	0%			

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 2: We do not have a consistent and engaged PTA. **Root Cause**: We have often attempted to cast a wide net as opposed to a more narrow one.

Goal 5: Increase student persistence

Performance Objective 2: By May 2023, our campus PE department will meet 100% of fitness and movement goals.

Evaluation Data Sources: PE data will come from IHT monitors

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: PE Team will backwards plan to ensure fitness goals are met **Strategy's Expected Result/Impact:** Meet fitness and movement goals while also increasing student joy **Staff Responsible for Monitoring:** PE Team **Problem Statements:** Demographics 1	0%			

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: We still have students citing "academics are too hard" as reasons for leaving. **Root Cause**: It has been challenging to narrow in a root cause, however, one suspected cause for this problem is that we don't offer multiple tracks. For example, neighboring public schools offer a regular, Pre-AP, AP or other track providing options to students. Our students are on one track which is the most rigorous we can offer.

Goal 5: Increase student persistence

Performance Objective 3: 100% of our PTA parent participants will have participated in 80% of our campus events.

High Priority

Evaluation Data Sources: Attendance sheets

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Recruit 10 parents per grade level to make up grade level PTA **Strategy's Expected Result/Impact:** Increase parent engagement **Staff Responsible for Monitoring:** GTLs and Grade Level Administrators **Problem Statements:** School Processes & Programs 2 - Perceptions 1, 2	0%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Host quarterly grade level PTA events **Strategy's Expected Result/Impact:** Increase parent engagement **Staff Responsible for Monitoring:** Principal, GTLs and Grade Level Administrators **Problem Statements:** School Processes & Programs 2 - Perceptions 1, 2	0%			

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 3 Problem Statements:

School Processes & Programs
Problem Statement 2: We have a low number of parent participation and attendance at campus events. **Root Cause**: Our communication is limited to Remind or Facebook and we need to leverage more platforms and methods to remind and invest our parents in our events.

Perceptions
Problem Statement 1: We did not host as many events as usual due to COVID restrictions and concerns. **Root Cause**: COVID restrictions limited our ability to safely host events.
Problem Statement 2: We do not have a consistent and engaged PTA. **Root Cause**: We have often attempted to cast a wide net as opposed to a more narrow one.

Title I Personnel

Name	Position	Program	FTE
	AR ZONE FACILITATOR		1
	COLLEGE COUNSELOR		1
	DIRECTOR OF COLLEGE COUNSELING		1
	SR. COLLEGE COUNSELOR		1

Campus Funding Summary

Federal Grant					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	1	1	College Counselor		$78,493.15
2	1	1	Senior College Counselor		$71,960.68
2	1	1	Director of College Counseling		$82,482.37
2	1	2	Senior College Counselor		$71,960.68
2	1	2	Director of College Counseling		$82,482.37
2	1	2	College Counselor		$78,493.15
2	2	1	College Counselor		$78,493.15
2	2	1	Senior College Counselor		$71,960.68
2	2	1	Director of College Counseling		$82,482.37
2	3	1	Director of College Counseling		$82,482.37
3	1	1	College Counselor		$71,960.68
3	2	1	AR Zone Facilitator		$32,487.84
				Sub-Total	$885,739.49

Addendums

Master CNA & SAIP Reporting Checklist

				PTG	0%	PTG	0%
DEPT	**Data Source**	**Data Tabs**	**Guidance**	**Status**	**Principal Notes or Questions**	**VP Verification**	**Notes & Next Steps**
College Prep	KEYS Tab (Tab 3)	Student Achievement Improvement Plan 2021-2022 School Year	This SAIP plan will require logging concrete initiatives put in place for student improvement, as well as their associated timelines, resources, and responsible staff. Each initiative will be tracked mid-year and at the end of the year. Mid-year assessments should be completed by each campus between December 1, 2022 and no later than January 31, 2023.	Pending		Action Required	
	Locus Dashboards: CIS STARR, AP Campus IB Reports EOY Assessments	Comprehensive Needs Assessment 2022 English Language Arts	These Pages should include the percentage of students who achieved each listed score for the 2021-2022 School Year. For each subject, list a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Pending		Action Required	
		Comprehensive Needs Assessment 2022 Math		Pending		Action Required	
		Comprehensive Needs Assessment 2022 Science		Pending		Action Required	
		Comprehensive Needs Assessment 2022 Humanities		Pending		Action Required	
	State TELPAS Report	Comprehensive Needs Assessment 2022 TELPAS	This data set will outline the percentage of students that earned proficiency in the areas of Listening, Speaking, Reading, and Writing, as indicated in the State TELPAS report. Llist a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Pending		Action Required	
	Locus Dashboards: ACT, AP, TSI Campus IB Reports Campus Matriculation Reports	100% College Matriculation 2021-2022 School Year	This page will only be applicable to campuses that had graduating classes in the Spring of 2022. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Pending		Action Required	
	Locus Dashboard: Staff Rentention	Staff Quality, Retention, & Recruitment 2021-2022 School Year	Under the %SPED Data Point, this should relfect the percentage of SPED certified teachers, compared to the overall SPED staff. Under number of teacher applicants, note how many teachers were interviewed by campus leaders for positions during the 2021-2022 School Year. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Pending		Action Required	
	Locus Dashboards: Student Persistence, Enrollment, ADA	School Culture & Climate 2021-2022 School Year	For the Withdrawals/Level 3 Offenses data point, list the number of withdrawals or offenses. All other data points should reflect percentages. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Pending		Action Required	
	Campus Academic Counselor Tracking Systems	2022 Family & Community Involvement	In addition to listing data percentages, list a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Pending		Action Required	

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2021-22 Student Achievement Improvement Plan - College Prep

COLLEGE PREP

APO	Initiatives	Needs Assess.	Special Pops.	Person(s) Responsible	Timeline Start/End	Resources: Human/ Material/Fiscal	Documentation	Formative Evaluation

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

Annual Performance Objectives (APO)

PRIORITY #1: Students Graduate College-Ready

1A. % of graduates who matriculate to a College or University: 100%

1B. % of graduates matriculate to a Tier I/II College or University: 15% | 25%

1C. % of Seniors accepted to a College or University: 100%

1D. % of Seniors named AP scholars | Earn IB diploma: 30% | 25%

1E. Earned State Rating: A

1F. % Basic | % Mastery | % Advanced on LEAP: 82% | 44% | 11%

1G. % Approaches | % Meets | % Masters on STAAR/EOC: 90% | 60% | 30%

1H. % Level 3 | % Level 4 | % Level 5 on FSA/FSAA: 70% | 40% | 20%

1I. % of Pre-K-2nd Students End The Year On/Above Grade Level in Reading - Year 1 Campuses | Year 2 Campuses: 80% | 90%

1J. % of students in CSI achieve 2 years growth in Reading | Math (measured by Ren STAR) 50% | 60%

1K. Average ACT score: 21

1L. % of students graduating college in 4 | 6 years: 25% | 55%

Needs Assessment

S-STAAR

D-DIBELS

E-EOC

A-ACT

RR-Reading Renaissance

ST-STAR for Math

DR-Discipline Report

AP-AP Tests

O-Other

Special Populations

All

AR-At Risk

ELL-English Language Learners

ED-Economically Disadvantaged

M-Migrant

SE-Special Education

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Comprehensive Needs Assessment

COLLEGE PREP

Data Source: CSI

% Meeting CSI Goal	Reading CP CSI
% CSI (EOY Ren.)	50%
% of CSI Passing STAAR	48%
% of SPED Passing STAAR	7%

Data Source: STAAR

	STAAR Reading 6th	STAAR Reading 7th	STAAR Reading 8th	STAAR Writing 7th	English I EOC	English II EOC
% Approaches	65	86	88	NA	75	78%
% Meets	41	67	57	NA	50%	57%
% Masters	22	43	46	NA	10%	7%
% Student Achievement Average	34.7	41.7	55.3	NA	44%	47%

Data Source: AP/IB/Electives

AP Scores	Pass AP Lit	Pass AP Lang	IB Scores	IB Group 1	% Royal Readers	% Word Master
% Score 1	NA	NA	% Score 1-3	73%	81	13
% Score 2	NA	NA	% Score 4-5	25%	N/A	N/A
% Score 3+	NA	NA	% Score 6-7	2%	N/A	N/A
					RR Goal Met/Not Met	WM Goal Met/Not Met
					Met	Met

**IB predicted grades used for this reflection.

Reflections

Areas of Strength	Areas of Need
1 STAAR now weeks and STAAR success weeks started earlier to align practice for students. 6-10 collaborated to share pedagogical techniques to increase content/strategy acquisition.	1 Alignment of STAAR strategies and transferring them into W&W. 9&10 need to increase literacy and scope&sequence alignment.
2 AR gave weekly classes to cover novels monthly and test weekly on a smaller book.	2 Incentivize progress each quarter
3 Works studied invested students and engaged them to critically think through IB expectations on assessment	3 Creating SMART objectives that can be assessed each lesson and aggressive monitoring of student practice.

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Comprehensive Needs Assessment - College Prep COLLEGE PREP					
Data Source: STAAR					
	STAAR Math 6th	**STAAR Math 7th**	**STAAR Alg I**		
% Approaches	74	81	79		
% Meets	37	37	38		
% Masters	17	13	23		
% Student Achievement Average	43	44	47		
Data Source: AP/IB					
AP Scores	**Pass AP Calculus AB**	**Pass AP Calculus CD**	**Pass AP Prob. & Stats.**	**IB Scores**	**IB Group 5**
% Score 1	NA	NA	NA	**% Score 1-3**	62%
% Score 2	NA	NA	NA	**% Score 4-5**	35%
% Score 3+	NA	NA	NA	**% Score 6-7**	2%

**IB predicted grades used for this reflection.

Reflections	
Areas of Strength	**Areas of Need**
1 Teachers getting better with content and data analysis, next year we have a new teacher though.	1 Teachers still need to be more effective when detecting and closing the gaps their students have from previous years.
2 Teachers are very resourceful to get the teaching resources and materials that they need when district does not provide it. They also communicate among them to share best practices that have worked on the past with the students they have now and to help with vertical alignment in practice (asking specific gaps about the students to the previous teacher).	2 Our students could benefit of a greater Math CSI program to help the many students we have with "3 to 4 year math gaps" (i.e. kids in 7th grade doing math in 3rd grade, according to RenSTAR). The support we have cannot provide help to all the students in need.
3. SPED teachers collaborated frequenlty with gen ed teachers and leveraged LPs in campus wide folder to help support their individual lessons.	3 I need to track and support teachers to reach the 60% app for SPEDs AND whaterver meets % our campus needs for Dom3.
Student practice aligned to IB examination and feedback provided through IB markscheme, awarding process and accuracy.	Aggressive monitoring and on the spot remediation once trend is identified as a student gap. Analyzing student data daily to adjust isntruction as necessary.

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Comprehensive Needs Assessment COLLEGE PREP						
Data Source: Internal Assessments						
	6th Grade EOY Assessment	**7th Grade EOY Assessment**				
% Passing	**84**	**96**				
Data Source: STAAR						
	STAAR 8th Science	**STAAR Biology**				
% Approaches	N/A	91				
% Meets	N/A	63				
% Masters	N/A	22				
% Student Achievement Average	N/A	59				
Data Source: AP/IB						
AP Scores MOCK	**Pass AP Biology**	**Pass AP Chemistry**	**Pass AP Physics (1, 2, & C)**	**Pass AP Env. Science**	**IB Scores**	**IB Group 4**
% Score 1	NA	Pending	Pending	N/A	**% Score 1-3**	74%
% Score 2	NA	Pending	Pending	N/A	**% Score 4-5**	26%
% Score 3+	NA	Pending	Pending	N/A	**% Score 6-7**	0%

**IB predicted grades used for this reflection.

Reflections	
Areas of Strength	**Areas of Need**
1 Tanya knows the content and do a very good analysis to create STAAR preps that increase approaches and meets scores.	1 Have a mandatory catalyst class for Bio (and Alg1) for all the kids that failed the STAAR test but passed the course. Get Tanya train Leo, who I see teaching Bio during Catalyst every day during the whole year.
2 Priscilla got amazing results in the final exam this year (96|88|74) thanks to her interaction with the CTL (Tanya) and instructional coach (Tamez) and her organization to plan, teach and reteach. She has been getting good results lately (FE 2021 results 94|80|44).	2 Focus on Advance Physics and do not test AP until the year after the teacher-student interaction produces good results in the AP mock. (This year Adv Phys SE results were 43|9|0, and AP Physics results were SE 20|1|0, and ME 0|0|0. 20 students challenged the AP exam).

3 JC Rodriguez has improved his results (84|53|25) compared to last year's (69|35|15) thanks to the unpacking and planning work needed for his new role as course leader.	3 Support Tanya so she is consistent with tracking mets and master students in particular. That way her manager can push her to get the 30 wanted next time.
IB Content knowledge and increase student practice via multiple platforms that are aligned to Paper 1 and Paper 3.	Writing process for internal assessments and providing learning opportunities throughout the year to write an entire IA and receive formal feedback prior to official.

ICP Donna

Comprehensive Needs Assessment COLLEGE PREP							
Data Source: Internal Assessments							
	6th Grade EOY Assessment	**7th Grade EOY Assessment**					
% Passing	**97**	**93**					
Data Source: STAAR							
	STAAR 8th US History	**EOC US History**					
% Approaches	64	98					
% Meets	28	83					
% Masters	13	55					
% Student Achievement Average	37	79					
Data Source: AP/IB							
AP Scores	**Pass AP Human Geography**	**Pass AP World History**	**Pass AP US History**	**Pass AP Goverment**	**Pass AP Economics**	**IB Scores**	**IB Group 3**
% Score 1	NA	81.50%	NA	80%	88%	**% Score 1-3**	67%
% Score 2	NA	13.50%	NA	9.00%	8.50%	**% Score 4-5**	31%
% Score 3+	NA	5%	NA	11%%	3.5%%	**% Score 6-7**	2%

**IB predicted grades used for this reflection.

Reflections	
Areas of Strength	**Areas of Need**
1 6th & 8th grade focused heavy on backwards planning and delivering keypoints clearly in the lesson.	1 6th - varying pedagogical practices to increase student engagement and content internalization. 8th- using aggressive monitoring consistently with fidelity to the exemplar and cfu scaffold.
2 Increase in think time for high rigor CFUs and at bat opportunities. Critical thinking evident in classroom discussions of IB content.	2 Aligned student practice and aggressive monitoring the quality of written student responses. Creating criteria for success for student responses.

3 Mastery quizzes given after each unit with remediation quickly following for EL/SPED and students not meeting Meets cutoff	3 Concurrently teachinig IB/STAAR curriculums creates pacing issue.
4. Increased at bats by key point using student- led activities.	4. Backwards planning with highest leverage units and skills as priority to maximize time. Tutorials need to begin semester 1 with targeted 30% of students on these skills

ICP Donna

Comprehensive Needs Assessment COLLEGE PREP					
TELPAS Composite Rating (Listening, Speaking, Reading, Writing)					
	Listening	**Speaking**	**Reading**	**Writing**	**% of ELL Students who grew one or more levels**
% Beginning	1%	14%	4%	2%	1%
% Intermediate	21%	36%	29%	25%	5%
% Advanced	37%	40%	33%	37%	6%
% Advanced High	41%	10%	34%	36%	7%

Reflection	
Areas of Strength	**Areas of Need**
Students did very well in the Listening domain. 41% of students scored Advancecd High in this area, which was our highest domain overall. This tells me that our bilingual students can understand what's being communicated to them in English verbally.	Students scored poorly in the Speaking domain. Only 10% of students scored Advanced High. During TELPAS administration, I observed that students were very quiet during this portion of the exam. I noticed a lot of very faint whispering, and this seems to be due to shame of speaking out loud in front of their peers.
Some student's composite scores grew more than one level. I calculated that 1% of students composite score grew more than 1 level. While this is a small percentage, it's still something to be celebrated.	Student investment in the TELPAS test is low. Students don't seem to take the test very seriously. I observed a handful of students in each grade level complete their test in less than 15 minutes, and given the amount of questions on the exam, the possibility of students finishing that quickly is unlikely. This tells me that students guessed on the exam just to finish quickly. Students don't consider the test to be important.
We have a large amount of students who are on track to exit. This number is not complete yet because we don't have final TELPAS scores for all domains and students yet, but based on the preliminary data that we have, approximately 22% of our EB students are on track to exit the program, which is excellent.	I beleive that our EB students need more tools and supports to help them grow throughout the year. This year, I was unable to get certain language acquisition aids for our scholars due to delays from the business office. (Rosetta Stone for our new to the US students)

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Comprehensive Needs Assessment COLLEGE PREP					
100% College Matriculation					
Matriculation %	**Matricuation % 4 year**	**Matriculation % 2 year**	**Tier 1/2 % Acceptances**	**Tier 1/2 % Matriculation**	
100%	81%	19%	51%	27%	
Tier 1 % Matriculation	**Tier 2 % Matriculation**	**Tier 3 % Matriculation**	**Tier 4 % Matriculation**	**Senior Class CCMR %**	**Senior Class TSI Completion %**
3%	24%	11%	62%	98%	94%
Campus Data					
Senior Class ACT Average	**Junior Class ACT Average**	**Overall AP Scholars (3+ or more tests)**	**IB Medallion Scholars (Passing 3+ exams)**	**Overall % IB Diploma**	**Campus End of Year OTG**
20%	18%	0%	48%	14%	89%

Reflections	
Areas of Strength	**Areas of Need**
1 Strategically created student target list for IB diploma candidates to focus on various subjects of need. (These students should be the same as those applying and attending Tier 1 and 2 schools.)	1 Create a database of where IB credits are accepted (UTRGV no longer provides IB credits to our passing students) so that students are encouraged to apply to Tier 1 and 2 schools that appreciate the programme.
2 Reinvestment of team on ACT needs and planning effective ACT lessons.	2 Incorporate ACT practice throughout the school year and not just during ACT NOW week.
3 Strong College Going Culture. Students were invested in attending and graduating from college since junior year.	3 Match-Fit Conversation need to include universities that are fianancial aid friendly in order to increase matriculation into top tier universities.
4 Strong TSI Math tutoring achieved 100% exempt before end of the year	Creating an earlier TSI ELA tutorial plan/resources for students in earlier years.

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Comprehensive Needs Assessment COLLEGE PREP	
Staff Quality, Recruitment, Retention	
	Percentage
% School Lead Team Retention	100%
% Instructional Support Retention	100%
% Teacher Retention	90%
% Campus Support Retention	100%
% SPED Certified Teachers	100%
% State/National Certified Teachers	N/A
% State Certified Leaders	N/A
% State/Board certified Counselors	100%
Number of teacher applicants per 2021-22 school year	11

Reflections	
Areas of Strength	**Areas of Need**
1. Principal conducted quarterly 1+1 meetings with 100% of staff throughout the school year to get a gauge of staff satisfaction.	1. During the 21-22 school year, several staff members left due to change in location so leaders are focused on finding ways to anchor teachers more effectively
2. Campus conducts monthly staff appreciation events for all staff to feel supported and a sense of joy in coming to work.	2. Teacher leadership is often limited to formal teacher leader roles such as GTL or CTL and campus is seeking to find additional ways to offer leadership roles in more informal but significant ways.
3. Principal ensures that every month a faculty meeting is replaced with a "Teacher Feature" which is a time in which a teacher is able to be publicly recognized for their pedagogical skill in training staff on a skill they excel in. So this allows for the teacher to be recognized and for teachers to receive professional development that is tightly aligned to their needs.	3

Campus Name

Comprehensive Needs Assessment ACADEMY	
Data Source: School Culture and Climate	
	Campus %
% Average Daily Attendance	91%
% Overall Persistence	95%
% New Student Persistence	94%
# of Admin Withdrawals/ Level 3 Offenses	2
% SPED	5.18%
% ELL	47.26%
% Eco Dis	96.04%
% Migrant	1.38%
% Race: American-Indian-Alaska-Native	0
% Asian	0
% White-Hispanic	0.79%
% Multi	0
% Black-African-American	0
% Native-Hawaiian-Pacific-Islander	0
% White	0.02%
% Male	47%
% Female	52%

Data Source: School Culture and Climate	
Reflections	
Areas of Strength	Areas of Need

1. We are currently on track to meet our new student persistence which we have struggled to meet in the past so this indicates that we are doing a better job at welcoming and keeping new families.	1. We still have students citing "academics are too hard" as reasons for leaving so we are working to find additional ways to make our academic program more inviting to our students.
2. Our junior and senior cohort had a higher number of persistence than in years prior so this showcases our improvement in demonstrating the importance of our HS programming.	2. Several students have cited the drive for certification and trade programs as reasons for leaving our campus so we are hoping to find ways to make our current programs equally appealing and demonstrate their long term benefit.
3. Our student organization participation has increased steadily and has in turn allowed our students to feel more involved	3

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Comprehensive Needs Assessment COLLEGE PREP	
Data Source: Family and Community Involvement	
	Percentage
% Families Attended WTI	100%
% Families Attended Curriculum Night	N/A
% Families Who Attended EOY Ceremonies	78%
% Families who attended Fall Festival	N/A
% Families who attended Winter Festival	N/A
% Families who attended Spring Festival	N/A

Reflections	
Areas of Strength	**Areas of Need**
1. Our MS grade levels developed a small but powerful PTA. This is something we will be continuing and adding to our HS grade levels for the 22-23 school year.	1. We did not host as many events as usual due to COVID restrictions and concerns however, with restrictions lifting and cases decreasing, we have a monthly parent event calendar for the upcoming school year.
2. We were so happy to have such high attendance for our WTI event--we have never had 100% attendance and attribute this to our communication and frequent reminders.	2. We need to start small to go big so we will be working on developing a small PTA chapter per grade level for a minimum of 10 parents to help build our parent partnerships.
3	3

IDEA Public Schools

Eastside Academy

2022-2023 Campus Improvement Plan

Accountability Rating: B

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

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

Mission Statement

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

Vision

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

Core Values

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

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

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Comprehensive Needs Assessment

Revised/Approved: September 15, 2022

Demographics

Demographics Summary

In 2015 the IDEA organization saw the need for a campus on the Eastside of San Antonio. Our journey through the last 7 years was very trying. We serve a community of low socioeconomic families who come with emotional strains daily. Until the school year 2021-2022, we were a failing campus. We are proud to say that we are currently a B campus and we will continue to rise.

See PDF in Addendum for more information.

Demographics Strengths

See PDF in Addendum for more information.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Overall and New Student Persistence **Root Cause:** Lack of consistent and clear communication to all stake holders regarding student culture and disciplines. The lead team failed to review parent survey responses of what keeps students and families invested/happy at our campus.

Problem Statement 2 (Prioritized): Level 3 Offenses **Root Cause:** We failed to coach our teachers on how to de escalate student behaviors and failed to host persistence events for our families to get to know our staff.

Problem Statement 3 (Prioritized): Community Demographics **Root Cause:** 1. Single parent homes where parents struggle to get student(s) to and from school without transportation. 2. High poverty causing families not financially able to purchase uniforms required by campuses.

Student Learning

Student Learning Summary

We achieved B rating! The first time in history at our campus. Our campus had been a low performing campus but that changed this past year. We met our TELPAS goal as well as 5/6 distinctions.

We had amazing increase of results in several areas this year. Our DI year to year comparison reflect the amount of growth our campus has made since 2017 (see data below). We ended the year at 89% and the goal was 90% of K-2 on track.

In our electives, we met Hot Spot honor roll and earned highest performing ilearning hotspot honor roll campus in the region. In AR, we met the word master goal and ended at 7% (goal was 10%) of royal readers. This is the highest AR data since the campus opened. Our critical student intervention students surpassed their goal of meeting their growth goal on either staar reading or staar math. Staar reading overall growth goal met was 90% staar math overall growth goal met was 83%.

See PDF in Addendum for more information.

DI Year to Year Comparison

EOY		May 2017	May 2018	May 2019	May 2020	June 2021	June 2022
Kinder	Reading	82%	90%	94%	74%	90%	94%
First Grade	Reading	35%	54%	65%	49%	50%	73%
Second Grade	Reading	45%	57%	59%	46%	64%	97%

Student Learning Strengths

See PDF in Addendum for more information.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): % of meets and masters students **Root Cause:** Teachers did not have a strong first teach at the beginning of the year. They showed growth in this area towards the end of the year which did not allow enough time for instructional coaches to focus on coaching teachers how to increase the rigor.

Problem Statement 2 (Prioritized): Daily Attendance and persistence **Root Cause:** Instructional leader failed to coach new teachers to mastery on how to handle disciplinary actions in the classroom and how to effectively follow up with families after an incident. This led to parent frustration, low student ada, and eventually WD from our campus or a transfer.

Problem Statement 3 (Prioritized): Lack of EL Program **Root Cause:** No designated program/content for ELL students who come into our organization not able to speak English and cannot perform and meet the academic expectations.

Problem Statement 4 (Prioritized): Rigor gaps from 2nd to 3rd Grade **Root Cause:** Curriculum gaps from 2nd grade to 3rd grade for reading and math (students are asked to perform at a level in 3rd grade which is not bridged strong enough in 2nd with our curriculum)

School Processes & Programs

School Processes & Programs Summary

At our campus we have a variety of instrucitonal coahes that develop the isnturctional leaders. We have our principal, assigned director of leader development as well as a direct instruction coach, CSI coach, SpEd services coach, and ilearning/ar coach. Our coaches check in with us weekly, conduct joint observational rounds, rate us on School leadership levers, and quarterly progress towards goals meetings.

See PDF in Addendum for more information.

School Processes & Programs Strengths

Curriculum & Instruction:

- At least one-third of IDEA students graduate with the "AP Scholar" designation, evidence of earning a qualifying score on at least three AP exams, demonstrating successful completion of college-level coursework prior to graduation.
- IDEA provides students access to accelerated instruction through the 1:1 technology device, including adaptive software for mathematics and literacy and access to hundreds of thousands of books in the district's digital library.
- IDEA curricular resources include high-quality instructional materials that earn the highest ratings on national evaluation measures.
- IDEA curriculum is regularly evaluated using a quality evaluation tool, ensuring alignment to the Texas Essential Knowledge and Skills and AP course standards, as well as the STAAR/EOC and AP exams.
- IDEA implements a variety of training opportunities for teachers and leadership staff with the goal of developing teachers' pedagogical content knowledge and leaders' coaching skills.
- For 15 years in a row, 100% of IDEA students have been accepted into college, demonstrating that IDEA academic programming is adequately preparing students for post-secondary education.
- In 2022, four IDEA schools were ranked in the top 10 Most Challenging Schools in the Nation and 13 were ranked in the top 1% of schools nationwide, by the Jay Mathews Challenge Index High School Rankings.

Special Programs

- IDEA exceeded the expected growth target for EL student performance on TELPAS in 2021 with 48% of ELs meeting that target.
- IDEA provide targeted research based instruction to students who have a 2.0 year gap in Reading and/or Math with the goal of closing that gap by 2.0 years during the school year with our initiative called Critical Student Intervention (CSI). During the 21-22 school year, 2,562 out of 6,632 students meet that goal for Reading and 703 out of 1,268 students met the goal for Math.
- IDEA is in Year 3 of our TEA awarded Autism Grant. Through this grant we were able to increase support for 195 students with autism in Rio Grande Valley and Austin who met the criteria outlined by TEA for this grant.
- IDEA submitted and was awarded a Dyslexia Grant by the TEA so that we will be able to provide increased professional development to teachers and leaders on working with students with dyslexia and increase the support resources for our students with dyslexia.

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.

See PDF in Addendum for more information.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Portfolio Assignments **Root Cause:** Leaders are assigned a portfolio that consists of different contents. It takes time for leaders to learn the content to be able to coach effectively and with urgency. This year, we split portfolios based on strengths.

Problem Statement 2 (Prioritized): Building Relationships with our Parents **Root Cause:** As a campus, we have failed to build strong relationships with all of our families in K-12. 2. In order to invest families early on and not have persistence gaps, there should be a scholarship program in that will be awarded in STAAR level grades that would be awarded to students upon graduation.

Problem Statement 3 (Prioritized): Closing Gaps **Root Cause:** Students are placed in grade level from previous school where students cannot perform. There is no procedure to ensure students get the education with frustrating families.

Perceptions

Perceptions Summary

We held trunk or treat, Christmas special, lunch with grandparents day, end of the year bash, quarterly awards ceremonies and had a good turn out. However, we did not count the number of families who attended the events. We will do so for this year.

Perceptions Strengths

See PDF in Addendum for more information.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Campuses are not all equitable. **Root Cause:** Schools should receive flat base funding amount for operational purposes and a separate amount for performance/accolades.

Problem Statement 2 (Prioritized): We failed to connect with 100% of our families via remind **Root Cause:** As a campus, we did not prioritize making 1 on 1 contact with each one of our families

Priority Problem Statements

Problem Statement 1: Overall and New Student Persistence

Root Cause 1: Lack of consistent and clear communication to all stake holders regarding student culture and disciplines. The lead team failed to review parent survey responses of what keeps students and families invested/happy at our campus.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Level 3 Offenses

Root Cause 2: We failed to coach our teachers on how to de escalate student behaviors and failed to host persistence events for our families to get to know our staff.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Daily Attendance and persistence

Root Cause 3: Instructional leader failed to coach new teachers to mastery on how to handle disciplinary actions in the classroom and how to effectively follow up with families after an incident. This led to parent frustration, low student ada, and eventually WD from our campus or a transfer.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: % of meets and masters students

Root Cause 4: Teachers did not have a strong first teach at the beginning of the year. They showed growth in this area towards the end of the year which did not allow enough time for instructional coaches to focus on coaching teachers how to increase the rigor.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Portfolio Assignments

Root Cause 5: Leaders are assigned a portfolio that consists of different contents. It takes time for leaders to learn the content to be able to coach effectively and with urgency. This year, we split portfolios based on strengths.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: Building Relationships with our Parents

Root Cause 6: As a campus, we have failed to build strong relationships with all of our families in K-12. 2. In order to invest families early on and not have persistence gaps, there should be a scholarship program in that will be awarded in STAAR level grades that would be awarded to students upon graduation.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: We failed to connect with 100% of our families via remind

Root Cause 7: As a campus, we did not prioritize making 1 on 1 contact with each one of our families

Problem Statement 7 Areas: Perceptions

Problem Statement 8: Campuses are not all equitable.

Root Cause 8: Schools should receive flat base funding amount for operational purposes and a separate amount for performance/accolades.

Problem Statement 8 Areas: Perceptions

Problem Statement 9: Closing Gaps

Root Cause 9: Students are placed in grade level from previous school where students cannot perform. There is no procedure to ensure students get the education with frustrating families.

Problem Statement 9 Areas: School Processes & Programs

Problem Statement 10: Lack of EL Program

Root Cause 10: No designated program/content for ELL students who come into our organization not able to speak English and cannot perform and meet the academic expectations.

Problem Statement 10 Areas: Student Learning

Problem Statement 11: Rigor gaps from 2nd to 3rd Grade

Root Cause 11: Curriculum gaps from 2nd grade to 3rd grade for reading and math (students are asked to perform at a level in 3rd grade which is not bridged strong enough in 2nd with our curriculum)

Problem Statement 11 Areas: Student Learning

Problem Statement 12: Community Demographics

Root Cause 12: 1. Single parent homes where parents struggle to get student(s) to and from school without transportation. 2. High poverty causing families not financially able to purchase uniforms required by campuses.

Problem Statement 12 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- 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
- Student failure and/or retention rates
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- School safety data
- Enrollment trends

Employee Data

- Staff surveys and/or other feedback
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data

Parent/Community Data

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

Support Systems and Other Data

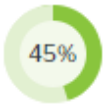
- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

Goals

Goal 1: Increase staff retention

Performance Objective 1: Increase our staff retention by bringing joy and leading with heart and drive.

Evaluation Data Sources: In house staff job satisfaction survey, GPTW, and retention % at EOY.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Leader development for GTLs **Strategy's Expected Result/Impact:** Proficient in SLLs **Staff Responsible for Monitoring:** Lead Team members **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Monthly staff outings. **Strategy's Expected Result/Impact:** % of teachers who attend and in house satisfaction survey **Staff Responsible for Monitoring:** Lead team **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

 No Progress Accomplished Continue/Modify Discontinue

Goal 1: Increase staff retention

Performance Objective 2: Eastside Academy leadership team will create a positive campus culture that promotes growth for all staff both professionally and personally using celebrations weekly at campus assemblies for the IDEA core values.

Strategy's Expected Result/Impact:
Increased staff satisfaction on the GPTW survey for Eastside Academy and 85% staff retention year after year.

Staff Responsible for Monitoring:
Campus principal, campus assistant principal of operations
Title I:
2.4
-
TEA Priorities:
Recruit, support, retain teachers and principals
-
ESF Levers:
Lever 3: Positive School Culture
Problem Statements:
School Processes & Programs
1

High Priority

Evaluation Data Sources: GPTW, Pulse Check Surveys, Monthly Joy factor celebrations/events, meeting with teachers and listen to concerns

Goal 2: All IDEA students matriculate to college

Performance Objective 1: 100% of idea students will matriculate to college.

Evaluation Data Sources: First day of school matriculation. On progress to graduate data, college acceptance letters, fafsa completion status.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Academy teachers and lead team will help tutor CP scholars in TSI. **Strategy's Expected Result/Impact:** TSI results. 100% by October. Weekly updates by DCC and CCs **Staff Responsible for Monitoring:** DCC and CCs **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college **- ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** Teachers to Tutor (not sure on the amount of $) - State Compensatory Education				

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: All IDEA students matriculate to college

Performance Objective 2: 100% of scholars at Eastside Academy will perform academically on grade level by the end of the 2022-2023 school year.

Strategy's Expected Result/Impact:
100% of scholars from Eastside College Prep and Eastside Academy will be
accepted to college and graduate with at least a 4 year degree due to their academic foundations.

Staff Responsible for Monitoring:
Campus principal, College Prep College Counselors
Title I:
2.6
-
TEA Priorities:
Build a foundation of reading and math, Connect high school to career and college
-
ESF Levers:
Lever 5: Effective Instruction
-
Results Driven Accountability
Problem Statements:
Demographics
2
-
Student Learning
2

High Priority

Evaluation Data Sources: Data from college counselors, data from state accountability for post secondary readiness, student surveys.

Goal 3: IDEA achieves an A rating

Performance Objective 1: Increase our overall 90/60/30 AA by having a strong first teach, analyzing data, and responding to the gaps with urgency.

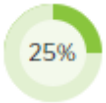
High Priority

HB3 Goal

Evaluation Data Sources: Daily exit ticket data, weekly quizzes, district assessments, and mocks.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Lead team will adjust calendars to reflect 50% of day in classrooms coaching teachers. **Strategy's Expected Result/Impact:** Increase overall student achievement average. **Staff Responsible for Monitoring:** Instructional leaders **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 5: Effective Instruction **Funding Sources:** - Federal Grant	45%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Daily Exit Ticket Sort and Data input on Tracker with OCS. Track sub pop groups. **Strategy's Expected Result/Impact:** 90/60/30 data **Staff Responsible for Monitoring:** APIs **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 **Funding Sources:** - Federal Grant	60%			

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Critical Student Interventionist \ small group pull out support **Strategy's Expected Result/Impact:** Exit ticket for tutoring and tracking of assessment growth **Staff Responsible for Monitoring:** APIs and lead teachers **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** Interventionist - Federal Grant				

 No Progress Accomplished Continue/Modify Discontinue

Goal 3: IDEA achieves an A rating

Performance Objective 2: Campus reading and math interventionists will provide feedback, coaching and small group intervention for scholars with a data driven daily schedule that includes dedicated time to dissagregate data to design their next week's schedule.

Strategy's Expected Result/Impact:
Increased grade level performance on daily assignments, unit assessments and STAAR tests for students identified in special population groups.

Staff Responsible for Monitoring:
Campus Principal
Title I:
2.4, 2.6
-
TEA Priorities:
Recruit, support, retain teachers and principals, Build a foundation of reading and math
-
ESF Levers:
Lever 1: Strong School Leadership and Planning
-
Results Driven Accountability

Evaluation Data Sources: Daily assessments, unit assessments and STAAR tests for students

Goal 3: IDEA achieves an A rating

Performance Objective 3: Eastside Academy will earn 100% of achievable growth target ratings in the closing the gaps domain for all STAAR assessments for the 2022-2023 school year.

Teachers at Carver academy will track daily exit ticket data and participate in exit ticket huddles at least 4 out of 5 days per instructional week to review student achievement data and make instructional adjustments based on leader feedback.
Strategy's Expected Result/Impact:
Increased student achievement and 100% of minority scholars identified in sub. populations will have academic growth from their 3rd grade STAAR to their 4th and from their 4th grade STAAR to their 5th.

Staff Responsible for Monitoring:
Campus Principal
Title I:
2.4, 2.6
-
ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction
-
Results Driven Accountability
Problem Statements:
Student Learning
2

High Priority

HB3 Goal

Evaluation Data Sources: TEA Accountability Report

Goal 3: IDEA achieves an A rating

Performance Objective 4: Eastside Academy will employ a reading interventionist, Hot Spot /Accelerated Reader facilitator, for the 2022-2023 school year with experience and credentials to support learning from below grade level scholars.

High Priority

HB3 Goal

Evaluation Data Sources: AR/HS data, Intervention data from weekly touchpoints

Goal 4: Increase student daily attendance

Performance Objective 1: Earn 97% ADA by creating a joyful school.

Evaluation Data Sources: Daily attendance and ADA escalation matrix.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: SIS will report absentee data to principal by 9am daily **Strategy's Expected Result/Impact:** Daily ADA goal 97% **Staff Responsible for Monitoring:** SIS, APO, GTLs, Counselor, and APIs **TEA Priorities:** 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, Lever 5: Effective Instruction	5%			

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 4: Increase student daily attendance

Performance Objective 2: Eastside Academy will achieve an overall average daily attendance of 97.5% or higher for the 2022-2023 school year. Students at Eastside Academy will be rewarded at least monthly for no more that 1 absence and 1 tardy through high interest activities.

Strategy's Expected Result/Impact:
Reduce frequent absences and increase average daily attendance for students that choose to stay home from school.

Staff Responsible for Monitoring:
Campus Assistant principal of operation
Title I:
2.4, 2.6
-
TEA Priorities:
Build a foundation of reading and math
-
ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture
-
Results Driven Accountability
Problem Statements:
Demographics
1

Goal 5: Increase student persistence

Performance Objective 1: 90% overall student persistence.

High Priority

Evaluation Data Sources: Locus (persistence data), daily attendance, academics, and behavior infractions.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Bi weekly Mission list meetings **Strategy's Expected Result/Impact:** Daily persistence report out to principal **Staff Responsible for Monitoring:** Counselor, APIs and principals **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: We bring joy by hosting bi weekly field day to one grade level homeroom with the most points. **Strategy's Expected Result/Impact:** Maintain 90% or above overall persistence **Staff Responsible for Monitoring:** AC, APIs, and GTLS **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Quarterly parent conferences to inform parents of scholar's quarterly progress and next steps. **Strategy's Expected Result/Impact:** Campus tracker with parent participation. **Staff Responsible for Monitoring:** APIs and GTLs **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

 No Progress Accomplished Continue/Modify Discontinue

Goal 5: Increase student persistence

Performance Objective 2: Eastside Academy will promote persistence by offering at least monthly parent involvement activities that bring joy to both families and scholars.

Strategy's Expected Result/Impact:
Increased persistence and an increased sense of belonging for scholars and families.

Staff Responsible for Monitoring:
Campus Counselor
Title I:
2.5, 4.1, 4.2
-
TEA Priorities:
Build a foundation of reading and math
-
ESF Levers:
Lever 3: Positive School Culture
Problem Statements:
Demographics
2
-
Perceptions
1

High Priority

Evaluation Data Sources: monthly events, fliers, experiences

Title I Personnel

Name	Position	Program	FTE
	ILEARNING HOT SPOT FACILITATOR		1

Campus Funding Summary

Federal Grant					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	1	1			$0.00
3	1	2			$0.00
3	1	3	Interventionist		$0.00
				Sub-Total	$0.00

State Compensatory Education					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	1	1	Teachers to Tutor (not sure on the amount of $)		$0.00
				Sub-Total	$0.00

Addendums

Campus Name

Comprehensive Needs Assessment ACADEMY	
Data Source: School Culture and Climate	
	Campus %
% Average Daily Attendance	90%
% Overall Persistence	78%
% New Student Persistence	68%
# of Admin Withdrawals/ Level 3 Offenses	5
% SPED	9.52
% ELL	21.34
% Eco Dis	95.24
% Migrant	0.18
% Race: American-Indian-Alaska-Native	0
% Asian	0
% White-Hispanic	73.72
% Multi	0.53
% Black-African-American	22.93
% Native-Hawaiian-Pacific-Islander	0
% White	0.82
% Male	9.91
% Female	50.09

Data Source: School Culture and Climate	
Reflections	
Areas of Strength	**Areas of Need**
ADA above 90%	Overall + new student persistence
2	ADA
3	level 3 offenses

Eastside Academy

Comprehensive Needs Assessment ACADEMY						
Data Sources: Eureka Math & Electives Academy						
	DISTAR Pre-K on Grade Level	**Eureka Kinder on Grade Level**	**Eureka First on Grade Level**	**Eureka Second on Grade Level**	**% Math Masters Pk-2**	**Pk-2 MM Goal Met/Not Met**
% Students		**92**	**85**	**85**		
Data Source: STAAR Academy						
	STAAR Math Grade 3	**STAAR Math Grade 4**	**STAAR Math Grade 5**	**% Math Masters 3-5**	**3-5 MM Goal Met/Not Met**	
% Approaches	37	57	51	61% overall	Yes	
% Meets	13	26	23			
% Masters	2	6	8			
% Student Achievement Average	17	30	27			
% Meet 2 year growth	0	67	100			
Data Source: CSI Academy						
	Math AC CSI					
% CSI (EOY Ren.)	38%					
% of CSI Passing STAAR	11%					
% of SPED Passing STAAR	30%					

Reflections	
Areas of Strength	**Areas of Need**
Kinder Math	Overall AA in 3-5
4th math strongest in k-5	CSI passing Staar and Renstar
100 of 5th met GG	Sped passing staar

Eastside Academy

Comprehensive Needs Assessment
ACADEMY

Data Sources: DI ELA & Electives

	DI Pre-K on Grade Level	DI Kinder on Grade Level	DI First on Grade Level	DI Second on Grade Level	% Royal Readers	% Word Masters
% Students		94	73	97	61	7

RR Goal Met/Not Met	WM Goal Met/Not Met
y	n

Data Source: STAAR

	STAAR Reading Grade 3	STAAR Reading Grade 4	STAAR Reaing Grade 5	STAAR Writing Grade 4
% Approaches	60	61	72	
% Meets	32	36	42	
% Masters	18	17	22	
SAS				
% Student Achievement Average	37	38	45	

Data Source: CSI

% Meeting CSI Goal	Reading AC CSI
% CSI (EOY Ren.)	0%
% of CSI Passing STAAR	41%
% of SPED Passing STAAR	35%

Reflections

Areas of Strength	Areas of Need
met royal reader goal	CSI renstar pass rate in 3rd reading and STAAR passing rate
Kinder and 2nd grade DI	overall AA in 3-5 reading
5th grade highest performing in 3-5	SPED passing rate on STAAR

Eastside Academy

Comprehensive Needs Assessment ACADEMY						
Data Sources: Science Pk-2						
	Science Pre-K on Grade Level	**Science Kinder on Grade Level**	**Science First on Grade Level**	**Science Second on Grade Level**	**Science Third on Grade Level**	**Science Fourth on Grade Level**
% Students		**99**	**93**	**91**	**70**	**82**

Data Source: Science 3-5		
	STAAR Science Grade 5	
% Approaches	63	
% Meets	25	
% Masters	13	
% Student Achievement Average	34	

Reflections	
Areas of Strength	**Areas of Need**
kinder science	3rd science mastery and quality of work
1st grade science	5th science mastery and quality of work
2nd grade science	4th science mastery and quality of work

Eastside Academy

Comprehensive Needs Assessment ACADEMY							
Data Sources: Humanities Pk-2							
	Humanities Pre-K on Grade Level	**Humanities Kinder on Grade Level**	**Humanities First on Grade Level**	**Humanities Second on Grade Level**	**Humanities Third on Grade Level**	**Humanities Fourth on Grade Level**	**Humanities Fifth on Grade Level**
% Students		97	100	99	77	81	99

Reflections	
Areas of Strength	**Areas of Need**
1st grade performance	3rd grade mastery and quality of work
2nd grade performance	4th grade and quality of work
5th grade performance	kinder and quality of work

Eastside Academy

Comprehensive Needs Assessment ACADEMY					
TELPAS Composite Rating (Listening, Speaking, Reading, Writing)					
	Listening	**Speaking**	**Reading**	**Writing**	**% of ELL Students who grew one or more levels**
% Beginning	16	28	25	27	1st: 73%
% Intermediate	28	42	34	28	2nd: 53%
% Advanced	36	23	27	20	3rd: 64%
% Advanced High	20	7	15	26	4th 11% 5th 10%

Reflections	
Areas of Strength	**Areas of Need**
73% of 1st grade grew at least one composite level; 27% grew at least 2 levels	Ells need more practice in writng. 20% scored advanced
Our campus met the 36% target and the 42% long term targ	students performed lowest in listening in all grade levels
56% of students tested made the composite growth	Students need more opportunities in class to listen and respond to prompts

Eastside Academy

Comprehensive Needs Assessment	
ACADEMY	
Staff Quality, Recruitment, Retention	
	Percentage
% School Lead Team Retention	80
% Instructional Support Retention	73
% Teacher Retention	73
% Campus Support Retention	ops retention 77%
% SPED Teachers	Retained 1/3 33%
% State/National Certified Teachers	0
% State Certified Leaders	0
% State/Board certified Counselors	1
Number of teacher applicants per 2021-22 school year	

Reflection	
Areas of Strength	**Areas of Need**
lead team retention is 80%- highest retention rate	instructional support/teacher retention
our school counselor is certified	Sped teacher retention
onboarding plans are created in advance for any hires after BOY	leader retention

Campus Name

Comprehensive Needs Assessment ACADEMY	
Data Source: Family and Community Involvement	
	Percentage
% Families Attended WTI	Data not available
% Families Attended Curriculum Night	Data not available
% Families Who Attended EOY Ceremonies	Data not available
% Families who attended Fall Festival	Data not available
% Families who attended Winter Festival	Data not available
% Families who attended Spring Festival	Data not available

Reflection	
Areas of Strength	**Areas of Need**
NA	We will track percentage of participation at all events
NA	Increase community presence and involvement
NA	Increase family involvement and engagement on campus

IDEA Public Schools

Eastside College Prep

2022-2023 Campus Improvement Plan

Accountability Rating: B

Distinction Designations:
Academic Achievement in Mathematics

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

Mission Statement

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

The mission statement for IDEA Eastside College Prep is that with a unique curriculum, effective instruction, rigorous academics, and a thriving college-going culture, scholars from underserved communities can achieve success in college and citizenship

Vision

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

Core Values

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

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

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Comprehensive Needs Assessment

Demographics

Demographics Summary

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

Demographics Strengths

See PDF in Addendum for more information.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): There is a need to increase student persistence overall specifically to our High School Population **Root Cause:** 1) Lack of consistent and clear communication around school culture and expectations to parents and students. 2) There has not been enough of a college going idenitiy established in lower grader levels.

Problem Statement 2 (Prioritized): Lack of consistency and accountability involving discipline. **Root Cause:** 1) Teachers are not consistent in holding expectations for scholars across the board. The effort to build relationships has impacted the cultural negatively.

Problem Statement 3: Low prioritization of New to Idea scholars **Root Cause:** Our new to idea scholars do not have enough opportunity to interact with teachers in a small group, 1on1 method. Due to staffing, the first experiences that get removed are those related to out of class joy factor.

Student Learning

Student Learning Summary

Compared to other MS / HS campuses who serve our demographic in our area we are the highest rated. This year we currently hold a grade of a B awarded by TEA. 100% of our scholars are on track to graduate.

See PDF in addendum

Student Learning Strengths

see PDF in addendum for more information

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): TELPAS: Our EL scholars were not able to show growth on the 4 domains. **Root Cause:** 1) Lack of attention to our special pops. As a campus our scholars are on the forefront however, we have not invested or strategized our time on our EL scholars. 2) early on calibration.

Problem Statement 2 (Prioritized): Math STAAR results: consistently across MS we have not been successful in closing the achievement gap with our special pop scholars. - Data as follows SPED 10/0/0 for our 6th math STAAR and 7th math SPED 18/8/8. **Root Cause:** 1) teacher retention has been a gap. Teachers are not invested in our school culture enough to own the first teach. Teachers are also creating gaps in their lessons as they fail to plan adequately

Problem Statement 3 (Prioritized): Only 3% of our senior class were able to achieve a passing score on 3 or more of their AP exams. Our scholars are not adequately prepared for such a rigorous exam. **Root Cause:** 1) Lack of rigorous instruction from our AP teachers. 2) Lack of investment from our scholars on the importance of AP exams and what they mean.

School Processes & Programs

School Processes & Programs Summary

We develop our instructional leaders by providing clear exemplars on coaching processes and data reviews. This in turn allows our isntructional lead teams to focus our teachers attention on the key areas for excellent teaching such as: Strong/clear lesson planning, tight loop coaching and weekly coaching conversations.

See PDF in Addendum for more information

School Processes & Programs Strengths

Curriculum & Instruction:

- At least one-third of IDEA students graduate with the "AP Scholar" designation, evidence of earning a qualifying score on at least three AP exams, demonstrating successful completion of college-level coursework prior to graduation.
- IDEA provides students access to accelerated instruction through the 1:1 technology device, including adaptive software for mathematics and literacy and access to hundreds of thousands of books in the district's digital library.
- IDEA curricular resources include high-quality instructional materials that earn the highest ratings on national evaluation measures.
- IDEA curriculum is regularly evaluated using a quality evaluation tool, ensuring alignment to the Texas Essential Knowledge and Skills and AP course standards, as well as the STAAR/EOC and AP exams.
- IDEA implements a variety of training opportunities for teachers and leadership staff with the goal of developing teachers' pedagogical content knowledge and leaders' coaching skills.
- For 15 years in a row, 100% of IDEA students have been accepted into college, demonstrating that IDEA academic programming is adequately preparing students for post-secondary education.
- In 2022, four IDEA schools were ranked in the top 10 Most Challenging Schools in the Nation and 13 were ranked in the top 1% of schools nationwide, by the Jay Mathews Challenge Index High School Rankings.

Special Programs

- IDEA exceeded the expected growth target for EL student performance on TELPAS in 2021 with 48% of ELs meeting that target.
- IDEA provide targeted research based instruction to students who have a 2.0 year gap in Reading and/or Math with the goal of closing that gap by 2.0 years during the school year with our initiative called Critical Student Intervention (CSI). During the 21-22 school year, 2,562 out of 6,632 students meet that goal for Reading and 703 out of 1,268 students met the goal for Math.
- IDEA is in Year 3 of our TEA awarded Autism Grant. Through this grant we were able to increase support for 195 students with autism in Rio Grande Valley and Austin who met the criteria outlined by TEA for this grant.
- IDEA submitted and was awarded a Dyslexia Grant by the TEA so that we will be able to provide increased professional development to teachers and leaders on working with students with dyslexia and increase the support resources for our students with dyslexia.

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 1 (Prioritized): Our family engagement is not comprehensive and cohesive across grade levels. **Root Cause:** 1) our campus expectation is that GTL's and teachers get together with 100% of our scholars. however admin has failed to get to know 100% of our families. 2) As a campus we have failed to promote a positive relationship between our Lead Team and our parents.

Problem Statement 2 (Prioritized): Lack of teachers returning year after year creates a gap in teacher growth and weakens the classroom instruction. **Root Cause:** We source any staff who apply. We do not have a filter for certified staff.

Perceptions

Perceptions Summary

At Idea Eastside 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. Over the last two years we have experienced a drop in parent participation due to the pandemic; nonetheless, we provide parents an opportunity to join virtual or in person to different school functions.

Perceptions Strengths

See Addendum for more information

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Student mental health cases have increased recently. **Root Cause:** 1) COVID has taken a huge toll on our scholars and their social skills. 2) Lack of investments and prioritization of staff SEL training for scholars and teachers.

Problem Statement 2 (Prioritized): Families are quitting IDEA and many of schools are under enrolled. We lost 4 teacher positions this year due to enrollment. **Root Cause:** When we do not share out our program and strategies we cause there to be gaps in student and family understandings. Our parents are not clear on the processes we use as a Restorative Campus. This causes families to feel insure about how we support their social emotional learning.

Priority Problem Statements

Problem Statement 1: There is a need to increase student persistence overall specifically to our High School Population

Root Cause 1: 1) Lack of consistent and clear communication around school culture and expectations to parents and students. 2) There has not been enough of a college going idenitiy established in lower grader levels.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Lack of consistency and accountability involving discipline.

Root Cause 2: 1) Teachers are not consistent in holding expectations for scholars across the board. The effort to build relationships has impacted the cultural negatively.

Problem Statement 2 Areas: Demographics

Problem Statement 3: TELPAS: Our EL scholars were not able to show growth on the 4 domains.

Root Cause 3: 1) Lack of attention to our special pops. As a campus our scholars are on the forefront however, we have not invested or strategized our time on our EL scholars. 2) early on calibration.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Math STAAR results: consistently across MS we have not been successful in closing the achievement gap with our special pop scholars. - Data as follows SPED 10/0/0 for our 6th math STAAR and 7th math SPED 18/8/8.

Root Cause 4: 1) teacher retention has been a gap. Teachers are not invested in our school culture enough to own the first teach. Teachers are also creating gaps in their lessons as they fail to plan adequately

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Only 3% of our senior class were able to achieve a passing score on 3 or more of their AP exams. Our scholars are not adequately prepared for such a rigorous exam.

Root Cause 5: 1) Lack of rigorous instruction from our AP teachers. 2) Lack of investment from our scholars on the importance of AP exams and what they mean.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: Our family engagement is not comprehensive and cohesive across grade levels.

Root Cause 6: 1) our campus expectation is that GTL's and teachers get together with 100% of our scholars. however admin has failed to get to know 100% of our families. 2) As a campus we have failed to promote a positive relationship between our Lead Team and our parents.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: Lack of teachers returning year after year creates a gap in teacher growth and weakens the classroom instruction.

Root Cause 7: We source any staff who apply. We do not have a filter for certified staff.

Problem Statement 7 Areas: School Processes & Programs

Problem Statement 8: Student mental health cases have increased recently.

Root Cause 8: 1) COVID has taken a huge toll on our scholars and their social skills. 2) Lack of investments and prioritization of staff SEL training for scholars and teachers.

Problem Statement 8 Areas: Perceptions

Problem Statement 9: Families are quitting IDEA and many of schools are under enrolled. We lost 4 teacher positions this year due to enrollment.

Root Cause 9: When we do not share out our program and strategies we cause there to be gaps in student and family understandings. Our parents are not clear on the processes we use as a Restorative Campus. This causes families to feel insure about how we support their social emotional learning.

Problem Statement 9 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- 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

- 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
- Running Records 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
- Special education/non-special education population including discipline, progress and participation data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Class size averages by grade and subject

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Communications data

Goals

Goal 1: Increase staff retention

Performance Objective 1: Managers will ensure all instructional staff has a minimum of 2x check-ins per month and four 30 min observations per month.

High Priority

Evaluation Data Sources: Manager Calendars, teachboost feedback, zoomback roadrunner feedback.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Each manager will turn in a weekly worksheet every Monday morning including A/B teacher observational schedule. **Strategy's Expected Result/Impact:** Managers will be held accountable to follow their calendars to ensure instructional staff is being supported. **Staff Responsible for Monitoring:** Principal Chugani **TEA Priorities:** Recruit, support, retain teachers and principals **Problem Statements:** Student Learning 3				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Teachboost feedback must be completed for every instructional staff member on a weekly basis. **Strategy's Expected Result/Impact:** All instructional staff will have ensured instructional support. **Staff Responsible for Monitoring:** Principal Chugani **TEA Priorities:** Recruit, support, retain teachers and principals **Problem Statements:** School Processes & Programs 2				

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 3: Only 3% of our senior class were able to achieve a passing score on 3 or more of their AP exams. Our scholars are not adequately prepared for such a rigorous exam. **Root Cause**: 1) Lack of rigorous instruction from our AP teachers. 2) Lack of investment from our scholars on the importance of AP exams and what they mean.

School Processes & Programs

Problem Statement 2: Lack of teachers returning year after year creates a gap in teacher growth and weakens the classroom instruction. **Root Cause**: We source any staff who apply. We do not have a filter for certified staff.

Goal 1: Increase staff retention

Performance Objective 2: Lead team will have a joyful staff event once a quarter.

Evaluation Data Sources: post event surveys will be sent for feedback.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Lead team members will plan and strategize events on a monthly basis at campus strategy meetings. **Strategy's Expected Result/Impact:** Teachers will have an opportunity to relax and enjoy life with their leaders building long lasting relationships. **Staff Responsible for Monitoring:** Montoya **TEA Priorities:** Recruit, support, retain teachers and principals				

 No Progress Accomplished Continue/Modify Discontinue

Goal 1: Increase staff retention

Performance Objective 3: Lead Team will invest all stakeholders in our mission .

Evaluation Data Sources: weekly tactile/ GPTW survey

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Teacher leader round table will hosted by lead team monthly. Teachers will voice any concerns or give any feedback to the admin team regularly. **Strategy's Expected Result/Impact:** Being a part of the decision will empower teachers to have buy-in **Staff Responsible for Monitoring:** Chugani **TEA Priorities:** Recruit, support, retain teachers and principals **Problem Statements:** School Processes & Programs 2				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Performance Objective 3 Problem Statements:

School Processes & Programs
Problem Statement 2: Lack of teachers returning year after year creates a gap in teacher growth and weakens the classroom instruction. **Root Cause**: We source any staff who apply. We do not have a filter for certified staff.

Goal 2: All IDEA students matriculate to college

Performance Objective 1: Establish a college going identity at college prep campus.

Evaluation Data Sources: Student surveys, Trackers

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Tracking EA/ED applications by CC Teams with 100% completion by November 1st **Strategy's Expected Result/Impact:** Seniors will be knowledgeable of their college list **Staff Responsible for Monitoring:** Navarro-Jusino, Gonzalez, Rodriguez **TEA Priorities:** Connect high school to career and college **Funding Sources:** College Counselor - Federal Grant				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: 100% of scholars will participate in field lessons. **Strategy's Expected Result/Impact:** All students will be exposed to colleges near and far based on student interest **Staff Responsible for Monitoring:** Simmons **TEA Priorities:** Connect high school to career and college				

No Progress

Accomplished

Continue/Modify

Discontinue

Goal 2: All IDEA students matriculate to college

Performance Objective 2: 100% of scholars will be TSI exempt by October 3rd, In order to meet CCMR goal

High Priority

HB3 Goal

Evaluation Data Sources: Tracker

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: RTTC teachers will be utilizing TSI tutoring curriculum for struggling scholars in class. **Strategy's Expected Result/Impact:** Seniors will be 100% TSI exempt by October 3rd. **Staff Responsible for Monitoring:** Navarro - Jusino **TEA Priorities:** Build a foundation of reading and math				

 No Progress Accomplished Continue/Modify Discontinue

Goal 3: IDEA achieves an A rating

Performance Objective 1: Ensure all STAAR Contents hit 90/60/30 on exams.

High Priority

HB3 Goal

Evaluation Data Sources: Scholars will be prepared for the upcoming school year.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Lesson alignment: teachers will align curriculum to our TEKS on a daily basis **Strategy's Expected Result/Impact:** Lessons will be created to reach all students in class daily. **Staff Responsible for Monitoring:** Managers **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 2, 3				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: 37% of EL scholars show 2 composite points of growth on their TELPAS exams **Strategy's Expected Result/Impact:** Scholars will continually show growth on their English proficiency **Staff Responsible for Monitoring:** Delgado **Title I:** 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **Problem Statements:** Student Learning 1				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: TELPAS: Our EL scholars were not able to show growth on the 4 domains. **Root Cause**: 1) Lack of attention to our special pops. As a campus our scholars are on the forefront however, we have not invested or strategized our time on our EL scholars. 2) early on calibration.

Student Learning

Problem Statement 2: Math STAAR results: consistently across MS we have not been successful in closing the achievement gap with our special pop scholars. - Data as follows SPED 10/0/0 for our 6th math STAAR and 7th math SPED 18/8/8. **Root Cause**: 1) teacher retention has been a gap. Teachers are not invested in our school culture enough to own the first teach. Teachers are also creating gaps in their lessons as they fail to plan adequately

Problem Statement 3: Only 3% of our senior class were able to achieve a passing score on 3 or more of their AP exams. Our scholars are not adequately prepared for such a rigorous exam. **Root Cause**: 1) Lack of rigorous instruction from our AP teachers. 2) Lack of investment from our scholars on the importance of AP exams and what they mean.

Goal 3: IDEA achieves an A rating

Performance Objective 2: 40% of Special Pop will achieve Meets on all STAAR assessments.

High Priority

Evaluation Data Sources: Weekly tracking of special pops meeting meets on all weekly quizzes.

Goal 4: Increase student daily attendance

Performance Objective 1: 97.5% of scholars will show up on campus every single day.

High Priority

Evaluation Data Sources: Tracker

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Teachers will track Homeroom attendance and calls absent students from 7:40 - 8:00am - 8:00 - 8:30 Lead team will be making absent calls and attendance on a daily and tracking on the tracker. From 8:30 - 10:30 SIS/ Ops team will be finishing up those calls **Strategy's Expected Result/Impact:** Scholars will be in their seats learning everyday **Staff Responsible for Monitoring:** Melissa Martinez **Title I:** 2.6 **- TEA Priorities:** Improve low-performing schools				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 4: Increase student daily attendance

Performance Objective 2: Scholars enrolled in Physical Education will achieve 900 min of recorded active min before May 2023.

Evaluation Data Sources: Heart rate monitors, and tracking systems.

Goal 5: Increase student persistence

Performance Objective 1: 90% of scholars will persist at IDEA Eastside CP year after year.

Evaluation Data Sources: At risk tracker, Leaver list, mission list.

Goal 5: Increase student persistence

Performance Objective 2: Daily implementation of Move this World.

Evaluation Data Sources: daily homeroom observations by lead team.

Goal 5: Increase student persistence

Performance Objective 3: 100% of scholars will participate in the healthy kids initiative.

Evaluation Data Sources: Coordinated with health aide, and CNP.

Title I Personnel

Name	Position	Program	FTE
	COLLEGE COUNSELOR		1
	INTERVENTIONIST		1
	INTERVENTIONIST		1
	INTERVENTIONIST		1
	INTERVENTIONIST		1
	INTERVENTIONIST		1
	RTTC II TEACHER 11TH GRADE		1

Campus Funding Summary

Federal Grant					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	1	1	College Counselor		$0.00
				Sub-Total	$0.00

Addendums

Master CNA & SAIP Reporting Checklist

				PTG	100%	PTG	0%
DEPT	**Data Source**	**Data Tabs**	**Guidance**	**Status**	**Principal Notes or Questions**	**VP Verification**	**Notes & Next Steps**
College Prep	KEYS Tab (Tab 3)	Student Achievement Improvement Plan 2021-2022 School Year	This SAIP plan will require logging concrete initiatives put in place for student improvement, as well as their associated timelines, resources, and responsible staff. Each initiative will be tracked mid-year and at the end of the year. Mid-year assessments should be completed by each campus between December 1, 2022 and no later than January 31, 2023.	Complete		Action Required	
	Locus Dashboards: CIS STARR, AP Campus IB Reports EOY Assessments	Comprehensive Needs Assessment 2022 English Language Arts	These Pages should include the percentage of students who achieved each listed score for the 2021-2022 School Year. For each subject, list a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete		Action Required	
		Comprehensive Needs Assessment 2022 Math		Complete		Action Required	
		Comprehensive Needs Assessment 2022 Science		Complete		Action Required	
		Comprehensive Needs Assessment 2022 Humanities		Complete		Action Required	
	State TELPAS Report	Comprehensive Needs Assessment 2022 TELPAS	This data set will outline the percentage of students that earned proficiency in the areas of Listening, Speaking, Reading, and Writing, as indicated in the State TELPAS report. Llist a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete		Action Required	
	Locus Dashboards: ACT, AP, TSI Campus IB Reports Campus Matriculation Reports	100% College Matriculation 2021-2022 School Year	This page will only be applicable to campuses that had graduating classes in the Spring of 2022. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete		Action Required	
	Locus Dashboard: Staff Rentention	Staff Quality, Retention, & Recruitment 2021-2022 School Year	Under the %SPED Data Point, this should relfect the percentage of SPED certified teachers, compared to the overall SPED staff. Under number of teacher applicants, note how many teachers were interviewed by campus leaders for positions during the 2021-2022 School Year. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete		Action Required	
	Locus Dashboards: Student Persistence, Enrollment, ADA	School Culture & Climate 2021-2022 School Year	For the Withdrawals/Level 3 Offenses data point, list the number of withdrawals or offenses. All other data points should reflect percentages. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete		Action Required	
	Campus Academic Counselor Tracking Systems	2022 Family & Community Involvement	In addition to listing data percentages, list a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete		Action Required	

Campus Name

2021-22 Student Achievement Improvement Plan - College Prep

COLLEGE PREP

APO	Initiatives	Needs Assess.	Special Pops.	Person(s) Responsible	Timeline Start/End	Resources: Human/ Material/Fiscal	Documentation	Formative Evaluation
1A, 1B, 1C, 1D, 1F, 2F	Increase in parent meeting attendance	O	All	APO	Q1 Parent Mtg-EOY	Money for Parent Meeting incentives, raffles, dinners	Sign in sheets, parent surveys	Final attendance rosters
1A, 1B, 1C, 1D, 1F	Providing more time for instruction for students struggling in basic Reading and Math Skills	S	All	Principal, Counselors, Teachers	BOY-EOY	STAAR Master, Sirius Education, APEX	Master Schedule, GradeBook	2019 STAAR report, Renaissance STAR, ACT and ACT prep benchmarks, AP exams
1A, 1B, 1C, 1D, 1F, 2D, 2F	Increasing participation in Accelerated Reading and AR incentives to 6-7 grade to build fluency and excitement around reading	S, A, AP	All	Blended Learning Teacher	BOY-EOY	AR program purchase, Library book increase	AR reports	AR reports, # of pages read over time and quizzes
1A, 1B, 1C, 1D, 1F	Writing - provide integrated time to write in classes, and separate writing intervention classes to support foundational skill building	S	All	Classroom Teachers/Instructional Managers hold accountable	BOY-EOY	Supplements to curriculum provided; unit plans for each content; common rubric/criteria for success across contents	Reading and Writing scores, quarterly writing projects, grades, check ins with managers	2019 STAAR Report for 7, 9, 10
1A, 1B, 1C	Schoolwide: Vocabulary focus	S, EOC, AP,	All		BOY-EOY	Content and ELL appropriate resources	grades in gradebook	STAAR, EOC, AP, ACT results
2D, 2F, 3B	School Culture & Climate: handbook & code of conduct implementation consistency across grade levels in rules/consequences	O	All	All teachers & admin	BOY-EOY	all teachers & admin, culture camps, quarterly culture resets	communication, discipline reports	quarterly checks, GTLMs
2A, 2E	Staff Quality Recruitment/Retention: Teaching as Leadership	O	All	All Admin	BOY-EOY	Campus Book Study, Ongoing PD	Staff survey on training effectiveness, observation of team meetings	Survey

Campus Name

2021-22 Student Achievement Improvement Plan - College Prep

COLLEGE PREP

1C	Humanities: DBQ online access to primary and secondary source materials for use in class	S, EOC, AP	All	Humanities teachers	BOY-EOY	DBQ Resources	BWA, unit and IA scores	STAAR, EOC, AP results
1A, 1B, 1C	School-wide Annotation Practice	S, EOC, AP, ACT	All	API	BOY-EOY	Course leaders & curriculum managers, annotation resources (books and online)	Student Work Sample	STAAR, EOC, AP, ACT results
2D, 2F	Family & Community Involvement: Student Persistence	O	All	AC	BOY-EOY	Incentives for new to IDEA students and returning students; APO/AC partnership	ADA Results	Final attendance

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

Title I Qualifying Programs			Initiatives Status			
Internal Use Only			Mid Year		End of Year	
Supplemental Program (Y/N)	New Program (Y/N)	Budget Allocation	Outcome	Increase/Decreased by X%	Outcome	Increase/Decreased by X%

Annual Performance Objectives (APO)

PRIORITY #1: Students Graduate College-Ready

1A. % of graduates who matriculate to a College or University: 100%

1B. % of graduates matriculate to a Tier I/II College or University: 15% | 25%

1C. % of Seniors accepted to a College or University: 100%

1D. % of Seniors named AP scholars | Earn IB diploma: 30% | 25%

1E. Earned State Rating: A

1F. % Basic | % Mastery | % Advanced on LEAP: 82% | 44% | 11%

1G. % Approaches | % Meets | % Masters on STAAR/EOC: 90% | 60% | 30%

1H. % Level 3 | % Level 4 | % Level 5 on FSA/FSAA: 70% | 40% | 20%

1I. % of Pre-K-2nd Students End The Year On/Above Grade Level in Reading - Year 1 Campuses | Year 2 Campuses: 80% | 90%

1J. % of students in CSI achieve 2 years growth in Reading | Math (measured by Ren STAR) 50% | 60%

1K. Average ACT score: 21

1L. % of students graduating college in 4 | 6 years: 25% | 55%

Needs Assessment

S-STAAR

D-DIBELS

E-EOC

A-ACT

RR-Reading Renaissance

ST-STAR for Math

DR-Discipline Report

AP-AP Tests

O-Other

Special Populations

All

AR-At Risk

ELL-English Language Learners

ED-Economically Disadvantaged

M-Migrant

SE-Special Education

Eastside College Prep

Comprehensive Needs Assessment
COLLEGE PREP

Data Source: CSI

% Meeting CSI Goal	Reading CP CSI
% CSI (EOY Ren.)	54%
% of CSI Passing STAAR	
% of SPED Passing STAAR	

Data Source: STAAR

	STAAR Reading 6th	STAAR Reading 7th	STAAR Reading 8th	STAAR Writing 7th	English I EOC	English II EOC
% Approaches	77	73	90		66	72
% Meets	42	44	70		50	57
% Masters	24	25	44		15	1
% Student Achievement Average	47	47	68		44	43

Data Source: AP/IB/Electives

AP Scores	Pass AP Lit	Pass AP Lang	IB Scores	IB Group 1	% Royal Readers	% Word Master
% Score 1			% Score 1-3			
% Score 2			% Score 4-5			
% Score 3+			% Score 6-7			
					RR Goal Met/Not Met	WM Goal Met/Not Met

Reflections

Areas of Strength	Areas of Need
1 Exit Ticket Data	1 Higher Order thinking questions aligned to STAAR stems
2 On the Spot Coaching with weekly check-in and feedback documented in teachboost.	2 Staff Retention
3 Model and practice dissection of data and identification of misconceptions daily	3 Build a cooperative structure between general and special education teachers to serve the varied

Eastside College Prep

Comprehensive Needs Assessment - College Prep COLLEGE PREP					
Data Source: STAAR					
	STAAR Math 6th	**STAAR Math 7th**	**STAAR Alg I**		
% Approaches	61	50	**84**		
% Meets	17	14	**66**		
% Masters	3	7	**52**		
% Student Achievement Average	27	23	**67**		
Data Source: AP/IB					
AP Scores	**Pass AP Calculus AB**	**Pass AP Calculus CD**	**Pass AP Prob. & Stats.**	**IB Scores**	**IB Group 5**
% Score 1				**% Score 1-3**	
% Score 2				**% Score 4-5**	
% Score 3+				**% Score 6-7**	

Reflections	
Areas of Strength	**Areas of Need**
1 On the Spot Coaching with weekly check-in and feedback documented in teachboost.	1 Staff Retention
2 Mastery Machine Integration for STAAR Prep	2 Higher Order thinking questions aligned to STAAR stems
3 Focus on TEKS that have most questions Category 2 & Category 3	3 Model and practice dissection of data and identification of misconceptions daily

Eastside College Prep

Comprehensive Needs Assessment
COLLEGE PREP

Data Source: Internal Assessments

	6th Grade EOY Assessment	7th Grade EOY Assessment
% Passing		

Data Source: STAAR

	STAAR 8th Science	STAAR Biology
% Approaches	81	87
% Meets	49	59
% Masters	24	21
% Student Achievement Average	51	56

Data Source: AP/IB

AP Scores	Pass AP Biology	Pass AP Chemistry	Pass AP Physics (1, 2, & C)	Pass AP Env. Science	IB Scores	IB Group 4
% Score 1					% Score 1-3	
% Score 2					% Score 4-5	
% Score 3+					% Score 6-7	

Reflections	
Areas of Strength	**Areas of Need**
1 Strong Culture lead by all teachers in the grade level	1 Tracking of Readiness TEKS for mastery with Wall trackers updated daily, weekly, and monthly.
2 On the Spot Coaching with weekly check-in and feedback documented in teachboost.	2 Model and practice dissection of data and identification of misconceptions daily
3 Focus on TEKS that have most questions Category 2 & Category 3	3 Lesson Plan feedback that digs deeper into the lesson cycle an how objective and exit ticket are aligned.

Eastside College PreP

Comprehensive Needs Assessment COLLEGE PREP							
Data Source: Internal Assessments							
	6th Grade EOY Assessment	7th Grade EOY Assessment					
% Passing							
Data Source: STAAR							
	STAAR 8th US History	EOC US History					
% Approaches	74	92					
% Meets	34	61					
% Masters	18	32					
% Student Achievement Average	42	62					
Data Source: AP/IB							
AP Scores	Pass AP Human Geography	Pass AP World History	Pass AP US History	Pass AP Goverment	Pass AP Economics	IB Scores	IB Group 3
% Score 1						% Score 1-3	
% Score 2						% Score 4-5	
% Score 3+						% Score 6-7	

Reflections	
Areas of Strength	**Areas of Need**
1 On the Spot Coaching with weekly check-in and feedback documented in teachboost.	1 Tracking of Readiness TEKS for mastery with Wall trackers updated daily, weekly, and monthly.
2 Focus on TEKS that have most questions Category 2 & Category 3	2 Lesson Plan feedback that digs deeper into the lesson cycle an how objective and exit ticket are aligned.
3	3 Model and practice dissection of data and identification of misconceptions daily

Eastside College Prep

Comprehensive Needs Assessment
COLLEGE PREP

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

	Listening	Speaking	Reading	Writing	% of ELL Students who grew one or more levels
% Beginning	5%	25%	50%	45%	0%
% Intermediate	15%	12%	60%	52%	0%
% Advanced	40%	45%	71%	80%	0%
% Advanced High	62%	70%	85%	82%	0%

Reflection

Areas of Strength	Areas of Need
1 Testing Coordinator was well trained	1 Clear plan for adminstering, collecting samples and rating
2	2 Calibration testing completed early on
3	3 Clear plan of who will be rating speaking, listening, writing, reading

Eastside College Prep

Comprehensive Needs Assessment COLLEGE PREP					
100% College Matriculation					
Matriculation %	**Matricuation % 4 year**	**Matriculation % 2 year**	**Tier 1/2 % Acceptances**	**Tier 1/2 % Matriculation**	
TBD	**TBD**	**TBD**	**100%**	**TBD**	
Tier 1 % Matriculation	**Tier 2 % Matriculation**	**Tier 3 % Matriculation**	**Tier 4 % Matriculation**	**Senior Class CCMR %**	**Senior Class TSI Completion %**
TBD	TBD	TBD	TBD	100%	100%
Campus Data					
Senior Class ACT Average	**Junior Class ACT Average**	**Overall AP Scholars (3+ or more tests)**	**IB Medallion Scholars (Passing 3+ exams)**	**Overall % IB Diploma**	**Campus End of Year OTG**
15%	15%	1%			96%

Reflections	
Areas of Strength	**Areas of Need**
1 TSI	1 ACT
2 Tier 1/2 Acceptance	2 AP Scholars
3 Scholarship Awards	3 Tier 1/2 Matriculation

Eastside College Prep

Comprehensive Needs Assessment COLLEGE PREP	
Staff Quality, Recruitment, Retention	
	Percentage
% School Lead Team Retention	77%
% Instructional Support Retention	100%
% Teacher Retention	75%
% Campus Support Retention	50%
% SPED Certified Teachers	9%
% State/National Certified Teachers	31%
% State Certified Leaders	55%
% State/Board certified Counselors	100%
Number of teacher applicants per 2020-21 school year	30%

Reflections	
Areas of Strength	**Areas of Need**
1 Specialized PD's geared towards content specific areas	1 Veteran Teacher Mentor Program
2 Employee of the Month	2 More team builders during PD
3 Stengths Interviews with all staff	3 **Growing Co-Teachers to Teaching positions**

omprehensive Needs Assessmer

Comprehensive Needs Assessment College Prep	
Data Source: School Culture and Climate	
	Campus %
% Average Daily Attendance	91.6
% Overall Persistence	83
% New Student Persistence	70
# of Admin Withdrawals/ Level 3 Offenses	5
% SPED	12%
% ELL	26%
% Eco Dis	94%
% Migrant	0.10%
% Race: American-Indian-Alaska-Native	0.17%
% Asian	0.17%
% White-Hispanic	39%
% Multi	40%
% Black-African-American	10%
% Native-Hawaiian-Pacific-Islander	0.17%
% White	9%
% Male	49%
% Female	50%

Data Source: School Culture and Climate	
Reflections	
Areas of Strength	**Areas of Need**
1 Initiated Senior Traditions	1 College Ready Culture
2 Celebrations (Proms/Graduation)	2 Rigorous Instruction
3	3 Consistency and Accountabillity

Campus Name

Comprehensive Needs Assessment COLLEGE PREP	
Data Source: Family and Community Involvement	
	Percentage
% Families Attended WTI	13%
% Families Attended Curriculum Night	NA
% Families Who Attended EOY Ceremonies	30%
% Families who attended Fall Festival	NA
% Families who attended Winter Festival	NA
% Families who attended Spring Festival	NA

Reflections	
Areas of Strength	**Areas of Need**
1 Investing Community Business	1 Scheduling Events 3 month in advance
2 Facebook/Social Media	2 Quarterly Parent Meetings
3	3 IA Data Night after each IA

IDEA Public Schools

Edgecliff Academy

2022-2023 Campus Improvement Plan

Accountability Rating: A

Distinction Designations:
Academic Achievement in English Language Arts/Reading
Academic Achievement in Science
Top 25 Percent: Comparative Academic Growth
Top 25 Percent: Comparative Closing the Gaps

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

Mission Statement

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

Vision

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

Core Values

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

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

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Comprehensive Needs Assessment

Demographics

Demographics Summary

We are a K-5 elementary on the south side of Fort Worth. We are a minority majority campus with 90% of our scholars qualifying for free or reduced lunch. Most of our teachers currently have less than 5 years of experience. Our aim is to ensure that 100% of our scholars enter 3rd grade reading on grade level and 100% of our 5th grade scholars leave us ready for the rigors of middle school.

Demographics Strengths

See addendum

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Our new student persistence was below 80%. **Root Cause:** We did not properly onboard new families that received offers in July and August.

Problem Statement 2 (Prioritized): Our attendance was 6% lower than in 2020-2021. **Root Cause:** We were not able to execute a strong matrix for ADA escalation for habitual ADA offenders.

Student Learning

Student Learning Summary

Overall, scholars progress well at IDEA Edgecliff Academy. 86% of K-2 scholars finished the year reading at or above reading level. Our RTI system identified numerous scholars for additional testing and SPED support. All of our scholars that took STAAR Alt passed.

In 5th grade, over 90% of our scholars met or exceeded their growth goals. We were an overall A rated campus with A's in both Domains 2 and 3.

Student Learning Strengths

See addendum.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): We did not meet the goal of 60% Meets and Masters in math **Root Cause:** We were not able to adequately push the rigor in math, especially in 5th grade math to support higer mastery.

Problem Statement 2 (Prioritized): We had 21 scholars that failed multiple exams. **Root Cause:** We did not intentionally track our Domain 3 scholars until gaps became too big to close.

School Processes & Programs

School Processes & Programs Summary

As a 2nd year school we built on our processes from the year before. We were able to strengthen instructional systems, especially in the area of RTI. Opportunities exist for more uniform coaching and support across all spaces. Systems need to be tightened up around coaching and developing leaders to monitor and own systems.

School Processes & Programs Strengths

Curriculum & Instruction:

- At least one-third of IDEA students graduate with the "AP Scholar" designation, evidence of earning a qualifying score on at least three AP exams, demonstrating successful completion of college-level coursework prior to graduation.
- IDEA provides students access to accelerated instruction through the 1:1 technology device, including adaptive software for mathematics and literacy and access to hundreds of thousands of books in the district's digital library.
- IDEA curricular resources include high-quality instructional materials that earn the highest ratings on national evaluation measures.
- IDEA curriculum is regularly evaluated using a quality evaluation tool, ensuring alignment to the Texas Essential Knowledge and Skills and AP course standards, as well as the STAAR/EOC and AP exams.
- IDEA implements a variety of training opportunities for teachers and leadership staff with the goal of developing teachers' pedagogical content knowledge and leaders' coaching skills.
- For 15 years in a row, 100% of IDEA students have been accepted into college, demonstrating that IDEA academic programming is adequately preparing students for post-secondary education.
- In 2022, four IDEA schools were ranked in the top 10 Most Challenging Schools in the Nation and 13 were ranked in the top 1% of schools nationwide, by the Jay Mathews Challenge Index High School Rankings.

Special Programs

- IDEA exceeded the expected growth target for EL student performance on TELPAS in 2021 with 48% of ELs meeting that target.
- IDEA provide targeted research based instruction to students who have a 2.0 year gap in Reading and/or Math with the goal of closing that gap by 2.0 years during the school year with our initiative called Critical Student Intervention (CSI). During the 21-22 school year, 2,562 out of 6,632 students meet that goal for Reading and 703 out of 1,268 students met the goal for Math.
- IDEA is in Year 3 of our TEA awarded Autism Grant. Through this grant we were able to increase support for 195 students with autism in Rio Grande Valley and Austin who met the criteria outlined by TEA for this grant.
- IDEA submitted and was awarded a Dyslexia Grant by the TEA so that we will be able to provide increased professional development to teachers and leaders on working with students with dyslexia and increase the support resources for our students with dyslexia.

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 1 (Prioritized): ADA dropped 6% from 2020-2021 to this year. **Root Cause:** We were not able to execute on a strong ADA escalation matrix.

Problem Statement 2 (Prioritized): Family communication was not uniform across all grade levels. **Root Cause:** We did not coach our GTLs up to create systems for uniform communication systems.

Problem Statement 3: Car line routinely ran over 30 mins for dismissal each day **Root Cause:** We did not effectively train staff to work the pikmykid app and did not identify enough back up people to support in the event of absence.

Perceptions

Perceptions Summary

We pride ourselves in our adult and student culture at IDEA Edgecliff. We have led the Tarrant County region in student persistence in both years we have existed. We have built out robust systems around family engagement and have a strong turnout for every event. Opportunities exist in building out a strong system for ADA accountability with families to ensure that we are limiting habitual absences.

Perceptions Strengths

See adendum.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Only 80% of our staff was retained for the school year, which was 5% below the goal. **Root Cause:** Coaching and support was inconsistent across spaces, especially in our math classes. The Assistant Principal struggled to build relationships and consistently adhere to the coaching cycle.

Problem Statement 2: There was not alignment across both CP and AC for parent engagement events. **Root Cause:** We did not have mechanisms for facilitating parent engagement events.

Priority Problem Statements

Problem Statement 1: Our new student persistence was below 80%.
Root Cause 1: We did not properly onboard new families that received offers in July and August.
Problem Statement 1 Areas: Demographics

Problem Statement 2: Our attendance was 6% lower than in 2020-2021.
Root Cause 2: We were not able to execute a strong matrix for ADA escalation for habitual ADA offenders.
Problem Statement 2 Areas: Demographics

Problem Statement 3: We did not meet the goal of 60% Meets and Masters in math
Root Cause 3: We were not able to adequately push the rigor in math, especially in 5th grade math to support higer mastery.
Problem Statement 3 Areas: Student Learning

Problem Statement 4: We had 21 scholars that failed multiple exams.
Root Cause 4: We did not intentionally track our Domain 3 scholars until gaps became too big to close.
Problem Statement 4 Areas: Student Learning

Problem Statement 5: ADA dropped 6% from 2020-2021 to this year.
Root Cause 5: We were not able to execute on a strong ADA escalation matrix.
Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: Family communication was not uniform across all grade levels.
Root Cause 6: We did not coach our GTLs up to create systems for uniform communication systems.
Problem Statement 6 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- 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

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
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

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

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

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

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data

Goals

Goal 1: Increase to 85% Staff Retention

Performance Objective 1: Onboard all new staff in alignment with all developmental goals.

High Priority

Evaluation Data Sources: GPTW Survey
Staff Pulse checks
Staff Retention Rate

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Create a bi-weekly staff engagement calendar to create a culture of joy.	25%	50%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Conduct a yearly, 10 mins with the principal check in with every staff member before Thanksgiving.	25%	100%	100%	

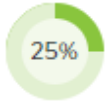
Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Coach the leaders to provide support for teachers on a weekly basis to ensure that teachers receive development.	25%	50%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 1: Increase to 85% Staff Retention

Performance Objective 2: Score a 90 or higher on the annual GPTW survey for average of all statements.

Evaluation Data Sources: GPTW Survey

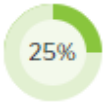
Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Coach leaders to develop 2-way feedback mechanisms in their weekly check ins				
No Progress Accomplished Continue/Modify Discontinue				

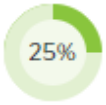
Goal 1: Increase to 85% Staff Retention

Performance Objective 3: Eliminate violent instances on campus

High Priority

Evaluation Data Sources: OSS instances
Police calls

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Train the campus crisis response team with fidelity **Strategy's Expected Result/Impact:** 0 violent instances on campus **Staff Responsible for Monitoring:** Principal APO SSA APIs				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Address every parent every time when they do not follow our parent code of conduct **Strategy's Expected Result/Impact:** Parents are safe and descalated on campus **Staff Responsible for Monitoring:** Principal APO SSA APIs				

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: IDEA Edgecliff is fully enrolled by the 11th day of the 23-24 school year.

Performance Objective 1: IDEA Edgecliff is Lottery Ready for Lottery Day

Evaluation Data Sources: Student Applications

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: * Create partnerships with local daycares and businesses with strong potential family presence * Leverage BOG box materials to provide as much info to families as possible for informed application decisions * Generate large wait list to replace possible withdrawn students **Strategy's Expected Result/Impact:** Have 4:1 apps for empty seats **Staff Responsible for Monitoring:** APO SEC	40%	50%		

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: IDEA Edgecliff is fully enrolled by the 11th day of the 23-24 school year.

Performance Objective 2: Monitor recruitment data weekly

Evaluation Data Sources: Steam Applications

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: * Partner with SEC, SIS, and Registrar to monitor application/registration PTG and leverage leader support as needed **Strategy's Expected Result/Impact:** 4:1 Apps for open Seats **Staff Responsible for Monitoring:** APO SEC	25%	50%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Leverage STREAM to track PTG and respond accordingly (offer acceptances, registration, and event participation) **Strategy's Expected Result/Impact:** 4:1 Apps for open seats **Staff Responsible for Monitoring:** APO SEC	40%	50%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 3: IDEA achieves an A rating

Performance Objective 1: Develop effective instructional coaches

High Priority

Evaluation Data Sources: Time spent in the field with leaders

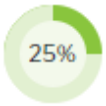
Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Weekly coach each instructional leaders **Strategy's Expected Result/Impact:** Create effective instructional leaders	25%	50%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 3: IDEA achieves an A rating

Performance Objective 2: Develop effective 1st Teach in STAAR Tested subjects

Evaluation Data Sources: STAAR
GET Ratings
Internal Assessments
Exit Tickets

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Consistency with the coaching cycle for all instructional leaders **Strategy's Expected Result/Impact:** every teacher receives regular coaching and support **Staff Responsible for Monitoring:** Instructional leaders				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Provide regular lesson plan feedback **Strategy's Expected Result/Impact:** Ensure that instruciton is algined **Staff Responsible for Monitoring:** Instructional leaders				

 No Progress Accomplished Continue/Modify Discontinue

Goal 3: IDEA achieves an A rating

Performance Objective 3: Respond to assessments with a SWAM or Data meeting after major exams

Evaluation Data Sources: Assessments
SLL ratings
PTG Priorities

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Monitor student data with fidelity **Strategy's Expected Result/Impact:** Leaders know their data **Staff Responsible for Monitoring:** Instructional Leaders		50%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Conduct SWAMs and Data Meetings afer major assessments **Strategy's Expected Result/Impact:** To remediate scholar gaps **Staff Responsible for Monitoring:** Instructional leaders		50%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 3: IDEA achieves an A rating

Performance Objective 4: Have 60% Meets and 30% Masters for scholars in 3rd grade math and ela

High Priority

Evaluation Data Sources: STAAR
District Assessments

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Respond to weekly assessment data **Strategy's Expected Result/Impact:** Continued increase in data **Staff Responsible for Monitoring:** API Principal				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Weekly Lesson Plan Feedback **Strategy's Expected Result/Impact:** Effective 1st teach **Staff Responsible for Monitoring:** Principal API				

 No Progress Accomplished Continue/Modify Discontinue

Goal 3: IDEA achieves an A rating

Performance Objective 5: 50% of SPED scholars achieve "Approaches" or better on the STAAR

High Priority

Evaluation Data Sources: STAAR
District assessments

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: 100% of accommodations are implemented **Strategy's Expected Result/Impact:** Increased support on exams **Staff Responsible for Monitoring:** SPED team Principal API		20%		

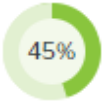
Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Scholars receive their appropriate push in/pull out mins **Strategy's Expected Result/Impact:** Scholars receive support on their IEP goals **Staff Responsible for Monitoring:** Principal SPED Team		50%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 3: IDEA achieves an A rating

Performance Objective 6: 90% of scholars are fitness ambassadors

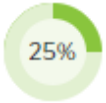
Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: 100% of scholars receive PE 1x/week **Strategy's Expected Result/Impact:** Appropriate physical fitness **Staff Responsible for Monitoring:** PE teacher API				

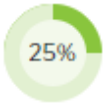
Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Scholars utilize heart monitors every PE class **Strategy's Expected Result/Impact:** Monitoring all student health data **Staff Responsible for Monitoring:** PE Coach APIs				

 No Progress Accomplished Continue/Modify Discontinue

Goal 4: 90% Overall Student Persistence

Performance Objective 1: Receive a 4.0 or higher on parent surveys

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: * Host at least 1 family engagement event a month as a campus. **Strategy's Expected Result/Impact:** Improve family engagement **Staff Responsible for Monitoring:** SSA API Principal				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: * Individually recognize scholars weekly through morning meeting (k-2), hallway holler, lightning scholar of the week. **Strategy's Expected Result/Impact:** Increase family investment **Staff Responsible for Monitoring:** API SSA Prinicpal				

 No Progress Accomplished Continue/Modify Discontinue

Goal 4: 90% Overall Student Persistence

Performance Objective 2: 100% of families receive at least 1 weekly touchpoint from the school

High Priority

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: * SSA will send out weekly newsletters to families * Teachers will make 5 positive contacts weekly with families **Strategy's Expected Result/Impact:** No leavers due to communication issues **Staff Responsible for Monitoring:** SSA API Principal	25%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: If an incident occurs with a scholar, designated staff member will reach out to family by end of school day. If the incident is severe, family will be contacted within an hour. * When families contact the school, they can expect a returned call within 24 hours. **Strategy's Expected Result/Impact:** Consistent communication **Staff Responsible for Monitoring:** SSA APO Principal	25%			

 No Progress Accomplished Continue/Modify Discontinue

Goal 4: 90% Overall Student Persistence

Performance Objective 3: 0 Leavers from Areas in our Locus of Control

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: * SSA will have weekly pulse check observations with different grade levels. * SSA will attend Grade Team meetings once a month. * SSA created designated TEAMSs group chat for each grade level. SSA will communicate with grade teams at least once a week to discuss potential students of concern. * Weekly meetings with SIS, APO to discuss student ADA concerns. **Strategy's Expected Result/Impact:** No leavers from things we can control **Staff Responsible for Monitoring:** SSA API Principal				

 No Progress Accomplished Continue/Modify Discontinue

Goal 5: 97.0% ADA

Performance Objective 1: Limit chronic absentees

Evaluation Data Sources: ADA

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: * APO/SC/SIS daily ADA huddle * Utilize Teams to communicate absences for accuracy * Bi-weekly GTL/Lead team tactical to discuss PTG and solutions for SOC * Utilize the ADA Matrix with fidelity and escalate accordingly **Strategy's Expected Result/Impact:** Allow for higher fidelity with ADA matrix **Staff Responsible for Monitoring:** APO SSA				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Utilize Teams to communicate absences for accuracy				

No Progress

Accomplished

Continue/Modify

Discontinue

Goal 5: 97.0% ADA

Performance Objective 2: 100% of perfect attendance particpants receive an incentive

Evaluation Data Sources: ADA

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: * Leverage teacher support for low-cost class celebrations on perfect attendance days **Strategy's Expected Result/Impact:** Invest families to bring scholars to school on days that have low ADA **Staff Responsible for Monitoring:** Teachers APO SIS				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Create small scale incentives program to reward individual students for quarterly perfect attendance * Create healthy competition amongst grade levels and reward first grade level to reach 10 perfect attendance days with large-scale celebration (Bounce-a-thon!) **Strategy's Expected Result/Impact:** Increased overall ADA **Staff Responsible for Monitoring:** APO SIS				

 No Progress Accomplished Continue/Modify Discontinue

Goal 6: 90% of students will finish the year "on track" in grades K-2 measured by D.I.

Performance Objective 1: 100% of teachers will have weekly data submissions with fidelity

High Priority

Evaluation Data Sources: DI online

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Friday data scrub by API **Strategy's Expected Result/Impact:** 0 data errors **Staff Responsible for Monitoring:** API				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: DI coaches give feedback on DI data prior to submission **Strategy's Expected Result/Impact:** limited data errors prior to weekly data subission **Staff Responsible for Monitoring:** DI Coaches API				

 No Progress Accomplished Continue/Modify Discontinue

Goal 6: 90% of students will finish the year "on track" in grades K-2 measured by D.I.

Performance Objective 2: Respond to data weekly

Evaluation Data Sources: DI online

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: API will create and shift groups based on data **Strategy's Expected Result/Impact:** All students are appropriately placed **Staff Responsible for Monitoring:** API DI Coaches				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Leader holds weekly data huddles with each grade level **Strategy's Expected Result/Impact:** 100% data fidelity **Staff Responsible for Monitoring:** API				

No Progress

Accomplished

Continue/Modify

Discontinue

Title I Personnel

Name	Position	Program	FTE
Julie Bollman	INTERVENTIONIST	Title 1	1
Lisa Paternoster	INTERVENTIONIST	Title 1	1

Addendums

Master CNA & SAIP Reporting Checklist

		PTG	89%	PTG	0%

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

Edgecliff AC

2021-22 Student Achievement Improvement Plan

ACADEMY

APO	Initiatives	Needs Assess.	Special Pops.	Person(s) Responsible	Timeline Start/End	Resources: Human/ Material/Fiscal	Documentation	Formative Evaluation

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

Annual Performance Objectives (APO)

PRIORITY #1: Students Graduate College-Ready

1A. % of graduates who matriculate to a College or University: 100%

1B. % of graduates matriculate to a Tier I/II College or University: 15% | 25%

1C. % of Seniors accepted to a College or University: 100%

1D. % of Seniors named AP scholars | Earn IB diploma: 30% | 25%

1E. Earned State Rating: A

1F. % Basic | % Mastery | % Advanced on LEAP: 82% | 44% | 11%

1G. % Approaches | % Meets | % Masters on STAAR/EOC: 90% | 60% | 30%

1H. % Level 3 | % Level 4 | % Level 5 on FSA/FSAA: 70% | 40% | 20%

1I. % of Pre-K-2nd Students End The Year On/Above Grade Level in Reading - Year 1 Campuses | Year 2 Campuses: 80% | 90%

1J. % of students in CSI achieve 2 years growth in Reading | Math (measured by Ren STAR) 50% | 60%

1K. Average ACT score: 21

1L. % of students graduating college in 4 | 6 years: 25% | 55%

PRIORITY #2: Build a Strong & Sustainable Organization

2A. % Teacher Retention | Employee Retention: 85% | 85%

2B. 80% composit score on GPTW: 82%

2B. %Average Daily Attendance: 97.50%

2C. New Student Persistence: 90%

2D. Operating Income: $133M

2E. FIRST Rating: A

PRIORITY #3: Achieve Mission at Scale

3A. % of students with low socio-economic status: 80%

3B. Enrollment in August 2020: 83,894

3C. Schools in operation in August 2020: 149

3D. Total Funds Raised (millions): $93M

Needs Assessment

S-STAAR

D-DIBELS

E-EOC

A-ACT

RR-Reading Renaissance

ST-STAR for Math

DR-Discipline Report

AP-AP Tests

O-Other

Special Populations

All

AR-At Risk

ELL-English Language Learners

ED-Economically Disadvantaged

M-Migrant

SE-Special Education

Edgecliff AC

Comprehensive Needs Assessment ACADEMY						
Data Sources: Eureka Math & Electives Academy						
	DISTAR Pre-K on Grade Level	**Eureka Kinder on Grade Level**	**Eureka First on Grade Level**	**Eureka Second on Grade Level**	**% Math Masters Pk-2**	**Pk-2 MM Goal Met/Not Met**
% Students	**N/A**	**96%**	**98%**	**96%**		
Data Source: STAAR Academy						
	STAAR Math Grade 3	**STAAR Math Grade 4**	**STAAR Math Grade 5**	**% Math Masters 3-5**	**3-5 MM Goal Met/Not Met**	
% Approaches	76		74			
% Meets	46		36			
% Masters	16		17			
% Student Achievement Average	46		42			
% Meet 2 year growth			95%			
Data Source: CSI Academy						
	Math AC CSI					
% CSI (EOY Ren.)						
% of CSI Passing STAAR						
% of SPED Passing STAAR						

Reflections	
Areas of Strength	**Areas of Need**
1) K-2 Math Assessments	1) Scaffolding the rigor increase from 2nd the 3rd grade and planning for future vertical alignment
2) Exponential improvement in 3rd grade math	2) Planning for rollout of the online only version of the STAAR test in 3rd and 4th grade.
3) Incorporation of Hot Spot	3) Increase rior of math for Kinder - not enough meets and master scholars.

Edgecliff AC

Comprehensive Needs Assessment
ACADEMY

Data Sources: DI ELA & Electives

	DI Pre-K on Grade Level	DI Kinder on Grade Level	DI First on Grade Level	DI Second on Grade Level	% Royal Readers	% Word Masters
% Students	N/A	94	76%	92%		

	RR Goal Met/Not Met	WM Goal Met/Not Met

Data Source: STAAR

	STAAR Reading Grade 3	STAAR Reading Grade 4	STAAR Writing Grade 3	STAAR Writing Grade 4	STAAR 5th	
% Approaches	76				82	
% Meets	49				59	
% Masters	29				30	
SAS						
% Student Achievement Average	51				57	

Data Source: CSI

% Meeting CSI Goal	Reading AC CSI
% CSI (EOY Ren.)	66%%
% of CSI Passing STAAR	
% of SPED Passing STAAR	

Reflections	
Areas of Strength	**Areas of Need**
1) K-2 DI continues to be a strength for us. We should hit the 90% DI goal	1) Plan and prep for gaps of rising 2nd graders - they were without a consistent teacher for much of Semester 2
2) STAAR success unit was successful - 3/5 scholars were prepared to take the STAAR	2) Implement a more systematic process for showing thinking through writing.
3) The alignment and collaboration between all English teachers was strong.	3) Intervene with critical scholars for fluency acquisition sooner with K-2 scholars - our RTI program is in its infancy.

Edgecliff AC

Comprehensive Needs Assessment ACADEMY						
Data Sources: Science Pk-2						
	Science Pre-K on Grade Level	**Science Kinder on Grade Level**	**Science First on Grade Level**	**Science Second on Grade Level**	**Science Third on Grade Level**	**Science Fourth on Grade Level**
% Students						

Data Source: Science 3-5		
	STAAR Science Grade 5	
% Approaches	68	
% Meets	37	
% Masters	18	
% Student Achievement Average	40	

Reflections	
Areas of Strength	**Areas of Need**
1) Implementation of science in K-2.	1) Fidelity to maintaining science during the STAAR push in 3rd
2) Exponential improvement of student lift and outcomes in semester 2 for 5th grade	2) Utilizing science to create parent engagement opportunites
3)	3

Edgecliff AC

Comprehensive Needs Assessment ACADEMY							
Data Sources: Humanities Pk-2							
	Humanities Pre-K on Grade Level	**Humanities Kinder on Grade Level**	**Humanities First on Grade Level**	**Humanities Second on Grade Level**	**Humanities Third on Grade Level**	**Humanities Fourth on Grade Level**	**Humanities Fifth on Grade Level**
% Students							

Reflections	
Areas of Strength	**Areas of Need**
1) Implementation with fidelity in K-2	1) Leveraging thinking jobs in humanities to align with ELA non-fiction texts
2) Using writting in social studies to show thinkning in 3rd and 5th grade	2) The curriculum was pretty awful in 3rd and 5th grade. Utilizing it as a resource and augmenting.
3	3

Edgecliff AC

Comprehensive Needs Assessment

ACADEMY

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

	Listening	Speaking	Reading	Writing	
% Beginning	9	18	15	21	
% Intermediate	21	45	35	49	
% Advanced	37	24	21	19	
% Advanced High	35	13	29	10	
% of ELL Students who grew one or more levels	**38%**	**31%**	**28%**	**18%**	

Reflections

Areas of Strength	Areas of Need
1) We were able to hit the Domain 3 bonus because of TELPAS	1) Ensure that we are able to create sheltered instructional practices for our lowest EL students
2) Intentional practice with listening and speaking	2) Utilize vocabulary acquistion skills in 3rd and 4th ELA
3	3

Edgecliff AC

Comprehensive Needs Assessment	
ACADEMY	
Staff Quality, Recruitment, Retention	
	Percentage
% School Lead Team Retention	80%
% Instructional Support Retention	88%
% Teacher Retention	82%
% Campus Support Retention	71%
% SPED Teachers	8%
% State/National Certified Teachers	24%
% State Certified Leaders	40%
% State/Board certified Counselors	0%
Number of teacher applicants per 2020-21 school year	

Reflection	
Areas of Strength	Areas of Need
1)Above district average for GPTW survey	1) Ensure that there is no manager lottery
2) Overall adult culture is strong by metrics of retention and survey data	2) Tighten up campus communication systems and workstreams
3) No shortate of applicants for positions	3

Edgecliff AC

Comprehensive Needs Assessment ACADEMY	
Data Source: School Culture and Climate	
	Campus %
% Average Daily Attendance	92%
% Overall Persistence	90%
% New Student Persistence	88%
# of Admin Withdrawals/ Level 3 Offenses	0
% SPED	8%
% ELL	53%
% Eco Dis	77%
% Migrant	0
% Race: American-Indian-Alaska-Native	0%
% Asian	1%
% White-Hispanic	53%%
% Multi	
% Black-African-American	35%
% Native-Hawaiian-Pacific-Islander	0.18%
% White	9%
% Male	55.14%
% Female	44.86%

Data Source: School Culture and Climate	
Reflections	
Areas of Strength	**Areas of Need**
1) No explulstions	1) Need to drive to 100% attendance for WTI
2) Highest student persistence in the region	2) Streamline family communication systems to include more positive touchpoints
3) Only 7 leavers that were in our locus of control	3

Edgecliff AC

Comprehensive Needs Assessment ACADEMY	
Data Source: Family and Community Involvement	
	Percentage
% Families Attended WTI	100%
% Families Attended Curriculum Night	35%
% Families Who Attended EOY Ceremonies	85%
% Families who attended Fall Festival	N/A
% Families who attended Winter Festival	N/A
% Families who attended Spring Festival	N/A

Reflection	
Areas of Strength	**Areas of Need**
1) Robust family engagement activities	1) Physical space is becoming scarce
2) High attendance for every activity that we executed	2) Execution of a winter engagement event.
3	3

IDEA Public Schools

Edgecliff College Prep

2022-2023 Campus Improvement Plan

Accountability Rating: A

Distinction Designations:
Academic Achievement in English Language Arts/Reading
Academic Achievement in Mathematics
Postsecondary Readiness

Board Approval Date: October 21, 2022

Public Presentation Date: September 16, 2022

Mission Statement

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

Vision

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

Core Values

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

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

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Comprehensive Needs Assessment

Demographics

Demographics Summary

IDEA Edgecliff serves 6th, 7th, and 8th grade students who are 85% economically disadvantaged. We reside in District 8 in Fort Worth. In our district community less than 10% of schools are rated an A or B. We are a public charter school who believe in students going to and through college. We currently are a full scale middle school in hopes of driving multiple AP courses and a potential Early College program as we expand and grow through twelth grade.

Demographics Strengths

See PDF in Addendum for more information

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): There is a need to increase student daily attendance. **Root Cause:** There was a 6% decrease in ADA due to the ongoing effects of the pandemic. All staff must be invested in the ADA escalation (internal non-legal truancy process) to hold families accountable to attend school.

Problem Statement 2 (Prioritized): There were many instances where culture formed by default in spaces where scholars and staff learned, communicated, and/or took up space. There is a need to create and effectively execute a student incentive plan and tracking system. **Root Cause:** There has not been an accountable system that allows for all good behaviors and misbehaviors to be tracked in one place. Staff must upgrade school wide behavior system to drive scholar accountability and motivate them intrinsically and extrinsically

Student Learning

Student Learning Summary

This school year our school was rated a 90A. We had huge success in relative performance achieving a 92A in Domain 2. 86|B in Domain 1 and 85 in Closing the gaps. When comparing our data to other schools in our communtity that are similar to our make, we are 1 of 2 of the top performing middle schools in the district. We shined bright in our ELA content, as 7th grade achieved 50% masters and 92% of all scholars reached their growth goals in reading. Math is an area of growth that held up back from recieving our progress and closing the gap distinction. But with such high numbers in meets and masters across the board we were awarded the post secondary distinction. Edgecliff College Prep averaged 55% meets and 32% mastered, with a 55 achievement score.

Student Learning Strengths

See PDF in Addendum for more information

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): There was little Tier II interventions and strategies during in-class instruction to target Domain 3 growth. **Root Cause:** Instructional staff lacked strategy behind using MSR report and other district data to identify priority scholars earlier in the year. This led to inefficient data tracking and monitoring as well as targeted intervention supports.

Problem Statement 2 (Prioritized): In order to offer Collegiate Academy Program, Edgecliff CP will need an additional 5 certified teachers with Master credentials. **Root Cause:** Teachers were hired based on best fit and certification was not a priority.

School Processes & Programs

School Processes & Programs Summary

Our campus develops instructional leaders through intential internal and external professional development that equips leaders in driving outcomes. Many practices are adapted from RELAY graduate fellowship programs, where 100% of all instructional staff have attended. First year instructional leaders are required to attend district development and receive close support from regional content coaching. On campus, the principal drives individual coaching through side by side, real time, and modeling. The principal usings the district's School Leadership Levers as a rubric to assess competency.

Teachers development is centered around what we call the coaching cycle. Instructional leaders have mechanisms in place to practice, observe, celebrate, and grow teachers. In addition there is a campus professional development scope and sequence to introduction best practices and to close gaps in problems of practice. Instructional leaders use the district's Guide to Excellent Teaching rubric to development and evaluate performance.

See PDF in addendum for more information.

School Processes & Programs Strengths

Curriculum & Instruction:

- At least one-third of IDEA students graduate with the "AP Scholar" designation, evidence of earning a qualifying score on at least three AP exams, demonstrating successful completion of college-level coursework prior to graduation.
- IDEA provides students access to accelerated instruction through the 1:1 technology device, including adaptive software for mathematics and literacy and access to hundreds of thousands of books in the district's digital library.
- IDEA curricular resources include high-quality instructional materials that earn the highest ratings on national evaluation measures.
- IDEA curriculum is regularly evaluated using a quality evaluation tool, ensuring alignment to the Texas Essential Knowledge and Skills and AP course standards, as well as the STAAR/EOC and AP exams.
- IDEA implements a variety of training opportunities for teachers and leadership staff with the goal of developing teachers' pedagogical content knowledge and leaders' coaching skills.
- For 15 years in a row, 100% of IDEA students have been accepted into college, demonstrating that IDEA academic programming is adequately preparing students for post-secondary education.
- In 2022, four IDEA schools were ranked in the top 10 Most Challenging Schools in the Nation and 13 were ranked in the top 1% of schools nationwide, by the Jay Mathews Challenge Index High School Rankings.

Special Programs

- IDEA exceeded the expected growth target for EL student performance on TELPAS in 2021 with 48% of ELs meeting that target.
- IDEA provide targeted research based instruction to students who have a 2.0 year gap in Reading and/or Math with the goal of closing that gap by 2.0 years during the school year with our initiative called Critical Student Intervention (CSI). During the 21-22 school year, 2,562 out of 6,632 students meet that goal for Reading and 703 out of 1,268 students met the goal for Math.
- IDEA is in Year 3 of our TEA awarded Autism Grant. Through this grant we were able to increase support for 195 students with autism in Rio Grande Valley and Austin who met the criteria outlined by TEA for this grant.
- IDEA submitted and was awarded a Dyslexia Grant by the TEA so that we will be able to provide increased professional development to teachers and leaders on working with students with dyslexia and increase the support resources for our students with dyslexia.

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 1 (Prioritized): Due to the small percentage of teachers being state certified, Edgecliff CP will not be able to earn Early College Designation status or dual credit. **Root Cause:** We are not offering any internal alternative certification programs to assist teachers to become certified particularly in the Sciences, Math, and ELA fields.

Problem Statement 2 (Prioritized): Edgecliff CP missed the goal of 85% of teacher retention by 15% for the 21/22 SY. **Root Cause:** There is a need to increase staff/teacher engagement to ensure that teachers feel a sense of belonging and are supported.

Priority Problem Statements

Problem Statement 1: There were many instances where culture formed by default in spaces where scholars and staff learned, communicated, and/or took up space. There is a need to create and effectively execute a student incentive plan and tracking system.

Root Cause 1: There has not been an accountable system that allows for all good behaviors and misbehaviors to be tracked in one place. Staff must upgrade school wide behavior system to drive scholar accountability and motivate them intrinsically and extrinsically

Problem Statement 1 Areas: Demographics

Problem Statement 2: There is a need to increase student daily attendance.

Root Cause 2: There was a 6% decrease in ADA due to the ongoing effects of the pandemic. All staff must be invested in the ADA escalation (internal non-legal truancy process) to hold families accountable to attend school.

Problem Statement 2 Areas: Demographics

Problem Statement 3: There was little Tier II interventions and strategies during in-class instruction to target Domain 3 growth.

Root Cause 3: Instructional staff lacked strategy behind using MSR report and other district data to identify priority scholars earlier in the year. This led to inefficient data tracking and monitoring as well as targeted intervention supports.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: In order to offer Collegiate Academy Program, Edgecliff CP will need an additional 5 certified teachers with Master credentials.

Root Cause 4: Teachers were hired based on best fit and certification was not a priority.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Due to the small percentage of teachers being state certified, Edgecliff CP will not be able to earn Early College Designation status or dual credit.

Root Cause 5: We are not offering any internal alternative certification programs to assist teachers to become certified particularly in the Sciences, Math, and ELA fields.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: Edgecliff CP missed the goal of 85% of teacher retention by 15% for the 21/22 SY.

Root Cause 6: There is a need to increase staff/teacher engagement to ensure that teachers feel a sense of belonging and are supported.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: There is a concern among teachers around personal and professional time balance.

Root Cause 7: The demand around lesson planning and classroom preparation is more intense as compared to a traditional independent school district.

Problem Statement 7 Areas: Perceptions

Problem Statement 8: There is a perception that Edgecliff CP is too structured and rigid as evidenced by student and parent surveys.

Root Cause 8: There are gaps in family onboarding that explain to families the vision for culture and high expectations and why that vision is effective.

Problem Statement 8 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- 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

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card and accountability data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Observation Survey results
- 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
- Special education/non-special education population including discipline, progress and participation data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback

Employee Data

- Staff surveys and/or other feedback
- State certified and high quality staff data
- Campus department and/or faculty meeting discussions and data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data

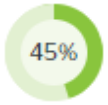
Goals

Goal 1: Increase staff retention

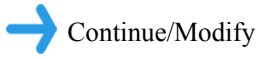
Performance Objective 1: By the end of the school year, IDEA Edgecliff College Prep will retain 85% of staff.

High Priority

Evaluation Data Sources: GPTW survey and district wide pulse checks

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Management will manage participation and respond to the concerns identified on the GPTW survey three times per year. **Strategy's Expected Result/Impact:** increase survey data and retain staff **Staff Responsible for Monitoring:** Francis, Jones, Morrison **TEA Priorities:** Recruit, support, retain teachers and principals **Problem Statements:** Demographics 2 - School Processes & Programs 2				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Administration will increase the amount of celebrations, recognitions, and differentiated PD offered to all teachers and staff. **Strategy's Expected Result/Impact:** Teachers and staff will develop a sense of belonging and accomplishment through recognized efforts. **Staff Responsible for Monitoring:** Admin Team **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning				

 No Progress Accomplished  Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 2: There were many instances where culture formed by default in spaces where scholars and staff learned, communicated, and/or took up space. There is a need to create and effectively execute a student incentive plan and tracking system. **Root Cause**: There has not been an accountable system that allows for all good behaviors and misbehaviors to be tracked in one place. Staff must upgrade school wide behavior system to drive scholar accountability and motivate them intrinsically and extrinsically

School Processes & Programs

Problem Statement 2: Edgecliff CP missed the goal of 85% of teacher retention by 15% for the 21/22 SY. **Root Cause**: There is a need to increase staff/teacher engagement to ensure that teachers feel a sense of belonging and are supported.

Goal 2: Obtain enrollment target

Performance Objective 1: By the 23-24 FDOS, IDEA Edgecliff College will register and fully enroll 480

High Priority

Evaluation Data Sources: stream

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: School Counselor, Assistant Principal of Operations, and Principal will execute strong Welcome to IDEA events and improve their family onboarding plan. **Strategy's Expected Result/Impact:** Fully enroll 480 scholars **Staff Responsible for Monitoring:** APO and SC **TEA Priorities:** Connect high school to career and college **Problem Statements:** Demographics 2	80%	80%		

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: There were many instances where culture formed by default in spaces where scholars and staff learned, communicated, and/or took up space. There is a need to create and effectively execute a student incentive plan and tracking system. **Root Cause**: There has not been an accountable system that allows for all good behaviors and misbehaviors to be tracked in one place. Staff must upgrade school wide behavior system to drive scholar accountability and motivate them intrinsically and extrinsically

Goal 3: IDEA achieves an A rating

Performance Objective 1: For the 22-23 school year, Edgecliff will achieve an A rated accountability score.

High Priority

Evaluation Data Sources: STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Instructional team will monitor and analyze student data after each unit and formative assessment and develop powerful reteach plans. **Strategy's Expected Result/Impact:** Increase student academic performance **Staff Responsible for Monitoring:** Morrison, Jones, Francis (Admin Team and Teachers) **Title I:** 2.4 **- TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 1	50%	70%		

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: There was little Tier II interventions and strategies during in-class instruction to target Domain 3 growth. **Root Cause**: Instructional staff lacked strategy behind using MSR report and other district data to identify priority scholars earlier in the year. This led to inefficient data tracking and monitoring as well as targeted intervention supports.

Goal 3: IDEA achieves an A rating

Performance Objective 2: For 22-23 school year, ICP Edgecliff will reach all domain three targets for special pops on all semester and mock assessments

High Priority

Evaluation Data Sources: semester exams, mock data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: monitor, analyze and respond to student data using the SWAM Relay Framework which requires analysis of student work. **Strategy's Expected Result/Impact:** increase student academic outcomes **Staff Responsible for Monitoring:** Assistant Principal of Instructions and Principal **Title I:** 2.4 **- TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 1				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: There was little Tier II interventions and strategies during in-class instruction to target Domain 3 growth. **Root Cause**: Instructional staff lacked strategy behind using MSR report and other district data to identify priority scholars earlier in the year. This led to inefficient data tracking and monitoring as well as targeted intervention supports.

Goal 4: Increase student daily attendance

Performance Objective 1: During the 22-23 school year 95% of teachers take ADA within the ADA window and are compliant

High Priority

Evaluation Data Sources: Powerschool reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: APO facilitates daily ADA huddle with SIS and Registrar **Strategy's Expected Result/Impact:** ensure accuracy in data and within compliance for reporting to the state **Staff Responsible for Monitoring:** APO, Registrar, SIS **Title I:** 2.6 **Problem Statements:** Demographics 1	40%	80%		
0% No Progress 100% Accomplished Continue/Modify Discontinue				

Performance Objective 1 Problem Statements:

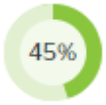
Demographics
Problem Statement 1: There is a need to increase student daily attendance. **Root Cause**: There was a 6% decrease in ADA due to the ongoing effects of the pandemic. All staff must be invested in the ADA escalation (internal non-legal truancy process) to hold families accountable to attend school.

Goal 4: Increase student daily attendance

Performance Objective 2: During the 22-23 school year 97% ADA

High Priority

Evaluation Data Sources: Powerschool, Locus dashboard

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: create and execute plan for student engagement around ADA which is inclusive of celebrations, positive behavior and attendance interventions, and family communication. **Strategy's Expected Result/Impact:** increase ADA **Staff Responsible for Monitoring:** APO, School Counselor **Title I:** 2.5 **Problem Statements:** Demographics 1				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: There is a need to increase student daily attendance. **Root Cause**: There was a 6% decrease in ADA due to the ongoing effects of the pandemic. All staff must be invested in the ADA escalation (internal non-legal truancy process) to hold families accountable to attend school.

Goal 5: Increase student persistence

Performance Objective 1: 90% of scholars will return next school year

High Priority

Evaluation Data Sources: Locus persistence dashboard

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Create and execute family engagement plan which emphasizes family communication, celebrations and events, and family investment. **Strategy's Expected Result/Impact:** invest parents and students in IDEA and why to chose us next year **Staff Responsible for Monitoring:** School counselor and Principal **Title I:** 2.5 **Problem Statements:** Demographics 2	60%	60%		

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: There were many instances where culture formed by default in spaces where scholars and staff learned, communicated, and/or took up space. There is a need to create and effectively execute a student incentive plan and tracking system. **Root Cause**: There has not been an accountable system that allows for all good behaviors and misbehaviors to be tracked in one place. Staff must upgrade school wide behavior system to drive scholar accountability and motivate them intrinsically and extrinsically

Goal 5: Increase student persistence

Performance Objective 2: Edgecliff CP will decrease the amount of bullying incidences by 10% from last year's discipline referrals.

High Priority

Evaluation Data Sources: Dean's List Referrals.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Administration and counselors will increase fidelity and investment in restorative practices and the Move This World Program **Strategy's Expected Result/Impact:** Students will know how to self-advocate and respect others.	35%	35%		

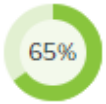
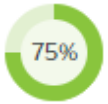
0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 5: Increase student persistence

Performance Objective 3: Every scholar, including 8th grade students, will engage in physical fitness and activities at a moderate to vigorous level of participation.

High Priority

Evaluation Data Sources: Master schedule, Fitness Gram

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: School will create special scheduling to ensure that all students are participating in physical fitness. **Strategy's Expected Result/Impact:** 8th graders that are not required by the state, will be required by the school to engage in physical fitness on a weekly basis. **Staff Responsible for Monitoring:** Admin Team, Ops Team **ESF Levers:** Lever 5: Effective Instruction				

 No Progress Accomplished Continue/Modify Discontinue

Addendums

Master CNA & SAIP Reporting Checklist

				PTG	100%	PTG	0%
DEPT	**Data Source**	**Data Tabs**	**Guidance**	**Status**	**Principal Notes or Questions**	**VP Verification**	**Notes & Next Steps**
College Prep	KEYS Tab (Tab 3)	Student Achievement Improvement Plan 2021-2022 School Year	This SAIP plan will require logging concrete initiatives put in place for student improvement, as well as their associated timelines, resources, and responsible staff. Each initiative will be tracked mid-year and at the end of the year. Mid-year assessments should be completed by each campus between December 1, 2022 and no later than January 31, 2023.	Complete		Action Required	
	Locus Dashboards: CIS STARR, AP Campus IB Reports EOY Assessments	Comprehensive Needs Assessment 2022 English Language Arts	These Pages should include the percentage of students who achieved each listed score for the 2021-2022 School Year. For each subject, list a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete		Action Required	
		Comprehensive Needs Assessment 2022 Math		Complete		Action Required	
		Comprehensive Needs Assessment 2022 Science		Complete		Action Required	
		Comprehensive Needs Assessment 2022 Humanities		Complete		Action Required	
	State TELPAS Report	Comprehensive Needs Assessment 2022 TELPAS	This data set will outline the percentage of students that earned proficiency in the areas of Listening, Speaking, Reading, and Writing, as indicated in the State TELPAS report. Llist a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete		Action Required	
	Locus Dashboards: ACT, AP, TSI Campus IB Reports Campus Matriculation Reports	100% College Matriculation 2021-2022 School Year	This page will only be applicable to campuses that had graduating classes in the Spring of 2022. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete		Action Required	
	Locus Dashboard: Staff Rentention	Staff Quality, Retention, & Recruitment 2021-2022 School Year	Under the %SPED Data Point, this should relfect the percentage of SPED certified teachers, compared to the overall SPED staff. Under number of teacher applicants, note how many teachers were interviewed by campus leaders for positions during the 2021-2022 School Year. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete		Action Required	
	Locus Dashboards: Student Persistence, Enrollment, ADA	School Culture & Climate 2021-2022 School Year	For the Withdrawals/Level 3 Offenses data point, list the number of withdrawals or offenses. All other data points should reflect percentages. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete		Action Required	
	Campus Academic Counselor Tracking Systems	2022 Family & Community Involvement	In addition to listing data percentages, list a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete		Action Required	

Campus Name

2021-22 Student Achievement Improvement Plan - College Prep

COLLEGE PREP

									Title I Qualifying Programs			Initiatives Status			
									Internal Use Only			Mid Year		End of Year	
									Supplemental Program (Y/N)	New Program (Y/N)	Budget Allocation	Outcome	Increase/Decreased by X%	Outcome	Increase/Decreased by X%
APO	Initiatives	Needs Assess.	Special Pops.	Person(s) Responsible	Timeline Start/End	Resources: Human/ Material/Fiscal	Documentation	Formative Evaluation	Budget Allocations only need to be entered for programs that are BOTH Supplemental & New			Use these columns to assess your strategy progress at the middle and end of the year			
1E	Data Driven Instruction-Tier 1 & Tier 2 Instruction	STAAR	ALL	Kenieka Francis Sasha Jones	8/2021-5/2022	Teachers and interventionists Curriculum Discretionary budget	Locus Dashboard	PTGs							
1E	Strategic Planning -Literacy across all contents	STAAR	ALL	Kenieka Francis Sasha Jones	8/2021-5/2022	Teachers and interventionists Curriculum Discretionary budget	Locus Dashboard	PTGs							
2C	School Culture-Safe, positive, inclusive environment	O	ALL	Lead Team & All Staff	8/2021-5/2022	Student and Family Pulse checks, Newsletter, Parent teacher conferences, Principal Townhalls	Family Engagement Plan, internal surveys	# of families that attend events							

Annual Performance Objectives (APO)

PRIORITY #1: Students Graduate College-Ready

1A. % of graduates who matriculate to a College or University: 100%

1B. % of graduates matriculate to a Tier I/II College or University: 15% | 25%

1C. % of Seniors accepted to a College or University: 100%

1D. % of Seniors named AP scholars | Earn IB diploma: 30% | 25%

1E. Earned State Rating: A

1F. % Basic | % Mastery | % Advanced on LEAP: 82% | 44% | 11%

1G. % Approaches | % Meets | % Masters on STAAR/EOC: 90% | 60% | 30%

1H. % Level 3 | % Level 4 | % Level 5 on FSA/FSAA: 70% | 40% | 20%

1I. % of Pre-K-2nd Students End The Year On/Above Grade Level in Reading - Year 1 Campuses | Year 2 Campuses: 80% | 90%

1J. % of students in CSI achieve 2 years growth in Reading | Math (measured by Ren STAR) 50% | 60%

1K. Average ACT score: 21

1L. % of students graduating college in 4 | 6 years: 25% | 55%

Needs Assessment

S-STAAR

D-DIBELS

E-EOC

A-ACT

RR-Reading Renaissance

ST-STAR for Math

DR-Discipline Report

AP-AP Tests

O-Other

Special Populations

All

AR-At Risk

ELL-English Language Learners

ED-Economically Disadvantaged

M-Migrant

SE-Special Education

Campus Name

Comprehensive Needs Assessment
COLLEGE PREP

Data Source: CSI

% Meeting CSI Goal	Reading CP CSI
% CSI (EOY Ren.)	52%
% of CSI Passing STAAR	76%
% of SPED Passing STAAR	60%

Data Source: STAAR

	STAAR Reading 6th	STAAR Reading 7th	STAAR Reading 8th	STAAR Writing 7th	English I EOC	English II EOC
% Approaches	77	83				
% Meets	54	65				
% Masters	28	50				
% Student Achievement Average	53	66				

Data Source: AP/IB/Electives

AP Scores	Pass AP Lit	Pass AP Lang	IB Scores	IB Group 1	% Royal Readers	% Word Master
% Score 1			% Score 1-3		61%	10%
% Score 2			% Score 4-5			
% Score 3+			% Score 6-7			
					RR Goal Met/Not Met	WM Goal Met/Not Met
					Met	Met

Reflections	
Areas of Strength	**Areas of Need**
1. Strong lesson planning to supplement provided district curriculum	1. District curriculum lacks rigor and alignment to student needs
2. Increased opportunity for students to practice reading fluency and comprehension	2. Begin intervention plans earlier in the school year using the MSR report
3. Targeted support provided to ELL and Sped population to ensure execution of accommodations	contents specifically to strengthen comprehension and writing

Campus Name

Comprehensive Needs Assessment - College Prep COLLEGE PREP					
Data Source: STAAR					
	STAAR Math 6th	**STAAR Math 7th**	**STAAR Alg I**		
% Approaches	81	75	na		
% Meets	50	49	na		
% Masters	21	26	na		
% Student Achievement Average	50	49	na		
Data Source: AP/IB					
AP Scores	**Pass AP Calculus AB**	**Pass AP Calculus CD**	**Pass AP Prob. & Stats.**	**IB Scores**	**IB Group 5**
% Score 1	na	na	na	**% Score 1-3**	na
% Score 2	na	na	na	**% Score 4-5**	na
% Score 3+	na	na	na	**% Score 6-7**	na

Reflections	
Areas of Strength	**Areas of Need**
1. 6th Grade math growth from first mock exam to final mock exam.	1.Use MSR to identify priority scholars earlier in the year.
2. Effective lesson plan feedback and lesson rehearsals including Sped faculty	2. Provide targeted supports and intentional data monitoring for priority scholars.
3. Effective content coaching implementation	3. Content specific professional development for new to content teachers.

Campus Name

Comprehensive Needs Assessment COLLEGE PREP						
Data Source: Internal Assessments						
	6th Grade EOY Assessment	7th Grade EOY Assessment				
% Passing	67|34|28	77|58|43				
Data Source: STAAR						
	STAAR 8th Science	STAAR Biology				
% Approaches						
% Meets						
% Masters						
% Student Achievement Average						
Data Source: AP/IB						
AP Scores	Pass AP Biology	Pass AP Chemistry	Pass AP Physics (1, 2, & C)	Pass AP Env. Science	IB Scores	IB Group 4
% Score 1					% Score 1-3	
% Score 2					% Score 4-5	
% Score 3+					% Score 6-7	

Reflections	
Areas of Strength	**Areas of Need**
1. Aggressively monitor student annotation habits which produced higher exit ticket data	1.Use MSR to identify 8th grade priority scholars for EOC.
2. Exit ticket data improved when testing accommodations were implemented among sub-pops	2. Provide targeted supports and intentional data monitoring for priority scholars.
3. Targeted support provided to ELL and Sped population to ensure execution of accommodations	3. Content specific professional development for new to content teachers.

Campus Name

Comprehensive Needs Assessment COLLEGE PREP							
Data Source: Internal Assessments							
	6th Grade EOY Assessment	7th Grade EOY Assessment					
% Passing	91|60|30	90|82|80					
Data Source: STAAR							
	STAAR 8th US History	EOC US History					
% Approaches							
% Meets							
% Masters							
% Student Achievement Average							
Data Source: AP/IB							
AP Scores	Pass AP Human Geography	Pass AP World History	Pass AP US History	Pass AP Goverment	Pass AP Economics	IB Scores	IB Group 3
% Score 1						% Score 1-3	
% Score 2						% Score 4-5	
% Score 3+						% Score 6-7	

Reflections	
Areas of Strength	Areas of Need
1. Students enjoyed project based learning exercises	1. District curriculum lacks rigor
2. Students exposed to various cultures	2. Partnerships with ELA-R classrooms around instructional best practices (comprehension strategies)
3. Increased reading and vocabulary enrichment	3. Culturally relevant curriculum that mirrors the diversity of the school community

Campus Name

Comprehensive Needs Assessment
COLLEGE PREP

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

	Listening	Speaking	Reading	Writing	% of ELL Students who grew one or more levels
% Beginning	0%	3%	7%	1%	Not able to calculate with reports given
% Intermediate	8%	56%	16%	15%	
% Advanced	32%	40%	35%	47%	
% Advanced High	59%	1%	42%	37%	

Reflection	
Areas of Strength	**Areas of Need**
1. Teachers provided student list and acommodations to support scholars instructionally	1 Teacher training adjusting lesson plans to incorporate specific literary strategies for sub pop
2 Development of testing accommodations to suit students needs	2 Supplement districts curriculum to include more at-bats at writing across all subject areas
3 6th grade ELA only-Targeted support provided to ELL and Sped population to ensure execution of accommodations	3 Use MSR to identify priority scholars earlier in the year to provide targeted supports intentional data monitoring.

Campus Name

Comprehensive Needs Assessment COLLEGE PREP	
Staff Quality, Recruitment, Retention	
	Percentage
% School Lead Team Retention	75%
% Instructional Support Retention	100%
% Teacher Retention	77%
% Campus Support Retention	100%
% SPED Certified Teachers	50%
% State/National Certified Teachers	38%
% State Certified Leaders	50%
% State/Board certified Counselors	50%
Number of teacher applicants per 2020-21 school year	**20**

Reflections	
Areas of Strength	**Areas of Need**
1 Opportunities to grow/ and staff pay is competitive	1 Increase staff/teacher engageement
2 Population of staff matches demographics of students	2 incease # of certified applicants and in teacher spaces
3 Staff celebrations including shirts, bags, cups, and food are highly valued	3 Invest in leadership and teacher certification/ or advocate on a district level these needs

Campus Name

Comprehensive Needs Assessment ACADEMY	
Data Source: School Culture and Climate	
	Campus %
% Average Daily Attendance	93.31%
% Overall Persistence	89%
% New Student Persistence	78%
# of Admin Withdrawals/ Level 3 Offenses	4
% SPED	12%
% ELL	25%
% Eco Dis	83%
% Migrant	0%
% Race: American-Indian-Alaska-Native	0%
% Asian	3%
% White-Hispanic	66%
% Multi	0%
% Black-African-American	25%
% Native-Hawaiian-Pacific-Islander	0%
% White	6%
% Male	49%
% Female	51%

Data Source: School Culture and Climate	
Reflections	
Areas of Strength	**Areas of Need**
1 Consistently addresses campus improvements to strengthen school culture (ie. Dismissal procedures, lunch coverage, etc.)	1 increase Student daily attendance
2 Revision and execution of sufficient carline procedures	2. Revision of schoolwide culture plan to target RTI processes to build consistent classroom practices
3 Increase student participation and family engagement through extracurricula activities	3 Creation and effective execution of student incentive plan-Tracking system □

Campus Name

Comprehensive Needs Assessment COLLEGE PREP	
Data Source: Family and Community Involvement	
	Percentage
% Families Attended WTI	100%
% Families Attended Curriculum Night	n/a
% Families Who Attended EOY Ceremonies	50%
% Families who attended Fall Festival	n/a
% Families who attended Winter Festival	n/a
% Families who attended Spring Festival	n/a

Reflections	
Areas of Strength	**Areas of Need**
11. Multiple avenues of communication (Smore, Remind)	1 Increase percentage of parents connected to communication platforms / internally design schoolwide
2 Frequent communication with parents (Parent Weekly / Newsletters)	2 Ensure access to translation tools (headphones) for pare
3 Share communication in languages reflective of student population	3 increase amount of community partnerships

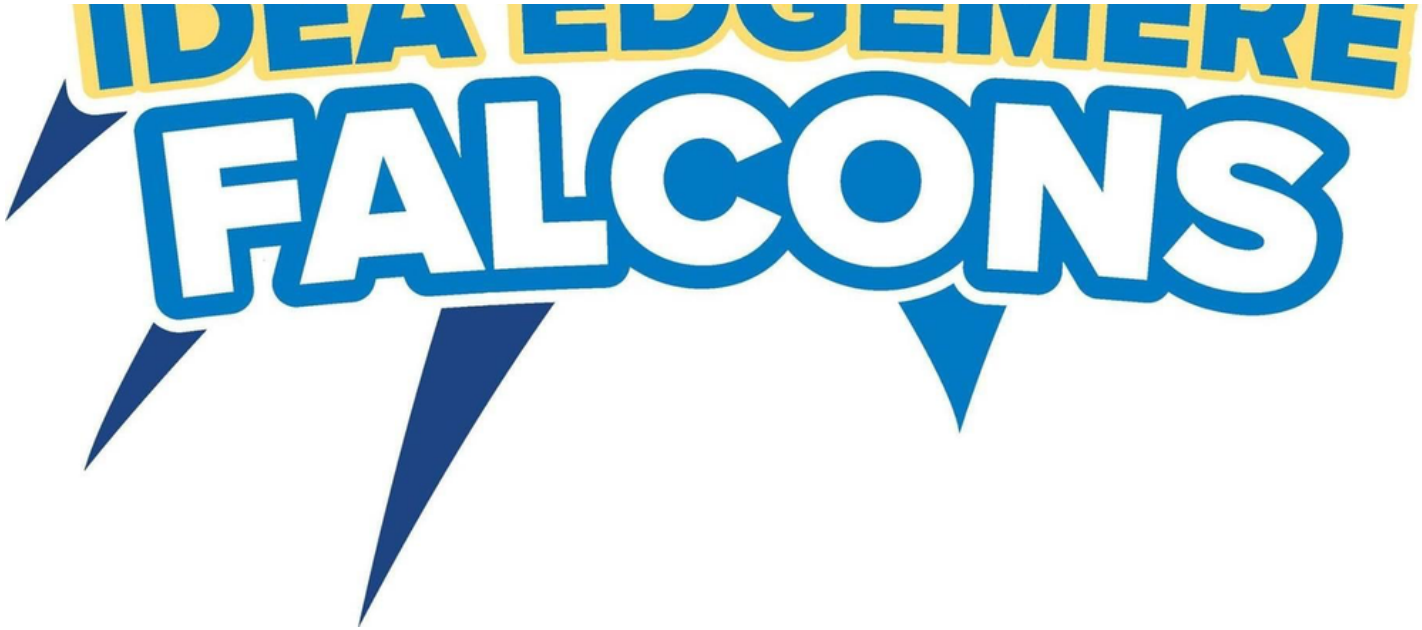
IDEA Public Schools

Edgemere Academy

2022-2023 Campus Improvement Plan

Accountability Rating: A

Distinction Designations:
Academic Achievement in English Language Arts/Reading
Academic Achievement in Mathematics



Board Approval Date: October 21, 2022
Public Presentation Date: September 15, 2022

Mission Statement

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

Vision

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

Core Values

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

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

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Comprehensive Needs Assessment

Revised/Approved: August 31, 2022

Demographics

Demographics Summary

IDEA Edgemere is a full-scale campus for Academy this year; we added 5th grade this year. We are an open enrollment charter school, non profit, free tuition public school. This year we service 998 scholars in Academy. We have all special programs, including general sped, RISE sped unit (self contained), 504, Bilingual, and RTI.

Our goal is to ensure every scholar is at or above grade level in reading and in math. We believe our academy provides scholars the fundamental building blocks to set a child on the path to college.

See PDF in Addendum for more information

Grade Level	Total in Grade	American Indian or Native Alaskan	Asian or Pacific Islander	Black, not of Hispanic orig
-1	110 ~(m) / ~(f)	0 ~(m) / ~(f)	0 ~(m) / ~(f)	0 ~(m) / ~(f)
0	147 ~(m) / ~(f)	0 ~(m) / ~(f)	0 ~(m) / ~(f)	0 ~(m) / ~(f)
1	164 ~(m) / ~(f)	0 ~(m) / ~(f)	0 ~(m) / ~(f)	0 ~(m) / ~(f)
2	161 ~(m) / ~(f)	0 ~(m) / ~(f)	0 ~(m) / ~(f)	0 ~(m) / ~(f)
3	169 ~(m) / ~(f)	0 ~(m) / ~(f)	0 ~(m) / ~(f)	0 ~(m) / ~(f)
4	122 ~(m) / ~(f)	0 ~(m) / ~(f)	0 ~(m) / ~(f)	0 ~(m) / ~(f)
5	125 ~(m) / ~(f)	0 ~(m) / ~(f)	0 ~(m) / ~(f)	0 ~(m) / ~(f)
Total	998 ~(m) / ~(f)	0 ~(m) / ~(f)	0 ~(m) / ~(f)	0 ~(m) / ~(f)

Demographics Strengths

See PDF in Addendum for more information

Problem Statements Identifying Demographics Needs

Problem Statement 1: More extracurricular activities- staff volunteer (after school programs ex: art, Spanish, music (singing) **Root Cause:** Funds were prioritized for afterschool care and BOY and closing the achievement gap via tutoring, intersession classes, and Saturday School.

Problem Statement 2 (Prioritized): More positive reinforcement/incentives for good behavior (play with friend at recess, sit with friend in cafeteria, classroom, student of the week recognition) **Root Cause:** Training staff on different ways to implement positive reinforcement, and the Student Success Advisor struggling with time management to scheduling time to see every scholars.

Problem Statement 3 (Prioritized): More opportunities for IN PERSON family contact/communication (report card nights, parent/teacher conference nights) **Root Cause:** Limited opportunities for parents to come to our campus were offered.

Problem Statement 4 (Prioritized): There is a need to increase student persistence specifically for new to IDEA Edgemere students because it has declined over the past two years. **Root Cause:** (1) Lack of consistent and clear communication around school culture and expectations to parents and students during the entire onboarding process (Welcome to IDEA), and (2)lack consistent annual reflection and interest surveys on what keep students/families at IDEA and what programmatic offerings we need to consider and incorporate (instruction, extra curricular activities, athletics, and clubs)

Problem Statement 5 (Prioritized): There has been a trend of declining average daily attendance (ADA) over the past two of years. **Root Cause:** (1) Lack of communication and family investment of the importance of attending school every day

Problem Statement 6 (Prioritized): There is a need for more professional development opportunities for educators to aid and assist scholars who receive special education support and emergent bilingual learners. **Root Cause:** (1) Teachers do not have the tools to support scholars who are in the Domain III category, which leads to scholars not meeting their growth goals or TELPAS growth. (2) Leaders do not have the expertise to provide teachers with action steps that aid in the growth and support of Domain III scholars.

Problem Statement 7 (Prioritized): Unclear vision to reduce the threat of bullying. High volume of family and student reported bullying concerns led to persistence concerns. **Root Cause:** The campus does not have a clear and consistent vision to educate all stakeholders on bullying. Campus does not have a clear protocol to address bullying when reported.

Problem Statement 8 (Prioritized): EB scholars enrollment rates have increased significantly. As such, campus must adapt and incorporate more urgent interventions for our beginner and intermediate EB scholars. **Root Cause:** A significant increased of EB scholars has enrolled this year. Many of them, are first year in America students who need more urgent support with language acquisition.

Problem Statement 9 (Prioritized): Scholars in Special education performed significantly lower than scholars in other accountable subgroups. **Root Cause:** Interventions were primarily fluency based and did not emphasize standard and skill based supports.

Problem Statement 10 (Prioritized): RTI is not being implemented effectively. No clear communication between SEL department and instructional team. **Root Cause:** Ownership at the campus levels was associated with the counseling department and Trainings.

Student Learning

Student Learning Summary

We are proud to be an A rated campus (91). Domain I- 82, Domian II-92, and Domain III-89, for student achievement, school progress, and closing the gaps respectively. We continue to work hard towards providing a high qaulity education for scholars.

See PDF in Addendum for more information

Student Learning Strengths

See PDF in Addendum for more information.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: In person training during BOY and on going training/incorporate aggressive monitoring. Math Coach/Regional Coach visit campus on a regular basis. **Root Cause:** Most all trainings were virtual or via Roadmaps, with very little in person or hands on.

Problem Statement 2: Alternate tutoring days and intervention times between math and reading for low students **Root Cause:** Reading was prioritized as the initial intervention focus.

Problem Statement 3: Scholars are properly placed and consistently monitored/flagged throughout the school year by teachers based on data of mastery tests and fluency checkouts. **Root Cause:** Tracking gaps correctly and implementing a strong first teach.

Problem Statement 4 (Prioritized): Implementing more planning time earlier in the year to unpack upcoming lessons and prepare activities. **Root Cause:** Master schedule did not allow for more that 30 minutes of teacher planning. Edit Associated Areas

Problem Statement 5: More fluency practice, start of book clubs and tracking of AR data in all ELA/Reading classrooms. **Root Cause:** Implementing TEKs to focus on at the beginning of the year to target gaps within instruction.

School Processes & Programs

School Processes & Programs Summary

We start to develop instrucitonal leaders in the classroom and with grade and content team leaders. We have a Teacher Foundational Leadership program that teachers attend to understand instrucitonal leadership and management of teams. Each teacher leader has a job description with goals.

We start with a scope and sequence for professional development based on the GET (Guidance for Excellent Teaching) and its power strands and rows. We also use the Get Better Faster waterfall to ensure our teachers master certain things in classroom managment and rigor first.

As instructional leaders, we prioritize instructional rounds, following our coaching cycle and taking time to dive into data with data conversations and SWAMS (student work analysis meetings)

See PDF in Addendum for more information.

School Processes & Programs Strengths

Curriculum & Instruction:

- At least one-third of IDEA students graduate with the "AP Scholar" designation, evidence of earning a qualifying score on at least three AP exams, demonstrating successful completion of college-level coursework prior to graduation.
- IDEA provides students access to accelerated instruction through the 1:1 technology device, including adaptive software for mathematics and literacy and access to hundreds of thousands of books in the district's digital library.
- IDEA curricular resources include high-quality instructional materials that earn the highest ratings on national evaluation measures.
- IDEA curriculum is regularly evaluated using a quality evaluation tool, ensuring alignment to the Texas Essential Knowledge and Skills and AP course standards, as well as the STAAR/EOC and AP exams.
- IDEA implements a variety of training opportunities for teachers and leadership staff with the goal of developing teachers' pedagogical content knowledge and leaders' coaching skills.
- For 15 years in a row, 100% of IDEA students have been accepted into college, demonstrating that IDEA academic programming is adequately preparing students for post-secondary education.
- In 2022, four IDEA schools were ranked in the top 10 Most Challenging Schools in the Nation and 13 were ranked in the top 1% of schools nationwide, by the Jay Mathews Challenge Index High School Rankings.

Special Programs

- IDEA exceeded the expected growth target for EL student performance on TELPAS in 2021 with 48% of ELs meeting that target.
- IDEA provide targeted research based instruction to students who have a 2.0 year gap in Reading and/or Math with the goal of closing that gap by 2.0 years during the school year with our initiative called Critical Student Intervention (CSI). During the 21-22 school year, 2,562 out of 6,632 students meet that goal for Reading and 703 out of 1,268 students met the goal for Math.
- IDEA is in Year 3 of our TEA awarded Autism Grant. Through this grant we were able to increase support for 195 students with autism in Rio Grande Valley and Austin who met the criteria outlined by TEA for this grant.
- IDEA submitted and was awarded a Dyslexia Grant by the TEA so that we will be able to provide increased professional development to teachers and leaders on working with students with dyslexia and increase the support resources for our students with dyslexia.

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 1 (Prioritized): Fidelity to coaching cycle to include the exemplar and modeling. **Root Cause:** Behavior interruptions took away from the coaching cycle of teachers.

Problem Statement 2: Additional coaching in parent relation building, classroom behavior management and organizational systems for prioritization for student results. **Root Cause:** Consistent behavior system not used as a campus. Teacher not taught how to organize work or how to build relationships with parents.

Problem Statement 3 (Prioritized): Establish team building inside and outside of work **Root Cause:** Very little team building was implemented into Pd and due to covid, gathering outside of school was not planned.

Problem Statement 4: The lack of family engagement throughout the year has hindered our ability to build relationships and increase overall and new student persistence. **Root Cause:** (1) There are not enough family engagement events throughout the year. (2) Families do not have enough notice to attend family engagement events. (3) Deficit of family engagement events advertised on social media and remind.

Problem Statement 5: There is a need for more professional development opportunities for educators to aid and assist scholars who receive special education support and emergent bilingual learners. **Root Cause:** (1) Teachers do not have the tools to support scholars who are in the Domain III category, which leads to scholars not meeting their growth goals or TELPAS growth. (2) Leaders do not have the expertise to provide teachers with action steps that aid in the growth and support of Domain III scholars.

Problem Statement 6: While there is strong TEKS alignments, the campus has gaps implementing the ELPS. **Root Cause:** No clear vision for ELPS and EB support across campus.

Problem Statement 7 (Prioritized): Gap communicating goals and performance expectations to all stakeholders. **Root Cause:** Campus has no effectively invested parents in students individual performance and progress goals.

Priority Problem Statements

Problem Statement 1: More positive reinforcement/incentives for good behavior (play with friend at recess, sit with friend in cafeteria, classroom, student of the week recognition)

Root Cause 1: Training staff on different ways to implement positive reinforcement, and the Student Success Advisor struggling with time management to scheduling time to see every scholars.

Problem Statement 1 Areas: Demographics

Problem Statement 2: More opportunities for IN PERSON family contact/communication (report card nights, parent/teacher conference nights)

Root Cause 2: Limited opportunities for parents to come to our campus were offered.

Problem Statement 2 Areas: Demographics

Problem Statement 3: There is a need to increase student persistence specifically for new to IDEA Edgemere students because it has declined over the past two years.

Root Cause 3: (1) Lack of consistent and clear communication around school culture and expectations to parents and students during the entire onboarding process (Welcome to IDEA), and (2)lack consistent annual reflection and interest surveys on what keep students/families at IDEA and what programmatic offerings we need to consider and incorporate (instruction, extra curricular activities, athletics, and clubs)

Problem Statement 3 Areas: Demographics

Problem Statement 4: There has been a trend of declining average daily attendance (ADA) over the past two of years.

Root Cause 4: (1) Lack of communication and family investment of the importance of attending school every day

Problem Statement 4 Areas: Demographics

Problem Statement 5: There is a need for more professional development opportunities for educators to aid and assist scholars who receive special education support and emergent bilingual learners.

Root Cause 5: (1) Teachers do not have the tools to support scholars who are in the Domain III category, which leads to scholars not meeting their growth goals or TELPAS growth. (2) Leaders do not have the expertise to provide teachers with action steps that aid in the growth and support of Domain III scholars.

Problem Statement 5 Areas: Demographics

Problem Statement 6: Unclear vision to reduce the threat of bullying. High volume of family and student reported bullying concerns led to persistence concerns.

Root Cause 6: The campus does not have a clear and consistent vision to educate all stakeholders on bullying. Campus does not have a clear protocol to address bullying when reported.

Problem Statement 6 Areas: Demographics

Problem Statement 7: EB scholars enrollment rates have increased significantly. As such, campus must adapt and incorporate more urgent interventions for our beginner and intermediate EB scholars.

Root Cause 7: A significant increased of EB scholars has enrolled this year. Many of them, are first year in America students who need more urgent support with language

acquisition.
Problem Statement 7 Areas: Demographics

Problem Statement 8: Scholars in Special education performed significantly lower than scholars in other accountable subgroups.
Root Cause 8: Interventions were primarily fluency based and did not emphasize standard and skill based supports.
Problem Statement 8 Areas: Demographics

Problem Statement 9: RTI is not being implemented effectively. No clear communication between SEL department and instructional team.
Root Cause 9: Ownership at the campus levels was associated with the counseling department and Trainings.
Problem Statement 9 Areas: Demographics

Problem Statement 10: Implementing more planning time earlier in the year to unpack upcoming lessons and prepare activities.
Root Cause 10: Master schedule did not allow for more that 30 minutes of teacher planning. Edit Associated Areas
Problem Statement 10 Areas: Student Learning

Problem Statement 11: Fidelity to coaching cycle to include the exemplar and modeling.
Root Cause 11: Behavior interruptions took away from the coaching cycle of teachers.
Problem Statement 11 Areas: School Processes & Programs

Problem Statement 12: Establish team building inside and outside of work
Root Cause 12: Very little team building was implemented into Pd and due to covid, gathering outside of school was not planned.
Problem Statement 12 Areas: School Processes & Programs

Problem Statement 13: Gap communicating goals and performance expectations to all stakeholders.
Root Cause 13: Campus has no effectively invested parents in students individual performance and progress goals.
Problem Statement 13 Areas: School Processes & Programs

Problem Statement 14: There is a need to focus on creating a strong school and student culture as many students lack social skills due to Covid-19.
Root Cause 14: Best practices around school and student culture have not been consistently collected and shared within the El Paso region.
Problem Statement 14 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- 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

- 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
- Local benchmark or common assessments data
- Observation Survey results
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- School safety data
- Enrollment trends

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

Goals

Goal 1: Increase staff retention

Performance Objective 1: 80% or More on Great Places to Work Survey

High Priority

Evaluation Data Sources: Great Places to Work Survey

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: High Quality Boarding **Strategy's Expected Result/Impact:** Touch points and temperature checks with staff. Grade level team building to build a sense of team and family. Transparency of expectations in scheduling and deliverables. Ensure that all staff are prepared for success by providing all resources and materials necessary for instruction. **Staff Responsible for Monitoring:** Lead Team **TEA Priorities:** Recruit, support, retain teachers and principals - **Problem Statements:** Demographics 6 - Student Learning 4 - School Processes & Programs 1, 3	0%			

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 6: There is a need for more professional development opportunities for educators to aid and assist scholars who receive special education support and emergent bilingual learners. **Root Cause**: (1) Teachers do not have the tools to support scholars who are in the Domain III category, which leads to scholars not meeting their growth goals or TELPAS growth. (2) Leaders do not have the expertise to provide teachers with action steps that aid in the growth and support of Domain III scholars.
Student Learning
Problem Statement 4: Implementing more planning time earlier in the year to unpack upcoming lessons and prepare activities. **Root Cause**: Master schedule did not allow for more that 30 minutes of teacher planning. Edit Associated Areas

School Processes & Programs

Problem Statement 1: Fidelity to coaching cycle to include the exemplar and modeling. **Root Cause**: Behavior interruptions took away from the coaching cycle of teachers.

Problem Statement 3: Establish team building inside and outside of work **Root Cause**: Very little team building was implemented into Pd and due to covid, gathering outside of school was not planned.

Goal 2: IDEA achieves an A rating

Performance Objective 1: Strategy 1: Purposeful 1st Instruction

(Daily Lesson prioritizes student practice of content and skills, and emphasizes student reading, writing, speaking, and listening. All teachers provide feedback during student practice.)

High Priority

Evaluation Data Sources: Tactic #1: Lesson Internalization and Rehearsal:

Focus on lesson internalization to develop rigorous lesson plans that meet the daily objective by unpacking the standard, dissect previous STAAR assessment questions and Direct Assessments, Create K/D/A to receive feedback weekly on lesson alignment, exemplars, and student practice.

Lesson rehearsals and feedback to teachers starting with obj/exit ticket alignment, exemplar creation, etc.

Lesson Internalization (Special Pops):

Provide professional development in use of the SIOP model to meet EL learning needs, understanding the IEP, and the use of differentiation of instruction to meet the individual student needs.

Collaborate with SPED team to ensure appropriate accommodations and services are implemented with fidelity.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Tactic # 2: Aggressive Monitoring. Student Practice (Gen-Ed., SPED) **Strategy's Expected Result/Impact:** Teachers will monitor students throughout the lesson (Do Now, Guided Practice, Independent Practice) and provide Systematic feedback and corrections mirroring the teacher exemplar. Tutors will work with special pop scholars in small group interventions if scholars are not at mastery. Teachers will present new materials in small steps with student practice after each step by thinking aloud and modeling mastery. Leaders will observe to see if accommodations are being implemented during Instructional Rounds Leaders and Teachers will access through Assessment and Exit Ticket Data **Staff Responsible for Monitoring:** Lead Team, STAAR Teachers, Regional Coaches **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 6, 9, 10 - School Processes & Programs 7	100%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: 90|60|30 Performance in 3rd in Reading and Math in STAAR by EOY **Strategy's Expected Result/Impact:** STAAR Data **Staff Responsible for Monitoring:** Lead Team and Teachers	100%			

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Tactic #3: Daily Exit Ticket STAAR Alignment/Tracking (Gen-Ed, SPED) **Strategy's Expected Result/Impact:** Teachers will use STAAR aligned Exit Tickets, Track Exit Ticket Data (Daily ET Tracker/Teams) to be able to monitor student mastery performance and reflect how to close the gaps of content with the support of the Leadership Team to close gaps prior to providing instruction to the cohort of students **Staff Responsible for Monitoring:** Lead Team, Teachers, Regional Coaches **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction	0%			

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4: 90% of Prek-2nd at or above grade in Reading **Strategy's Expected Result/Impact:** Students can read at Grade Level **Staff Responsible for Monitoring:** Interventionist, Pre-k, Pre-K co teacher **Title I:** 2.4, 2.5 **Problem Statements:** Student Learning 4 - School Processes & Programs 1, 7	0%			

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 6: There is a need for more professional development opportunities for educators to aid and assist scholars who receive special education support and emergent bilingual learners. **Root Cause**: (1) Teachers do not have the tools to support scholars who are in the Domain III category, which leads to scholars not meeting their growth goals or TELPAS growth. (2) Leaders do not have the expertise to provide teachers with action steps that aid in the growth and support of Domain III scholars.
Problem Statement 9: Scholars in Special education performed significantly lower than scholars in other accountable subgroups. **Root Cause**: Interventions were primarily fluency based and did not emphasize standard and skill based supports.
Problem Statement 10: RTI is not being implemented effectively. No clear communication between SEL department and instructional team. **Root Cause**: Ownership at the campus levels was associated with the counseling department and Trainings.
Student Learning
Problem Statement 4: Implementing more planning time earlier in the year to unpack upcoming lessons and prepare activities. **Root Cause**: Master schedule did not allow for more that 30 minutes of teacher planning. Edit Associated Areas
School Processes & Programs
Problem Statement 1: Fidelity to coaching cycle to include the exemplar and modeling. **Root Cause**: Behavior interruptions took away from the coaching cycle of teachers.
Problem Statement 7: Gap communicating goals and performance expectations to all stakeholders. **Root Cause**: Campus has no effectively invested parents in students individual performance and progress goals.

Goal 3: Increase student daily attendance

Performance Objective 1: Power DI Dashboard

High Priority

Evaluation Data Sources: DI Dashboard

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Invest time in teachers and communicating **Strategy's Expected Result/Impact:** Daily huddles Weekly GTL Meetings Weekly Falcon Newsletter Shoutouts Weekly PD's Use data from the GPTW Survey to close gaps Continue to promote open door policy **Staff Responsible for Monitoring:** Lead Team **TEA Priorities:** Recruit, support, retain teachers and principals -	100%	100%	100%	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 3: Increase student daily attendance

Performance Objective 2: Invest in ADA Data through Accurate Tracking and Follow-up

High Priority

Evaluation Data Sources: Tracking through Daily Huddles-Ensure phone calls are completed for absent scholars. Conduct Follow-up calls for those parents not reached in the AM.

Data Audit- Verify data through weekly audits of enrollment and ADA ensuring that all manual changes are completed.

Public Data Tracker-Ensure that data is easily readable and accessible

ADA Homeroom Teacher Tracker-All homeroom teachers help support the SIS by updating the ADA Tracker by 8:45 A.M. daily. Homeroom teachers recognize students with perfect attendance.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Escalation Matrix **Strategy's Expected Result/Impact:** During weekly tactical meetings, the lead team is reviewing and/or assigning members, tasks to communicate and assist students that are being flagged for numerous absences. The tracking system allows for all lead team members to review and monitor the progress being made to assist students with numerous absences. Check-ins with our APO in a weekly meeting to norm on persistence data. AC will follow up with each family on the missions list, and mark off calendar to continue to contact families on the leaver log who specified interest in returning to IDEA in the future. **Staff Responsible for Monitoring:** Lead Team, Teachers, Staff (Monitors) **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** Demographics 5	0%			

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 5: There has been a trend of declining average daily attendance (ADA) over the past two of years. **Root Cause**: (1) Lack of communication and family investment of the importance of attending school every day

Goal 4: Increase student persistence

Performance Objective 1: Provide 100% of guidance lessons for scholars on school safety and violence prevention and intervention

High Priority

Evaluation Data Sources: Counselors sign in/Calendar and Attendance

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Move this world **Strategy's Expected Result/Impact:** Move this world Data Report **Staff Responsible for Monitoring:** Counselor, Lead Team, Teachers **ESF Levers:** Lever 3: Positive School Culture	0%			

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 4: Increase student persistence

Performance Objective 2: Ensure 100% of 1st through 3rd grades either train for the fitness Gram and complete by EOY

High Priority

Evaluation Data Sources: Locas Dashboard

Title I Personnel

Name	Position	Program	FTE
Celest Perez	Interventionist	Title 1	1
Cynthia McCranie	Interventionist	Title 1	.5
Janice Briones	Pre-k	Title 1	1
Noemi Chico	Pre-k Teacher	Title 1	1

Addendums

Master CNA & SAIP Reporting Checklist

				PTG	100%	PTG	0%
DEPT	**Data Sources**	**Data Tabs**	**Guidance**	**Status**	**Principal Notes or Questions**	**VP Verification**	**Notes & Next Steps**
ACADEMY	KEYS Tab (Tab 3)	Student Achievement Improvement Plan 2021-2022 School Year	This SAIP plan will require logging concrete initiatives put in place for student improvement, as well as their associated timelines, resoures, and responsible staff. Each initiative will be tracked mid-year and at the end of the year. Mid-year assessments should be completed by each campus between December 1, 2022 and no later than January 31, 2023.	Complete		Complete	
	Locus Dashboards: CSI, STARR, AP CampusIB Reports EOY Assessments	Comprehensive Needs Assessment 2022 English Language Arts	These pages should include the percentage of students who achieved each listed score for the 2021-2022 School Year. For each subject, list a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete		Complete	
		Comprehensive Needs Assessment 2022 Math		Complete		Complete	
		Comprehensive Needs Assessment 2022 Science		Complete		Complete	
		Comprehensive Needs Assessment 2022 Humanities		Complete		Complete	
	State TELPAS Report	Comprehensive Needs Assessment 2022 TELPAS	This data set will outline the percentage of students that earned proficiency in the areas of Listening, Speaking, Reading, and Writing, as indicated in the State TELPAS report. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete		Complete	
	Locus Dashboard: Staff Retention	Staff Quality, Rentention, & Recruitment 2021-2022 School Year	Under the %SPED Data Point, this should reflect the percentage of SPED certified teachers, compared to the overall SPED staff. Under number of teacher applicants, note how many teachers were interviewed by campus leaders for positions during the 2021-2022 School Year. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete		Complete	
	Locus Dashboards: Student Persistence, Enrollment, ADA	School Culture & Climate 2021-2022 School Year	For the Withdrawals/Level 3 Offenses data point, list the number of withdrawals or offenses. All other data points should reflect percentages. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete		Complete	
	Campus Academic Counselor Tracking Systems	2022 Family & Community Involvement	In addition to listing data percentages, list a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete		Complete	

IDEA Public Schools

Edgemere College Prep

2022-2023 Campus Improvement Plan

Accountability Rating: B

Distinction Designations:
Academic Achievement in English Language Arts/Reading
Academic Achievement in Mathematics
Academic Achievement in Social Studies
Top 25 Percent: Comparative Academic Growth
Postsecondary Readiness

Board Approval Date: October 21, 2022
Public Presentation Date: September 14, 2022

Mission Statement

IDEA Public Schools Mission

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

IDEA Edgemere College Prep Mission

IDEA Edgemere College Prep prepares ALL scholars to support one another, overcome obstacles, accept responsibility, and realize success (SOAR) along their journey to and through college.

Vision

IDEA Public Schools Vision

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

Core Values

IDEA Public Schools Core Values

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

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

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Comprehensive Needs Assessment

Demographics

Demographics Summary

At the start of the 2022-2023 school year, currently Idea Edgemere College Preparatory has 528 students ranging from grades 6-10. Campus entails an array of races. The table below demonstrates the number of scholars in each grade level as well as specific races:

Grade Level	Total in Grade	American Indian or Alaskan Native (0%)	Asian (0.5%)	Black or African American (4.4%)	Native Hawaiian/Other Pac Islander (0.5%	Whi (12.6
6	96	0	3	6	0	
7	128	0	2	5	0	
8	127	0	3	4	1	
9	79	0	1	2	0	
10	98	0	2	8	0	
Total	528	0	11	25	1	

Out of the total number of students, 13.2% of students receive special education services. Of the entire student population, 32.38% are labeled as Emergent Bilingual Learners (EBL). The percentage of scholars who are economically disadvantaged is 62.7%. The average daily attendance is 92.67%. The overall persistence is 81.24% and NEW student persistence is 84.62%. As of the 2021-2022 school year, 2 scholars were admin withdrawals/level 3 offenses.

Demographics Strengths

We have had low instances of Level 3 offenses/Administrative withdrawals. We support a growing population of scholars. Finally, our scholar population has placed us in TEA comparison groups with other IDEA schools.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): There is a need to increase student persistence specifically for new to IDEA Edgemere students because it has declined over the past two years. **Root Cause:** (1) Lack of consistent and clear communication around school culture and expectations to parents and students during the entire onboarding process (Welcome to IDEA), and (2)lack consistent annual reflection and interest surveys on what keep students/families at IDEA and what programmatic offerings we need to consider and incorporate (instruction, extra curricular activities, athletics, and clubs).

Problem Statement 2 (Prioritized): There has been a trend of declining average daily attendance (ADA) over the past two of years. **Root Cause:** (1) Lack of communication and family investment of the importance of attending school every day

Student Learning

Student Learning Summary

Idea Edgemere College Preparatory (IECP) received an achievement score for Advanced Mathematics (6th) of 57.66, Pre-Algebra (7th) of 53, and Algebra I of 32.66. In English Language Arts IECP received an achievement score of 56%, 72.66%, 64.33%, 59% for 6th Grade ELA, 7th Grade ELA, 8th Grade ELA, and English I respectively. In Science, IECP received an achievement score of 61.3% for Pre-AP Biology. For the 8th Grade US History STAAR, IECP received an achievement score of 54%. The percentage of EBL scholars who grew two or more levels at IECP was 39% at "Advanced High" for the 2021-2022 academic school year. Thirty-six percent of EBL scholars met their target goal, while 42% did not meet their long term goal.

Student Learning Strengths

Scholars have shown expanded vocabulary and reading proficiency from the previous year. Teachers have grown in their lesson internalization to increase scholar learning within each lesson. Procedural mathematics - Mastering foundational procedures will ensure that scholars are able to more efficiently solve for more conceptualized problem sets. Student-led interaction/collaboration - Ensuring that scholars are executing most of the thinking jobs during a lesson will ensure that scholars are able to optimally engage with the content. Scholars have shown mastery in connecting scientific concepts to real-world applications. Scholars have shown strength in annotating questions in biology to more accurately identify appropriate responses to questions. Scholars have shown skill in their mastery of historical progression and the integration of facts into their schema, even if it conflicts with existing internalized information.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): There is a lack of retention of vocabulary identification, particularly in Algebra I which leads to the unclarity of what the question is asking and what procedures scholars need to engage with. **Root Cause:** Scholars need to increase automaticity with vocabulary identification and enact the appropriate procedures to produce accurate results. Scholars need instruction infused with not only the what and the how of problem-solving, but also the why of problem-solving to ensure their success in not only their current course but also successive math courses.

Problem Statement 2 (Prioritized): There was a lack of growth in students who identified as EBL **Root Cause:** Lack of support for students to have multiple at bats in reading and writing within the classroom, other than ELA. Literacy in the classroom was not spread across mutiple content areas.

School Processes & Programs

School Processes & Programs Summary

At Idea Edgemere College Preparatory, data-informed instruction has been a driving point as to why our scholars are growing at high levels. Data conversations among teachers and instructional coaches have led to specific re-teach opportunities and tutorial content. Targeted student support for academic, social-emotional, and health needs: We proactively identify student needs and provide related services, including English Language instruction, special education instruction, and related services support, Critical Student Intervention, Reaching Independence through Support & Education (RISE), and social-emotional counseling.

In addition to providing an aligned, rigorous curriculum that the district provides, IECP works collaboratively to provide curriculum and content professional development to teachers, campus-based instructional leaders, and regional-based instructional leaders at the district level. The campus' professional development includes

-resources for planning instructional delivery and internalizing course content and material.
-teacher webinars every other Wednesday throughout the school year (approximately 15 per year) to support the implementation of curriculum, build teachers' pedagogical content knowledge and analyze district assessment data.
-teacher professional development (Course Collaboration) is offered four times per year to support the implementation of the upcoming quarter of instruction, build teachers' content knowledge, and provide collaborative opportunities for teachers to share best practices in content area delivery.
-regional and campus leadership professional development that focuses on coaching the curriculum implementation, including the use of coaching tools aligned to district curriculum.

School Processes & Programs Strengths

Curriculum & Instruction:

- At least one-third of IDEA students graduate with the "AP Scholar" designation, evidence of earning a qualifying score on at least three AP exams, demonstrating successful completion of college-level coursework prior to graduation.
- IDEA provides students access to accelerated instruction through the 1:1 technology device, including adaptive software for mathematics and literacy and access to hundreds of thousands of books in the district's digital library.
- IDEA curricular resources include high-quality instructional materials that earn the highest ratings on national evaluation measures.
- IDEA curriculum is regularly evaluated using a quality evaluation tool, ensuring alignment to the Texas Essential Knowledge and Skills and AP course standards, as well as the STAAR/EOC and AP exams.
- IDEA implements a variety of training opportunities for teachers and leadership staff with the goal of developing teachers' pedagogical content knowledge and leaders' coaching skills.
- For 15 years in a row, 100% of IDEA students have been accepted into college, demonstrating that IDEA academic programming is adequately preparing students for post-secondary education.
- In 2022, four IDEA schools were ranked in the top 10 Most Challenging Schools in the Nation and 13 were ranked in the top 1% of schools nationwide, by the Jay Mathews Challenge Index High School Rankings.

Special Programs

- IDEA exceeded the expected growth target for EL student performance on TELPAS in 2021 with 48% of ELs meeting that target.
- IDEA provide targeted research based instruction to students who have a 2.0 year gap in Reading and/or Math with the goal of closing that gap by 2.0 years during the school year with our initiative called Critical Student Intervention (CSI). During the 21-22 school year, 2,562 out of 6,632 students meet that goal for Reading and 703 out of 1,268

students met the goal for Math.

- IDEA is in Year 3 of our TEA awarded Autism Grant. Through this grant we were able to increase support for 195 students with autism in Rio Grande Valley and Austin who met the criteria outlined by TEA for this grant.
- IDEA submitted and was awarded a Dyslexia Grant by the TEA so that we will be able to provide increased professional development to teachers and leaders on working with students with dyslexia and increase the support resources for our students with dyslexia.

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 1 (Prioritized): The lack of family engagement throughout the year has hindered our ability to build relationships and increase overall and new student persistence. **Root Cause:** (1) There are not enough family engagement events throughout the year. (2) Families do not have enough notice to attend family engagement events. (3) Deficit of family engagement events advertised on social media and remind.

Problem Statement 2 (Prioritized): There is a need for more professional development opportunities for educators to aid and assist scholars who receive special education support and emergent bilingual learners. **Root Cause:** (1) Teachers do not have the tools to support scholars who are in the Domain III category, which leads to scholars not meeting their growth goals or TELPAS growth. (2) Leaders do not have the expertise to provide teachers with action steps that aid in the growth and support of Domain III scholars.

Perceptions

Perceptions Summary

The average results for the *Great Place to Work Survey* for Idea Edgemere College Preparatory (IECP) is a rating of 67 and the rating for the GPTW model is 66. During the 2021-2022 academic school year, the percentage of parents who attended WTI was 85%, and families who attended end-of-year ceremonies 90%. In the Spring of 2022, the athletics department hosted a golf tournament to raise money for sports. During the event, we were able to connect with current families, recruit new families, and talk to potential employees. There has been an increase in parent volunteers that are extremely involved in sports and special events. The results of the Panorama survey go as followed: student survey results for the campus, 3.7, parent survey for IECP, 4.2.

Perceptions Strengths

Scholars and families were very happy with the safety of our school and the communication between the teachers and administration. Families are happy with and ready to celebrate during the awards assembly at the end of the year. Along with positive celebrations for scholars at the end of the school year, the school community is happy with the structure we provide our scholars.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): There is a need to focus on creating a strong school and student culture as many students lack social skills due to Covid-19. **Root Cause:** Best practices around school and student culture have not been consistently collected and shared within the El Paso region.

Problem Statement 2: Families do not participate in family surveys at an appropriate rate and attendance for SIP and information events is low. **Root Cause:** In 22-23 we seek to change family perceptions of feeling disengaged in our school community. Aligned to our organizational priority, we want to all Edgemere College Prep Families to feel welcome and able to engage in our school community.

Priority Problem Statements

Problem Statement 1: There is a need to increase student persistence specifically for new to IDEA Edgemere students because it has declined over the past two years.

Root Cause 1: (1) Lack of consistent and clear communication around school culture and expectations to parents and students during the entire onboarding process (Welcome to IDEA), and (2)lack consistent annual reflection and interest surveys on what keep students/families at IDEA and what programmatic offerings we need to consider and incorporate (instruction, extra curricular activities, athletics, and clubs).

Problem Statement 1 Areas: Demographics

Problem Statement 2: There has been a trend of declining average daily attendance (ADA) over the past two of years.

Root Cause 2: (1) Lack of communication and family investment of the importance of attending school every day

Problem Statement 2 Areas: Demographics

Problem Statement 3: There is a need for more professional development opportunities for educators to aid and assist scholars who receive special education support and emergent bilingual learners.

Root Cause 3: (1) Teachers do not have the tools to support scholars who are in the Domain III category, which leads to scholars not meeting their growth goals or TELPAS growth. (2) Leaders do not have the expertise to provide teachers with action steps that aid in the growth and support of Domain III scholars.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: There is a lack of retention of vocabulary identification, particularly in Algebra I which leads to the unclarity of what the question is asking and what procedures scholars need to engage with.

Root Cause 4: Scholars need to increase automaticity with vocabulary identification and enact the appropriate procedures to produce accurate results. Scholars need instruction infused with not only the what and the how of problem-solving, but also the why of problem-solving to ensure their success in not only their current course but also successive math courses.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: There was a lack of growth in students who identified as EBL

Root Cause 5: Lack of support for students to have multiple at bats in reading and writing within the classroom, other than ELA. Literacy in the classroom was not spread across mutiple content areas.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: The lack of family engagement throughout the year has hindered our ability to build relationships and increase overall and new student persistence.

Root Cause 6: (1) There are not enough family engagement events throughout the year. (2) Families do not have enough notice to attend family engagement events. (3) Deficit of family engagement events advertised on social media and remind.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: There is a need to focus on creating a strong school and student culture as many students lack social skills due to Covid-19.

Root Cause 7: Best practices around school and student culture have not been consistently collected and shared within the El Paso region.

Problem Statement 7 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Campus/District improvement plans (current and prior years)

Accountability Data

- Texas Academic Performance Report (TAPR) 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
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Local benchmark or common assessments data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data

- Staff surveys and/or other feedback
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

Goals

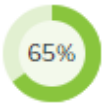
Goal 1: Increase staff retention

Performance Objective 1: Increasing staff retention to 85% will allow our scholars to have more consistent learning experiences and continuity of support.

High Priority

Evaluation Data Sources: End of year staff retention results.

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Create staff networks of support through regular check-ins and regular check-ins with the principal. **Strategy's Expected Result/Impact:** Increased staff retention above 85%. **Staff Responsible for Monitoring:** Teacher coaches and principal **TEA Priorities:** Recruit, support, retain teachers and principals -				

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: All IDEA students matriculate to college

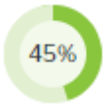
Performance Objective 1: 100% of scholars are on track for college performance through growth and/or proficiency.

High Priority

HB3 Goal

Evaluation Data Sources: STAAR Results

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Scholar data will be reviewed following the semester exam to re-calibrate support for scholars. **Strategy's Expected Result/Impact:** 100% of Scholars attain growth and/or achieve approaches, meets, or masters. **Staff Responsible for Monitoring:** Teacher Coaches and principal **Title I:** 2.4, 2.6 **- TEA Priorities:** Connect high school to career and college -				

 No Progress Accomplished Continue/Modify Discontinue

Goal 3: IDEA achieves an A rating

Performance Objective 1: Scholars who receive special education services will receive intervention

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Scholars will receive enhanced reading and math intervention through AR/HS **Strategy's Expected Result/Impact:** Increased levels of performance in reading and math. **Staff Responsible for Monitoring:** AR/HS Facilitator **Title I:** 2.4, 2.5, 2.6 **Funding Sources:** - Federal Grant - $31,204.80	45%	65%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 4: Increase student daily attendance

Performance Objective 1: 97% of scholars will attend school each day

High Priority

Evaluation Data Sources: Locus Dashboard

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Create events and opportunities for scholars and families to engage in the overall learning of the school. **Strategy's Expected Result/Impact:** Increased scholar ADA **Staff Responsible for Monitoring:** Counselor and APO **Title I:** 2.4, 2.5, 2.6 **- ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** - Federal Grant - $35,672	50%	75%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 5: Increase student persistence

Performance Objective 1: Provide 100% of guidance lessons for scholars on school safety and violence prevention

High Priority

Evaluation Data Sources: Counselor lesson logs/calendar and attendance.

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Create opportunities for SEL enhancement and to reinforce learning - Move this World, Counseling sessions, outside vendor expose. **Strategy's Expected Result/Impact:** Greater scholar persistence **Staff Responsible for Monitoring:** Counselor **Title I:** 2.5, 2.6 **- ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** - Federal Grant - Title 1 - $17,836	45%	70%		

 No Progress Accomplished Continue/Modify Discontinue

Goal 5: Increase student persistence

Performance Objective 2: Ensure 100% of 6th and 7th graders either train for the Fitness Gram and Complete by EOY

High Priority

Evaluation Data Sources: Locus Dashboard

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Ensure that weekly opportunities exceed on track to goal by 20% **Strategy's Expected Result/Impact:** Healthier scholars **Staff Responsible for Monitoring:** PE Coach **Title I:** 2.4, 2.5, 2.6 **- ESF Levers:** Lever 3: Positive School Culture	40%	70%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

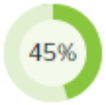
Goal 5: Increase student persistence

Performance Objective 3: 90% of scholars enrolled will return for the 23-24 school year.

High Priority

Evaluation Data Sources: Locus Dashboard

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Create opportunities throughout the school year to ensure that families and scholars engage in the **Strategy's Expected Result/Impact:** 90% or more of scholars persist to the 23-24 school year. **Staff Responsible for Monitoring:** Counselor and APO **Title I:** 2.4, 2.6, 4.2 **- ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** - Federal Grant - $17,836				

 No Progress Accomplished Continue/Modify Discontinue

Title I Personnel

Name	Position	Program	FTE
Jessica Jacobo	SCHOOL COUNSELOR	Title 1	1
Joshua Marin	AR ZONE FACILITATOR	Title 1	1

Campus Funding Summary

Federal Grant					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	1	1			$31,204.80
4	1	1			$35,672.00
5	1	1		Title 1	$17,836.00
5	3	1			$17,836.00
				Sub-Total	$102,548.80

Addendums

Master CNA & SAIP Reporting Checklist

			PTG	100%	PTG	0%
DEPT	**Data Source**	**Data Tabs**	**Guidance**	**Status**	**Principal Notes or Questions**	**VP Verification**	**Notes & Next Steps**
College Prep	KEYS Tab (Tab 3)	Student Achievement Improvement Plan 2021-2022 School Year	This SAIP plan will require logging concrete initiatives put in place for student improvement, as well as their associated timelines, resources, and responsible staff. Each initiative will be tracked mid-year and at the end of the year. Mid-year assessments should be completed by each campus between December 1, 2022 and no later than January 31, 2023.	Complete		Complete	
	Locus Dashboards: CIS STARR, AP Campus IB Reports EOY Assessments	Comprehensive Needs Assessment 2022 English Language Arts	These Pages should include the percentage of students who achieved each listed score for the 2021-2022 School Year. For each subject, list a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete		Complete	
		Comprehensive Needs Assessment 2022 Math		Complete		Complete	
		Comprehensive Needs Assessment 2022 Science		Complete		Complete	
		Comprehensive Needs Assessment 2022 Humanities		Complete		Complete	
	State TELPAS Report	Comprehensive Needs Assessment 2022 TELPAS	This data set will outline the percentage of students that earned proficiency in the areas of Listening, Speaking, Reading, and Writing, as indicated in the State TELPAS report. Llist a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete		Complete	
	Locus Dashboards: ACT, AP, TSI Campus IB Reports Campus Matriculation Reports	100% College Matriculation 2021-2022 School Year	This page will only be applicable to campuses that had graduating classes in the Spring of 2022. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete		Complete	
	Locus Dashboard: Staff Rentention	Staff Quality, Retention, & Recruitment 2021-2022 School Year	Under the %SPED Data Point, this should relfect the percentage of SPED certified teachers, compared to the overall SPED staff. Under number of teacher applicants, note how many teachers were interviewed by campus leaders for positions during the 2021-2022 School Year. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete		Complete	
	Locus Dashboards: Student Persistence, Enrollment, ADA	School Culture & Climate 2021-2022 School Year	For the Withdrawals/Level 3 Offenses data point, list the number of withdrawals or offenses. All other data points should reflect percentages. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete		Complete	
	Campus Academic Counselor Tracking Systems	2022 Family & Community Involvement	In addition to listing data percentages, list a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete		Complete	

Campus Name

2021-22 Student Achievement Improvement Plan - College Prep

COLLEGE PREP

									Title I Qualifying Programs			Initiatives Status			
									Internal Use Only			Mid Year		End of Year	
									Supplemental Program (Y/N)	New Program (Y/N)	Budget Allocation	Outcome	Increase/Decreased by X%	Outcome	Increase/Decreased by X%
APO	Initiatives	Needs Assess.	Special Pops.	Person(s) Responsible	Timeline Start/End	Resources: Human/ Material/Fiscal	Documentation	Formative Evaluation	Budget Allocations only need to be entered for programs that are BOTH Supplemental & New			Use these columns to assess your strategy progress at the middle and end of the year			
1A	Disecting primary and secondary sources.	AP	All	Teachers and APIs	8.4.22-6.15.23	HUB, STAAR, Course Curricula	Lesson Plans, Scholar Work,Trackers, Scholar Performance	EOY STAAR and EOC Exams							
1E	Attendance for attending after school &/or Saturday school tutoring	AP	All	Teachers and APIs	8.4.22-6.15.23	HUB, STAAR, Course Curricula	Lesson Plans, Scholar Work,Trackers, Scholar Performance	EOY STAAR and EOC Exams							
	Promoting higher level			Teachers and APIs	8.4.22-6.15.23	HUB, STAAR, Course Curricula	Lesson Plans, Scholar Work,Trackers, Scholar Performance	EOY STAAR and EOC Exams							
1A	Familiarize students with tech resources and how to use them	O	ALL	Teachers and APIs	8.4.22-6.15.23	HUB, STAAR, Course Curricula	Lesson Plans, Scholar Work,Trackers, Scholar Performance	EOY STAAR and EOC Exams							
1A	Organization (notes/binders)	O	ALL	Teachers and APIs	8.4.22-6.15.23	HUB, STAAR, Course Curricula	Lesson Plans, Scholar Work,Trackers, Scholar Performance	EOY STAAR and EOC Exams							
1A	Virtual classroom (off campus resources)	O	ALL	Teachers and APIs	8.4.22-6.15.23	HUB, STAAR, Course Curricula	Lesson Plans, Scholar Work,Trackers, Scholar Performance	EOY STAAR and EOC Exams							
IE	Assisting Special Pops Organization skills	O	SE	Teachers and APIs	8.4.22-6.15.23	HUB, STAAR, Course Curricula	Lesson Plans, Scholar Work,Trackers, Scholar Performance	EOY STAAR and EOC Exams							
1A/1E	the scholars will have the ability to conveytheir responses in written and verbal formats	AP	All	Teachers and APIs	8.4.22-6.15.23	HUB, STAAR, Course Curricula	Lesson Plans, Scholar Work,Trackers, Scholar Performance	EOY STAAR and EOC Exams							
IE	Utilization of multiple writing formats (AP, MLA, and Chicago)	AP	All	Teachers and APIs	8.4.22-6.15.23	HUB, STAAR, Course Curricula	Lesson Plans, Scholar Work,Trackers, Scholar Performance	EOY STAAR and EOC Exams							
1A	Promoting higher level thinking skills to answer open ended questions	AP	All	Teachers and APIs	8.4.22-6.15.23	HUB, STAAR, Course Curricula	Lesson Plans, Scholar Work,Trackers, Scholar Performance	EOY STAAR and EOC Exams							
1A/1E	demonstrating the ability to properly navigate multiple research avenues	AP	All	Teachers and APIs	8.4.22-6.15.23	HUB, STAAR, Course Curricula	Lesson Plans, Scholar Work,Trackers, Scholar Performance	EOY STAAR and EOC Exams							
1A / 1E	Reading more complex text throughout the year to enhance scholar's vocabulary	AP	All	Teachers and APIs	8.4.22-6.15.23	HUB, STAAR, Course Curricula	Lesson Plans, Scholar Work,Trackers, Scholar Performance	EOY STAAR and EOC Exams							
1A / 1E	Conduct writing conferences with each scholar after essay writing	AP	All	Teachers and APIs	8.4.22-6.15.23	HUB, STAAR, Course Curricula	Lesson Plans, Scholar Work,Trackers, Scholar Performance	EOY STAAR and EOC Exams							
1A / 1E	Encourage 100% attendance	AP	All	Teachers and APIs	8.4.22-6.15.23	HUB, STAAR, Course Curricula	Lesson Plans, Scholar Work,Trackers, Scholar Performance	EOY STAAR and EOC Exams							
1A / 1E	Building proper study skills	AP	All	Teachers and APIs	8.4.22-6.15.23	HUB, STAAR, Course Curricula	Lesson Plans, Scholar Work,Trackers, Scholar Performance	EOY STAAR and EOC Exams							
1A	Encourage students to take ownership of their own academic progress	AP	All	Teachers and APIs	8.4.22-6.15.23	HUB, STAAR, Course Curricula	Lesson Plans, Scholar Work,Trackers, Scholar Performance	EOY STAAR and EOC Exams							
1A	Encourage scholars to advocate for themselves	AP	All	Teachers and APIs	8.4.22-6.15.23	HUB, STAAR, Course Curricula	Lesson Plans, Scholar Work,Trackers, Scholar Performance	EOY STAAR and EOC Exams							
1A	Develop an ability to utilize vocabulary to cleary articulate understaning of high level concepts	O	All/ELL	Teachers and APIs	8.4.22-6.15.23	HUB, STAAR, Course Curricula	Lesson Plans, Scholar Work,Trackers, Scholar Performance	EOY STAAR and EOC Exams							
1A	Analyze a problem and develop a strategy to determine the solution using the conceptual understanding developed	S	All	Teachers and APIs	8.4.22-6.15.23	HUB, STAAR, Course Curricula	Lesson Plans, Scholar Work,Trackers, Scholar Performance	EOY STAAR and EOC Exams							
1A	Develop responsibility through completion of regular assignments and mastery of content subjects	S	All	Teachers and APIs	8.4.22-6.15.23	HUB, STAAR, Course Curricula	Lesson Plans, Scholar Work,Trackers, Scholar Performance	EOY STAAR and EOC Exams							
1E	Promote vocabulary identification, retention, and mastery	ST	All/ELL	Teachers and APIs	8.4.22-6.15.23	HUB, STAAR, Course Curricula	Lesson Plans, Scholar Work,Trackers, Scholar Performance	EOY STAAR and EOC Exams							
1E	Promote conceptual understanding through student collaboration and inquiry	O	All/ELL	Teachers and APIs	8.4.22-6.15.23	HUB, STAAR, Course Curricula	Lesson Plans, Scholar Work,Trackers, Scholar Performance	EOY STAAR and EOC Exams							
1A	SIOP strategies practiced in every classroom to assist ELLs	O	ELL	Teachers and API's	8.4.22-6.15.23	API's	Bi-Weekly, Lesson Plans Observations	TELPAS							
1A	Students will use various writing practice twice a week in every subject to prepare for TELPAS	O	ALL	Teachers and API's	8.4.22-6.15.23	Journals	Bi-Weekly, Lesson Plans Observations	TELPAS							

Campus Name

2021-22 Student Achievement Improvement Plan - College Prep

COLLEGE PREP

									Title I Qualifying Programs			Initiatives Status			
									Internal Use Only			Mid Year		End of Year	
									Supplemental Program (Y/N)	New Program (Y/N)	Budget Allocation	Outcome	Increase/Decreased by X%	Outcome	Increase/Decreased by X%
1A	Students should practice creative writing daily throughout all content areas.	S	ALL	Teachers and API's	8.4.22-6.15.23	HUB, STAR Master, Stop Poor Handwriting	Bi-Weekly, Lesson Plans Observations	STAAR, BWA, MM, EOM							
1A	Individual academic plans in literacy will be developed for each student in need. These plans will be developed through collaboration with the grade level teams, the campus leaders and interventionists (RTI committee)	S	ALL	Teachers and API's	8.4.22-6.15.23	HUB, Measuring UP, AP Resources	Lesson Plans, Observations, Student Content Trackers, Exit Ticket Trackers	STAAR, BWA, MM, EOM							

Annual Performance Objectives (APO)

PRIORITY #1: Students Graduate College-Ready

1A. % of graduates who matriculate to a College or University: 100%

1B. % of graduates matriculate to a Tier I/II College or University: 15% | 25%

1C. % of Seniors accepted to a College or University: 100%

1D. % of Seniors named AP scholars | Earn IB diploma: 30% | 25%

1E. Earned State Rating: A

1F. % Basic | % Mastery | % Advanced on LEAP: 82% | 44% | 11%

1G. % Approaches | % Meets | % Masters on STAAR/EOC: 90% | 60% | 30%

1H. % Level 3 | % Level 4 | % Level 5 on FSA/FSAA: 70% | 40% | 20%

1I. % of Pre-K-2nd Students End The Year On/Above Grade Level in Reading - Year 1 Campuses | Year 2 Campuses: 80% | 90%

1J. % of students in CSI achieve 2 years growth in Reading | Math (measured by Ren STAR) 50% | 60%

1K. Average ACT score: 21

1L. % of students graduating college in 4 | 6 years: 25% | 55%

Needs Assessment

S-STAAR

D-DIBELS

E-EOC

A-ACT

RR-Reading Renaissance

ST-STAR for Math

DR-Discipline Report

AP-AP Tests

O-Other

Special Populations

All

AR-At Risk

ELL-English Language Learners

ED-Economically Disadvantaged

M-Migrant

SE-Special Education

Campus Name

Comprehensive Needs Assessment
COLLEGE PREP

Data Source: CSI

% Meeting CSI Goal	Reading CP CSI
% CSI (EOY Ren.)	33.9
% of CSI Passing STAAR	25
% of SPED Passing STAAR	31

Data Source: STAAR

	STAAR Reading 6th	STAAR Reading 7th	STAAR Reading 8th	STAAR Writing 7th	English I EOC	English II EOC
% Approaches	85 (99)	95 (107)	88 (89)	N/A	81 (81)	N/A
% Meets	54 (63)	73 (82)	63 (64)	N/A	73 (73)%	N/A
% Masters	29 (34)	50 (56)	42 (42)	N/A	23 (23)	N/A
% Student Achievement Average	56	72.66	64.33	N/A	59%	N/A

Data Source: AP/IB/Electives

AP Scores	Pass AP Lit	Pass AP Lang	IB Scores	IB Group 1	% Royal Readers	% Word Master
% Score 1	N/A	N/A	% Score 1-3	N/A	12	73
% Score 2	N/A	N/A	% Score 4-5	N/A	N/A	N/A
% Score 3+	N/A	N/A	% Score 6-7	N/A	N/A	N/A
					RR Goal Met/Not Met	WM Goal Met/Not Met
					Met	Met

Reflections

Areas of Strength	Areas of Need
1. Scholars have shown expanded vocabulary and reading proficiency from the previous year.	1. With growth in reading proficiency, scholars need more at-bats with complex texts to increase the ability to annotate and analyze complex texts.

2. Scholars have shown growth in their text comprehension from the previous year.	2. Scholars need increased frequency of practice in sharpening their writing technique through practice across forms of writing and purposes of communication to find their voice through different structures.
3. Teachers have grown in their lesson internalization to increase scholar learing within each lesson.	3. Scholars need additional at-bats at identifying and internalizing the meaning of key words in questions stems, espeicially the command words that signal the type of response required - explain, describe, analyze, compare, etc.

Campus Name

Comprehensive Needs Assessment - College Prep COLLEGE PREP					
Data Source: STAAR					
	STAAR Math 6th	**STAAR Math 7th**	**STAAR Alg I**		
% Approaches	89 (104)	86 (97)	59		
% Meets	58 (58)	48 (54)	25		
% Masters	26 (31)	25 (28)	14		
% Student Achievement Average	57.66	53	32.66		
Data Source: AP/IB					
AP Scores	**Pass AP Calculus AB**	**Pass AP Calculus CD**	**Pass AP Prob. & Stats.**	**IB Scores**	**IB Group 5**
% Score 1	N/A	N/A	N/A	**% Score 1-3**	N/A
% Score 2	N/A	N/A	N/A	**% Score 4-5**	N/A
% Score 3+	N/A	N/A	N/A	**% Score 6-7**	N/A

Reflections	
Areas of Strength	**Areas of Need**
1. Procedural mathematics - Mastering foundational procedures will ensure that scholars are able to more efficiently solve for more conceptualized problem sets.	1. Vocabulary identification - Scholars need to increase automaticity with vocabulary identification and enact the appropriate procedures to produce accurate results.
2. Student led interaction/collaboration - Ensuring that scholars are executing most of the thinking jobs during a lesson will ensure that scholars are able to optimally engage with the content.	2. Conceptual Understanding - Scholars need instruction infused with not only the what and the how of problem solving, but also the why of problem solving to ensure their success in not only their current course, but also successive math courses.
3. Implementation of Strategies - Teachers need to be trained and to implement math engagement strategies within lessons to ensure scholar success with practice and additional at-bats with the content.	3. Retention of Knowledge - Scholars need additional at-bats to ensure that they are deepening knowledge, but above all scholars require instruction that sticks beyond a standardized test.

Campus Name

Comprehensive Needs Assessment COLLEGE PREP						
Data Source: Internal Assessments						
	6th Grade EOY Assessment	**7th Grade EOY Assessment**				
% Passing	**95**	**97**				
Data Source: STAAR						
	STAAR 8th Science	**STAAR Biology**				
% Approaches	N/A	94 (108)				
% Meets	N/A	63 (73)				
% Masters	N/A	27 (31)				
% Student Achievement Average	N/A	61.3				
Data Source: AP/IB						
AP Scores	**Pass AP Biology**	**Pass AP Chemistry**	**Pass AP Physics (1, 2, & C)**	**Pass AP Env. Science**	**IB Scores**	**IB Group 4**
% Score 1	N/A	N/A	N/A	N/A	**% Score 1-3**	N/A
% Score 2	N/A	N/A	N/A	N/A	**% Score 4-5**	N/A
% Score 3+	N/A	N/A	N/A	N/A	**% Score 6-7**	N/A

Reflections	
Areas of Strength	**Areas of Need**
1. Scholars have shown a strength in annotating questions in biology to more accurately identify appropriate responses to questions.	1. Reading Comprehension - While scholars have shown skills in the use of context clues, successive versions of Biology STAAR and the AP science exams will require enhanced ability to accuratly recall and explain concepts reviewed in and gleaned from texts.
2. Scholars have shown proficiency in leveraging context clues to accurately identify scientific concepts.	2. Writing - With changing formats of STAAR exams and with scholars advancing toward AP science exams, the ability to communicate scientific understanding through accurate technical prose is becoming all the more crucial for a scholar's journey to and through college.
3. Scholars have shown mastery in connecting scientific concepts to real-world applications.	3. Contextual Vocabulary - Scholars have shown the ability to leverage context clues, yet the ability to adequately describe contextual vocabulary appropriate to specific scientific contexts is an area of growth for the coming year.

Campus Name

Comprehensive Needs Assessment COLLEGE PREP							
Data Source: Internal Assessments							
	6th Grade EOY Assessment	**7th Grade EOY Assessment**					
% Passing	**94**	**100**					
Data Source: STAAR							
	STAAR 8th US History	**EOC US History**					
% Approaches	84 (85)	N/A					
% Meets	49 (49)	N/A					
% Masters	29 (29)	N/A					
% Student Achievement Average	54	N/A					
Data Source: AP/IB							
AP Scores	**Pass AP Human Geography**	**Pass AP World History**	**Pass AP US History**	**Pass AP Goverment**	**Pass AP Economics**	**IB Scores**	**IB Group 3**
% Score 1	73.03	N/A	N/A	N/A	N/A	**% Score 1-3**	N/A
% Score 2	6.74	N/A	N/A	N/A	N/A	**% Score 4-5**	N/A
% Score 3+	19.5	N/A	N/A	N/A	N/A	**% Score 6-7**	N/A

Reflections	
Areas of Strength	**Areas of Need**
1. Scholars have shown skill in key vocabulary mastery.	1. Scholars need additional at-bats with internalizing and operationalizing geographical representations and data analysis tools - charts, graphs, population models.
2. Scholars have shown skill in their mastery of historical progression and the integration of facts into their schema, even if it conflicts with existing internalized information.	2. While scholars have shown skill in operationalizing vocabulary terms, the integration of new and uncommun terms into existing usage will require additional at-bats to make it stick.
3. Scholars have shown proficiency in operating efficiently within a multi-media learning environment to enhance their growth.	3. Teachers will need to integrate facilitation techniques that ensure scholar engagement with material through conversational, as well as written methods to increase scholar fluency with material.

Campus Name

Comprehensive Needs Assessment
COLLEGE PREP

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

	Listening	Speaking	Reading	Writing	% of ELL Students who grew one or more levels
% Beginning	2.75	10.75	5.5	6.75	39% @ Adv H Met 36% Target Did not meet Long term 42% Target
% Intermediate	14.75	47.75	32.5	25.5	
% Advanced	29.75	38.75	25	42	
% Advanced High	52.75	3.25	36.75	25.75	

Reflection	
Areas of Strength	**Areas of Need**
1. Sustained performance at AH in Listening, Reading, and Writing.	1. Writing - While all but 6.75% of scholars performed at intermediate or higher in writing
2. Strong A performance in every category.	2. Focusing upon scholars in the AH category to ensure their ability to exit the program through targeted in-class interventions in ELA and all content areas to improve speaking domain.
3. Listening - 82.% advanced or above in category.	3. Reading - Support scholars in the reading domain through targeted and leveled texts to increase scholar proficiency at grade-level with comprehension.

Campus Name

Comprehensive Needs Assessment COLLEGE PREP					
100% College Matriculation					
Matriculation %	**Matricuation % 4 year**	**Matriculation % 2 year**	**Tier 1/2 % Acceptances**	**Tier 1/2 % Matriculation**	
N/A	N/A	N/A	N/A	N/A	
Tier 1 % Matriculation	**Tier 2 % Matriculation**	**Tier 3 % Matriculation**	**Tier 4 % Matriculation**	**Senior Class CCMR %**	**Senior Class TSI Completion %**
N/A	N/A	N/A	N/A	N/A	N/A
Campus Data					
Senior Class ACT Average	**Junior Class ACT Average**	**Overall AP Scholars (3+ or more tests)**	**IB Medallion Scholars (Passing 3+ exams)**	**Overall % IB Diploma**	**Campus End of Year OTG**
N/A	N/A	N/A	N/A	N/A	N/A

Reflections					
Areas of Strength			**Areas of Need**		
N/A	N/A	N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A	N/A	N/A

Campus Name

Comprehensive Needs Assessment COLLEGE PREP	
Staff Quality, Recruitment, Retention	
	Percentage
% School Lead Team Retention	100%
% Instructional Support Retention	83%
% Teacher Retention	89%
% Campus Support Retention	67%
% SPED Certified Teachers	23%
% State/National Certified Teachers	17%
% State Certified Leaders	43%
% State/Board certified Counselors	50%
Number of teacher applicants per 2020-21 school year	5%

Reflections	
Areas of Strength	**Areas of Need**
1. Leader Retention - 100% of leaders were retained within the school year over year.	1. Retaining Teachers with 1 year of tenture with IDEA - Teacher were most likely to leave the campus within their first year at IDEA or within their first year in teaching.
2. SPED Certified Teacher Retention - 100% of special education teachers were retained year over year.	2. Retaining Black Staff members (75%) - Collaborating with both operations and instructional teams, we need to ensure that ALL staff members feel wanted, needed, and important to the campus.
3. Campus Support Retention - 67% of campus support personnel were retained year over year.	3. Retaining Instructional Support Staff Members - Across the year, we need to collaborate with both regional and national teams to ensure that appropriate training is tailored toward support staff development, as well as full-time teaching staff development to ensure that all staff feel as though they are on a path of growth.

Campus Name

Comprehensive Needs Assessment ACADEMY	
Data Source: School Culture and Climate	
	Campus %
% Average Daily Attendance	92.67
% Overall Persistence	81.24
% New Student Persistence	84.62
# of Admin Withdrawals/ Level 3 Offenses	2
% SPED	13.2
% ELL	32
% Eco Dis	62.7
% Migrant	0
% Race: American-Indian-Alaska-Native	0
% Asian	0.5
% White-Hispanic	80.3
% Multi	1.8
% Black-African-American	4.4
% Native-Hawaiian-Pacific-Islander	0.5
% White	12.6
% Male	54.1
% Female	45.9

Data Source: School Culture and Climate	
Reflections	
Areas of Strength	**Areas of Need**
1. We have had low instances of Level 3 offenses/Administrative withdrawals.	1. ADA - Collaborate with AC Principal and APO to increase ADA across the entire campus by collaborating wtih families.
2. We support a growing population of scholars.	2. Student Persistence (overall) - Understand why returning scholars are choosing to leave?
3. Our scholar population has placed us in TEA comparison groups with other IDEA schools.	3. Student Persistence (New) - Understand why new scholars are not returning after their first year?

Campus Name

Comprehensive Needs Assessment COLLEGE PREP	
Data Source: Family and Community Involvement	
	Percentage
% Families Attended WTI	85%
% Families Attended Curriculum Night	n/a
% Families Who Attended EOY Ceremonies	90%
% Families who attended Fall Festival	55%
% Families who attended Winter Festival	n/a
% Families who attended Spring Festival	n/a

Reflections	
Areas of Strength	**Areas of Need**
1. Scholars and families were excited about attending the fall fest.	1. More family engaement events throughout the year.
2. Family and scholar excitment for end of year celebrations .	2. Provide more notice about family engagement events to increase attendance.
3. High attendance for incoming 6th graders for WTI events including breakfast with the principal.	3. Leverage social media use for advertising family engagement events.

Grade Level	Total in Grade	American Indian or Alaskan Native	Asian	Black of African American	Native Hawaiian/Other Pac Islander	White	Hispanic/Latino	Two or More Races Categories
6	96	0	3	6	0	11	75	1
7	128	0	2	5	0	12	108	1
8	127	0	3	4	1	14	105	0
9	79	0	1	2	0	10	63	3
10	98	0	2	8	0	4	79	5
Total	528	0	11	25	1	51	430	10

IDEA Public Schools

Edinburg Academy

2022-2023 Campus Improvement Plan

Accountability Rating: A

Distinction Designations:
Academic Achievement in English Language Arts/Reading
Academic Achievement in Science
Top 25 Percent: Comparative Academic Growth
Postsecondary Readiness

Board Approval Date: October 21, 2022
Public Presentation Date: September 13, 2022

Mission Statement

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

Vision

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

IDEA Edinburg Academy empowers our students to achieve college readiness by establishing a culture of high achievement in all that they do. Students will be equipped with the knowledge and skillset to meet school-wide culture expectations through culture camp. Scholars will also become personally invested in exceeding these expectations by establishing their roots into our school community by cultivating a positive learning environment.

Core Values

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

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

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Comprehensive Needs Assessment

Revised/Approved: July 12, 2022

Demographics

Demographics Summary

IDEA Edinburg Academy was established in 2013 and is located North of Edinburg at 2753 Roegiers Rd, 78541. The enrollemnt for the 2021-2022 school year was 778. The school serves a Hispanic majority community with our ethnic breakdown consisting of approximately 95% Hispanic, 3% White, 1% Asian, and 1% African American. Approximately 84.2% of our student population were considered economically disadvantaged, therefore our students qualified for a free and reduced lunch which allowed us to be eligible for the Title I, Part A school grant. This data has remained for the last 3-4 years with an increase of students who are categorized as economically disadvantaged.

2021-2022 Overall Enrollment

Grade	Total in Grade	American Indian or Alaskan Native	Asian	Black or African American	Native Hawaiian / Other Pac Islander	White	Hispanic/Latino
-1	99	0	1	0	2	1	95
0	99	0	0	2	0	1	96
1	111	0	1	0	0	3	107
2	114	0	1	2	0	5	105
3	125	0	0	2	0	7	116
4	116	0	2	0	0	0	114
5	114	1	1	0	0	3	109
Total	778	1	6	6	2	20	742

The instructional program at Edinburg Academy consists of the Great Minds Curriculum which focuses on Eureka Math and Wit & Wisdom, they are both curriculum's that allow for students to gravitate towards hands, holistic approach to learning. Along with Great Minds curriculum, Edinburg Academy also offers Reading Mastery Transformations which is an integrated approach of spelling, letter names, letter sounds, and handwriting. Through our RISE curriculum, we service students through our Attainment program which places emphasis on Language, Reading, and Math.

See PDF in Addendum for more information.

Demographics Strengths

See PDF in Addendum for more information.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Lack of consistency with implementing sheltered instruction that would enhance differentiated strategies targeting emergent bilingual students. **Root Cause:** Teachers were not well versed in curriculum and methods of SIOP that focuses on research based interventions and offer sheltered instruction approaches. Including the minimal opportunities for side by side planning with teachers that were developed later on in the year.

Problem Statement 2 (Prioritized): There was a deficit when achieving mastery during independent work because students needed manipulatives as supports, and required visuals to assist with instruction in all subjects. **Root Cause:** We did not provide training opportunities to develop our teachers that would develop their capacity with implementing instructional strategies for targeted students in special education and emergent bilingual students.

Student Learning

Student Learning Summary

STAAR Performance	Reading	Mathematics	Science	Social Studies	Totals	Percentages
Total Tests	346	346	112	-	804	
Approaches GL or Above	279	256	87	-	622	77%
Meets GL or Above	192	153	56	-	401	50%
Masters GL	104	63	28	-	195	24%

See PDF in Addendum for more information.

Student Learning Strengths

See pdf addendum for more information.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): There is a deficit of students who did not achieve "Meets" & "Masters" in Math for Grades 3-5. **Root Cause:** Students TEKS tracking systems were not used consistently to identify gaps or strengths to create interventions or enrichment.

Problem Statement 2 (Prioritized): Lack of monitoring learning from teachers in regards to students considered Emergent Bilingual. **Root Cause:** Teachers were not well versed in the importance of TELPAS or linguistic accommodations and it caused a disconnect in the lesson planning.

School Processes & Programs

School Processes & Programs Summary

IDEA Edinburg offers rigorous core instruction in Grades PK-5 that are challenged through engaging and rigorous instruction provided through a vertically aligned program focused on the Texas Essential Knowledge and Skills for all subject areas. We use data analysis to guide us and utlizes both norm-referenced and criterion-referenced assessments to diagnose student knowledge and skills and continously monitor progress on the acquisition of grade-level content and skills. This is essential to providing individualized Learning for all students: Individualized learning ensures students are mastering content and skills within their own zone of proximal development. For students in grades PreK-2, literacy instruction is delivered using a systematic phonics program that includes homogenous grouping based on student placement test results. In kindergarten through 5th grade, students engage in individualized instruction and practice through adaptive software in mathematics and literacy. All students at IDEA Public Schools are issued a personal technology device so they have access to instruction from anywhere and at any time.

See PDF in Addundum for information.

School Processes & Programs Strengths

Curriculum & Instruction:

- At least one-third of IDEA students graduate with the "AP Scholar" designation, evidence of earning a qualifying score on at least three AP exams, demonstrating successful completion of college-level coursework prior to graduation.
- IDEA provides students access to accelerated instruction through the 1:1 technology device, including adaptive software for mathematics and literacy and access to hundreds of thousands of books in the district's digital library.
- IDEA curricular resources include high-quality instructional materials that earn the highest ratings on national evaluation measures.
- IDEA curriculum is regularly evaluated using a quality evaluation tool, ensuring alignment to the Texas Essential Knowledge and Skills and AP course standards, as well as the STAAR/EOC and AP exams.
- IDEA implements a variety of training opportunities for teachers and leadership staff with the goal of developing teachers' pedagogical content knowledge and leaders' coaching skills.
- For 15 years in a row, 100% of IDEA students have been accepted into college, demonstrating that IDEA academic programming is adequately preparing students for post-secondary education.
- In 2022, four IDEA schools were ranked in the top 10 Most Challenging Schools in the Nation and 13 were ranked in the top 1% of schools nationwide, by the Jay Mathews Challenge Index High School Rankings.

Special Programs

- IDEA exceeded the expected growth target for EL student performance on TELPAS in 2021 with 48% of ELs meeting that target.
- IDEA provide targeted research based instruction to students who have a 2.0 year gap in Reading and/or Math with the goal of closing that gap by 2.0 years during the school year with our initiative called Critical Student Intervention (CSI). During the 21-22 school year, 2,562 out of 6,632 students meet that goal for Reading and 703 out of 1,268 students met the goal for Math.
- IDEA is in Year 3 of our TEA awarded Autism Grant. Through this grant we were able to increase support for 195 students with autism in Rio Grande Valley and Austin who met the criteria outlined by TEA for this grant.
- IDEA submitted and was awarded a Dyslexia Grant by the TEA so that we will be able to provide increased professional development to teachers and leaders on working with students with dyslexia and increase the support resources for our students with dyslexia.

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 1 (Prioritized): Campus family engagement strategy is not comprehensive and cohesive across grade levels, therefore there was no consistency across the grades. **Root Cause:** Strategy meetings were not conducted and therefore campus plans were not created intentionally to be implemented by all stakeholders.

Problem Statement 2 (Prioritized): Campus did not meet school ADA in grades PK-5 **Root Cause:** Inconsistency is systems that lacked focused on matrix implementation because it was not developed soon enough to anticipate possible investment.

Perceptions

Perceptions Summary

At IDEA Edinburg Academy we empower our community to become the best version of themselves. We believe our students learn best when they are given equitable educational opportunities and are engaged in their learning. Our students, staff, and our families will cultivate what it means to become agents of change. At IDEA Edinburg Academy, our students are the next generation of leaders who will build the dreams of our community.

E- Excellent,

A- Accountable

G- Graduate and

L- Leader of Tomorrow

E- Exemplifying

S- Success

Eagles Soar High!

See PDF Addendum for more information.

Perceptions Strengths

See PDF Addendum for more information.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Collaboration and building relationships between grade levels was minimal and contributed to lack of consistency between teaching strategies. **Root Cause:** Due to teachers being out on FMLA, we had to facilitate grades with other teachers who were not familiar with the curriculum. The absences of teachers impacted consistency and sustainability.

Problem Statement 2 (Prioritized): Projected "F" rating from December 2021 Semester Exam results due to loss of quality instruction because of Teacher ADA **Root Cause:** Lack of teachers and leaders responding to student data and not backwards planning effectively based on absences. We did not have a plan of action that would address the gaps that absences would cause.

Priority Problem Statements

Problem Statement 1: There was a deficit when achieving mastery during independent work because students needed manipulatives as supports, and required visuals to assist with instruction in all subjects.

Root Cause 1: We did not provide training opportunities to develop our teachers that would develop their capacity with implementing instructional strategies for targeted students in special education and emergent bilingual students.

Problem Statement 1 Areas: Demographics

Problem Statement 2: There is a deficit of students who did not achieve "Meets" & "Masters" in Math for Grades 3-5.

Root Cause 2: Students TEKS tracking systems were not used consistently to identify gaps or strengths to create interventions or enrichment.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Lack of monitoring learning from teachers in regards to students considered Emergent Bilingual.

Root Cause 3: Teachers were not well versed in the importance of TELPAS or linguistic accommodations and it caused a disconnect in the lesson planning.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Campus family engagement strategy is not comprehensive and cohesive across grade levels, therefore there was no consistency across the grades.

Root Cause 4: Strategy meetings were not conducted and therefore campus plans were not created intentionally to be implemented by all stakeholders.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: Campus did not meet school ADA in grades PK-5

Root Cause 5: Inconsistency is systems that lacked focused on matrix implementation because it was not developed soon enough to anticipate possible investment.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: Collaboration and building relationships between grade levels was minimal and contributed to lack of consistency between teaching strategies.

Root Cause 6: Due to teachers being out on FMLA, we had to facilitate grades with other teachers who were not familiar with the curriculum. The absences of teachers impacted consistency and sustainability.

Problem Statement 6 Areas: Perceptions

Problem Statement 7: Projected "F" rating from December 2021 Semester Exam results due to loss of quality instruction because of Teacher ADA

Root Cause 7: Lack of teachers and leaders responding to student data and not backwards planning effectively based on absences. We did not have a plan of action that would address the gaps that absences would cause.

Problem Statement 7 Areas: Perceptions

Problem Statement 8: Lack of consistency with implementing sheltered instruction that would enhance differentiated strategies targeting emergent bilingual students.

Root Cause 8: Teachers were not well versed in curriculum and methods of SIOP that focuses on research based interventions and offer sheltered instruction approaches. Including the minimal opportunities for side by side planning with teachers that were developed later on in the year.

Problem Statement 8 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

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

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
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- 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
- Male / Female performance, progress, and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Professional development needs assessment data

Parent/Community Data

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

Support Systems and Other Data

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

Goals

Goal 1: Increase staff retention

Performance Objective 1: By December 2022, 75% of our teachers will answer on the Great Places to Work Survey question "I am able to take time off from work when I think it's necessary."

High Priority

Evaluation Data Sources: Great Places to Work Survey

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Conduct a staff meeting utilizing the employee handbook and reviewing state and local leave days as well as district guidelines. **Strategy's Expected Result/Impact:** Teachers will be clear on staff absence expectations. **Staff Responsible for Monitoring:** Principal and direct manager. **TEA Priorities:** Recruit, support, retain teachers and principals -	100%	100%	0%	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 1: Increase staff retention

Performance Objective 2: Four flex days throughout the year will be repurposed to provide teachers will additional planning time.

Evaluation Data Sources: The Unit Packing components will be completed with 90% proficiency on Teachboost.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Review the District's long-term plan and identify flex days allotted to schedule teacher planning dates. **Strategy's Expected Result/Impact:** Teacher will be able to understand the components of unit unpacking in order to integrate into the lesson internalization. **Staff Responsible for Monitoring:** Principal and direct manager. **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning	100%	100%	0%	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 1: Increase staff retention

Performance Objective 3: Celebrate individualized Teacher Success twice a month.

Evaluation Data Sources: Great Places to Work Survey

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Give at least one teacher shout-out during weekly staff meetings. **Strategy's Expected Result/Impact:** We want teachers to feel valued and cared for. **Staff Responsible for Monitoring:** Principal and direct manager. **TEA Priorities:** Recruit, support, retain teachers and principals -	100%	100%	0%	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 2: All IDEA students matriculate to college

Performance Objective 1: 100% of PK-5 students will be able to name their college house and university of their choice by end of 22-23 School Year.

High Priority

Evaluation Data Sources: Culture rubric/rounds, lead team instructional rounds, blazing walk throughs, and huddle report outs

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Implement college bound student conversations to promote a college identity within scholars **Strategy's Expected Result/Impact:** 100% of students will know a university name and where they would like to attend **Staff Responsible for Monitoring:** Teachers/Co-teachers, GTLs, and leadership team **TEA Priorities:** Connect high school to career and college	70%	90%	0%	

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: All IDEA students matriculate to college

Performance Objective 2: Monthly joint college identity culture rounds with College Prep Lead Team.

High Priority

Evaluation Data Sources: Culture rubric trackers and blazing walkthrough rounds

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Use culture tenets to create looks fors grounded in college culture components. **Strategy's Expected Result/Impact:** Students are able to make better decisions and increase awareness about attending college. **Staff Responsible for Monitoring:** Teachers/co-teachers, GTLs, and leadership team **TEA Priorities:** Connect high school to career and college				

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: All IDEA students matriculate to college

Performance Objective 3: Grades 3-5 scholars will attend college visit by end of 22-23 school year

High Priority

Evaluation Data Sources: Teachers/co-teachers, GTLs, and leadership team

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Assistant principal of operations and student success advisor will lead college visit initiatives through various touch points **Strategy's Expected Result/Impact:** All stakeholders are invested in grades 3-5 college visit attendance. Grades 3-5 students that attend college visit will understand importance of college attendance. **TEA Priorities:** Connect high school to career and college	90%	65%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 3: IDEA achieves an A rating

Performance Objective 1: By June 2023, the percentage of students in math, reading, and science obtaining Meets will increase by 10% in grades 3-5.

High Priority

HB3 Goal

Evaluation Data Sources: STAAR Acctountiblility Report for 2022- 2023 school year.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Saturday enrichment camp. **Strategy's Expected Result/Impact:** 90% of students that enroll in Saturday enrichment camp will achieve meets or masters. **Staff Responsible for Monitoring:** 100% of Saturday School instructional staff. **Title I:** 2.4 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy** **Funding Sources:** Pre-Kindergarten Co-Teacher - Federal Grant - $31,379.04	40%	100%	100%	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 3: IDEA achieves an A rating

Performance Objective 2: By June 2023, our Emergent Bilingual students will exceed the student achievement target for Domain 3.

High Priority

HB3 Goal

Evaluation Data Sources: STAAR Acctountiblility Report for 2022- 2023 school year.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: SIOP training facilitated by Region 1. **Strategy's Expected Result/Impact:** Implementation of best practices within their lesson plans targeting our emergent bilingual population. **Staff Responsible for Monitoring:** Principal and direct report. **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy** **Funding Sources:** Pre-Kindergarten Teacher - Federal Grant - $57,500				

 No Progress Accomplished Continue/Modify Discontinue

Goal 3: IDEA achieves an A rating

Performance Objective 3: By March 2023, the students in grades 3-5 will average 4.0 on the question "I am excited to go to school every day."

High Priority

Evaluation Data Sources: Student Panorama Survey

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Celebrating students weekly on successes for achievement and growth by recognizing them through different platforms such as Remind, pep rallies, parent weekly, and written notes. **Strategy's Expected Result/Impact:** Students feel valued for their academic achievements. **Staff Responsible for Monitoring:** Instructional staff memebers. **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 3: Positive School Culture				
No Progress Accomplished Continue/Modify Discontinue				

Goal 4: Increase student daily attendance

Performance Objective 1: By May 2023, 100% of students in grades PK-5 will achieve an overall percentage of 97% average daily attendance.

High Priority

HB3 Goal

Evaluation Data Sources: Powerschool data will be monitored daily, monthly, quarterly, and by end of year led by SIS and overseen by Assistant Principal of Operations.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Systems and processes will be implemented at a teacher level of initiative such as the escalation matrix which will provide an early warning system. **Strategy's Expected Result/Impact:** We will achieve an overall 97% Average Daily Attendance by May 2023 **Staff Responsible for Monitoring:** 100% of instructional and operation staff. **Title I:** 2.4, 2.5, 2.6, 4.1 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy** **Funding Sources:** Sr. AR Zone Facilitator - Federal Grant - $38,348.64	75%	85%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 4: Increase student daily attendance

Performance Objective 2: 100% of staff and teachers in grades PK-5 will implement with fidelity the escalation matrix outlined by the campus leadership team.

High Priority

HB3 Goal

Evaluation Data Sources: Powerschool, weekly top offender list that is emailed, shared, and updated.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Students who fall into the excessive absence threshold will be tracked, monitored, and contacted according to the escalation matrix. Consequences will be carried out with fidelity. **Strategy's Expected Result/Impact:** 100% of staff will follow, implement, and support the escalation matrix process. **Staff Responsible for Monitoring:** 100% of school staff **Title I:** 2.4, 2.5, 2.6, 4.1 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy** **Funding Sources:** Pre-Kindergarten Teacher - Federal Grant - $55,000	90%	90%		

 No Progress Accomplished Continue/Modify Discontinue

Goal 4: Increase student daily attendance

Performance Objective 3: Average Daily Attendance celebrations will be held monthly at the campus level and weekly in the classrooms by teachers.

High Priority

HB3 Goal

Evaluation Data Sources: Powerschool, district reporting, top offender list

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Celebrations at the campus level will be held once a month for the winning grade level with the best attendance. Teachers will implement celebrations with students in their homeroom, weekly for students who will have the best attendance. **Strategy's Expected Result/Impact:** Attendance will make an improvement by establishing a positive learning environment. **Title I:** 2.4, 2.5, 2.6, 4.1 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy** **Funding Sources:** Pre-Kindergarten Co-Teacher - Federal Grant - $34,293.60	100%	100%	100%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 4: Increase student daily attendance

Performance Objective 4: 75% of students in grades 2-5 will reach 1,200 MVPA by the end of the year.

High Priority

HB3 Goal

Evaluation Data Sources: IHIT Dashboard

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: MVPA tracker will be updated daily. **Strategy's Expected Result/Impact:** PE coaches and students know how many MVPA they have and how many they need to meet their end-of-year goal. **Staff Responsible for Monitoring:** Cristopher Perez, Carla Fiscal and Christian Recinos **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture	100%	100%	100%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Public recognition for all students on track and displaying improvement weekly. **Strategy's Expected Result/Impact:** Students will feel a sense of pride and are encouraged to complete their daily exercises to gain more minutes. **Staff Responsible for Monitoring:** Cristopher Perez and Carla Fiscal **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture	100%	100%	100%	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 5: Increase student persistence

Performance Objective 1: By August 2023, 90% of students in grades PK-5 will persist at IDEA Academy Edinburg.

High Priority

HB3 Goal

Evaluation Data Sources: Persistence Dashboard

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Build a strong partnership between parents and the school by creating family events to ensure strong communication amongst stakeholders. **Strategy's Expected Result/Impact:** Increase student and family investments. **Staff Responsible for Monitoring:** Elizabeth Red **Title I:** 4.1, 4.2 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** Sr. AR Zone Facilitator - Federal Grant - $38,348.64	100%	100%	100%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Bring joy factor to invest in students by executing monthly Eagle Assemblies to highlight student achievements and create a culture of collaboration. **Strategy's Expected Result/Impact:** Students are excited and invested in staying on our campus. **Staff Responsible for Monitoring:** Elizabeth Red **Title I:** 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** Pre-Kindergarten Co-Teacher - Federal Grant - $31,379.04	100%	100%	100%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 5: Increase student persistence

Performance Objective 2: 90% of our new student's persistence on campus.

High Priority

HB3 Goal

Evaluation Data Sources: Persistence Dashboard

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Collaborate with the leadership team and instructional staff to build a culture of trust and joy. **Strategy's Expected Result/Impact:** Students will persist on campus. **Staff Responsible for Monitoring:** Elizabeth Red **Title I:** 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** Pre-Kindergarten Teacher - Federal Grant - $55,000	100%	100%	100%	

 No Progress Accomplished Continue/Modify Discontinue

Goal 5: Increase student persistence

Performance Objective 3: Provide student support for SEL, intervention, EB, Special Education, and 504.

High Priority

HB3 Goal

Evaluation Data Sources: Move this world, Persistence Dashboard and Mission List.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: SSA will provide resources to families to address SEL needs. **Strategy's Expected Result/Impact:** Improve student SEL. **Staff Responsible for Monitoring:** Elizabeth Red **Title I:** 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** Pre-Kindergarten Teacher - Federal Grant - $57,500	95%	95%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Students will be provided intervention for Reading and Math during electives and support from Special Education teachers to have in-class support when eligible. **Strategy's Expected Result/Impact:** Students will feel supported in classrooms. **Staff Responsible for Monitoring:** Leadership Team and Instructional teachers. **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction **Funding Sources:** Pre-Kindergarten Co-Teacher - Federal Grant - $34,293	100%	100%	100%	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 5: Increase student persistence

Performance Objective 4: 90% of teachers will use Move This World with fidelity.

High Priority

HB3 Goal

Evaluation Data Sources: Move This World Dashboard

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: SSA will email teachers with updated MTW usage weekly. **Strategy's Expected Result/Impact:** The teacher will know if they are on track with MTW usage. **Staff Responsible for Monitoring:** Elizabeth Red **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture	100%	100%	100%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: During morning walkthroughs MTW will be tracked by the leadership team. **Strategy's Expected Result/Impact:** The teacher is engaging in MTW to support our students with SEL. **Staff Responsible for Monitoring:** Selina Ortiz, Christian Recinos, Claudia Villalobos and Elizabeth Red **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture	100%	100%	100%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

Title I Personnel

Name	Position	Program	FTE
Amber Bazan	PRE-KINDERGARTEN TEACHER	Title I	1
Ninfa Alcala	CO-TEACHER	Title I	1
Norayma Garcia	PRE-KINDERGARTEN TEACHER	Title I	1
Raquel Ryer	CO-TEACHER	Title I	1
Veronica Morales	SR. AR ZONE FACILITATOR	Title I	1

Campus Funding Summary

Federal Grant					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	1	1	Pre-Kindergarten Co-Teacher		$31,379.04
3	2	1	Pre-Kindergarten Teacher		$57,500.00
4	1	1	Sr. AR Zone Facilitator		$38,348.64
4	2	1	Pre-Kindergarten Teacher		$55,000.00
4	3	1	Pre-Kindergarten Co-Teacher		$34,293.60
5	1	1	Sr. AR Zone Facilitator		$38,348.64
5	1	2	Pre-Kindergarten Co-Teacher		$31,379.04
5	2	1	Pre-Kindergarten Teacher		$55,000.00
5	3	1	Pre-Kindergarten Teacher		$57,500.00
5	3	2	Pre-Kindergarten Co-Teacher		$34,293.00
				Sub-Total	$433,041.96

Addendums

Master CNA & SAIP Reporting Checklist

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

Campus Name

2021-22 Student Achievement Improvement Plan

ACADEMY

APO	Initiatives	Needs Assess.	Special Pops.	Person(s) Responsible	Timeline Start/End	Resources: Human/ Material/Fiscal	Documentation	Formative Evaluation

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

Annual Performance Objectives (APO)

PRIORITY #1: Students Graduate College-Ready

1A. % of graduates who matriculate to a College or University: 100%

1B. % of graduates matriculate to a Tier I/II College or University: 15% | 25%

1C. % of Seniors accepted to a College or University: 100%

1D. % of Seniors named AP scholars | Earn IB diploma: 30% | 25%

1E. Earned State Rating: A

1F. % Basic | % Mastery | % Advanced on LEAP: 82% | 44% | 11%

1G. % Approaches | % Meets | % Masters on STAAR/EOC: 90% | 60% | 30%

1H. % Level 3 | % Level 4 | % Level 5 on FSA/FSAA: 70% | 40% | 20%

1I. % of Pre-K-2nd Students End The Year On/Above Grade Level in Reading - Year 1 Campuses | Year 2 Campuses: 80% | 90%

1J. % of students in CSI achieve 2 years growth in Reading | Math (measured by Ren STAR) 50% | 60%

1K. Average ACT score: 21

1L. % of students graduating college in 4 | 6 years: 25% | 55%

PRIORITY #2: Build a Strong & Sustainable Organization

2A. % Teacher Retention | Employee Retention: 85% | 85%

2B. 80% composit score on GPTW: 82%

2B. %Average Daily Attendance: 97.50%

2C. New Student Persistence: 90%

2D. Operating Income: $133M

2E. FIRST Rating: A

PRIORITY #3: Achieve Mission at Scale

3A. % of students with low socio-economic status: 80%

3B. Enrollment in August 2020: 83,894

3C. Schools in operation in August 2020: 149

3D. Total Funds Raised (millions): $93M

Needs Assessment

S-STAAR

D-DIBELS

E-EOC

A-ACT

RR-Reading Renaissance

ST-STAR for Math

DR-Discipline Report

AP-AP Tests

O-Other

Special Populations

All

AR-At Risk

ELL-English Language Learners

ED-Economically Disadvantaged

M-Migrant

SE-Special Education

Campus Name

Comprehensive Needs Assessment
ACADEMY

Data Sources: Eureka Math & Electives Academy

	DISTAR Pre-K on Grade Level	Eureka Kinder on Grade Level	Eureka First on Grade Level	Eureka Second on Grade Level	% Math Masters Pk-2	Pk-2 MM Goal Met/Not Met
% Students	100%	99|92|82	96|80|45	97|80|51	67%	Met

Data Source: STAAR Academy

	STAAR Math Grade 3	STAAR Math Grade 4	STAAR Math Grade 5	% Math Masters 3-5	3-5 MM Goal Met/Not Met
% Approaches	66%	73%	84%	70%	Met
% Meets	42%	32%	50%		
% Masters	13%	15%	19%		
% Student Achievement Average	40	40	51		
% Meet 2 year growth	N/A	82%	93%		

Data Source: CSI Academy

	Math AC CSI
% CSI (EOY Ren.)	89%
% of CSI Passing STAAR	36%
% of SPED Passing STAAR	50% (4/8)

Reflections

Areas of Strength	Areas of Need
1 Lesson internalization and deep dive into TEKS	1. Vertical Alignment from grades PK-5
2 Aggressive monitoring with intentional CFU	2. Identifying and analyzing the Blueprint
3 Data tracking for Exit Tickets, Unit Exams, and Tutorials	3. Exit Ticket Sort and adjust instruction based on trends

Campus Name

Comprehensive Needs Assessment ACADEMY						
Data Sources: Science Pk-2						
	Science Pre-K Approaches/Meets/ Masters	**Science Kinder Approaches/Meets/ Masters**	**Science First Approaches/Meets/ Masters**	**Science Second Approaches/Meets/ Masters**	**Science Third Approaches/Meets/ Masters**	**Science Fourth Approaches/Meets/ Masters**
% Students	N/A	N/A	98/94/93	88/66/43	88/57/22	93/71/38

Data Source: Science 3-5	
	STAAR Science Grade 5
% Approaches	77%
% Meets	48%
% Masters	23%
% Student Achievement Average	49

Reflections	
Areas of Strength	**Areas of Need**
1 Hands-on lab helped students internalize given instruction	1 Differentiated instruction for sub population, based on student needs
2 Aggressive monitoring with intentional CFU	2 Needs for SpEd students must be included in lesson plan internalization
3 Data tracking for Exit Tickets, Unit Exams, and tutorials	3 Increase student practice with high level of rigor

Campus Name

Comprehensive Needs Assessment
ACADEMY

Data Sources: DI ELA & Electives

	DI Pre-K on Grade Level	DI Kinder on Grade Level	DI First on Grade Level	DI Second on Grade Level	% Royal Readers	% Word Masters
% Students	100%	100%	79%	94%	24%	93%
					RR Goal Met/Not Met	WM Goal Met/Not Met
					MET	MET

Data Source: STAAR

	STAAR Reading Grade 3	STAAR Reading Grade 4	STAAR Reading Grade 5
% Approaches	80%	80%	82%
% Meets	48%	54%	63%
% Masters	23%	30%	35%
SAS	50	55	60

Data Source: CSI

% Meeting CSI Goal	Reading AC CSI
% CSI (EOY Ren.)	58%
% of CSI Passing STAAR	42%
% of SPED Passing STAAR	14% (1 /7)

Reflections

Areas of Strength	Areas of Need
1 Lesson internalization and deep dive into TEKS	1 Alignment of curriculum to state standards
2 Aggressive monitoring with intenational CFU	2 Teacher PD on state standard breakdown and alignment to student practice
3 Data tracking for Exit Tickets, Unit Assessments, and Tutorials	3 Inconsistency in analyzing daily student mastery

Campus Name

Comprehensive Needs Assessment

ACADEMY

Data Sources: Humanities Pk-2

	Humanities Pre-K Approaches/Meets/ Masters	Humanities Kinder Approaches/Meets/ Masters	Humanities First Approaches/Meets/ Masters	Humanities Second Approaches/Meets/ Masters	Humanities Third Approaches/Meets/ Masters	Humanities Fourth Approaches/Meets/ Masters	Humanities Fifth Approaches/Meets/ Masters
% Students	N/A	N/A	97/94/85	100/98/97	81/39/18	92/73/47	100/94/79

Reflections	
Areas of Strength	**Areas of Need**
1 Class projects helped students internalize given instruction	1 Differentiated instruction for sub population, based on student needs
2 Aggressive monitoring with intentional CFU	2 Needs for SpEd students must be included in lesson plan internalization
3 Data tracking for Exit Tickets, Unit Exams, and tutorials	3 Increase student practice with high level of rigor

Campus Name

Comprehensive Needs Assessment

ACADEMY

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

	Listening	Speaking	Reading	Writing	% of ELL Students who grew one or more levels
% Beginning	21%	26%	27%	31%	44% (136/311)
% Intermediate	16%	35%	26%	24%	
% Advanced	32%	29%	24%	28%	
% Advanced High	31%	10%	23%	16%	

Reflections	
Areas of Strength	**Areas of Need**
1 Technology access and availability	1 Increase student practice for listening, speaking, reading, and writing skills
2 TEA support for testing platform	2 Increase student practice using the testing platform
3 Instructional supports embedded in teachers' Lesson Plans	3 More practice sessions prior to TELPAS testing

Campus Name

Comprehensive Needs Assessment	
ACADEMY	
Staff Quality, Recruitment, Retention	
	Percentage
% School Lead Team Retention	100%
% Instructional Support Retention	90.90%
% Teacher Retention	90.91%
% Campus Support Retention	94%
% SPED Teachers	100%
% State/National Certified Teachers	24.24%
% State Certified Leaders	25%
% State/Board certified Counselors	N/A
Number of teacher applicants per 2020-21 school year	N/A

Reflection	
Areas of Strength	**Areas of Need**
1 We built teacher capacity and content knowledge based on need.	1 We had 12+ staff members out on FMLA and a shortage of substitutes. Instructional leaders were tasked to move in and teach priority classrooms.
2 Faculty Meetings have been repurposed and have been planned and executed by grade level and are incorporating rehearsal practice.	2 December results projected us to be an F-rated campus. We had to do a reset of a high culture of achievement where level 5 teachers were asked to move in to these STAAR classrooms and assist with small group instruction to target our Domain 3 scholars.
3 Professional development and rehearsals were facilitated by APIs based on data trends from daily observations in teacher classrooms. Leaders were able to coach through move the data sheets and move 20 points in 30 days.	3 We struggled with ADA all year long. Continuously we tried to enforce parent accountability and commitment but fell short.

Campus Name

Comprehensive Needs Assessment ACADEMY	
Data Source: School Culture and Climate	
	Campus %
% Average Daily Attendance	92%
% Overall Persistence	86.80%
% New Student Persistence	82.10%
# of Admin Withdrawals/ Level 3 Offenses	0%
% SPED	3.50%
% ELL	43.70%
% Eco Dis	82.70%
% Migrant	0%
% Race: American-Indian-Alaska-Native	0.12%
% Asian	0.77%
% White-Hispanic	95.40%
% Multi	0.10%
% Black-African-American	1.00%
% Native-Hawaiian-Pacific-Islander	0.25%
% White	2.57%
% Male	50.00%
% Female	50.00%

Data Source: School Culture and Climate	
Reflections	
Areas of Strength	**Areas of Need**
1 We were able to develop a high culture of achievement with a lot of joy from FDOS.	1 We had 12+ staff members out on FMLA and a shortage of substitutes.
2 We had very intentional and purposeful PD sessions based on campus needs.	2 December results projected us to be an F-rated campus.
3 Instructional leaders had a very strong teacher development plan in place based on trends, move the data sheets, observations, and lesson plan rehearsals.	3 ADA continued to be a struggle all year long.

Campus Name

Comprehensive Needs Assessment ACADEMY	
Data Source: Family and Community Involvement	
	Percentage
% Families Attended WTI	95%
% Families Attended Curriculum Night	N/A
% Families Who Attended EOY Ceremonies	97%
% Families who attended Fall Festival	N/A
% Families who attended Winter Festival	N/A
% Families who attended Spring Festival	N/A

Reflection	
Areas of Strength	**Areas of Need**
1 Parent communication was consistent throughout the school year via social media and Remind.	1 Due to COVID, we were a closed campus and had limited parent events in-person.
2 Staff members kept an open communication with parents throughout the school year.	2 We struggled with ADA all year long. Continuously we tried to enforce parent accountability and commitment but fell short.
3 Parents received campus information through a variety of platforms such as print out, social media, Remind, and the	3 Due to COVID, many families opted for virtual learning/virtual academy.

IDEA Public Schools

Edinburg College Prep

2022-2023 Campus Improvement Plan

Accountability Rating: A

Distinction Designations:
Academic Achievement in English Language Arts/Reading
Academic Achievement in Mathematics
Academic Achievement in Science
Academic Achievement in Social Studies
Postsecondary Readiness

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

Mission Statement

IDEA Public Schools prepare students from underserved communities for success in college and citizenship. In our school we prioritize the development of our students through rigorous instruction, opportunities to grow as contributing individuals, and the knowledge of being successful in college. IDEA Edinburg staff is committed to modeling behaviors and attitudes that are focused on a growth mindset, kindness, and a willingness to accept others through similarities and differences. We want for our Eagles to grow up in their communities knowing that they are future college graduates and for them to work towards building habits that will make this vision a reality. Our students are productive members of our society today and after graduation because they are committed to a better community.

Vision

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

Core Values

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

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

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Our school was founded 2011 and serves grades 6-12. We are an open enrollment charter school.

See PDF in Addendum for more information.

Demographics Strengths

See PDF in Addendum for more information.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Decreasing of student persistence in the past years. **Root Cause:** 1. Lack of strategies and professional development around building student relationships. 2. Lack of strong and streamlined parent communication. 3. Lack in investing students and families in our high school program

Problem Statement 2 (Prioritized): Increase in student suspensions over the past few years. **Root Cause:** 1. Lack of consistent and clear communication around school culture expectations with staff members. 2. There has not been quarterly step backs to address misbehaviors and create solutions. 3. Lack of teacher training in restorative approaches

Student Learning

Student Learning Summary

Our school achieved an A TEA rating and met 5 out of 7 distinctions. In comparison to 3 local high schools we received the A distinction.

"See PDF in Addendum for more information"

Student Learning Strengths

"See PDF in Addendum for more information."

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Lack of student meeting percentages of meets/masters in STAAR/EOC **Root Cause:** 1. Gap in lesson planning being aligned to TEKS/ standards and rigor of end of year assessments. 2. Lack of instructional support focus on lesson delivery and guided practice.

Problem Statement 2 (Prioritized): Lack of student growth in TELPAS assessment **Root Cause:** 1. Lack of a strong testing environment 2. Lack of focus on strategies around growing writing and speaking in emergent bilinguals.

Problem Statement 3 (Prioritized): Did no meet CCMR readiness early in the school year **Root Cause:** 1. Lack of fidelity to ACT mastery prep 2. Lack of TSI support for Reading/Math

School Processes & Programs

School Processes & Programs Summary

Our campus develops instructional leaders through School Leadership Levers rubric guidance. We observe classrooms and teacher instruction to create professional development to address root causes.

Our culture rounds and professional development is aligned to our school vision statement.

"See PDF in Addendum for more information."

School Processes & Programs Strengths

"See PDF in Addendum for more information"

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Staff is not being recognized on a consistent basis **Root Cause:** 1. Lack of system in place to consistently recognize staff on data and personal growth.

Problem Statement 2 (Prioritized): Staff is not consistently coached and developed. **Root Cause:** 1. Instructional lead team did not create system to prioritize teacher gaps 2. Scope and sequence not defined

Perceptions

Perceptions Summary

Our teacher retention was at over 90% and it decreased from the previous year. Our barrier last year for parent/guardian communication was COVID.

Perceptions Strengths

"See PDF in Addendum for more information"

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): A decrease in teacher/family touchpoints. **Root Cause:** 1. Lack of alternative touchpoints such as phone calls, mail, or virtual meetings 2. Lack of mechanism for teacher/family touchpoints

Problem Statement 2 (Prioritized): Decrease in family engagement opportunities. **Root Cause:** 1. Lack in alternative engagement opportunities such as virtual meetings 2. Lack of mechanism in place to plan for family engagement opportunities

Priority Problem Statements

Problem Statement 1: Decreasing of student persistence in the past years.

Root Cause 1: 1. Lack of strategies and professional development around building student relationships. 2. Lack of strong and streamlined parent communication. 3. Lack in investing students and families in our high school program

Problem Statement 1 Areas: Demographics

Problem Statement 2: Increase in student suspensions over the past few years.

Root Cause 2: 1. Lack of consistent and clear communication around school culture expectations with staff members. 2. There has not been quarterly step backs to address misbehaviors and create solutions. 3. Lack of teacher training in restorative approaches

Problem Statement 2 Areas: Demographics

Problem Statement 3: Lack of student meeting percentages of meets/masters in STAAR/EOC

Root Cause 3: 1. Gap in lesson planning being aligned to TEKS/standards and rigor of end of year assessments. 2. Lack of instructional support focus on lesson delivery and guided practice.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Lack of student growth in TELPAS assessment

Root Cause 4: 1. Lack of a strong testing environment 2. Lack of focus on strategies around growing writing and speaking in emergent bilinguals.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Staff is not being recognized on a consistent basis

Root Cause 5: 1. Lack of system in place to consistently recognize staff on data and personal growth.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: Staff is not consistently coached and developed.

Root Cause 6: 1. Instructional lead team did not create system to prioritize teacher gaps 2. Scope and sequence not defined

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: A decrease in teacher/family touchpoints.

Root Cause 7: 1. Lack of alternative touchpoints such as phone calls, mail, or virtual meetings 2. Lack of mechanism for teacher/family touchpoints

Problem Statement 7 Areas: Perceptions

Problem Statement 8: Decrease in family engagement opportunities.

Root Cause 8: 1. Lack in alternative engagement opportunities such as virtual meetings 2. Lack of mechanism in place to plan for family engagement opportunities
Problem Statement 8 Areas: Perceptions

Problem Statement 9: Did no meet CCMR readiness early in the school year
Root Cause 9: 1. Lack of fidelity to ACT mastery prep 2. Lack of TSI support for Reading/Math
Problem Statement 9 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Accountability Data

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

Student Data: Assessments

- 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
- 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
- SAT and/or ACT assessment data
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data

- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- Enrollment trends

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data

Parent/Community Data

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

Support Systems and Other Data

- Communications data
- Budgets/entitlements and expenditures data

Goals

Goal 1: Increase staff retention

Performance Objective 1: 100% of teachers will receive development through Teachboost by end of May 2023

High Priority

Evaluation Data Sources: Teachboost, Coaching Tracker

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Instructional Lead Team participates in instructional rounds at minimum once a week to observe classrooms. **Strategy's Expected Result/Impact:** Teachers will receive timely and high leverage feedback through quantatative and qualatative data. **Staff Responsible for Monitoring:** Instructional lead team **Title I:** 2.4, 2.5, 2.6 **- 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 **Problem Statements:** School Processes & Programs 2	100%	0%	0%	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 2: Staff is not consistently coached and developed. **Root Cause**: 1. Instructional lead team did not create system to prioritize teacher gaps 2. Scope and sequence not defined

Goal 1: Increase staff retention

Performance Objective 2: Increase GPTW "Management shows appreciation for good work and extra effort" strand by 3 points.

Evaluation Data Sources: GPTW, Trust Surveys

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Plan to celebrate teachers throughout the year for different achievements. **Strategy's Expected Result/Impact:** Teachers feel celebrated and valued throughout the year. **Staff Responsible for Monitoring:** Lead Team and Admin Asst **TEA Priorities:** Recruit, support, retain teachers and principals **Problem Statements:** School Processes & Programs 1				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 1: Staff is not being recognized on a consistent basis **Root Cause**: 1. Lack of system in place to consistently recognize staff on data and personal growth.

Goal 1: Increase staff retention

Performance Objective 3: 100% of new hires are retained

Evaluation Data Sources: retention tracker Locus dashboard

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Implement strong business partnership with talent team who understand school's vision statement **Strategy's Expected Result/Impact:** Hire teachers that are committed to school's vision **Staff Responsible for Monitoring:** Talent team and school principal **TEA Priorities:** Recruit, support, retain teachers and principals **Problem Statements:** School Processes & Programs 2	100%	✗	✗	

0% No Progress | 100% Accomplished | → Continue/Modify | ✗ Discontinue

Performance Objective 3 Problem Statements:

School Processes & Programs
Problem Statement 2: Staff is not consistently coached and developed. **Root Cause**: 1. Instructional lead team did not create system to prioritize teacher gaps 2. Scope and sequence not defined

Goal 2: All IDEA students matriculate to college

Performance Objective 1: 100% of students are accepted into a 4 year college/university

High Priority

HB3 Goal

Evaluation Data Sources: Matriculation tracker, Naviance tracker, Director of College Counseling Check-in Tracker

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Hold 100% of match and fit conversations with seniors **Strategy's Expected Result/Impact:** 100% of students are matched to a college/university of their choosing **Staff Responsible for Monitoring:** College Counseling Team and School Principal **Title I:** 2.5, 2.6 **- TEA Priorities:** Connect high school to career and college **Problem Statements:** Demographics 1 - Student Learning 3				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: 100% of students are CCMR ready by graduation **Strategy's Expected Result/Impact:** Students have met at least 1 component of being college, career, military ready **Staff Responsible for Monitoring:** College counseling team and school principal **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college **Problem Statements:** Student Learning 1				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Attain 21 ACT average composite score for Class of 2023 **Strategy's Expected Result/Impact:** Students increase their ACT score by at least 1 point and have better opportunities to enter **Staff Responsible for Monitoring:** College Counseling Team **Title I:** 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college **Problem Statements:** Student Learning 3				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Decreasing of student persistence in the past years. **Root Cause**: 1. Lack of strategies and professional development around building student relationships. 2. Lack of strong and streamlined parent communication. 3. Lack in investing students and families in our high school program

Student Learning
Problem Statement 1: Lack of student meeting percentages of meets/masters in STAAR/EOC **Root Cause**: 1. Gap in lesson planning being aligned to TEKS/standards and rigor of end of year assessments. 2. Lack of instructional support focus on lesson delivery and guided practice.
Problem Statement 3: Did no meet CCMR readiness early in the school year **Root Cause**: 1. Lack of fidelity to ACT mastery prep 2. Lack of TSI support for Reading/Math

Goal 2: All IDEA students matriculate to college

Performance Objective 2: IDEA Edinburg College Prep will continue to meet 100% CCMR readiness by scoring an average of 21 on the ACT.

High Priority

Evaluation Data Sources: ACT Mastery Prep, ACT Benchmarks in October/April

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Implement ACT Mastery Prep Bootcamp **Strategy's Expected Result/Impact:** Increase of ACT average score by 1% **Staff Responsible for Monitoring:** College Counseling Team, Principal, RTTC teachers **Title I:** 2.5, 2.6 **- TEA Priorities:** Connect high school to career and college	100%	✗	✗	

0% No Progress | 100% Accomplished | → Continue/Modify | ✗ Discontinue

Goal 2: All IDEA students matriculate to college

Performance Objective 3: 100% of IDEA Edinburg College Prep Seniors will be TSI exempt by end of school year.

High Priority

Evaluation Data Sources: TSI exam, TSI prep practice.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: TSI prep based on student need **Strategy's Expected Result/Impact:** TSI Exempt **Staff Responsible for Monitoring:** College Counseling Team, RTTC Teachers, Principal **Title I:** 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college				

 No Progress Accomplished Continue/Modify Discontinue

Goal 3: IDEA achieves an A rating

Performance Objective 1: Increase STAAR Meets measurement by 3 points

High Priority

Evaluation Data Sources: Locus dashboard, Edcite, STAAR trackers

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Provide STAAR rigor aligned lesson plan feedback before lesson delivery **Strategy's Expected Result/Impact:** First teach is aligned to rigor of STAAR/EOC **Staff Responsible for Monitoring:** Instructional lead team, Content Teacher Leaders, STAAR/EOC teachers **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **Problem Statements:** Student Learning 1	50%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Provide accelerated learning for students who did not meet approaches in last STAAR/EOC **Strategy's Expected Result/Impact:** Close learning gaps **Staff Responsible for Monitoring:** Administration and teachers **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **Problem Statements:** Student Learning 1 **Funding Sources:** Teacher - Federal Grant - $59,300	15%			

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Lack of student meeting percentages of meets/masters in STAAR/EOC **Root Cause**: 1. Gap in lesson planning being aligned to TEKS/standards and rigor of end of year assessments. 2. Lack of instructional support focus on lesson delivery and guided practice.

Goal 3: IDEA achieves an A rating

Performance Objective 2: 60% of students in special education program meet or exceed growth measures in Reading/Math

High Priority

HB3 Goal

Evaluation Data Sources: Formative/Summative assessments, SPED Growth Goal Tracker

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Implement SPED instructional rounds to identify areas of growth. **Strategy's Expected Result/Impact:** Increase in aligned use of accommodations and strategies to be used in lesson delivery. **Staff Responsible for Monitoring:** Instructional lead team, SPED teachers **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **Problem Statements:** Demographics 1 - Student Learning 1	20%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: SPED teacher and Gen Ed teacher bi-weekly collaboration. **Strategy's Expected Result/Impact:** Collaboration will result in aligned support and strategies for students in special education program. **Staff Responsible for Monitoring:** Instructional lead team and SPED managers. **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **Problem Statements:** Student Learning 1 **Funding Sources:** Interventionist - Federal Grant - $59,300	0%			

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Decreasing of student persistence in the past years. **Root Cause**: 1. Lack of strategies and professional development around building student relationships. 2. Lack of strong and streamlined parent communication. 3. Lack in investing students and families in our high school program

Student Learning
Problem Statement 1: Lack of student meeting percentages of meets/masters in STAAR/EOC **Root Cause**: 1. Gap in lesson planning being aligned to TEKS/standards and rigor of end of year assessments. 2. Lack of instructional support focus on lesson delivery and guided practice.

Goal 3: IDEA achieves an A rating

Performance Objective 3: 85% of EB students grow 1 composite point.

High Priority

Evaluation Data Sources: Renstar, Formative/Summative Assessments, Locus and Edcite Dashboards

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Use ELPS strategies to plan for lesson plans that provide support in all components. **Strategy's Expected Result/Impact:** TELPAS growth and exit of EB program. **Staff Responsible for Monitoring:** Instructional lead team, content leaders **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **Problem Statements:** Student Learning 2	0%			

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 2: Lack of student growth in TELPAS assessment **Root Cause**: 1. Lack of a strong testing environment 2. Lack of focus on strategies around growing writing and speaking in emergent bilinguals.

Goal 4: Increase student daily attendance

Performance Objective 1: Improve ADA by 2 points for the 22-23 School Year

High Priority

Evaluation Data Sources: ADA Tracker, ADA call log

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Implement ADA Escalation Matrix involving all stakeholders. **Strategy's Expected Result/Impact:** There is a clear and thorough process to ensure that students and families are aware of importance of ADA. **Staff Responsible for Monitoring:** Assistant Principal of Operations, Administration, SIS/REGISTRAR, teachers **Title I:** 2.4, 2.5, 2.6, 4.1, 4.2 **- TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools **Problem Statements:** Perceptions 1	55%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Implement Engagement opportunities for new to Idea families **Strategy's Expected Result/Impact:** Build strong relationships with our families **Staff Responsible for Monitoring:** Assistant Principal of Operations, administration team, and teachers **Title I:** 2.4, 2.5, 2.6, 4.1, 4.2 **- TEA Priorities:** Improve low-performing schools **Problem Statements:** Perceptions 1, 2	40%			

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: A decrease in teacher/family touchpoints. **Root Cause**: 1. Lack of alternative touchpoints such as phone calls, mail, or virtual meetings 2. Lack of mechanism for teacher/family touchpoints

Perceptions
Problem Statement 2: Decrease in family engagement opportunities. **Root Cause**: 1. Lack in alternative engagement opportunities such as virtual meetings 2. Lack of mechanism in place to plan for family engagement opportunities

Goal 4: Increase student daily attendance

Performance Objective 2: Decrease student infractions

High Priority

Evaluation Data Sources: Behavior log, Powerschool

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Implement Capturing Kid's Heart program **Strategy's Expected Result/Impact:** Build student relationships that result in students being engaged and in a positive learning environment **Staff Responsible for Monitoring:** Administration and Grade Team Leaders **Title I:** 2.5, 2.6 **- TEA Priorities:** Improve low-performing schools **Problem Statements:** Demographics 2	30%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Implement family social and emotional meetings **Strategy's Expected Result/Impact:** Build awareness of social needs of families and how to support their child **Staff Responsible for Monitoring:** Student Success Advisor and Administration **Title I:** 2.6, 4.1, 4.2 **- TEA Priorities:** Improve low-performing schools **Problem Statements:** Perceptions 1, 2	0%			

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: Increase in student suspensions over the past few years. **Root Cause**: 1. Lack of consistent and clear communication around school culture expectations with staff members. 2. There has not been quarterly step backs to address misbehaviors and create solutions. 3. Lack of teacher training in restorative approaches

Perceptions
Problem Statement 1: A decrease in teacher/family touchpoints. **Root Cause**: 1. Lack of alternative touchpoints such as phone calls, mail, or virtual meetings 2. Lack of mechanism for teacher/family touchpoints
Problem Statement 2: Decrease in family engagement opportunities. **Root Cause**: 1. Lack in alternative engagement opportunities such as virtual meetings 2. Lack of mechanism in place to plan for family engagement opportunities

Goal 5: Increase student persistence

Performance Objective 1: Increase parent engagement opportunities to 1 touchpoint minimum per month

Evaluation Data Sources: Engagement Tracker

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Implement a family engagement committee **Strategy's Expected Result/Impact:** Increase aligned family engagement opportunities **Staff Responsible for Monitoring:** Student Success Advisor/Administration **Title I:** 4.1, 4.2 **Problem Statements:** Demographics 1 - Perceptions 1, 2				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Decreasing of student persistence in the past years. **Root Cause**: 1. Lack of strategies and professional development around building student relationships. 2. Lack of strong and streamlined parent communication. 3. Lack in investing students and families in our high school program

Perceptions
Problem Statement 1: A decrease in teacher/family touchpoints. **Root Cause**: 1. Lack of alternative touchpoints such as phone calls, mail, or virtual meetings 2. Lack of mechanism for teacher/family touchpoints
Problem Statement 2: Decrease in family engagement opportunities. **Root Cause**: 1. Lack in alternative engagement opportunities such as virtual meetings 2. Lack of mechanism in place to plan for family engagement opportunities

Goal 5: Increase student persistence

Performance Objective 2: Meet Healthy Kids requirements

Evaluation Data Sources: IHT Monitors, Public Trackers

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Track MVPA minutes to meet District Fitness Honor Roll **Strategy's Expected Result/Impact:** Healthier students and increase in engagement **Staff Responsible for Monitoring:** PE coaches, AC, instructional lead team **Title I:** 2.6 **- TEA Priorities:** Improve low-performing schools				

 No Progress Accomplished Continue/Modify Discontinue

Goal 5: Increase student persistence

Performance Objective 3: Rated Proficient or Higher by the end of the year on the Campus Safety Scorecard.

High Priority

Evaluation Data Sources: Intruder assessments, Completion of trainings.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Track all components of campus safety scorecard and implement next steps. **Strategy's Expected Result/Impact:** Identify glows and grows and implement next steps **Staff Responsible for Monitoring:** APO, Campus Principal, Administration, teachers, all staff. **Title I:** 2.6, 4.1, 4.2 **- TEA Priorities:** Improve low-performing schools				

 No Progress Accomplished Continue/Modify Discontinue

Title I Personnel

Name	Position	Program	FTE
Azucena Trevino	INTERVENTIONIST	Critical Student Intervention	1
Carlos Garza	INTERVENTIONIST	Math Interventionist	1

Campus Funding Summary

Federal Grant					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	1	2	Teacher		$59,300.00
3	2	2	Interventionist		$59,300.00
				Sub-Total	$118,600.00

Addendums

Master CNA & SAIP Reporting Checklist

				PTG	0%	PTG	0%
DEPT	**Data Source**	**Data Tabs**	**Guidance**	**Status**	**Principal Notes or Questions**	**VP Verification**	**Notes & Next Steps**
College Prep	KEYS Tab (Tab 3)	Student Achievement Improvement Plan 2021-2022 School Year	This SAIP plan will require logging concrete initiatives put in place for student improvement, as well as their associated timelines, resources, and responsible staff. Each initiative will be tracked mid-year and at the end of the year. Mid-year assessments should be completed by each campus between December 1, 2022 and no later than January 31, 2023.	Pending		Action Required	
	Locus Dashboards: CIS STARR, AP Campus IB Reports EOY Assessments	Comprehensive Needs Assessment 2022 English Language Arts	These Pages should include the percentage of students who achieved each listed score for the 2021-2022 School Year. For each subject, list a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Pending		Action Required	
		Comprehensive Needs Assessment 2022 Math		Pending		Action Required	
		Comprehensive Needs Assessment 2022 Science		Pending		Action Required	
		Comprehensive Needs Assessment 2022 Humanities		Pending		Action Required	
	State TELPAS Report	Comprehensive Needs Assessment 2022 TELPAS	This data set will outline the percentage of students that earned proficiency in the areas of Listening, Speaking, Reading, and Writing, as indicated in the State TELPAS report. Llist a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Pending		Action Required	
	Locus Dashboards: ACT, AP, TSI Campus IB Reports Campus Matriculation Reports	100% College Matriculation 2021-2022 School Year	This page will only be applicable to campuses that had graduating classes in the Spring of 2022. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Pending		Action Required	
	Locus Dashboard: Staff Rentention	Staff Quality, Retention, & Recruitment 2021-2022 School Year	Under the %SPED Data Point, this should relfect the percentage of SPED certified teachers, compared to the overall SPED staff. Under number of teacher applicants, note how many teachers were interviewed by campus leaders for positions during the 2021-2022 School Year. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Pending		Action Required	
	Locus Dashboards: Student Persistence, Enrollment, ADA	School Culture & Climate 2021-2022 School Year	For the Withdrawals/Level 3 Offenses data point, list the number of withdrawals or offenses. All other data points should reflect percentages. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Pending		Action Required	
	Campus Academic Counselor Tracking Systems	2022 Family & Community Involvement	In addition to listing data percentages, list a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Pending		Action Required	

Campus Name

2021-22 Student Achievement Improvement Plan - College Prep

COLLEGE PREP

APO	Initiatives	Needs Assess.	Special Pops.	Person(s) Responsible	Timeline Start/End	Resources: Human/ Material/Fiscal	Documentation	Formative Evaluation

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

Annual Performance Objectives (APO)

PRIORITY #1: Students Graduate College-Ready

1A. % of graduates who matriculate to a College or University: 100%

1B. % of graduates matriculate to a Tier I/II College or University: 15% | 25%

1C. % of Seniors accepted to a College or University: 100%

1D. % of Seniors named AP scholars | Earn IB diploma: 30% | 25%

1E. Earned State Rating: A

1F. % Basic | % Mastery | % Advanced on LEAP: 82% | 44% | 11%

1G. % Approaches | % Meets | % Masters on STAAR/EOC: 90% | 60% | 30%

1H. % Level 3 | % Level 4 | % Level 5 on FSA/FSAA: 70% | 40% | 20%

1I. % of Pre-K-2nd Students End The Year On/Above Grade Level in Reading - Year 1 Campuses | Year 2 Campuses: 80% | 90%

1J. % of students in CSI achieve 2 years growth in Reading | Math (measured by Ren STAR) 50% | 60%

1K. Average ACT score: 21

1L. % of students graduating college in 4 | 6 years: 25% | 55%

Needs Assessment

S-STAAR

D-DIBELS

E-EOC

A-ACT

RR-Reading Renaissance

ST-STAR for Math

DR-Discipline Report

AP-AP Tests

O-Other

Special Populations

All

AR-At Risk

ELL-English Language Learners

ED-Economically Disadvantaged

M-Migrant

SE-Special Education

Idea Edinburg College Preparatory

Comprehensive Needs Assessment

COLLEGE PREP

Data Source: CSI

% Meeting CSI Goal	Reading CP CSI
% CSI (EOY Ren.)	65% 22 out of 34
% of CSI Passing STAAR	47% 16 out of 34
% of SPED Passing STAAR	20% 1 out of 5

Data Source: STAAR

	STAAR Reading 6th	STAAR Reading 7th	STAAR Reading 8th	STAAR Writing 7th	English I EOC	English II EOC
% Approaches	78	84	94	84	68	90%
% Meets	45	58	67	58	58%	80%
% Masters	17	34	46	34	21%	13%
% Student Achievement Average	47	59	69	59	49%	61%

Data Source: AP/IB/Electives

AP Scores	Pass AP Lit	Pass AP Lang	IB Scores	IB Group 1	% Royal Readers	% Word Master
% Score 1	35%	48%	% Score 1-3		60	92
% Score 2	28%	43%	% Score 4-5			
% Score 3+	37.50%	9.2%	% Score 6-7			
					RR Goal Met/Not Met	WM Goal Met/Not Met
					Met	Met

Reflections	
Areas of Strength	**Areas of Need**
1 Middle School used i-ready to help special pops. students	1. Test prep support for special pops.
2 Included at least two novels in their instruction	2 Teachers need to be taught/trained on how to take the district curriculum (Wit and Wisdom/
3 Teachers for the most part were able to be transparent with their managers.	3 Training for managers in the content/ CSI that they are supporting. Managers must be aware of
4 The library/ AR zone is utilized regularly for 6th/7th grade, but these books aren't available for 8th grade to 12th grade students.	4 More supportive literacy programs to encourage students to read for entertainment. It may be possible to implement a campus wide book club. There are lots of unused books in our book room

Idea Edinburg College Preparatory

Comprehensive Needs Assessment - College Prep COLLEGE PREP					
Data Source: STAAR					
	STAAR Math 6th	**STAAR Math 7th**	**STAAR Alg I**		
% Approaches	69	65	85		
% Meets	59	34	59		
% Masters	10	17	38		
% Student Achievement Average	46	39	61		
Data Source: AP/IB					
AP Scores	**Pass AP Calculus AB**	**Pass AP Calculus CD**	**Pass AP Prob. & Stats.**	**IB Scores**	**IB Group 5**
% Score 1	28%	n/a	81%	**% Score 1-3**	N/A
% Score 2	44%	n/a	13%	**% Score 4-5**	N/A
% Score 3+	27.8%	n/a	6.3%	**% Score 6-7**	N/A

Reflections	
Areas of Strength	**Areas of Need**
1. Veterans; can ID gaps	1. Foundational Skills (fractions)
2. Collaboration about alignment in resources, vocabulary , strategies	2. Intervention for the foundational skills in HS levels (Sa
3. Collaboration about students	3. BOY Collaboration to identify low students with their gaps/behavioral/attitude and POA.
	4. Summer school (could be done by the next teac

t. School)
her)

Notes:
Math models for HS
Alg, 1. Alg 2, Geometry (Math flow)
Needed resources: Clickers class set

Campus Name

Comprehensive Needs Assessment
COLLEGE PREP

Data Source: Internal Assessments

	6th Grade EOY Assessment	7th Grade EOY Assessment
% Passing	72	85

Data Source: STAAR

	STAAR 8th Science	STAAR Biology
% Approaches	84	86
% Meets	56	65
% Masters	34	22
% Student Achievement Average	58	58

Data Source: AP/IB

AP Scores	Pass AP Biology	Pass AP Chemistry	Pass AP Physics (1, 2, & C)	Pass AP Env. Science	IB Scores	IB Group 4
% Score 1	27%	n/a	83%	43%	% Score 1-3	N/A
% Score 2	38%	n/a	17%	22%	% Score 4-5	N/A
% Score 3+	35.1%	n/a	0%	34.8%	% Score 6-7	N/A

Reflections

Areas of Strength	Areas of Need
Teachers are committed to vertical alignment. Teachers identify long-lasting gaps and identify grade levels to insert new material. Teachers are always enthusiastic to try new ideas/content	A lot of practice needs to be done with FRQ writing. Students need to retain information and make connections to write and comprehend correctly.
Science practice skills are good. Since we do a lot of ACT boot camps students can read, analyze and interpret graphs.	Upcoming school year incorporate note taking skills where students can write, draw and annotate.
Students are able to identify the experimental design and plot them correctly in graph. A lot of them can read and comprehend and correctly do the MCQ	Early in school year during tutoring students will build a year long review by organizing their mini binder and build good study skills along.

6th grade- Incorporate literacy in the classroom and work on graphing
7th grade- Continue to build on the literacy
8th- Work on reading comprehension and work on graphing skills.
9th- Reading/Writing comprehension
10th- Have students analyze graphs and interpret the data
11th- Strengthen graphical analysis/relationships; push CER; unit conversions

12th - Students need to construct reports in an organized matter with thoughful summaries (evidence of building ideas) an

ıd proper citations. Plotting/reading (excel) data and unit conversions practices

Campus Name

Comprehensive Needs Assessment
COLLEGE PREP

Data Source: Internal Assessments

	6th Grade EOY Assessment	7th Grade EOY Assessment
% Passing	98	98

Data Source: STAAR

	STAAR 8th US History	EOC US History
% Approaches	89	97
% Meets	52	84
% Masters	26	56
% Student Achievement Average	56	79

Data Source: AP/IB

AP Scores	Pass AP Human Geography	Pass AP World History	Pass AP US History	Pass AP Goverment	Pass AP Economics	IB Scores	IB Group 3
% Score 1	71%	63%	71%	71%	81%	% Score 1-3	n/a
% Score 2	10%	26%	18%	17%	12%	% Score 4-5	n/a
% Score 3+	18.4%	11.6%	10.6%	12.1%	6.8%	% Score 6-7	n/a

Reflections

Areas of Strength	Areas of Need
1. 11th US History - AP & STAAR alignment for the general population	1. 11th US History - AP/STAAR differentiation for sped students
2. 12th Gov - AP Alignment, AP Classroom	2. Vertical Alignment Document (Lead4ward?) For ex, aligning 8th gov't to 12th gov't (Mark will look into)
3. Consistency at upper levels in testing format so students get used to style	3. Possibility of opt out for some students?
4.AP Human Geo - Retention from 6th World, 8th	4. As a content - can build on blooms, Monday - Friday.
5. 8th grade - Vertical alginment from 6th/7th	5. FRQ - focus on command verbs - 6th and 7th can
6. Dept is great and gets along. All willing to share and	6. AP Multiple Choice - 5 minute mark, bubble as many as
7. 8th grade starts 9th grade Geo after STAAR (maps and	7. 6th grade can use "ESPN" to align with 9th grade
	8. Proactive approach - Talk about students that are AP
	9. Start with real life FRQs for practice (ex: Explain ice
	10. Norm on feedback symbols (Ms. Calderon will send to
	11. All year history for 6th and 7th (no hybrid) Cannot

Campus Name

Comprehensive Needs Assessment
COLLEGE PREP

TELPAS Composite Rating (Listening, Speaking, Reading, Writin

	Listening	Speaking	Reading	Writing
% Beginning	19	21	10	4
% Intermediate	23	42	28	23
% Advanced	34	34	30	46
% Advanced High	36	13	36	38

% of ELL Students who grew one or more levels

6th	7th	8th	9th	10th
3%	23%	22%	22%	38%

Reflection

Areas of Strength	Areas of N
1 Writing opportunities	1 Testing practice for "speaking" component
2 Peer to peer support	2 Testing environment
3 Listening opportunities	3 SIOP strategies

g)
% of ELL Students who grew one or more levels

11th	12th	Total
67%	N/A	**30%**

eed

Campus Name

Comprehensive Needs Assessment COLLEGE PREP					
100% College Matriculation					
Matriculation %	**Matricuation % 4 year**	**Matriculation % 2 year**	**Tier 1/2 % Acceptances**	**Tier 1/2 % Matriculation**	IDEA Thrive
100	**83**	**15**	**100**	**22**	**7 students**
Tier 1 % Matriculation	**Tier 2 % Matriculation**	**Tier 3 % Matriculation**	**Tier 4 % Matriculation**	**Senior Class CCMR %**	**Senior Class TSI Completion %**
15%	9%	12%	49	100%	100%
Campus Data					
Senior Class ACT Average	**Junior Class ACT Average**	**Overall AP Scholars (3+ or more tests)**	**IB Medallion Scholars (Passing 3+ exams)**	**Overall % IB Diploma**	**Campus End of Year OTG**
20%	20%	33%	na	na	EOY with SS- 97% 331/339

Reflections	
Areas of Strength	**Areas of Need**
1. Continue to achieve 100% Tier I/II- utilzing the support from RTTC in grades 9-12	1. How do we change the mindset of our community to push tier I/II.
2. Building college going identity-through expectations and goals aligned to college	2. Culture around OTG and why it matters and translates in college-- across grade levels
3. ACT prep & Plan is strong and we've tied it to all campus and teacher goals.. RTTC teachers support students with individualized goals.	3. ACT incorporating Mastery Prep with the textbook to provide options for students to continue doing with group work.

Campus Name

Comprehensive Needs Assessment COLLEGE PREP	
Staff Quality, Recruitment, Retention	
	Percentage
% School Lead Team Retention	88%
% Instructional Support Retention	100%
% Teacher Retention	95%
% Campus Support Retention	100%
% SPED Certified Teachers	100%
% State/National Certified Teachers	5%
% State Certified Leaders	2%
% State/Board certified Counselors	25%
Number of teacher applicants per 2020-21 school year	11%

Reflections	
Areas of Strength	**Areas of Need**
1 PD updates	1 Alignment of behavior management/discipline
2 Valuing staff	2 Venues for communication
3 Resources provided	3 Recognizing teacher growth and others that are normally not recognized.

Campus Name

Comprehensive Needs Assessment College Prep	
Data Source: School Culture and Climate	
	Campus %
% Average Daily Attendance	92.8
% Overall Persistence	90.17
% New Student Persistence	84.21
# of Admin Withdrawals/ Level 3 Offenses	0/22
% SPED	5
% ELL	32
% Eco Dis	83
% Migrant	0
% Race: American-Indian-Alaska-Native	13
% Asian	1
% White-Hispanic	38
% Multi	0
% Black-African-American	1
% Native-Hawaiian-Pacific-Islander	1
% White	20
% Male	48
% Female	52

Data Source: School Culture and Climate	
Reflections	
Areas of Strength	**Areas of Need**
1 Caring teachers- good heart	1 Consistency of expectations throughout the campus
2 Behavior Management system provided at end of year	2 Use of technology
3 Core Values	3 Lack of relationship building

Campus Name

Comprehensive Needs Assessment COLLEGE PREP	
Data Source: Family and Community Involvement	
	Percentage
% Families Attended WTI	100%
% Families Attended Curriculum Night	na
% Families Who Attended EOY Ceremonies	89%
% Families who attended Fall Festival	na
% Families who attended Winter Festival	na
% Families who attended Spring Festival	na

Reflections	
Areas of Strength	**Areas of Need**
1 Parent Weekly	1Family Engagement opportunities-- didn't happen due to COVID protocols
2 Social Media Communication	2 Teacher/Family touchpoints throughout the year
3 EOY celebrations	3 Specific teams tasked to follow the process

IDEA Public Schools

Elsa Academy

2022-2023 Campus Improvement Plan

Accountability Rating: A

Distinction Designations:
Academic Achievement in English Language Arts/Reading
Postsecondary Readiness

Board Approval Date: October 21, 2022
Public Presentation Date: September 15, 2022

Mission Statement

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

Vision

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

Core Values

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

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

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Comprehensive Needs Assessment

Revised/Approved: September 15, 2022

Demographics

Demographics Summary

IDEA Elsa Academy was established in 2018 and is located in 420 S. Fannin ST, Elsa Texas. The current enrollment for the 2022-2023 school year is 826 students. The school serves a diverse ethnic community, majority consisting of 94.6% Hispanic ethnicity. Approximately 95.24% are economically disadvantaged and qualify for free and reduced lunches.

The instructional programs at IDEA Elsa Academy consists of the 21st century after school program, Bilingual and EB program, 504, RTI the special education program, which consists of speech classes and life skills.

According to the Texas Education Agency Accountability System, IDEA Elsa Academy received and A for the 2021-2022 school year and received distinctions for Academic Achievement in English Language Arts Reading and Post secondary readiness.

See PDF in addendum for more information.

Demographics Strengths

See PDF in Addendum for more information.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Lack of celebrations for ADA on a weekly/monthly basis. **Root Cause:** No systems were set to promote and increase attendance.

Problem Statement 2: Minimal parent engagement for campus events or volunteer opportunities. **Root Cause:** Communication is not provided with sufficient time for working parents to participate in school events. Volunteer opportunities are not offered.

Problem Statement 3 (Prioritized): Good behavior incentives are not provided consistently to create a sense of joy within the campus. **Root Cause:** Lack of teacher development in building relationships with critical student's parents.

Student Learning

Student Learning Summary

2022 was the first time 3rd- 5th grade students took the STAAR state assessment and although covid did create challenges for the 2021-2022 school year, IDEA Elsa Academy received an "A" for accountability rating. We excelled in Academic Achievement in English Language Arts and Post Secondary Readiness and received distinctions for both indicators. We are currently performing higher than our neigboring schools in the Delta community and were the only campus to earn an "A" for accountability in the area.

Science was one of the areas where we performed the lowest on the STAAR, because science was not incorporated systematically from PreK-5th grade until recently in 2021-2022. Students struggled in math potentially because of the instructional limitations due to Covid 19. 73% of english language learners from 3rd-5th passed the reading STAAR assessment, 69% of 3rd-5th passed the math STAAR assessment and 69% of 5th graders the science STAAR test. Our data shows that we are still not fully meeting the needs of our special education, they were the lowest performing sub population.

Our dedication to ensure our students receive the best education possible begins in Pre-K. We had 100% of Pre-k, 97% of Kinder, 81% of 1st grade and 94% of 2nd grade end on reading level by the end of the year, which allows our students to be successful in the upper grade levels. Systems for instructional delivery will continue to be practiced and consistently monitored to create intentional and effective daily lesson delivery accross all grade levels, not just 3rd-5th.

IDEA Elsa Academy 2021-2022 STAAR Achievement Scores by Pef. Level

Mst	DNM	#of Student				APPR	Meets
	Total Tested:	#Approaches	#Meets	#Masters	#DNM		
3rd Reading	114	94	59	32	20	82%	52%
28%	18%						
3rd Math	114	78	41	16	36	68%	36%
14%	32%						
4th Reading	93	75	48	25	18	81%	52%
27%	19%						
4th Math	93	69	39	19	24	74%	42%
20%	26%						
5th Reading	38	29	22	14	9	76%	58%
37%	24%						
5th Math	38	33	18	6	5	87%	47%
16%	13%						
5th Science	38	30	18	6	8	79%	47%
16%	21%						

See PDF in Addendum for more information.

Student Learning Strengths

See PDF in Addendum for more information.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Teachers lack district rigorous math/elar alignment and format to state assessment. **Root Cause:** Trainings for unpacking standards is minimal.

Problem Statement 2: Delay in the start of tutorial programs. **Root Cause:** Data from semester exams is used in 2nd semester.

Problem Statement 3: Lack of teacher development through weekly lesson rehearsals. **Root Cause:** Scope and sequence was not implemented and followed with fidelity.

Problem Statement 4 (Prioritized): Lack of teaching skills to reach sped population during instruction. **Root Cause:** Gaps span over years of instructional levels.

School Processes & Programs

School Processes & Programs Summary

Instructioanal leaders in IDEA Elsa Academy participate in classroom observations twice a week and develop skills in coaching by participating in coaching academies during their first year as leaders and continue participating on ongoing professional development. Each leader is responsible for a specific content, which allows them to focus, develop necessary skills and prioritize in one area. We plan for professional development for teachers based on trends in observations, gaps in student learning, identified through data from state, district or exit tickets. Leaders support teachers in different content areas, by providing modeling in classroom, weekly lesson rehearsals for 3rd-5th and providing opportunity for teachers to have conference with same content teachers, which allows them to share ideas, develop skills and plan together in skills that align to their content.

We have programs such as AR zone, this program supports students in developing comprehension by allowing students time to read and test on books. Dreambox is another program we offer in our school, which allows students to participate in interactive engaging math lessons. Math lessons in dreambox can be aligned to what students are learning in the classroom to strengthen their mathematics skills in specific areas.

Programs:

- Special Education
- ESL
- 21st Century
- 504
- RTI

Processes:

- Faculty meetings- Bi-weekly
- RTI - to support students academically or with behavior - Every 6-9 weeks

See PDF in Addendum for more information.

School Processes & Programs Strengths

Curriculum & Instruction:

- At least one-third of IDEA students graduate with the "AP Scholar" designation, evidence of earning a qualifying score on at least three AP exams, demonstrating successful completion of college-level coursework prior to graduation.
- IDEA provides students access to accelerated instruction through the 1:1 technology device, including adaptive software for mathematics and literacy and access to hundreds of thousands of books in the district's digital library.
- IDEA curricular resources include high-quality instructional materials that earn the highest ratings on national evaluation measures.
- IDEA curriculum is regularly evaluated using a quality evaluation tool, ensuring alignment to the Texas Essential Knowledge and Skills and AP course standards, as well as the STAAR/EOC and AP exams.
- IDEA implements a variety of training opportunities for teachers and leadership staff with the goal of developing teachers' pedagogical content knowledge and leaders' coaching skills.
- For 15 years in a row, 100% of IDEA students have been accepted into college, demonstrating that IDEA academic programming is adequately preparing students for post-

secondary education.
- In 2022, four IDEA schools were ranked in the top 10 Most Challenging Schools in the Nation and 13 were ranked in the top 1% of schools nationwide, by the Jay Mathews Challenge Index High School Rankings.

Special Programs

- IDEA exceeded the expected growth target for EL student performance on TELPAS in 2021 with 48% of ELs meeting that target.
- IDEA provide targeted research based instruction to students who have a 2.0 year gap in Reading and/or Math with the goal of closing that gap by 2.0 years during the school year with our initiative called Critical Student Intervention (CSI). During the 21-22 school year, 2,562 out of 6,632 students meet that goal for Reading and 703 out of 1,268 students met the goal for Math.
- IDEA is in Year 3 of our TEA awarded Autism Grant. Through this grant we were able to increase support for 195 students with autism in Rio Grande Valley and Austin who met the criteria outlined by TEA for this grant.
- IDEA submitted and was awarded a Dyslexia Grant by the TEA so that we will be able to provide increased professional development to teachers and leaders on working with students with dyslexia and increase the support resources for our students with dyslexia.

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 1 (Prioritized): Lack of teacher content knowledge impeded 1st time instructional clarity. **Root Cause:** PD's did not offer proficient time for teachers to unpack standards for alignment.

Problem Statement 2: Lack of communication and norming prior to making instructional changes. **Root Cause:** Vision on rationale between teachers and leaders in closing student gaps is not aligned.

Problem Statement 3 (Prioritized): New Teachers struggle to adapt to IDEA's roles and responsibilities. **Root Cause:** Insufficient time during BOY PD/NTI to internalize culture,

content and submit lesson plans.

Perceptions

Perceptions Summary

IDEA Elsa Academy provides staff, parents and students an opportunity to share their concerns by sending out a school survey every year. We analyze student, staff and parent feedback to get a better understanding of areas we are excelling in and areas that might need more attention. Our mission is to provide a safe, joyful environment for all students and staff. It is essential for IDEA Elsa Academy to collaborate with parents and staff to ensure our students and staff members are successful emotionally, academically and professionally. We have a variety of avenues to communicate with parents, such as Class Dojo, Remind, and Facebook page these communication mechanisms allows us to share events, or student celebrations through out the year.

IDEA Public Schools have established 7 core values, which we follow diligently. These core values provide the foundation for building a strong atmosphere, and are initiatives that push our teachers and students to achieve their best.

We Achieve Acadamic Excellence

We Deliver Results

We Act with Integrity

We Ensure Equity

We Sweat the Small Stuff

We build team and family

We bring joy

These core values are communicated through our school and celebrated when teachers or students are found representing any of the 7 core values. These core values help us communicate with parents our mission, standards and desired outcomes.

Perceptions Strengths

See PDF in Addendum for more information.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Few in person parent events were incorporated to build community involvement and family investment. **Root Cause:** Few ideas or mechanisms were used to provide parents an opportunity to interact with students and staff.

Problem Statement 2 (Prioritized): Less than 50% parent participation or feedback for in school events. **Root Cause:** Portal of communication needs to be adjusted to meet the needs of our community.

Problem Statement 3 (Prioritized): Student mental health and behavior cases have increased. **Root Cause:** Lack of parent involvement and resources to educate parents about social/mental health for students.

Priority Problem Statements

Problem Statement 1: Lack of celebrations for ADA on a weekly/monthly basis.
Root Cause 1: No systems were set to promote and increase attendance.
Problem Statement 1 Areas: Demographics

Problem Statement 2: Good behavior incentives are not provided consistently to create a sense of joy within the campus.
Root Cause 2: Lack of teacher development in building relationships with critical student's parents.
Problem Statement 2 Areas: Demographics

Problem Statement 3: Teachers lack district rigorous math/elar alignment and format to state assessment.
Root Cause 3: Trainings for unpacking standards is minimal.
Problem Statement 3 Areas: Student Learning

Problem Statement 4: Less than 50% parent participation or feedback for in school events.
Root Cause 4: Portal of communication needs to be adjusted to meet the needs of our community.
Problem Statement 4 Areas: Perceptions

Problem Statement 5: Student mental health and behavior cases have increased.
Root Cause 5: Lack of parent involvement and resources to educate parents about social/mental health for students.
Problem Statement 5 Areas: Perceptions

Problem Statement 6: New Teachers struggle to adapt to IDEA's roles and responsibilities.
Root Cause 6: Insufficient time during BOY PD/NTI to internalize culture, content and submit lesson plans.
Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: Lack of teacher content knowledge impeded 1st time instructional clarity.
Root Cause 7: PD's did not offer proficient time for teachers to unpack standards for alignment.
Problem Statement 7 Areas: School Processes & Programs

Problem Statement 8: Lack of teaching skills to reach sped population during instruction.
Root Cause 8: Gaps span over years of instructional levels.
Problem Statement 8 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Student Achievement Domain
- Accountability Distinction Designations

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

Student Data: Student Groups

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

Student Data: Behavior and Other Indicators

- Attendance data
- Student surveys and/or other feedback
- Enrollment trends

Employee Data

- Staff surveys and/or other feedback
- Professional development needs assessment data

Parent/Community Data

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

Support Systems and Other Data

- Communications data
- Study of best practices

Goals

Goal 1: Increase staff retention

Performance Objective 1: Increase the percentage of positive employee feedback by 10% by end of year.

Evaluation Data Sources: Great places to work Surveys

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Act and listen to employee feedback by implementing changes and make adjustments. **Strategy's Expected Result/Impact:** Build a culture of trust, so employees can feel valued and eager to perform their best. **Staff Responsible for Monitoring:** Mirna Dimas **TEA Priorities:** Recruit, support, retain teachers and principals				

 No Progress Accomplished Continue/Modify Discontinue

Goal 1: Increase staff retention

Performance Objective 2: 85% of teachers will rate proficient or higher in power rows by end of May 2023.

High Priority

Evaluation Data Sources: Classroom observations and monthly rating evaluations in teach boost.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Leaders will norm through GET Rating rounds. **Strategy's Expected Result/Impact:** Leaders will be normed on effectively rating, providing feedback and coaching to proficiency. **Staff Responsible for Monitoring:** Assistant Principals/Principal (Each API will monitor their direct reports) **TEA Priorities:** Recruit, support, retain teachers and principals	50%	30%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Train and develop teachers for transformative teaching practices. **Strategy's Expected Result/Impact:** Teachers will grow in skills to provide excellent teaching, making them feel successful in the classroom. **Staff Responsible for Monitoring:** Assistant Principals/Principal (Each API will monitor their direct reports) **TEA Priorities:** Recruit, support, retain teachers and principals	70%	75%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 2: IDEA Elsa will meet projected student enrollment

Performance Objective 1: 90% of IDEA Elsa Academy enrolled during the 22-23 school year will persist and return for the start of the 23-24 school year.

High Priority

Evaluation Data Sources: Student and parent surveys, persistence excel trackers, power school, stream

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Invest students by creating a fun, safe and educational environment. **Strategy's Expected Result/Impact:** Minimize the amount of students leaving **Staff Responsible for Monitoring:** Mirna Dimas **Title I:** 2.5	50%	60%		

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: IDEA Elsa will meet projected student enrollment

Performance Objective 2: Every grade level in IDEA Elsa will meet 120 student enrolled for the school year.

High Priority

Evaluation Data Sources: Stream, Power School, Peims enrollment

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Create recruitment events once a month. **Strategy's Expected Result/Impact:** Increase number of submitted applications. **Staff Responsible for Monitoring:** Mirna Dimas				

 No Progress Accomplished Continue/Modify Discontinue

Goal 3: IDEA achieves an A rating

Performance Objective 1: Increase 3rd grade math performance in STAAR.

High Priority

HB3 Goal

Evaluation Data Sources: Bi-weekly assessments and semester benchmarks will help evaluate and monitor. State results will evaluate results.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Teachers and leaders will track exit ticket data and all types of assessment data. Leaders will provide teachers with on going lesson delivery feedback. **Strategy's Expected Result/Impact:** Lesson plans will be aligned to state expectations and student remediation will be timely. **Staff Responsible for Monitoring:** Yumaira Gomez Cavazos **Title I:** 2.4 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** Math Interventionist - Federal Grant - $54,500	40%	60%		

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 3: IDEA achieves an A rating

Performance Objective 2: Special Education students will increase in 3rd-5th STAAR performance in reading and math.

High Priority

HB3 Goal

Evaluation Data Sources: Bi-weekly assessments and semester benchmarks will help evaluate and monitor. State results will evaluate results.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Based on the data teachers and leaders will plan remediate by differentiating/accommodating students. **Strategy's Expected Result/Impact:** Based on data evaluation teachers and leaders will determine differentiation and accommodations for students. **Staff Responsible for Monitoring:** Aleyda Villagomez, Yumaira Gomez Cavazos **Title I:** 2.4 - **TEA Priorities:** Build a foundation of reading and math	60%	35%		

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 3: IDEA achieves an A rating

Performance Objective 3: Increase 3rd-5th reading performance in STAAR

HB3 Goal

Evaluation Data Sources: Bi-weekly assessments and semester benchmarks will help evaluate and monitor. State results will evaluate results.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: District assessments will be analyzed to determine foundational gaps to target in earlier grade levels, Pre-K-2nd. **Strategy's Expected Result/Impact:** Conceptual trends will be identified to ensure gaps are closed before students reach 3rd grade and forward. **Staff Responsible for Monitoring:** Aleyda Villagomez **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** Reading Interventionist - Federal Grant - $62,100				

 No Progress Accomplished Continue/Modify Discontinue

Goal 4: Increase student daily attendance

Performance Objective 1: IDEA Elsa academy will meet an average of 97% of student attendance by end of year.

High Priority

Evaluation Data Sources: Daily, weekly and monthly ADA report.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Tracking to identify students with more than 3 absences to create a plan of action. (Daily phone calls, escalation matrix, home visits, parent meets, etc.) **Strategy's Expected Result/Impact:** Increase and maintain an ADA of 97%. **Staff Responsible for Monitoring:** Mirna Dimas **Title I:** 2.5, 4.1, 4.2 **- ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** Social Worker - Federal Grant - $56,000	0%	40%		

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 4: Increase student daily attendance

Performance Objective 2: IDEA Elsa Academy will rate Proficient or higher by the end of the year on the Campus Safety Score

Evaluation Data Sources: District audits, school drills

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Teachers and staff will be trained on safety drills to ensure student safety **Strategy's Expected Result/Impact:** Students and staff will feel safer and know what to do in case of an emergency **Staff Responsible for Monitoring:** Principal, APO	80%	85%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 5: Increase student persistence

Performance Objective 1: 90% of IDEA Elsa students will return for the 2023-2024 school year.

Evaluation Data Sources: Power school will serve as a student information data point.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Create a safe and positive environment in every homeroom. **Strategy's Expected Result/Impact:** Students feel safe of violence to speak and to share their emotions. **Staff Responsible for Monitoring:** Teachers, counselors and leaders. **Title I:** 4.1, 4.2 **- ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** Social Worker - Federal Grant - $56,000	50%	75%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Create opportunities for parents involvement to educate support and bond. **Strategy's Expected Result/Impact:** Invest families into staying and returning to IDEA Elsa Academy. **Staff Responsible for Monitoring:** Counselor, Teachers and leaders. Martha Garcia and Zulma Cavazos **Title I:** 4.2 **- ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** PK Teachers - Federal Grant - $113,000	65%	80%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 5: Increase student persistence

Performance Objective 2: 90% of 1st-5th grade students will achieve 1200MVPA minutes with moderate to vigorous physical activity by end of year.

Evaluation Data Sources: student wrist band watches, PE observations

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Increase student physical activity in and out of school **Strategy's Expected Result/Impact:** Educate parents and students in the benefits of living a healthy active life style **Staff Responsible for Monitoring:** Coaches, API	0%	20%		

No Progress | Accomplished | Continue/Modify | Discontinue

Title I Personnel

Name	Position	Program	FTE
Aleyda Villagomez	INTERVENTIONIST	Title I	1
Martha Garcia	PRE-KINDERGARTEN TEACHER	Title I	1
Mirna Dimas	Social Worker	Title I	1
Yumaira Gomez Cavazos	INTERVENTIONIST	Title I	1
Zulma Cavazos	PRE-KINDERGARTEN TEACHER	Title I	1

Campus Funding Summary

Federal Grant					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	1	1	Math Interventionist		$54,500.00
3	3	1	Reading Interventionist		$62,100.00
4	1	1	Social Worker		$56,000.00
5	1	1	Social Worker		$56,000.00
5	1	2	PK Teachers		$113,000.00
				Sub-Total	$341,600.00

Addendums

Campus Name

Comprehensive Needs Assessment
ACADEMY

Data Sources: Eureka Math & Electives Academy

	DISTAR Pre-K on Grade Level	Eureka Kinder on Grade Level	Eureka First on Grade Level	Eureka Second on Grade Level	% Math Masters Pk-2
% Students	76/76=100%	97/100=97%	106/113= 94%	99/110=90%	1st- 72% 2nd- 76%

Data Source: STAAR Academy

	STAAR Math Grade 3	STAAR Math Grade 4	STAAR Math Grade 5	% Math Masters 3-5	3-5 MM Goal Met/Not Met
% Approaches	69%	74%	87%	3rd - 39%, 4th-53%, 5th -64%	3rd Not Met 4th Not Met 5th Met
% Meets	37%	42%	49%		
% Masters	16%	20%	15%		
% Student Achievement Average	41	45	50		
% Meet 2 year growth	CSI 6/9=66%	CSI 11/17 =64%	CSI 8/11=72%		

Data Source: CSI Academy

	Math AC CSI
% CSI (EOY Ren.)	25/37 = 67.5%
% of CSI Passing STAAR	3rd 2/9=22% 4th 6/17=35% 5th 8/11 =72% 3-5 16/27=42%
% of SPED Passing STAAR	9/20=45% , w.ALT 12/23=52%

Reflections

Areas of Strength	Areas of Need
1 Data has increased for student growth in all 1st-5th as per Ren Star above 90% of students showed growth	1 Curriculum is Not STAAR Ali had to create lessons that aligned attempt to fill in gaps for scope
2 Veritcal Alignment due to Collbaration Conference Times	2 Tutoring for lower grades wo gaps earlier.

3 In Class Support during STAAR Review Unit	3 Include K-2 in Lesson R

Pk-2 MM Goal Met/Not Met
Met

gned; teachers to TEKS and and sequence.

uld help close

ehearsals

Master CNA & SAIP Reporting Checklist

				PTG	100%	PTG	0%
DEPT	**Data Sources**	**Data Tabs**	**Guidance**	**Status**	**Principal Notes or Questions**	**VP Verification**	**Notes & Next Steps**
ACADEMY	KEYS Tab (Tab 3)	Student Achievement Improvement Plan 2021-2022 School Year	This SAIP plan will require logging concrete initiatives put in place for student improvement, as well as their associated timelines, resoures, and responsible staff. Each initiative will be tracked mid-year and at the end of the year. Mid-year assessments should be completed by each campus between December 1, 2022 and no later than January 31, 2023.	Complete		Action Required	
	Locus Dashboards: CSI, STARR, AP CampusIB Reports EOY Assessments	Comprehensive Needs Assessment 2022 English Language Arts	These pages should include the percentage of students who achieved each listed score for the 2021-2022 School Year. For each subject, list a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete		Action Required	
		Comprehensive Needs Assessment 2022 Math		Complete		Action Required	
		Comprehensive Needs Assessment 2022 Science		Complete		Action Required	
		Comprehensive Needs Assessment 2022 Humanities		Complete		Action Required	
	State TELPAS Report	Comprehensive Needs Assessment 2022 TELPAS	This data set will outline the percentage of students that earned proficiency in the areas of Listening, Speaking, Reading, and Writing, as indicated in the State TELPAS report. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete		Action Required	
	Locus Dashboard: Staff Retention	Staff Quality, Rentention, & Recruitment 2021-2022 School Year	Under the %SPED Data Point, this should reflect the percentage of SPED certified teachers, compared to the overall SPED staff. Under number of teacher applicants, note how many teachers were interviewed by campus leaders for positions during the 2021-2022 School Year. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete		Action Required	
	Locus Dashboards: Student Persistence, Enrollment, ADA	School Culture & Climate 2021-2022 School Year	For the Withdrawals/Level 3 Offenses data point, list the number of withdrawals or offenses. All other data points should reflect percentages. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete		Action Required	
	Campus Academic Counselor Tracking Systems	2022 Family & Community Involvement	In addition to listing data percentages, list a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete		Action Required	

Campus Name

2021-22 Student Achievement Improvement Plan

ACADEMY

APO	Initiatives	Needs Assess.	Special Pops.	Person(s) Responsible	Timeline Start/End	Resources: Human/ Material/Fiscal	Documentation	Formative Evaluation
1E	"Implement and Supplement district Reading, Curriculum. TEKS aligned supplemental materials- Think UP resources	S	ALL	Nallely Garza	8/1-5/26	Resources and materials- Eg. STAAR TEK Aligned materials and software (STAAR aligned resources) Lowman Training (consultant services)	Data analysis of student performance. Teacher Lesson plans	End of Unit assessments, Final exams and STAAR
1E	"Implement and Supplement district Math curriculum. TEKS unpacking- Lowman Training TEKS aligned supplemenThink Up	S / ST	ALL	Cristal Reyes	8/1-5/26	Resources and materials- Eg. STAAR Master, materials for Rock and Roll trainings, Lead4ward resources, Software and hard copies (STAAR aligned resources) Lowman Training (Professional development) Rock and Roll Math- (consulting services)	Observations, Teachboost, SWAM (student work analysis meetings), data conversations, Progress towards goals meetings, Observation and follow up teacher meetings, Lesson plan feedback	End of Unit assessments, Final exams and STAAR
1E	"Implement and Supplement district Science curriculum. TEKS unpacking- Lowman Training TEKS aligned supplement Think Up	S	ALL	Cristal Reyes	8/1-5/26	Resources and materials- Eg. STAAR Master, Lowman trainings and materials. Lead4ward resources, Software and hard copies (STAAR aligned resources) Lowman Training (consultant services)	Observations, Teachboost, SWAM (student work analysis meetings), data conversations, Progress towards goals meetings, Observation and follow up teacher meetings, Lesson plan feedback	End of Unit assessments, Final exams and STAAR

Campus Name

2021-22 Student Achievement Improvement Plan

ACADEMY

1E	"Implement and Supplement district Writing curriculum. TEKS unpacking- Lowman Training	S	ALL	Nallely Garza	8/1-5/26	Resources and materials- Eg. STAAR Master, Lead4ward resources, Software and hard copies (STAAR aligned resources) Lowman Training (consultant services)	Observations, Teachboost, SWAM (student work analysis meetings), data conversations, Progress towards goals meetings, Observation and follow up teacher meetings, Lesson plan feedback	End of Unit assessments, Final exams and STAAR
2C	Monthly Engagement Events/ Student Persistence	DR	ALL	Chelsea Garcia	8/1-5/26	Training Resources and materials, Consulting Services	Peristence PTG, Discipline reports, Classroom to office referrals, Teacher/Parent communication logs, Parent survey	Parent survey and Percentage of students that peristed at our campus.
2B,2C	Culture of Achievement -Create a culture where students understand that what they do matters and impacts their results. Attendance, Academics, Behavior	O	ALL	Saron Mata/ Lead Team: Cristal Reyes, Damaris Perez, Chelsea Garcia, Elsa Hernandez, Nallely Garza	8/1-5/26	Professional Development materials, House system resources,	Quarterly PTG meetings, Student Achievement Data, ADA	EOY student achievement data
2B,2C	Student Culture - Attendance, Behavior, Respect	O	All	Elsa Hernandez/ Chelsea Garcia	8/1-5/26	ADA Educational Workshops for Parents, ADA challenges, ADA competitions and incentives, ADA recognitions, Project Respect, Resourses for student Morning Announcements, House system resources and materials	Quarterly PTG meetings, ADA, Classroom/ Office # of referrals, parent surveys	YTD ADA, EOY Persistence

Campus Name

2021-22 Student Achievement Improvement Plan

ACADEMY

Title I Qualifying Programs			Initiatives Status			
Internal Use Only			Mid Year		End of Year	
Supplemental Program (Y/N)	New Program (Y/N)	Budget Allocation	Outcome	Increase/Decreased by X%	Outcome	Increase/Decreased by X%
Budget Allocations only need to be entered for programs that are BOTH Supplemental & New			Use these columns to assess your strategy progress at the middle and end of the year			
Y	Y	$ 4,000				
Y	Y	$ 4,000				
Y	Y	$ 4,000				

Title I Qualifying Programs			Initiatives Status			
Internal Use Only			Mid Year		End of Year	
Supplemental Program (Y/N)	New Program (Y/N)	Budget Allocation	Outcome	Increase/Decreased by X%	Outcome	Increase/Decreased by X%
Y	Y	$ 4,000				
N	N	$ 3,000				
N	N	Not supplemental or New				
N	N	Not supplemental or New				

Title I Qualifying Programs			Initiatives Status			
Internal Use Only			Mid Year		End of Year	
Supplemental Program (Y/N)	New Program (Y/N)	Budget Allocation	Outcome	Increase/Decreased by X%	Outcome	Increase/Decreased by X%

Annual Performance Objectives (APO)

PRIORITY #1: Students Graduate College-Ready

1A. % of graduates who matriculate to a College or University: 100%

1B. % of graduates matriculate to a Tier I/II College or University: 15% | 25%

1C. % of Seniors accepted to a College or University: 100%

1D. % of Seniors named AP scholars | Earn IB diploma: 30% | 25%

1E. Earned State Rating: A

1F. % Basic | % Mastery | % Advanced on LEAP: 82% | 44% | 11%

1G. % Approaches | % Meets | % Masters on STAAR/EOC: 90% | 60% | 30%

1H. % Level 3 | % Level 4 | % Level 5 on FSA/FSAA: 70% | 40% | 20%

1I. % of Pre-K-2nd Students End The Year On/Above Grade Level in Reading - Year 1 Campuses | Year 2 Campuses: 80% | 90%

1J. % of students in CSI achieve 2 years growth in Reading | Math (measured by Ren STAR) 50% | 60%

1K. Average ACT score: 21

jh

PRIORITY #2: Build a Strong & Sustainable Organization

2A. % Teacher Retention | Employee Retention: 85% | 85%

2B. 80% composit score on GPTW: 82%

2B. %Average Daily Attendance: 97.50%

2C. New Student Persistence: 90%

2D. Operating Income: $133M

2E. FIRST Rating: A

PRIORITY #3: Achieve Mission at Scale

3A. % of students with low socio-economic status: 80%

3B. Enrollment in August 2020: 83,894

3C. Schools in operation in August 2020: 149

3D. Total Funds Raised (millions): $93M

Needs Assessment

S-STAAR

D-DIBELS

E-EOC

A-ACT

RR-Reading Renaissance

ST-STAR for Math

DR-Discipline Report

AP-AP Tests

O-Other

Special Populations

All

AR-At Risk

ELL-English Language Learners

ED-Economically Disadvantaged

M-Migrant

SE-Special Education

Campus Name

Comprehensive Needs Assessment
ACADEMY

Data Sources: DI ELA & Electives

	DI Pre-K on Grade Level	DI Kinder on Grade Level	DI First on Grade Level	DI Second on Grade Level	% Royal Readers	% Word Masters
% Students	76/76=100%	98/101=97%	87/108=81%	103/107=94%	13%	74%
					RR Goal Met/Not Met	WM Goal Met/Not Met
					92/248	343/477

Data Source: STAAR

	STAAR Reading Grade 3	STAAR Reading Grade 4	STAAR Reading Grade 5	STAAR Writing Grade 4
% Approaches	82	80	76	N/A
% Meets	51	51	57	N/A
% Masters	28	26	36	N/A
SAS	53	52	56	
% Student Achievement Average	53	52	56	N/A

Data Source: CSI

% Meeting CSI Goal	Reading AC CSI
% CSI (EOY Ren.)	24/47=51.06%
% of CSI Passing STAAR	25/47=53%
% of SPED Passing STAAR	9/20=45% , w.ALT 12/23=52%

Reflections

Areas of Strength	Areas of Need
1.Collaboration between Content teachers. Conferences were set to where content teachers can	1: Formative assessments aligned to STAAR and rigor
2. STAAR Pathway resources in curriculum corner. New lesson planning journey after Semester exams.	2: Wit & Wisdom Curriculum more aligned to STAAR, better guidance in Addendum
3 Resources available: Education Galaxy, iready, STAAR Master, Zingers, Think Up	3: Weekly focus on 1 specific TEK. Weekly goals on Standards and then spiral teks through out the year.

Campus Name

Comprehensive Needs Assessment
ACADEMY

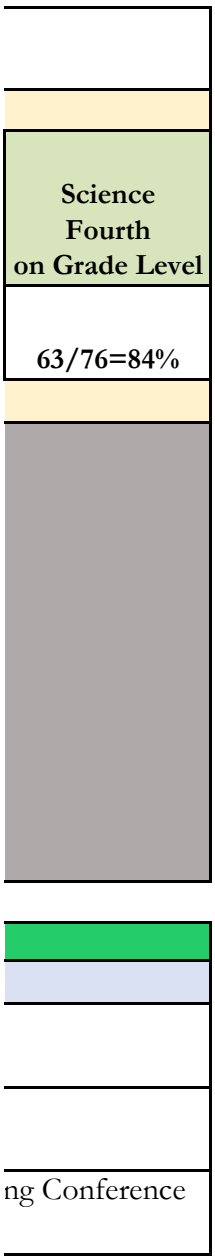
Data Sources: Science Pk-2

	Science Pre-K on Grade Level	Science Kinder on Grade Level	Science First on Grade Level	Science Second on Grade Level	Science Third on Grade Level
% Students	N/A	103/103=100%	115/116=99%	95/115=82%	97/110=88%

Data Source: Science 3-5

	STAAR Science Grade 5
% Approaches	79%
% Meets	47%
% Masters	15%
% Student Achievement Average	48

Reflections	
Areas of Strength	**Areas of Need**
1 Access to Education Galaxy	1 Limited Technology (document cameras, etc)
2 Honored 85 Minute Block for Course	2 Limited Resources for 4th Science
3 Joy Factor-Students expressed interest and enjoyment for science classes	3 Vertical Alignment for Content Collaboration duri


Science
Fourth
on Grade Level
63/76=84%

ng Conference

Campus Name

Comprehensive Needs Assessment ACADEMY						
Data Sources: Humanities Pk-2						
	Humanities Pre-K on Grade Level	**Humanities Kinder on Grade Level**	**Humanities First on Grade Level**	**Humanities Second on Grade Level**	**Humanities Third on Grade Level**	**Humanities Fourth on Grade Level**
% Students	N/A	99/99=100%	112/112=100%	109/109=100%	85/116=73%	77/90= 86%

Reflections	
Areas of Strength	**Areas of Need**
1 Honored 85 Minute Block for Course	1 Limited Technology (document cameras, etc)
2 Joy Factor-Students expressed interest and enjoyment for science classes	2 Limited Resources for 3rd & 5th Social Studies s independent Work books for students to practice
3 Curriculum Projects were engaging and hands on	3 Vertical Alignment for Content Collaboration du Conference

Humanities Fifth on Grade Level
33/35=94%

uch as
uring

Campus Name

Comprehensive Needs Assessment
ACADEMY

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

	Listening	Speaking	Reading	Writing	Composite
% Beginning	24%	32%	34%	40%	28%
% Intermediate	28%	46%	38%	30%	43%
% Advanced	22%	21%	12%	18%	25%
% Advanced High	26%	1%	16%	12%	4%

Reflections	
Areas of Strength	**Areas of Need**
1 Tracking EL student progress in grades 3-5 with coded student trackers	1 EL Curriculum (Rosetta Stone, etc) that provides ELs the opportunity to practice English skills
2 Accommodation supports provided on all assessments and in classroom	2 Tracking EL student progress in grades PK-2 to mimic the tracking done in 3-5
3 Mock TELPAs testing in November to prepare students for real TELPAS in February.	3 Trainings and Resources for instructional staff for teachers to carry over into the classroom setting

% of ELL Students who grew one or more levels
PK- N/A
Kinder- N/A
1st- 38%
2nd- 41%
3rd- 39%
4th- 21%
5th- 25%

Campus Name

Comprehensive Needs Assessment	
ACADEMY	
Staff Quality, Recruitment, Retention	
	Percentage
% School Lead Team Retention	100%
% Instructional Support Retention	84%
% Teacher Retention	92%
% Campus Support Retention	71.43%
% SPED Teachers	75%
% State/National Certified Teachers	24%
% State Certified Leaders	33%
% State/Board certified Counselors	0%
Number of teacher applicants per 2020-21 school year	

Reflection	
Areas of Strength	**Areas of Need**
Generous tokens of appreciation were given to all staff throughout different times of the school year.	Balancing work responsabilities and personal life.
Open and honest two-way feeback between manager relationships.	Providing ample time for preparation when communicating changes that impact key stakeholders.
Collaboration amongst all staff members to complete daily responsabilities.	Making the hiring process easier.

Campus Name

Comprehensive Needs Assessment ACADEMY	
Data Source: School Culture and Climate	
	Campus %
% Average Daily Attendance	91.17%
% Overall Persistence	95.89%
% New Student Persistence	95.51%
# of Admin Withdrawals/ Level 3 Offenses	0
% SPED	7.59%
% ELL	48.96%
% Eco Dis	95.24%
% Migrant	0.45%
% Race: American-Indian-Alaska-Native	0%
% Asian	0%
% White-Hispanic	94.64%
% Multi	0%
% Black-African-American	0%
% Native-Hawaiian-Pacific-Islander	0%
% White	5.36%
% Male	54.02%
% Female	45.98%

Data Source: School Culture and Climate	
Reflections	
Areas of Strength	**Areas of Need**
School wide parent communication was consistent and immediate. The campus used different media portals such as Remind, Class Dojo, Facebook and phone calls to communicate with school families.	Due to COVID, parent events were minimized. Bringing back the monthly events, would enhance the community engagement.

The campus celebrations brought joy to both students and staff. Teachers enjoyed being celebrated each month by being recognized as TOM. Students were widely celebrated by being named students of the week.	Uniforms need to be enforced daily throughout the whole campus.
Culture focus using the IDEA 55, was set daily through morning announcements and meetings.	ADA incentives need to be set to invest students and parents.

Campus Name

Comprehensive Needs Assessment ACADEMY	
Data Source: Family and Community Involvement	
	Percentage
% Families Attended WTI	47%
% Families Attended Curriculum Night	0%
% Families Who Attended EOY Ceremonies	91%
% Families who attended Fall Festival	0%
% Families who attended Winter Festival	0%
% Families who attended Spring Festival	0%

Reflection	
Areas of Strength	**Areas of Need**
1 Excellent communication with parents. Leveraging communication channels Remind, Class Dojo, FB, School Messenger that prodiced high volume of parent attendance.	1 Incorporate more in person parent events to build community involvement and family investment.
2 Held various events that involved families and community such as Trunk or Treat, Mothers Day, Earth Day,	2 Maintain fidelity to our data tracking systems for family events to provide visibility on participation
3 Effective WTI event for new family onboarding. Setting clear expectations and establishing communication protocols.	3 Offer opportunities and resources for parents to reinforce academics

Committee 1: Staff Quality & Retention	Committee 2: School Culture & Climate	Committee 3 Family & Community Involvement	Committee 4 :Math
Saron Mata	Damaris Perez	Elsa Hernandez	Cristal Reyes
Olga Morales	Erica Borrego	Martha Garcia	Darlena Cantu
Judith Enriquez	Chanel Cruz	Aaron Benavidez	Christi Garcia
Melissa Carreon	Rosalia Duarte	Beverly Flores	Ulises Rodriguez
Pamela Juarez	Sabrina Garcia	Abril Cantu	Yumaira Cantu
Alyssa Garcia	Vanessa Garcia	Nelda Hinojosa	Jessica Rodriguez
Dayna Munoz	Pricilla Frias	Wendy Nava	Miranda Gomez
Areli Alvarado	Eulalia Guillen		

Committee 5: ELA	Committee 6: Science& Humanities	Committee 7: Telpas
Nallely Garza	Cristal Reyes	Chelsea Garcia
Roxanne Castaneda	Christopher Din	Anabel Zamarron
Anna Garcia	Brittney Ceniceros	Aleyda Villagomez
Monica Martinez	Davlyn Rodriguez	Nattalie Noriega
Nicole Perez	Leanne Rodriguez	Kassandra Loredo
Samyra Perez	Nora Rodriguez	Jessica Palomares
Joanna Carranco	Victoria Vallejo	Mayra Salinas
Noelia Garza	Gabriela Castillo	Paola Barrera
	Paola Martinez	

IDEA Public Schools

Elsa College Prep

2022-2023 Campus Improvement Plan

Accountability Rating: A

Distinction Designations:
Academic Achievement in Mathematics
Top 25 Percent: Comparative Academic Growth
Top 25 Percent: Comparative Closing the Gaps
Postsecondary Readiness

Board Approval Date: October 21, 2022
Public Presentation Date: September 14, 2022

Mission Statement

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

Vision

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

Our vision at IDEA Elsa College Prep is that graduating seniors will be fully poised to matriculate into a four-year college or university of their choice. All our students will be prepared academically, socially, emotionally and with a good sense of self in order to compete at the national and international levels. To achieve these goals IDEA ELSA College Prep students and staff will be driven by the following three pillars:

Academic Focus on College Readiness

Data Driven Instruction

Sense of Community

Core Values

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

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

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Comprehensive Needs Assessment

Revised/Approved: September 14, 2022

Demographics

Demographics Summary

IDEA Elsa College Prep is an open enrollment public school that is located in the Middle of the Rio Grande Valley. We are a scaling campus with grade levels 6th through 10th serving 546 students. Our student population consists of 97% hispanic students, 94% economically disadvantaged students and 11% special education students. At our campus our students participate in programs such as CTE courses (Principals of Law, Nursing Science and Touch Systems Data Entry) , CSI (Critical Student Intervention) classes, Advanced Placement courses (Human Geography, World History, Enviromental Science, Spanish Language and Computer Science Principals), Special Education and RISE (**R**eaching **I** ndependence through **S**upport and **E**ducation) classes, ART classes and our students participate in a variety of sports. Please see addendum for more information.

Demographics Strengths

See PDF in addendum for more information.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): The area that we have struggled with is meeting student enrollment as a campus. Our goal is to have 120 students per grade level and out of the 5 present grade level, we have only met one grade level goal. **Root Cause:** We are not marketing our selves in a competitive manner. We have not highlighted the programs we offer, the courses that prepare students for college and how we help students be college ready.

Problem Statement 2 (Prioritized): An area in which we struggle is that students are not used to IDEA culture, rigor and system structure. This lead to students leaving our campus. **Root Cause:** There is a gap in the onboarding process of families and students which leads to families leaving.

Student Learning

Student Learning Summary

In our own internal mock state assessment, our campus was predicted to be an "F" rated campus. However, thanks to the determination of our staff and students our students earned and "A" rating. Our Domain 1 score was at a 79. On Domain 2 we earned a 92 for Academic Growth and a 90 for Relative performance. In Domain 3 we earned an 86. The final rating being a 90. We also earned 4 out of 6 eligible Distinction Designations in Mathematics, Comparative academic growth, post secondary readiness and comparative closing the gaps.

See PDF in addendum for more information.

Student Learning Strengths

See PDF in addendum for more information.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Students had foundational gaps in mathematics. In the 2022 STAAR assessment for 7th grade math we had 64% of our students achieve an approaches or higher. We had 52% of our Emergent Learners passed and 49% of special needs students earned an approaches or higher. **Root Cause:** Teachers did not have trainings on best practices of how to differentiate instruction for the various student groups that they serve in order to close learning gaps.

Problem Statement 2: On the 2022 STAAR assessment we needed 36% of our English learners to grow one proficiency level or earn an advanced high proficiency level. Only 26% or our scholars were able to show the growth. **Root Cause:** As a campus we did not train our teachers on how to incorporate SIOP strategies to increase our English Learners' proficiency level.

Problem Statement 3: Our Meets percentages on all STAAR tested areas (except one) were all below 49%. **Root Cause:** Teachers were not trained on how to raise the rigor in their STAAR tested areas. There was also a lack of knowledge from both the leaders and teachers (new to teaching and the content) in the content. Finally, as a campus we failed to close student learning gaps in both math and reading. Leadership failed to implement interventions such as IXL, Imagine Learning, Summit K-12 to help close gaps

Problem Statement 4 (Prioritized): Our scholars had learning gaps in 8th grade US History. On the 2022 STAAR assessment for 8th grade social studies we had our students achieve a 53% received an approaches or higher. We had 42% of our Emergent Learners passed and 33% of special needs students earned an approaches or higher. **Root Cause:** Teacher and leaders lacked content knowledge and how to teach it in a way to impact student understanding.

School Processes & Programs

School Processes & Programs Summary

At IDEA Elsa College Prep we value our leaders and we invest time and resources to develop them. Leaders are clear on their responsibilities and receive guidance from the campus principal and other district coaches. Leaders are developed in lesson plan feedback, lessson rehearsals, instructional look fors, and various other aspects of being a leader. As they do this, they are also coaching and managing teachers. All leaders are coached by either the campus principal and a district Instructional Coach.

At IDEA Elsa College Prep we plan our professional development in a few ways. First is by classroom observation. That is, we observe a classroom teacher and find areas for improvement. Then we prepare our next steps and ways to train our staff. We also plan our professional development by evaluating how our teachers are preparing their lesson plans. Once we diagnose areas of improvement we plan our lesson plan clinics to help our teachers develop strong first instruction. Finally, we also track student achievement data and identify trends in the data. We use these findings and provide trainings to close learning gaps in student achievement.

As leaders on the campus we do the initial classroom observation where we diagnose the most pressing problem. We then identify the teachers next steps to address the most pressing problem. We then meet with the teacher for a coaching session in which they are given their next steps. That is, their "what" and their "how". Once this is done, we conduct a follow up classroom observations to ensure that next steps are being followed. Leaders often provide on the spot coaching.

See PDF in Addendum for more information.

School Processes & Programs Strengths

Curriculum & Instruction:

- At least one-third of IDEA students graduate with the "AP Scholar" designation, evidence of earning a qualifying score on at least three AP exams, demonstrating successful completion of college-level coursework prior to graduation.
- IDEA provides students access to accelerated instruction through the 1:1 technology device, including adaptive software for mathematics and literacy and access to hundreds of thousands of books in the district's digital library.
- IDEA curricular resources include high-quality instructional materials that earn the highest ratings on national evaluation measures.
- IDEA curriculum is regularly evaluated using a quality evaluation tool, ensuring alignment to the Texas Essential Knowledge and Skills and AP course standards, as well as the STAAR/EOC and AP exams.
- IDEA implements a variety of training opportunities for teachers and leadership staff with the goal of developing teachers' pedagogical content knowledge and leaders' coaching skills.
- For 15 years in a row, 100% of IDEA students have been accepted into college, demonstrating that IDEA academic programming is adequately preparing students for post-secondary education.
- In 2022, four IDEA schools were ranked in the top 10 Most Challenging Schools in the Nation and 13 were ranked in the top 1% of schools nationwide, by the Jay Mathews Challenge Index High School Rankings.

Special Programs

- IDEA exceeded the expected growth target for EL student performance on TELPAS in 2021 with 48% of ELs meeting that target.
- IDEA provide targeted research based instruction to students who have a 2.0 year gap in Reading and/or Math with the goal of closing that gap by 2.0 years during the school

year with our initiative called Critical Student Intervention (CSI). During the 21-22 school year, 2,562 out of 6,632 students meet that goal for Reading and 703 out of 1,268 students met the goal for Math.

- IDEA is in Year 3 of our TEA awarded Autism Grant. Through this grant we were able to increase support for 195 students with autism in Rio Grande Valley and Austin who met the criteria outlined by TEA for this grant.
- IDEA submitted and was awarded a Dyslexia Grant by the TEA so that we will be able to provide increased professional development to teachers and leaders on working with students with dyslexia and increase the support resources for our students with dyslexia.

See PDF in Addendum for more information.

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 1 (Prioritized): Lack of understanding of TELPAS and how to support our Emergent Bilingual students. **Root Cause:** Leaders and teachers did not have the knowledge of how to work with and best serve our Emergent Bilingual students. Lack of professional development on best practices (such as SIOP) to serve our English Language Learners.

Problem Statement 2 (Prioritized): Campus did not meet the goal of achieving 30% of our 9th grade students passing one AP Course. **Root Cause:** As a campus we did not have a solid plan for providing several opportunities for our scholars to challenge and pass several AP courses. We also failed to provide our teachers with sufficient AP prep to ensure teachers were well equipped for teaching at the AP course level.

Perceptions

Perceptions Summary

At IDEA Elsa College Prep we had a 23% turn over rate in 2021-2022. In previous years we have been at 90% or higher retention rate. We did not have an official teacher mentoring program. Last year we did have a high number of staff absences due to covid. However, most teachers reached levels 4 or 5 in teacher and parent surveys.

Perceptions Strengths

See PDF in Addendum for more information.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Lack of onboarding plan that includes long term HS path. **Root Cause:** We did not onboard our families effectively. As a campus we did not hold meetings that informed our parents of the long term HS plan that we have to offer her at IDEA.

Problem Statement 2 (Prioritized): There was a lack of family engagement and contribution in organizing campus and community events. **Root Cause:** There was lack of planning and vision from the leaders for families engagement events. It was not a huge priority and thus was not well planned out. As a campus we also failed to educate our parents and students on the safety protocols that we were following.

Priority Problem Statements

Problem Statement 1: Lack of understanding of TELPAS and how to support our Emergent Bilingual students.

Root Cause 1: Leaders and teachers did not have the knowledge of how to work with and best serve our Emergent Bilingual students. Lack of professional development on best practices (such as SIOP) to serve our English Language Learners.

Problem Statement 1 Areas: School Processes & Programs

Problem Statement 2: Campus did not meet the goal of achieving 30% of our 9th grade students passing one AP Course.

Root Cause 2: As a campus we did not have a solid plan for providing several opportunities for our scholars to challenge and pass several AP courses. We also failed to provide our teachers with sufficient AP prep to ensure teachers were well equipped for teaching at the AP course level.

Problem Statement 2 Areas: School Processes & Programs

Problem Statement 3: Our scholars had learning gaps in 8th grade US History. On the 2022 STAAR assessment for 8th grade social studies we had our students achieve a 53% received an approaches or higher. We had 42% of our Emergent Learners passed and 33% of special needs students earned an approaches or higher.

Root Cause 3: Teacher and leaders lacked content knowledge and how to teach it in a way to impact student understanding.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Students had foundational gaps in mathematics. In the 2022 STAAR assessment for 7th grade math we had 64% of our students achieve an approaches or higher. We had 52% of our Emergent Learners passed and 49% of special needs students earned an approaches or higher.

Root Cause 4: Teachers did not have trainings on best practices of how to differentiate instruction for the various student groups that they serve in order to close learning gaps.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: The area that we have struggled with is meeting student enrollment as a campus. Our goal is to have 120 students per grade level and out of the 5 present grade level, we have only met one grade level goal.

Root Cause 5: We are not marketing our selves in a competitive manner. We have not highlighted the programs we offer, the courses that prepare students for college and how we help students be college ready.

Problem Statement 5 Areas: Demographics

Problem Statement 6: An area in which we struggle is that students are not used to IDEA culture, rigor and system structure. This lead to students leaving our campus.

Root Cause 6: There is a gap in the onboarding process of families and students which leads to families leaving.

Problem Statement 6 Areas: Demographics

Problem Statement 7: Lack of onboarding plan that includes long term HS path.

Root Cause 7: We did not onboard our families effectively. As a campus we did not hold meetings that informed our parents of the long term HS plan that we have to offer her at IDEA.

Problem Statement 7 Areas: Perceptions

Problem Statement 8: There was a lack of family engagement and contribution in organizing campus and community events.

Root Cause 8: There was lack of planning and vision from the leaders for families engagement events. It was not a huge priority and thus was not well planned out. As a campus we also failed to educate our parents and students on the safety protocols that we were following.

Problem Statement 8 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- 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
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Student Success Initiative (SSI) data for Grades 5 and 8
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

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

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Violence and/or violence prevention records

- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback

Employee Data

- Staff surveys and/or other feedback
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Goal 1: Increase Staff Retention

Performance Objective 1: In the 2022-2023 school year 100% of IDEA Elsa College Prep teachers will be required to attend their grade level content trainings each month or when they are provided by the district.

High Priority

Evaluation Data Sources: * The Great places to work survey results
* Attendance at district level PLCs
* Attendance to external content specific professional develop trainings.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Include content specific meeting in the yearlong PD calendar **Strategy's Expected Result/Impact:** Teachers will love what our campus stands for and will take ownership of committees that support the campus mission and that also help support and recognize our staff. **Staff Responsible for Monitoring:** Administrators, AR Facilitator, Interventionist **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** School Processes & Programs 1, 2 **Funding Sources:** AR Facilitator - Federal Grant - $37,477.44, Interventionist - Federal Grant - $54,250	25%	5%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Have lead team assigned to different content trainings to ensure that teachers are attending their content meetings. **Strategy's Expected Result/Impact:** 100% of teachers attend their monthly content meetings. **Staff Responsible for Monitoring:** Administrators **Problem Statements:** Student Learning 1, 4 - School Processes & Programs 1, 2	20%	5%		

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Have all staff members keep a log of all trainings attended through out the school year and have them submit at end of year to manager. **Strategy's Expected Result/Impact:** To have our staff attend all required trainings. **Staff Responsible for Monitoring:** Administrators. **Problem Statements:** Perceptions 1	5%	5%		

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: Students had foundational gaps in mathematics. In the 2022 STAAR assessment for 7th grade math we had 64% of our students achieve an approaches or higher. We had 52% of our Emergent Learners passed and 49% of special needs students earned an approaches or higher. **Root Cause**: Teachers did not have trainings on best practices of how to differentiate instruction for the various student groups that they serve in order to close learning gaps.

Problem Statement 4: Our scholars had learning gaps in 8th grade US History. On the 2022 STAAR assessment for 8th grade social studies we had our students achieve a 53% received an approaches or higher. We had 42% of our Emergent Learners passed and 33% of special needs students earned an approaches or higher. **Root Cause**: Teacher and leaders lacked content knowledge and how to teach it in a way to impact student understanding.

School Processes & Programs

Problem Statement 1: Lack of understanding of TELPAS and how to support our Emergent Bilingual students. **Root Cause**: Leaders and teachers did not have the knowledge of how to work with and best serve our Emergent Bilingual students. Lack of professional development on best practices (such as SIOP) to serve our English Language Learners.

Problem Statement 2: Campus did not meet the goal of achieving 30% of our 9th grade students passing one AP Course. **Root Cause**: As a campus we did not have a solid plan for providing several opportunities for our scholars to challenge and pass several AP courses. We also failed to provide our teachers with sufficient AP prep to ensure teachers were well equipped for teaching at the AP course level.

Perceptions

Problem Statement 1: Lack of onboarding plan that includes long term HS path. **Root Cause**: We did not onboard our families effectively. As a campus we did not hold meetings that informed our parents of the long term HS plan that we have to offer her at IDEA.

Goal 2: IDEA Elsa will meet student enrollment

Performance Objective 1: By the end of the 2022-2023 school year the campus recruitment will increase student enrollment by 18%.

High Priority

Evaluation Data Sources: * Stream program
* Campus enrollment

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: * Have several super recruitments scheduled throughout the school year. **Strategy's Expected Result/Impact:** Student enrollment will increase each month. **Staff Responsible for Monitoring:** College Counselor **Title I:** 2.4, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals **Problem Statements:** Perceptions 1 **Funding Sources:** College Counselor - Federal Grant - $62,400	25%	5%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Train staff on best practices for recruitment. **Strategy's Expected Result/Impact:** Staff will know how to approach potential families. **Staff Responsible for Monitoring:** APO, Principal, Lead Team **Problem Statements:** Demographics 1, 2	15%	20%		

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Train staff on how to use recruitment materials (Why IDEA Elsa Flyer, AP Course Sequence and its alignment to College courses). **Strategy's Expected Result/Impact:** Staff is knowledgeable of what IDEA Elsa has to offer our students. **Staff Responsible for Monitoring:** Administrators, recruiter, APO **Problem Statements:** Demographics 1, 2	15%	15%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: The area that we have struggled with is meeting student enrollment as a campus. Our goal is to have 120 students per grade level and out of the 5 present grade level, we have only met one grade level goal. **Root Cause**: We are not marketing our selves in a competitive manner. We have not highlighted the programs we offer, the courses that prepare students for college and how we help students be college ready.

Problem Statement 2: An area in which we struggle is that students are not used to IDEA culture, rigor and system structure. This lead to students leaving our campus. **Root Cause** : There is a gap in the onboarding process of families and students which leads to families leaving.

Perceptions

Problem Statement 1: Lack of onboarding plan that includes long term HS path. **Root Cause**: We did not onboard our families effectively. As a campus we did not hold meetings that informed our parents of the long term HS plan that we have to offer her at IDEA.

Goal 3: IDEA achieves an A rating

Performance Objective 1: By the end of the 2022-2023 school year IDEA Elsa College Prep will met 12 out of 14 Indicators for the Academic achievement status on Domain 3.

High Priority

Evaluation Data Sources: Texas Accountability Rating System

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: * Progress monitor all populations that apply to our campus. **Strategy's Expected Result/Impact:** We will be able to identify where we have student learning gaps and develop a plan to address the gap. **Staff Responsible for Monitoring:** AR Facilitators, Interventionist, Classroom teachers and administrators. **Title I:** 2.4 - **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 1, 4 **Funding Sources:** AR Facilitator - Federal Grant - $37,477, Interventionist - Federal Grant - $54,250	25%	5%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Train staff on SIOP strategies **Strategy's Expected Result/Impact:** Teachers will be proficient on the use of SIOP strategies to help our EB students. **Staff Responsible for Monitoring:** Administrators **Problem Statements:** School Processes & Programs 1	25%	5%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Students had foundational gaps in mathematics. In the 2022 STAAR assessment for 7th grade math we had 64% of our students achieve an approaches or higher. We had 52% of our Emergent Learners passed and 49% of special needs students earned an approaches or higher. **Root Cause**: Teachers did not have trainings on best practices of how to differentiate instruction for the various student groups that they serve in order to close learning gaps.

Student Learning

Problem Statement 4: Our scholars had learning gaps in 8th grade US History. On the 2022 STAAR assessment for 8th grade social studies we had our students achieve a 53% received an approaches or higher. We had 42% of our Emergent Learners passed and 33% of special needs students earned an approaches or higher. **Root Cause**: Teacher and leaders lacked content knowledge and how to teach it in a way to impact student understanding.

School Processes & Programs

Problem Statement 1: Lack of understanding of TELPAS and how to support our Emergent Bilingual students. **Root Cause**: Leaders and teachers did not have the knowledge of how to work with and best serve our Emergent Bilingual students. Lack of professional development on best practices (such as SIOP) to serve our English Language Learners.

Goal 3: IDEA achieves an A rating

Performance Objective 2: By the end of the 2022 - 2023 school year 52% of our students will earn academic achievement in Reading STAAR and 44% of our students will earn academic achievement in Math.

High Priority

Evaluation Data Sources: * Staar assessment results
* Domain 3 academic indicator report

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Progress monitor our student achievement data and the various special populations **Strategy's Expected Result/Impact:** Teachers will be able to identify struggling students and what populations need more attention. **Staff Responsible for Monitoring:** Administrators **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 1	25%	10%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Require struggling students to attend interventions (after school tutorials, super learning camps and Saturday schools) **Strategy's Expected Result/Impact:** The overall amount of students performing at Meets and Masters increases. **Staff Responsible for Monitoring:** Administrators **Problem Statements:** Student Learning 1, 4	25%	30%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 2 Problem Statements:

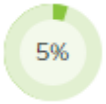
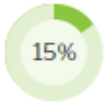
Student Learning
Problem Statement 1: Students had foundational gaps in mathematics. In the 2022 STAAR assessment for 7th grade math we had 64% of our students achieve an approaches or higher. We had 52% of our Emergent Learners passed and 49% of special needs students earned an approaches or higher. **Root Cause**: Teachers did not have trainings on best practices of how to differentiate instruction for the various student groups that they serve in order to close learning gaps.
Problem Statement 4: Our scholars had learning gaps in 8th grade US History. On the 2022 STAAR assessment for 8th grade social studies we had our students achieve a 53% received an approaches or higher. We had 42% of our Emergent Learners passed and 33% of special needs students earned an approaches or higher. **Root Cause**: Teacher and leaders lacked content knowledge and how to teach it in a way to impact student understanding.

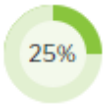
Goal 3: IDEA achieves an A rating

Performance Objective 3: IDEA Elsa College Prep 10th grade students will show a 10% increase in completing their TSI Reading by the end of the 2022-2023 school year.

High Priority

Evaluation Data Sources: * ACCUPLACER diagnostic report

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Have students track their progress towards their goal. **Strategy's Expected Result/Impact:** Students will be motivated to meet the growth. **Staff Responsible for Monitoring:** Administrators and College Counselor **Problem Statements:** Perceptions 1 **Funding Sources:** College Counselor - Federal Grant - $62,400				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Provide students who are struggling with tutorials to prepare them for the assessment. **Strategy's Expected Result/Impact:** The amount of students passing their TSI increases by 50%. **Staff Responsible for Monitoring:** Administrators and College Counselor. **Problem Statements:** Perceptions 1 **Funding Sources:** College Counselor - Federal Grant - $62,400				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Perceptions
Problem Statement 1: Lack of onboarding plan that includes long term HS path. **Root Cause**: We did not onboard our families effectively. As a campus we did not hold meetings that informed our parents of the long term HS plan that we have to offer her at IDEA.

Goal 3: IDEA achieves an A rating

Performance Objective 4: By the end of the 2022-2023 school year 19% of sped students will score at "Meets" or above in reading.

High Priority

Evaluation Data Sources: STAAR / EOC assessment results

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Track sped progress via classroom and individual student trackers. **Strategy's Expected Result/Impact:** Students will be motivated to do better than before. **Staff Responsible for Monitoring:** Interventionist, AR Facilitators, classroom teacher, sped teachers, administrator. **Problem Statements:** Student Learning 1, 4 **Funding Sources:** Interventionist - Federal Grant - $54,250, AR Facilitator - Federal Grant - $37,477	5%	5%		

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 4 Problem Statements:

Student Learning
Problem Statement 1: Students had foundational gaps in mathematics. In the 2022 STAAR assessment for 7th grade math we had 64% of our students achieve an approaches or higher. We had 52% of our Emergent Learners passed and 49% of special needs students earned an approaches or higher. **Root Cause**: Teachers did not have trainings on best practices of how to differentiate instruction for the various student groups that they serve in order to close learning gaps.
Problem Statement 4: Our scholars had learning gaps in 8th grade US History. On the 2022 STAAR assessment for 8th grade social studies we had our students achieve a 53% received an approaches or higher. We had 42% of our Emergent Learners passed and 33% of special needs students earned an approaches or higher. **Root Cause**: Teacher and leaders lacked content knowledge and how to teach it in a way to impact student understanding.

Goal 4: Increase student daily attendance

Performance Objective 1: IDEA Elsa College Prep will achieve a 97% ADA by the end of the 2022-2023 school year.

High Priority

Evaluation Data Sources: * End of year ADA reports
* Daily reports on ADA sent out by campus Registrar

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: * Educate students, parents and staff on the importance of being present every. **Strategy's Expected Result/Impact:** Student average daily attendance will increase because students, parents and staff are all aligned understand the importance of being present. In addition, student achievement will increase in all content areas. **Staff Responsible for Monitoring:** Classroom teachers, administrators, Operations team. **Title I:** 2.4 **Problem Statements:** Demographics 1	25%	5%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Create and follow our ADA plan **Strategy's Expected Result/Impact:** The ADA increases to 97% and teachers become more invested. **Staff Responsible for Monitoring:** Administrators and APO. **Problem Statements:** Demographics 1	25%	15%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: The area that we have struggled with is meeting student enrollment as a campus. Our goal is to have 120 students per grade level and out of the 5 present grade level, we have only met one grade level goal. **Root Cause**: We are not marketing our selves in a competitive manner. We have not highlighted the programs we offer, the courses that prepare students for college and how we help students be college ready.

Goal 5: Increase student persistence

Performance Objective 1: 90% or more of IDEA Elsa College Prep students will persist with IDEA for the 2023-2024 school year.

High Priority

Evaluation Data Sources: * District Persistence Tracker
* Campus tracker for leavers

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Educate students, parents and staff on why IDEA is the place for them. **Strategy's Expected Result/Impact:** 90% or more of our students will remain with IDEA. **Staff Responsible for Monitoring:** All staff members. **Problem Statements:** Demographics 1	25%	25%		

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: The area that we have struggled with is meeting student enrollment as a campus. Our goal is to have 120 students per grade level and out of the 5 present grade level, we have only met one grade level goal. **Root Cause**: We are not marketing our selves in a competitive manner. We have not highlighted the programs we offer, the courses that prepare students for college and how we help students be college ready.

Goal 5: Increase student persistence

Performance Objective 2: By the of the 2022-2023 school years 100% of students will receive counseling lessons on violence prevention and interventions.

Evaluation Data Sources: * Move This World

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Ensure that counselor calendars in dates to educate our scholars on violence prevention and interventions. **Strategy's Expected Result/Impact:** Students will know what to do if a situation arises involving violence prevention and interventions **Staff Responsible for Monitoring:** Administrators **Problem Statements:** Perceptions 1	25%	0%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 1: Lack of onboarding plan that includes long term HS path. **Root Cause**: We did not onboard our families effectively. As a campus we did not hold meetings that informed our parents of the long term HS plan that we have to offer her at IDEA.

Goal 5: Increase student persistence

Performance Objective 3: By the end of the 2022-2023 75% of students will earn Fitness Ambassador recognition.

High Priority

Evaluation Data Sources: Integrated Health Technology Systems on the HUB.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Have physical education teacher track and monitor student progress. **Strategy's Expected Result/Impact:** Students will see how they are growing and will be motivated to try harder. **Staff Responsible for Monitoring:** Teacher and administrator. **Problem Statements:** Perceptions 1, 2	25%	35%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 3 Problem Statements:

Perceptions
Problem Statement 1: Lack of onboarding plan that includes long term HS path. **Root Cause**: We did not onboard our families effectively. As a campus we did not hold meetings that informed our parents of the long term HS plan that we have to offer her at IDEA.
Problem Statement 2: There was a lack of family engagement and contribution in organizing campus and community events. **Root Cause**: There was lack of planning and vision from the leaders for families engagement events. It was not a huge priority and thus was not well planned out. As a campus we also failed to educate our parents and students on the safety protocols that we were following.

Title I Personnel

Name	Position	Program	FTE
Isis Rivera	College Counselor	Title I	1
Sayde Martinez	AR Facilitator	Title I	1
Shana Alvarado	Interventionist	Title I	1

ELA Committee

Committee Role	Name	Position
Administrator	Gracy Gomez	Assistant Principal of Instruction
Classroom Teacher	Gisela Saldana	6th Grade ELA Teacher
Classroom Teacher	Natalie Silva	7th Grade ELA Classroom Teacher
Classroom Teacher	Erica Cazares	8th Grade ELA Classroom Teacher
Classroom Teacher	Israel Trejo	9th Grade ELA Classroom Teacher

Math Committee

Committee Role	Name	Position
Administrator	Josias Cruz	Assistant Principal of Instruction
Classroom Teacher	Stephanie Soto	6th Grade Math Classroom Teacher
Classroom Teacher	Evelyn Chavez	7th Grade Math Classroom Teacher
Classroom Teacher	Maximiliano Cruz	8th Grade Algebra I Classroom Teacher
Classroom Teacher	Mark Garza	9th Grade Geometry Teacher

Humanities Committee

Committee Role	Name	Position
Administrator	Gracy Gomez	Assistant Principal of Instruction
Classroom Teacher	Jose Montoya	6th& 7th Grade Humanities Teacher
Classroom Teacher	Norma Ojeda	8th Grade US History Classroom Teacher
Classroom Teacher	Gavin Edgar	9th Grade AP Human Geography

Science Committee

Committee Role	Name	Position
Administrator	Josias Cruz	Assistant Principal of Instruction
Classroom Teacher	Pedro Reyes	6th & 7th Grade Classroom Teacher
Classroom Teacher	Jose Echavarria	8th Grade Pre-AP Biology classroom teacher
Classroom Teacher	Lizbeth Guzman	9th Grade Pre-AP Chemistry Teacher

TELPAS

Committee Role	Name	Position
Administrator	Briseida Alanis	School Counselor
Classroom Teacher	Isamar Cisneros	9 & 10th Grade Spanish II Classroom Teacher
Classroom Teacher	Maria Celeste Vazquez	8th Grade Spanish I Classroom Teacher
Classroom Teacher	Brianna Alvarado	Flex Teacher (Interventionist)

Staff Quality Retention Recruitment

Committee Role	Name	Position
Administrator	Antonio Garza	Principal
Classroom Teacher	Angela Garza	CSI Intervention Classroom Teacher
Classroom Teacher	Josette Jauregui	Special Education Teacher

School Culture and Climate Committee

Committee Role	Name	Position
Administrator	Isis Rivera	College Counselor
Classroom Teacher	Viviana Rendon	Special Education RISE Classroom Teacher
Classroom Teacher	Shana Alvarado	STAAR EOC Interventionist 9th grade
Classroom Teacher	Brandie Cavazos	Physical Education Teacher Middle School

Family and community involvement

Committee Role	Name	Position
Administrator	Elsa Hernandez	Assistant Principal of Operations
Classroom Teacher	Josuel Martinez	Special Education Teacher
Classroom Teacher	Luis Lazaro	Physical Education Teacher High School

Campus Funding Summary

Federal Grant					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	AR Facilitator		$37,477.44
1	1	1	Interventionist		$54,250.00
2	1	1	College Counselor		$62,400.00
3	1	1	AR Facilitator		$37,477.00
3	1	1	Interventionist		$54,250.00
3	3	1	College Counselor		$62,400.00
3	3	2	College Counselor		$62,400.00
3	4	1	Interventionist		$54,250.00
3	4	1	AR Facilitator		$37,477.00
				Sub-Total	$462,381.44

Addendums

Master CNA & SAIP Reporting Checklist

				PTG	90%	PTG	0%
DEPT	**Data Source**	**Data Tabs**	**Guidance**	**Status**	**Principal Notes or Questions**	**VP Verification**	**Notes & Next Steps**
College Prep	KEYS Tab (Tab 3)	Student Achievement Improvement Plan 2020-2021 School Year	This SAIP plan will require logging concrete initiatives put in place for student improvement, as well as their associated timelines, resources, and responsible staff. Each initiative will be tracked mid-year and at the end of the year. Mid-year assessments should be completed by each campus between December 1, 2021 and no later than January 31, 2022.	complete		Pending	
	Locus Dashboards: CIS STARR, AP Campus IB Reports EOY Assessments	Comprehensive Needs Assessment 2021 English Language Arts	These Pages should include the percentage of students who achieved each listed score for the 2020-2021 School Year. For each subject, list a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete		Pending	
		Comprehensive Needs Assessment 2021 Math		complete		Pending	
		Comprehensive Needs Assessment 2021 Science		complete		Pending	
		Comprehensive Needs Assessment 2021 Humanities		complete		Pending	
	State TELPAS Report	Comprehensive Needs Assessment 2021 TELPAS	This data set will outline the percentage of students that earned proficiency in the areas of Listening, Speaking, Reading, and Writing, as indicated in the State TELPAS report. Llist a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete		Pending	
	Locus Dashboards: ACT, AP, TSI Campus IB Reports Campus Matriculation Reports	100% College Matriculation 2020-2021 School Year	This page will only be applicable to campuses that had graduating classes in the Spring of 2021. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	NA		Pending	
	Locus Dashboard: Staff Rentention	Staff Quality, Retention, & Recruitment 2020-2021 School Year	Under the %SPED Data Point, this should relfect the percentage of SPED certified teachers, compared to the overall SPED staff. Under number of teacher applicants, note how many teachers were interviewed by campus leaders for positions during the 2020-2021 School Year. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	complete		Pending	
	Locus Dashboards: Student Persistence, Enrollment, ADA	School Culture & Climate 2020-2021 School Year	For the Withdrawals/Level 3 Offenses data point, list the number of withdrawals or offenses. All other data points should reflect percentages. Finalized data in this section should be pulled prior to July 23, 2021. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	complete		Pending	
	Campus Academic Counselor Tracking Systems	2021 Family & Community Involvement	In addition to listing data percentages, list a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	complete		Pending	

IDEA Elsa

2020-21 Student Achievement Improvement Plan - College Prep

COLLEGE PREP

APO	Initiatives	Needs Assess.	Special Pops.	Person(s) Responsible	Timeline Start/End	Resources: Human/ Material/Fiscal	Documentation	Formative Evaluation
1E	Use of Educational software such as: Study Island, Education galaxy, Sirius STAAR Prep, Brian Pop, Measuring up, Wit & Wisdom online, Imagine Learning, AP and Pre-AP resources	s		Lead Team, Teachers, Co-Teachers	Aug - June	Teacher, Co-teachers, tutors and software	Number of lessons completed and percentile growth.	Growth shown in student achievement
1E	Lead Team Training on instructional look fors	s		District, Principal, VP	June-June	Roadmap, Coaching Academies, District leadership training, and Region one, State and National conferences	Certificates of completion, sign-ins	Increase in student achievement
1E	Targetted Professional Develoment	s		District, Content Leaders, Principal, Lead Team	July - June	Course Collaborations, Content leaders, content specialists, Region one, Content Webinars, State and National conferences.	Certificates of completion, sign-ins	Implementation of learnings,increase in student achievement scores
1E	Lesson Rehearsals	s		Direct Managers	Aug-May	Managers, Teachers, co-teachers and tutors	Sign - ins for rehearsals, Calendar invites and acceptances.	INCrease in student achievement
1E	Wit & Wisdom curriculum	s		District, Principal, VP and Teacher	June - May	W&W resources, and online resources	KDA, Lesson Plans, Lesson observations	Unit assessments, Daily exit tickets, student understanding of content
1E	IDEA's Math Curriculum(s)	s		District	Aug-May	AST, Course leaders	IDEA Hub, Curriculum Corner, Student workbooks created and purchased	Student acheivement on unit assessments, and quarterly assessments, STAAR assessment.
1E	SPED Training on how to support our Special Needs students	s		District, Lead Team, Special Education teachers	Aug - May	Sped Department for district, Special education teachers, Regular Education teachers, Co-teachers and tutors	Training sign-ins, Lesson plan for verification of accommodations	5% growth by quarter in student achievement

IDEA Elsa

2020-21 Student Achievement Improvement Plan - College Prep

COLLEGE PREP

1E	Instructional Interventions outside the classroom	s		Campus Lead Team,	Aug -June	Lead Team, Campus staff, Teachers, Co-Teachers, Tutors and Front office staff. Instructional Materials, programs such as CSI and Softwares used to increase student practice and mastery	Sign ins for Tutorials, Saturday Schools, Super Learning camps, During the day interventions,	5% growth by quarter in student achievement
1E	Integration of Literacy through Humanities Lessons	s		Humanities Teachers	Aug - June	Content teacher, District assigned summer readings, ELA novels being read, and Social studies literature.	Summer reading lists, ELA novels,	Lesson plans, KDA,
1E	Incorporate more Listening,Speacking, Reading and Writing in lessons	s		Teachers, Co-teachers, Tutors	Aug - May	Teacher, Co-teachers, tutors and leaders, EL strategies training from Region I	Certificates of completion, sign-ins	Lesson plans, KDAs
	Creating of School Traditions			Lead Team, Teachers, Co-Teachers	Aug - May	Campus Culture Rubric	Creation of School traditions	Creating traditions that last

Title I Qualifying Programs			Initiatives Status			
Internal Use Only			Mid Year		End of Year	
Supplemental Program (Y/N)	New Program (Y/N)	Budget Allocation	Outcome	Increase/Decreased by X%	Outcome	Increase/Decreased by X%
Budget Allocations only need to be entered for programs that are **BOTH** Supplemental & New			Use these columns to assess your strategy progress at the middle and end of the year			
Y	N	AP $15, 000				
N	N					
Y	Y	$10,000				
N	N					
N	N					
N	N					
Y	Y	$ 3,000				

Title I Qualifying Programs			Initiatives Status			
Internal Use Only			Mid Year		End of Year	
Supplemental Program (Y/N)	New Program (Y/N)	Budget Allocation	Outcome	Increase/Decreased by X%	Outcome	Increase/Decreased by X%
Y	N					
Y	Y	$1,000				
N	N					
N	N					

Annual Performance Objective

PRIORITY #1: Students Graduate College-Ready

1A. % of graduates who matriculate to a College or University: 100%

1B. % of graduates matriculate to a Tier I/II College or University: 25%

1C. % of Seniors accepted to a College or University: 100%

1D. % of Seniors named AP scholars | Earn IB diploma: 30% | 25%

1E. Earned State Rating: A

1F. % of Pre-K-2nd Students End The Year On/Above Grade Level in Reading | Language | (Year 1 Campuses): 80% | 80% | 80%

1G. % of 2nd Students End The Year On/Above Grade Level in Reading (Year 2+ Campuses): 90%

1H. % of students in CSI achieve 2 years growth in Reading | Math (measured by Ren STAR) 50% | 60%

1I. Average ACT score (Class of 2020, September 2019): 21

1J. % of students graduating college in 4 | 6 years: 25% | 55%

PRIORITY #2: Build a Strong & Sustainable Organization

2A. % Teacher Retention | Employee Retention: 85% | 85%

2B. 80% composit score on GPTW

2B. %Average Daily Attendance | # Average Daily Attendance: 97.50% | 48,817

2C. Student Persistence: 90%

2D. Operating Income: $101M

2E. FIRST Rating: A

PRIORITY #3: Achieve Mission at Scale

3A. % of students with low socio-economic status: 80%

3B. Enrollment in August 2020: 64,455

3C. Schools in operation in August 2020: 125

3D. Total Funds Raised (millions): $70M

Needs Assessment

S-STAAR

D-DIBELS

E-EOC

A-ACT

RR-Reading Renaissance

ST-STAR for Math

DR-Discipline Report

AP-AP Tests

O-Other

Special Populations

All

AR-At Risk

ELL-English Language Learners

ED-Economically Disadvantaged

M-Migrant

SE-Special Education

IDEA Elsa

Comprehensive Needs Assessment
COLLEGE PREP

Data Source: CSI

% Meeting CSI Goal	Reading CP CSI
50 % CSI (EOY Ren.)	28%
% of CSI Passing STAAR	14%
% of SPED Passing STAAR	18%

Data Source: STAAR

	STAAR Reading 6th	STAAR Reading 7th	STAAR Reading 8th	STAAR Writing 7th	English I EOC	English II EOC
% Approaches	46	69	73	56	N/A	N/A
% Meets	20	36	46	23	NA	NA
% Masters	5	15	19	5	NA	NA
% Student Achievement Average	24	40	43	28	NA	NA

Data Source: AP/IB/Electives

AP Scores	Pass AP Lit	Pass AP Lang	IB Scores	IB Group 1	% Royal Readers	% Word Master
% Score 1	NA	NA	% Score 1-3	NA	10	60
% Score 2	NA	NA	% Score 4-5	NA		
% Score 3+	NA	NA	% Score 6-7	NA		
					RR Goal Met/Not Met	WM Goal Met/Not Met
					Met	Met

Reflections

Areas of Strength	Areas of Need
An area of strength found in this difficult and challenging year was that managers and other people such as Ms. Urena and Ms. Falcon provdied walkthroughs.	An area of need in this area is that walkthroughs need to be conducted since the beginning of the year and feedback needs to be provided. Teachers
This year sufficient resources were provided for teachers. . Resources such as Sirius, education galaxy, study island, wit and wisdom online were provided and used by the teachers.	An area of growth would be professional development geared towards ELA teachers. Teachers need to see how this looks in action. More professional development needs to be provided for teachers.

Writing: Teachers demonstrate team and family and helped the writing teacher and showed her how to look for TEKS and resources needed.	No curriculum was in place and no support was provided. Writing needs to be embedded across content and resources need to be provided for teachers. Teachers need guidance as to how to implement what is being asked.
ELA content meetings were beneficial because teachers were able to collaborate with each other and questions were answered.	An area of growth is rehearsing lessons and consistencay with lesson plans. Teachers need to know what is expected of them since the beginning of the year.

Recommendatons for Areas of Need	What to replicate
Managers need to provide feedback for teachers and clear expectations. Managers should meet with teachers and explain what is expected from them at the beginning of year. Managers should celebrate teachers once a month.	Managers should continue to conduct walkthroughs consistantly througout the year.
Continue to provide resources for teachers.	Plan 2-3 professional development for ELA teachers.

next year Reading and Writing will become one and Wit and Wisdom provides resources for writing. Mangers should support and provide additional resources if needed.	Send ELA teachers to writing trainings would be beneficial. Teachers should plan accordingly so 6th grade ELA teacher can being implementing writing strategies that students will see the following year.
Mangers should conduct rehearsals with teachers and provide feedback	ELA content lead will continue having biweekly meetings and meeting with mangaers to see what is expected of teachers.

IDEA Elsa

Comprehensive Needs Assessment - College Prep COLLEGE PREP					
Data Source: STAAR					
	STAAR Math 6th	**STAAR Math 7th**	**STAAR Alg I**		
% Approaches	57	53	63		
% Meets	18	18	30		
% Masters	3	6	13		
% Student Achievement Average	26	26	35		
Data Source: AP/IB					
AP Scores	**Pass AP Calculus AB**	**Pass AP Calculus CD**	**Pass AP Prob. & Stats.**	**IB Scores**	**IB Group 5**
% Score 1	NA	NA	NA	**% Score 1-3**	NA
% Score 2	NA	NA	NA	**% Score 4-5**	NA
% Score 3+	NA	NA	NA	**% Score 6-7**	NA

Reflections	
Areas of Strength	**Areas of Need**
1. Teachers adapted well to virtual learning. Modify the content to meet the needs of our virtual learners.	1. Lack of support with SPED students. Students had foundational gaps. Virtual learners not engaged in classes (ADA)
2. Three strong math teachers (experienced & knowledable in content)	2. Investing parents and support with student academic progress. Incorportating STAAR/EOC from the very beginning. Resources provided late in the game - plan as a team to potentially align.
3. IDEA curriculum helpful. Easy to give students packets to be on the same page at home and on campus.	3. Did not meet as a math team as much throughout the year (sparring to become better together)

Solutions
ID foundational gaps - Adminster a diagnostic exam to ID Foundational Skills. Collaborate with lead team + grade level to support with priority student who were not engaged throughtout the school year.
Spiral STAAR/EOC problems. Provide resouces to SPED teachers as well so that they can used them during their small group sessions. Norming strategies used accross grade levels ex: using same strategy for proportions in 6-9 grade.
Collaborate with the grade teams i.e.: hotspot and AR to support math class/instruction Educate parents about the importance of student academics: train teachers in holding these conversations. Administrators join in in these types of calls to invest parents. Give parents resources to help the student (similar to literacy nights).

IDEA Elsa

Comprehensive Needs Assessment COLLEGE PREP						
Data Source: Internal Assessments						
	6th Grade EOY Assessment	**7th Grade EOY Assessment**				
% Passing	**39/15/4**	**91/81/50**				
Data Source: STAAR						
	STAAR 8th Science	**STAAR Biology**				
% Approaches	N/A	70				
% Meets	N/A	33				
% Masters	N/A	11				
% Student Achievement Average	N/A	38				
Data Source: AP/IB						
AP Scores	**Pass AP Biology**	**Pass AP Chemistry**	**Pass AP Physics (1, 2, & C)**	**Pass AP Env. Science**	**IB Scores**	**IB Group 4**
% Score 1	N/A	N/A	N/A	N/A	**% Score 1-3**	N/A
% Score 2	N/A	N/A	N/A	N/A	**% Score 4-5**	N/A
% Score 3+	N/A	N/A	N/A	N/A	**% Score 6-7**	N/A

Reflections	
Areas of Strength	**Areas of Need**
1. Curriculum was aligned to the district curriculum. Faithful to the curriculum that was offered by district.	1. Need more feedback from manager on pedagogy and best practices.
2. Resourses such as course leaders and peer Science teacher collaboration, course leader collaborations.	2. Student engagement and participation in classes.
3. Professional developments to help develop lessons for units as a district course. Also PD sessions at the campus level.	3. Access to multiple instructional sources such as study island, Measuring up, Sirius STAAR Prep., Brian Pop.

Recommendation for Areas of Need	What to replicate
1. Making managers accountable for weekly coaching cycle. Managers creating a calendar to reflect coaching cycle.	1. Continue to collaborate with peers and course leaders, managers. , etc...
2. House competitions, Badger Store, implementing n	2. PD for lesson planning at the beginning of year.
3. Provide a list of all resources and log in credentials and provide PD for each of the programs. Providing an actual text book for students.	3. Having someone to provide oversight / guidance to ensure that we are on the right track on our curriculum.

IDEA Elsa

Comprehensive Needs Assessment COLLEGE PREP							
Data Source: Internal Assessments							
	6th Grade EOY Assessment	**7th Grade EOY Assessment**					
% Passing	**83%**	**54%**					
Data Source: STAAR							
	STAAR 8th US History	**EOC US History**					
% Approaches	24%	NA					
% Meets	7%	NA					
% Masters	2%	NA					
% Student Achievement Average	11%	NA					
Data Source: AP/IB							
AP Scores	**Pass AP Human Geography**	**Pass AP World History**	**Pass AP US History**	**Pass AP Goverment**	**Pass AP Economics**	**IB Scores**	**IB Group 3**
% Score 1	NA	NA	NA	NA	NA	**% Score 1-3**	NA
% Score 2	NA	NA	NA	NA	NA	**% Score 4-5**	NA
% Score 3+	NA	NA	NA	NA	NA	**% Score 6-7**	NA

Reflections	
Areas of Strength	**Areas of Need**
1. Integrated literacy throughout Humanities lessons and exams. This will help our scholars transitioning to AP courses.	1. Content meetings happening more frequently throughout the second semester. (Looking at data to analyze gaps)
2. Data throughout IA's, BWA's, and UE's was consistent throughout the year and demonstrated successes despite distance learning.	2. Special population support is needed more frequently throughout Humanities courses. Our special population took a big dip this year and ELA/Humanities tie closely together which would mean more support was also needed in that department.
3. Classrooms utilized technology in order to gauge student mastery and understanding. We also utilized technological databases to analyze gaps in success amongst scholars and to identify trends that also allwoed for us to close gaps.	3. Managerial support is needed more frequently in Humanities courses (coaching cycle).

Solutions
Set a schedule at the beginning of the year with the dates and times for content meetings. Send schedule via calendar invite. Create a shared document where we can discuss agenda items and track.
Admin - Teachers - Special Pop Support Teachers norm on best support system and on a schedule for teachers. Providing a special pop support meeting for teachers to identify what are some support systems we can implement in the classroom.
Admin coordinates and schedules coaching cycle and discusses how frequently they would be doing so at the beginning of year with their teachers.

IDEA Elsa

Comprehensive Needs Assessment

COLLEGE PREP

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

	Listening	Speaking	Reading	Writing	% of ELL Students who grew one or more levels
% Beginning	2%	12%	12%	4%	11% Listening
% Intermediate	21%	48%	21%	25%	24% Speaking
% Advanced	32%	35%	31%	41%	19% Reading
% Advanced High	45%	5%	36%	30%	8% Writing

Ref

Areas of Strength	Areas of Need
1. 8th Grade students have shown growth each year 85% are rated Advanced and Avanced High	1. 30 students are on track to exit but keep missing criteria by one of the 4 components (Speaking). Therefore, students are not performing linguistically at their academic level.
2. EL strategies have been present for virtual learning, in Math teachers color code, ELA images are shown for voacabulary, History and Science show videos and images to explain process/examples of events	2.With virtual learning it was hard to see students implement strategies for EL's on assignments/ in class seminars
3. 90% of students took the TELPAS exam and teachers have been supportive of not "blanketing students" ensuring to only provide translation/accomodations as needed	3.Teachers need quartly training on how to best support EL learners in class, differenciated PD for different levels of EL's

Grade Level	EL's	Total # of Students	EL %
6	42	106	40%
7	39	110	35%
8	53	126	42%
TOTAL	**134**	**342**	**39%**

ection

Recommendatons for Areas of Need	What to replicate
1.Students would benefit from practice and teachers providing more time for students to speak with one another with feedback	1. Providing Teachers with grade level ratings so they understand each students proficiency level and can best asses their need.
2. Students will return in person in August, teachers should start the school year with strategy expectation for students. (Ex. RUBIES, Color strategies, Annotations)	2.Teachers in Math have done an amazing job with color coordinating and strategy expectations, have 6th grade Math teacher present what is working and how strategies look in her class.
3. When Faculty Tuesday Schedule is made for the year, monthly EL/TELPAS PD's should be included and differciated by level.	3.Staff only providing Accommodations as needed.

IDEA Elsa

Comprehensive Needs Assessment COLLEGE PREP					
100% College Matriculation					
Matriculation %	**Matricuation % 4 year**	**Matriculation % 2 year**	**Tier 1/2 % Acceptances**	**Tier 1/2 % Matriculation**	
NA	NA	NA	NA	NA	
Tier 1 % Matriculation	**Tier 2 % Matriculation**	**Tier 3 % Matriculation**	**Tier 4 % Matriculation**	**Senior Class CCMR %**	**Senior Class TSI Completion %**
NA	NA	NA	NA	NA	NA
Campus Data					
Senior Class ACT Average	**Junior Class ACT Average**	**Overall AP Scholars (3+ or more tests)**	**IB Medallion Scholars (Passing 3+ exams)**	**Overall % IB Diploma**	**Campus End of Year OTG**
NA	NA	NA	NA	NA	NA

Reflections	
Areas of Strength	**Areas of Need**
1	1
2	2
3	3

IDEA Elsa

Comprehensive Needs Assessment COLLEGE PREP	
Staff Quality, Recruitment, Retention	
	Percentage
% School Lead Team Retention	100%
% Instructional Support Retention	100%
% Teacher Retention	96%
% Campus Support Retention	97%
% SPED Certified Teachers	16%
% State/National Certified Teachers	42%
% State Certified Leaders	42%
% State/Board certified Counselors	10%
Number of teacher applicants per 2020-21 school year	26%

Reflections	
Areas of Strength	**Areas of Need**
1. Teachers, co-teachers and tutors are hired when campus is in need of support.	1. Implement high-quality coaching throughout the school year to ensure all skills are built despite lack of experience in teaching.
2. At least 30% - 40% of the teachers of certified in their specified content areas.	2. More teachers should be required to be certified or attend additional professional development trainings in their specific content areas.
3. Current staff are given opportunities to apply and move into different positions.	3. Provide all staff with the same opportunities to apply for any available positions in the campus.
4. District holds teacher recruitment events where each campus can participate in and out of the campus.	4.Campus should consider holding more internal recruitment events to pre-interview and identify high quality candidates.
5	5. Teachers inexperience in school and classroom culture cause them to burnout quicker and leave midyear. Provide extensive feedback and training in the areas of behavior management, setting classroom expectations and communication (between all stakeholders).
6	6. Hold more frequent Badger Nights or Teacher Celebration days that

Recommendations for Areas of Need
Leaders will revise what experience a teacher has and what they need (PD) to do well thoughout the year. Teachers will be sent to district PD that are relivent to their course and will look for outside PD to meet their needs
Sending a lead team to become a trainer of trainers on classroom culture and come back and teach the group. Then follow up with all stakeholders to follow what was presented.
Backwards plan days in which we can have Badger Socials with peers

Campus Name

Comprehensive Needs Assessment College Prep	
Data Source: School Culture and Climate	
	Campus %
% Average Daily Attendance	97.96
% Overall Persistence	98.03 (7)
% New Student Persistence	96.36 (5)
# of Admin Withdrawals/ Level 3 Offenses	0
% SPED	10
% ELL	37
% Eco Dis	92
% Migrant	1
% Race: American-Indian-Alaska-Native	0
% Asian	0
% White-Hispanic	99
% Multi	0
% Black-African-American	1
% Native-Hawaiian-Pacific-Islander	1
% White	1
% Male	48
% Female	52

Data Source: School Culture and Climate	
Reflections	
Areas of Strength	**Areas of Need**
1. ADA & Persistence was very good this year due to continual communication with families + siblings already attend this school so parent investment is established.	1. Norming schoolwide behavioral and cultural expectations accross grade levels. (all stakeholders address each and every exepectation with consistency, fidelity, and equality)

2. Good sense of school pride (students invested in the school). Teachers are also invested - many teacher led celebrations for student successes and empathy.	2. Lack of teacher moral due to not celebrating teachers (low sense of feeling valued). Consistency with teacher feedback and follow up (coaching cycle). Disconnect between teachers and admin due to low admin presence in classes and hallways.
3. Good sense of team and family (team work). Grade levels work well with each other.	3. Confusion: who to go to when addressing different types of concerns (chain of command). Gaps in lines of communication between Lead Team - GTLs - Teachers (low Leader alignment on messaging) Student privacy concerns posted in the group chat - not needed for all eyes to see

Solutions
GTL - Admin collaboration to set the expecations Effective onboarding for new to IDEA teachers. GTLs norm procedures that they will follow up to implement the expecations. Admin address all stakeholder that are not upholding the campuswide expecations.

Establish a calendar with set date for celebrating teachers i.e. teacher of the month, etc. Admin presence in the hallway to support & redirect. Set date and time to observe and follow up. Be transparent with proficient, advanced, and master teachers about observing or not (communicate effectively). Adapt to teacher's work style. Be consistent and adhere to the calendar to ensure that coaching is happening.
All leader communication shared with lead team and approved by Mr. Garza before sending. Admin needs to uphold the chain of command and/or communication with fidelity (redirect teachers stepping out of it). Set the expectation for communication with the front office staff. Send student personal concerns directly to GTL.

IDEA Elsa

Comprehensive Needs Assessment COLLEGE PREP	
Data Source: Family and Community Involvement	
	Percentage
% Families Attended WTI	37%
% Families Attended Curriculum Night	40%
% Families Who Attended EOY Ceremonies	80%
% Families who attended Fall Festival	10%
% Families who attended Winter Festival	10%
% Families who attended Spring Festival	60%

Reflections	
Areas of Strength	**Areas of Need**
1. Campus maintains communication with all parents by utilizing different platforms such as Remind, Facebook, ClassDojo, Whats App.	Ensure that all event announcements are sent out/posted in a timely manner on all platforms of communication by admin and teachers. Parent announcemnts/event flyers made in both English and Spanish language consistently.
"Drive by" events such as "Thanksgiving Pies, Christmas and STAAR PepRally" during the school year to keep parents and student engaged and committed to campus.	Advertisement for events was provided to parents and students on a short notice or day of which affected the turn out of the event. Hold inclusive events for SpEd/RISE student in our campus and involve community.

3. Majority of parents and families attend campus events yearly.	3 . Increase family engagement and contribution in organizing campus and community events.
Idea Elsa distributed countless meals to the community during a time of need. (COVID-19)	More and better advertisment of the meal on wheels program in order to reach more members of the community.

Recommendations for Areas of Need	What to replicate
1. Bring back the in-person events such as the BOY Meet The Teacher night, Our TAMALADA, The Hispanic Celebration, participation in the Community Christmas Parade, Science Discovery Day, In-Person Teacher / Parent meetings.	1. Continued use of all the communication platforms to keep parents informed of upcoming events and/or campus information.
2. Event flyer provided to campus staff at least a month in advance to ensure that ample time is given to parents before the desired event time. Inclusive events for special pops students such as: Walk for Down Syndrom, Autism Awareness Month etc.	2. Continue engaging parents and students with events while maintaning safety guidelines during Covid.

3. Establish PTO committee to engage parents with campus/family events and fundraisers. Provide families an itenary with schedule of sports season. Schedule quarterly house events where parents can attend to engage in a family activity (loteria night, movie night, father/daughter dance, spa day etc.)	3. Keep holding campus events yearly to keep parents and student engaged and committed.
Keeping the meals on wheels available to members of the community on non pandemic time.	The CNP staff did a fenominol job all year making sure those meals went out daily.

IDEA Public Schools

Ewing Halsell Academy

2022-2023 Campus Improvement Plan

Accountability Rating: B

Distinction Designations:
Academic Achievement in English Language Arts/Reading
Academic Achievement in Science
Postsecondary Readiness

Board Approval Date: October 21, 2022
Public Presentation Date: September 14, 2022

Mission Statement

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

Vision

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

Core Values

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

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

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Comprehensive Needs Assessment

Revised/Approved: September 14, 2022

Demographics

Demographics Summary

Our campus is located in the heart of southside of San Antonio and serve 718 scholars in grades K-5th. We are an open enrollment charter school that serves scholars from around the area. Our Title I school serves a majority hispanic population. We work relentlessly to ensure our scholars are on a pathway to and through college and believe that every child can learn.

See PDF addendum.

Demographics Strengths

See pdf addendum for more information.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Campus failed to meet our goal of 90% overall student persistence. **Root Cause:** Top three factors for not meeting goal pertained to Campus Culture, Transportation, and Movers.

Problem Statement 2 (Prioritized): Campus failed to receive an A rating. **Root Cause:** Campus lost teachers in key tested subject areas, which led to lack of academic consistency for scholars.

Student Learning

Student Learning Summary

There was an increase of meets and master scholars for all populations in STAAR Reading. In the pervious year there was an increase in approaches numbers for math. W need to focus on the increase of meet and masters student in math grades third throught fifth. We ended our 21-22 year at 84.4% overall persistence with 74.4% New student persistence. The following was our end of year data for scholars on track in Direct Instruction, decoding reading programs: K: 86%; 1- 60% 2- 92% Overall- 83%. Our campus received distinctions from the state in Academic Achievement in ELAR, Science, and Post-Secondary Readiness.

Telpas Composite Ratings (Listening, Speaking, Reading, Writing)

% of ELL students who grew one or more levels

-Listening 31/71

-Speaking 14/71

-Writing 23/71

-Reading 29/71

See PDF in Addendum for more information.

Student Learning Strengths

See PDF in Addendum for more information.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Campus special populations failed to meet standards on state assessment. **Root Cause:** Lack of comprehensive structure for general education and special populations staff to collaborate and lesson plan researched based strategies..

Problem Statement 2 (Prioritized): Campus failed to meet our goal on state assessments for our English Learners. **Root Cause:** Lack of consistent tutorials that target proficiency standards and training for teachers on researched based strategies for ELs.

School Processes & Programs

School Processes & Programs Summary

Our campus 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.

See PDF in Addendum for more information

School Processes & Programs Strengths

Curriculum & Instruction:

- At least one-third of IDEA students graduate with the "AP Scholar" designation, evidence of earning a qualifying score on at least three AP exams, demonstrating successful completion of college-level coursework prior to graduation.
- IDEA provides students access to accelerated instruction through the 1:1 technology device, including adaptive software for mathematics and literacy and access to hundreds of thousands of books in the district's digital library.
- IDEA curricular resources include high-quality instructional materials that earn the highest ratings on national evaluation measures.
- IDEA curriculum is regularly evaluated using a quality evaluation tool, ensuring alignment to the Texas Essential Knowledge and Skills and AP course standards, as well as the STAAR/EOC and AP exams.
- IDEA implements a variety of training opportunities for teachers and leadership staff with the goal of developing teachers' pedagogical content knowledge and leaders' coaching skills.
- For 15 years in a row, 100% of IDEA students have been accepted into college, demonstrating that IDEA academic programming is adequately preparing students for post-secondary education.
- In 2022, four IDEA schools were ranked in the top 10 Most Challenging Schools in the Nation and 13 were ranked in the top 1% of schools nationwide, by the Jay Mathews Challenge Index High School Rankings.

Special Programs

- IDEA exceeded the expected growth target for EL student performance on TELPAS in 2021 with 48% of ELs meeting that target.
- IDEA provide targeted research based instruction to students who have a 2.0 year gap in Reading and/or Math with the goal of closing that gap by 2.0 years during the school year with our initiative called Critical Student Intervention (CSI). During the 21-22 school year, 2,562 out of 6,632 students meet that goal for Reading and 703 out of 1,268 students met the goal for Math.
- IDEA is in Year 3 of our TEA awarded Autism Grant. Through this grant we were able to increase support for 195 students with autism in Rio Grande Valley and Austin who met the criteria outlined by TEA for this grant.
- IDEA submitted and was awarded a Dyslexia Grant by the TEA so that we will be able to provide increased professional development to teachers and leaders on working with students with dyslexia and increase the support resources for our students with dyslexia.

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 1 (Prioritized): Lack of ongoing training and accountability for managing Tier 1 Behavior Plan . **Root Cause:** Inconsistent follow through with campus wide behavior plan, implementation of Pioneer Planners for every scholar, and lack of stakeholder investment.

Problem Statement 2 (Prioritized): Campus has failed to meet our 97% ADA goal. **Root Cause:** Lack of processes and follow through with ADA concerns using the ADA matrix starting at the beginning of the year.

Perceptions

Perceptions Summary

According to our annual Panorama survey results, parents rated our campus at or above average levels for the San Antonio Region and IDEA public schools as a whole. Four domains were rated in the areas of Data about School, the Healthy Kids Here Initiative, Mental health and social emotional learning, and School Safety and Security. Our campus scored between 4.2 and 4.6 on a scale of 1-5 in all domains. Parent participation is quantitatively measured for this annual survey and we had 62 participants accounting for approximately 10% of our parent population. Barriers to survey completion and participation are unclear, as many methods over consistent periods of time were utilized to gather this important information.

See PDF addendum for more information.

Perceptions Strengths

One area of strength identified in our Panorama parent survey included high rankings in the domain of School safety and security with a 4.6 score.

See pdf. addendum for more information.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Lack of extracurricular options during and after school. **Root Cause:** Lack of available, trained staff, and incentive or motivation to sponsor activities after a 9 hour work day.

Problem Statement 2 (Prioritized): Parents perceive bullying as a major issue with a lack of scholar support in the area of social emotional learning. **Root Cause:** Lack of school wide and family education over the differences between bullying and conflict.

Priority Problem Statements

Problem Statement 1: Lack of ongoing training and accountability for managing Tier 1 Behavior Plan .
Root Cause 1: Inconsistent follow through with campus wide behavior plan, implementation of Pioneer Planners for every scholar, and lack of stakeholder investment.
Problem Statement 1 Areas: School Processes & Programs

Problem Statement 2: Campus failed to meet our goal of 90% overall student persistence.
Root Cause 2: Top three factors for not meeting goal pertained to Campus Culture, Transportation, and Movers.
Problem Statement 2 Areas: Demographics

Problem Statement 3: Lack of extracurricular options during and after school.
Root Cause 3: Lack of available, trained staff, and incentive or motivation to sponsor activities after a 9 hour work day.
Problem Statement 3 Areas: Perceptions

Problem Statement 4: Parents perceive bullying as a major issue with a lack of scholar support in the area of social emotional learning.
Root Cause 4: Lack of school wide and family education over the differences between bullying and conflict.
Problem Statement 4 Areas: Perceptions

Problem Statement 5: Campus has failed to meet our 97% ADA goal.
Root Cause 5: Lack of processes and follow through with ADA concerns using the ADA matrix starting at the beginning of the year.
Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: Campus failed to meet our goal on state assessments for our English Learners.
Root Cause 6: Lack of consistent tutorials that target proficiency standards and training for teachers on researched based strategies for ELs.
Problem Statement 6 Areas: Student Learning

Problem Statement 7: Campus special populations failed to meet standards on state assessment.
Root Cause 7: Lack of comprehensive structure for general education and special populations staff to collaborate and lesson plan researched based strategies..
Problem Statement 7 Areas: Student Learning

Problem Statement 8: Campus failed to receive an A rating.
Root Cause 8: Campus lost teachers in key tested subject areas, which led to lack of academic consistency for scholars.
Problem Statement 8 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- 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
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- 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
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Student surveys and/or other feedback
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Communications data
- Study of best practices
- Action research results

Goals

Goal 1: Increase staff retention to meet 85% district goal.

Performance Objective 1: Encourage higher staff attendance with incentives every month to promote positive campus climate.

High Priority

Evaluation Data Sources: Great Places to Work survey, staff attendance records

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Incentives every month to promote positive campus climate. Weekly acknowledgements over announcements and staff newsletter. **Strategy's Expected Result/Impact:** Increased daily staff attendance, increased consistency for scholars to achieve the best results academically. **Staff Responsible for Monitoring:** Lead Team Members **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				

 No Progress Accomplished Continue/Modify Discontinue

Goal 1: Increase staff retention to meet 85% district goal.

Performance Objective 2: Coach and develop math and reading teachers to proficiency in GET 1A and 1B, planning.

High Priority

HB3 Goal

Evaluation Data Sources: Teach boost ratings, coaching plans and calendars, lesson plans.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Coach and develop math and reading teachers that includes recognition for achievement and development that builds strong vertical teams and ensures qualified teachers are in classrooms. Skills developed are in GET planning and ownership to fortify planning and executing engaging and rigorous instruction and intervention aligned to STAAR reading and math targets	0%			

 No Progress Accomplished Continue/Modify Discontinue

Goal 1: Increase staff retention to meet 85% district goal.

Performance Objective 3: Communicate special education teacher promotion pathway for co teachers to invest in a career pathway to be highly qualified and certified special education teachers.

Evaluation Data Sources: Engagement in certification pathways and emails to connect co teachers to IDEA staff to support and inform about programs.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Include future career goals as part of check ins and identify ways to support certification in special education.	0%			

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 2: All IDEA students matriculate to college

Performance Objective 1: We can ensure all IDEA students matriculate to college by providing TEKS aligned, rigorous coursework and setting the expectation that all scholars are on grade level before they are promoted to the next grade level.

High Priority

HB3 Goal

Evaluation Data Sources: Daily exit tickets, weekly assessments aligned to TEKS, Unit assessments, benchmark assessments, RenStar, DIBELS

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Provide TEKS aligned, rigorous coursework and setting the expectation that all scholars are on grade level before they are promoted to the next grade level. Data sources are checked daily, weekly, quarterly, and annually to provide timely and tailored response to student learning. **Strategy's Expected Result/Impact:** Create a culture of high expectations and help students meet grade level expectations every year. **Staff Responsible for Monitoring:** Lead Team and Grade Team Leaders **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction				
No Progress Accomplished Continue/Modify Discontinue				

Goal 3: IDEA achieves an A rating.

Performance Objective 1: We can achieve an A rating by utilizing previous year's data and current assessments to tailor interventions to respond to individual student needs.

High Priority

HB3 Goal

Evaluation Data Sources: Daily and weekly assessment data, diagnostic programs, STAAR assessments, benchmark data.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Teachers will track student exit tickets weekly and create responsive lesson plans and interventions accordingly. Grade team leaders will meet bi-weekly to discuss current assessments and tracked data to assist in teacher accountability and response to intervention plans and differentiated instruction. **Strategy's Expected Result/Impact:** Increase in mastery of daily, weekly, and unit assessment scores. **Staff Responsible for Monitoring:** API's, classroom teachers, and grade team leaders **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Funding Sources:** Interventionist - Federal Grant, Interventionist - Federal Grant				

 No Progress Accomplished Continue/Modify Discontinue

Goal 3: IDEA achieves an A rating.

Performance Objective 2: We can achieve an A Rating by planning aligned, 1st time instruction that prioritizes time for independent practice with feedback to increase math STAAR performance as measured by growth goals.

High Priority

HB3 Goal

Evaluation Data Sources: Daily exit tickets, weekly assessment data, IXL/Sirius online practice and progress.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Weekly lesson internalization for DI submission for feedback and weekly lesson plan feedback cycle for ELA, Math, and Science.	0%			

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 3: IDEA achieves an A rating.

Performance Objective 3: We can achieve an A Rating by managing and investing scholars to track their progress toward individual STAAR reading and math goals and growth.

High Priority

HB3 Goal

Evaluation Data Sources: Pioneer Planners, Assessment reflection documents.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Scholar reflections after district assessments and student trackers in Pioneer Planners.	0%			

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 3: IDEA achieves an A rating.

Performance Objective 4: We can achieve an A Rating by building capacity of general and special education staff by including strategically proactive and responsive PD topics monthly.

High Priority

Evaluation Data Sources: PD agendas/power points, assessment data for special education scholars, weekly lesson plans and Outcomes, Causes, Solutions assessment process after assessments.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Schedule monthly PD for special populations for all instructional staff responsive to campus data and teacher needs	0%			

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 4: Increase student daily attendance

Performance Objective 1: We will increase student daily attendance by working to increase stakeholder investment.

High Priority

Evaluation Data Sources: Attendance data, family attendance to events, views of Remind messages, views of Family newsletters.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Provide family engagement events monthly, maintain quality, consistent communication using Remind and newsletters, provide monthly classroom/grade level incentives, provide teachers resources and time to plan engaging lessons. **Strategy's Expected Result/Impact:** Increase in daily students attendance. **Staff Responsible for Monitoring:** Student Information Systems Clerk, Lead Team, Grade Team Leaders. **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				

 No Progress Accomplished Continue/Modify Discontinue

Goal 5: Increase student persistence

Performance Objective 1: Violence prevention and intervention: School based bullying and cyberbullying prevention programs.

High Priority

Evaluation Data Sources: a. calendar schedule b. Microsoft form compliance to district c. PD agendas at BOY and principal meeting with feedback d. Panorama SEL surveys

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Anti-bullying guidance curriculum will be implemented throughout the year, along with proactive SEL curriculum (Move this World) to ensure both preventative and responses services are available to all scholars. **Strategy's Expected Result/Impact:** Decreased referrals for discipline, decreased reports on bullying, increased scores on bi-annual Panorama SEL surveys, and perception data regarding an increase in pro-social behaviors. **Staff Responsible for Monitoring:** School Counselor and School Social Worker **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 3: Positive School Culture				

 No Progress Accomplished Continue/Modify Discontinue

Goal 5: Increase student persistence

Performance Objective 2: Create a positive onboarding experience for new families.

High Priority

Evaluation Data Sources: Returning persistence data, family engagement and attendance to events.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Follow a consistent onboarding process which includes personal invitations to engagement events, periodic check ins from team members to family and scholar, and prompt response to family concerns. **Strategy's Expected Result/Impact:** Increase in retention of new families year to year. (Increased persistence). **Staff Responsible for Monitoring:** Lead team members, APO, SIS. **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

 No Progress Accomplished Continue/Modify Discontinue

Title I Personnel

Name	Position	Program	FTE
	CO-TEACHER		1
	CO-TEACHER		1
	CO-TEACHER		1
	CO-TEACHER		1
	ILEARNING HOT SPOT FACILITATOR		1
	INTERVENTIONIST		1
	INTERVENTIONIST		1
Co teacher	Co teacher		1
Co teacher	Co teacher		1
Co teacher	Co teacher		1
Co teacher	Co teacher		1
Hotspot Co teacher	Hotspot Co Teacher		1
Linda Rodriguez	Interventionist	Title 1	1
Yolanda Meza	Interventionist	Title 1	1

Campus Leadership Team

Committee Role	Name	Position
Administrator	Karen Gonzalez	API
Administrator	Pamela Ray	Principal
Administrator	Valarie Alvarado	API
Administrator	Aimee Garcia	School Counselor
Administrator	Ashley Thibodeaux	Social Worker
Community Representative	Sharon Medrano	

Campus Funding Summary

Federal Grant					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	1	1	Interventionist		$0.00
3	1	1	Interventionist		$0.00
				Sub-Total	$0.00

Addendums

Campus Name

Comprehensive Needs Assessment ACADEMY	
Data Source: School Culture and Climate	
	Campus %
% Average Daily Attendance	91.27
% Overall Persistence	87.21
% New Student Persistence	80.3
# of Admin Withdrawals/ Level 3 Offenses	0
% SPED	5.48%
% ELL	14.05%
% Eco Dis	77.02%
% Migrant	0%
% Race: American-Indian-Alaska-Native	0%
% Asian	1%
% White-Hispanic	88.93%
% Multi	0.36%
% Black-African-American	2%
% Native-Hawaiian-Pacific-Islander	0%
% White	8%
% Male	49.17%
% Female	50.80%

Data Source: School Culture and Climate	
Reflections	
Areas of Strength	**Areas of Need**
1. Culture Camps/re-sets do help after breaks.	Behavior plan to ensure detention tracker is used and parents experience meaningful and timely communication.
2. Tier 1 Campus plan is can be very effective if followed consistently.	2. Time in school day to prioritize Move this world and emotional intelligence to prioritize physiological health of staff and scholars.
3 Strong relationships of trust with families and staff overall.	3. Additional engagement events during day for scholars/teachers to build relationships.

Master CNA & SAIP Reporting Checklist

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

Campus Name

2021-22 Student Achievement Improvement Plan

ACADEMY

APO	Initiatives	Needs Assess.	Special Pops.	Person(s) Responsible	Timeline Start/End	Resources: Human/ Material/Fiscal	Documentation	Formative Evaluation
1I	Additional 1st grade DI Reading to reduce college house sizes.	1I		K. Gonzalez	8/22-5/22		DI Online weekly reports. Dibels	EOY On track
2A	Manage consistent implementation of staff recognitions as planned.	2A		P. Ray	8/22-5/22	Meaningful celebrations; snacks/notes/	Executive Tracker/GPTW data	EOY PTG and retention numbers/GPTW data
1J	Manage all teachers to track and celebrate CSI growth and progress to goals in math and reading.	1J		Alvarado	8/22-5/22	Content leader/student incentives/Remind	Campus trackers	EOY CSI STAAR and Renstar data.
1G	Math Fluency and increased independent practice with feedback	1G		Alvarado/Ray	8/22-5/22	IXL; Sirus; Fast Focus;	Exit ticket/Weekly Assessment/District Assessments	STAAR
2C	urriculum Events and small group counseling/meetings with new scholars/families	2C		Alvarado/Gonzalez/Garcia and content leaders	8/22-5/22	Content resources/Remind/Smore/Social Media	Sign in sheets/feedback surveys from parents	Persistence Data
1J IG	TELPAS growth in speaking and writing			Gonzalez	8/22-5/22	TELPAS resources; interventionist Summit 12 resource	Class and district assessments	TELPAS; STAAR

Campus Name

2021-22 Student Achievement Improvement Plan

ACADEMY

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

Title I Qualifying Programs			Initiatives Status			
Internal Use Only			Mid Year		End of Year	
Supplemental Program (Y/N)	New Program (Y/N)	Budget Allocation	Outcome	Increase/Decreased by X%	Outcome	Increase/Decreased by X%

Annual Performance Objectives (APO)

PRIORITY #1: Students Graduate College-Ready

1A. % of graduates who matriculate to a College or University: 100%

1B. % of graduates matriculate to a Tier I/II College or University: 15% | 25%

1C. % of Seniors accepted to a College or University: 100%

1D. % of Seniors named AP scholars | Earn IB diploma: 30% | 25%

1E. Earned State Rating: A

1F. % Basic | % Mastery | % Advanced on LEAP: 82% | 44% | 11%

1G. % Approaches | % Meets | % Masters on STAAR/EOC: 90% | 60% | 30%

1H. % Level 3 | % Level 4 | % Level 5 on FSA/FSAA: 70% | 40% | 20%

1I. % of Pre-K-2nd Students End The Year On/Above Grade Level in Reading - Year 1 Campuses | Year 2 Campuses: 80% | 90%

1J. % of students in CSI achieve 2 years growth in Reading | Math (measured by Ren STAR) 50% | 60%

1K. Average ACT score: 21

1L. % of students graduating college in 4 | 6 years: 25% | 55%

PRIORITY #2: Build a Strong & Sustainable Organization

2A. % Teacher Retention | Employee Retention: 85% | 85%

2B. 80% composit score on GPTW: 82%

2B. %Average Daily Attendance: 97.50%

2C. New Student Persistence: 90%

2D. Operating Income: $133M

2E. FIRST Rating: A

PRIORITY #3: Achieve Mission at Scale

3A. % of students with low socio-economic status: 80%

3B. Enrollment in August 2020: 83,894

3C. Schools in operation in August 2020: 149

3D. Total Funds Raised (millions): $93M

Needs Assessment

S-STAAR

D-DIBELS

E-EOC

A-ACT

RR-Reading Renaissance

ST-STAR for Math

DR-Discipline Report

AP-AP Tests

O-Other

Special Populations

All

AR-At Risk

ELL-English Language Learners

ED-Economically Disadvantaged

M-Migrant

SE-Special Education

Campus Name

Comprehensive Needs Assessment
ACADEMY

Data Sources: Eureka Math & Electives Academy

	Eureka Pre-K on Grade Level	Eureka Kinder on Grade Level	Eureka First on Grade Level	Eureka Second on Grade Level	% Math Masters 1-2nd	1-2nd Goal Met/Not Met
% Students		99%	53.90%	83.70%		

Data Source: STAAR Academy

	STAAR Math Grade 3	STAAR Math Grade 4	STAAR Math Grade 5	% Math Masters 3-5	3-5 MM Goal Met/Not Met
% Approaches	80%	66%	85%		
% Meets	51%	32%	49%		
% Masters	27%	16%	17%		
% Student Achievement Average	53%	38%	50%		
% Meet 2 year growth	29.60%				

Data Source: CSI Academy

	Math AC CSI
% CSI (EOY Ren.)	15%
% of CSI Passing STAAR	30%
% of SPED Passing STAAR	52%

Reflections	
Areas of Strength	**Areas of Need**
More than enough books for students. Also, teacher edition books were available	4th grade math rising to 5th grade-- not enough independent practice to master skill.
2 Adjusting lessons based on gaps seen in 1st blocks.	2 A built in time for small group to work on closing gaps within the block of instruction..
3 Math team was helpful during conference and contributed to other teachers to help close gaps.	3. Visuals/Anchor charts need to be posted and aligned (same vertically) in all spaces.

Campus Name

Comprehensive Needs Assessment
ACADEMY

Data Sources: DI ELA & Electives

	DI Pre-K on Grade Level	DI Kinder on Grade Level	DI First on Grade Level	DI Second on Grade Level	% Royal Readers	% Word Masters
% Students	100%	86%	60%	86%	16%	69%
					RR Goal Met/Not Met	WM Goal Met/Not Met
					16/84	69/31

Data Source: STAAR

	STAAR Reading Grade 3	STAAR Reading Grade 4	STAAR Writing Grade 3	STAAR Writing Grade 4
% Approaches	90%	89%	N/A	N/A
% Meets	65%	65%	N/A	N/A
% Masters	40%	32%	N/A	N/A
SAS				
% Student Achievement Average	65%	62%		

Data Source: CSI

% Meeting CSI Goal	Reading AC CSI
% CSI (EOY Ren.)	14%
% of CSI Passing STAAR	37/55= 67%
% of SPED Passing STAAR	56%

Reflections	
Areas of Strength	**Areas of Need**
1It's repetative so the scholars get that constant practice.	1. Wit and Wisdom 1st grade- workbooks were not useful due to lack of page numbers and quality. Some books were missing in module 2. Co-teacher needed to assist with writing, 1:1 intervention, and behaviors. There was an improvement in lesson when two teachers were present. Students were able to get indivdual feedback on their writing.
2. SPED are able to teach at the pace needed. EM	2 DI-More intervention time

3 It's straight foward and the kids are able to comprehend and understand the stories.	3 Scholars need more intervention time.

Have more focus on things that are more difficult to scholars. (ex:
Making sure homework goes home regularly. EM

4. The	
Intervention teacher was able to focus on skill deficits using TEK based instruction. Teacher was also able to group students based on reading level and provide opportunity for scholars to read aloud working on word recognition, fluency, and comprehension. Teacher would provide feedback to improve reading development. LR	An area of need is providing more intervention time to CSI scholars. It would be helpful to work with the scholars who are two years below their reading level everyday versus two times a week. Providing more intervention time will help close the gaps. LR
Set curriculum with much practice, repetition, and knowledgable staff from previous years.	Allowing script practice to be more open-ended practice/disccussions to help close gaps across grade levels, rather than reading scripts 3 days a week. Other contents speak to each other to disucss gaps, next steps, helpful tips, etc.
DI API is knowledeable of grades K - 2, therefore questions/concerns are answered promptly	Providing more information on how to get into next level for growth opportunities

ample more talking/working on contractions.)

Campus Name

Comprehensive Needs Assessment ACADEMY						
Data Sources: Science Pk-2						
	Science Pre-K on Grade Level	**Science Kinder on Grade Level**	**Science First on Grade Level**	**Science Second on Grade Level**	**Science Third on Grade Level**	**Science Fourth on Grade Level**
% Students	**99%**	**93%**	**75%**	**97%**	**91%**	**91%**

Data Source: Science 3-5		
	STAAR Science Grade 5	
% Approaches	85%	
% Meets	73%	
% Masters	40%	
% Student Achievement Average	66%	

Reflections	
Areas of Strength	**Areas of Need**
1. Hands on experiments and type of classwork helped SPED scholars be successful.	1. Making sure SPED knows when tests are being given/if there are changes last minute to help with accommodations. EM
2. Journaling helped all scholars be successful in mastering their exams.	2 Daily data tracking by special populations managers to respond with shared ownership.
3 Provided test reivews to the scholars to help them prepare themselves for their unit exams.	3. Science experiments were difficult with large class sizes in 1st gradeand training on management during lab experiences.

4. All of the matierals were prepared and curicculm plans were great
5. Workbooks helped scholars keep organized and impro 5. Some parts of program were not relavent or repeated over many
6. Experiments were fun and engaging

y lessons

Campus Name

Comprehensive Needs Assessment ACADEMY							
Data Sources: Humanities Pk-2							
	Humanities Pre-K on Grade Level	**Humanities Kinder on Grade Level**	**Humanities First on Grade Level**	**Humanities Second on Grade Level**	**Humanities Third on Grade Level**	**Humanities Fourth on Grade Level**	**Humanities Fifth on Grade Level**
% Students	N/A	100/98/96	99/99/99	100/98/90	40/14/4	95/77/46	98/75/61

Reflections	
Areas of Strength	**Areas of Need**
1Children were excited about content and curriculum had many opportunities for scholars to engage.	1. Making sure teachers are aware of SPED accomodations to help read text orally to scholars who need. EM
2 Warm ups and projects increased engagement and understanding of objectives.	2. Need visuals/powerpoints, hands on task to help understand such big and difficult texts for ELs and SPED. EM
3 Academic vocabulary was prioritized and part of backward planning.	3 More texts for scholars that accompany learning.

Campus Name

Comprehensive Needs Assessment ACADEMY					
TELPAS Composite Rating (Listening, Speaking, Reading, Writing)					
	Listening	**Speaking**	**Reading**	**Writing**	**% of ELL Students who grew one or more levels**
% Beginning	5 of 5	3 of 6	8 of 10	14 of 19	Listening- 31/71
% Intermediate	13 of 17	9 of 26	13 of 22	5 of 16	Speaking-14/71
% Advanced	4 of 11	1 of 14	5 of 12	3 of 11	Writing- 23/71
% Advanced High	9 of 14	1 of 2	3 of 4	1 of 2	Reading-29/71

Reflections	
Areas of Strength	**Areas of Need**
1. Training at beginning of year was very helpful. EM	1. Making sure EL accommodations are in IEPs or 504 Plans and part of lesson planning and accommodations.
2 Training and book study on 7 STeps to a Language Rich Classroom	2 Engaging our beginner and intermediate ELs in class instruction.
3	3

Campus Name

Comprehensive Needs Assessment	
ACADEMY	
Staff Quality, Recruitment, Retention	
	Percentage
% School Lead Team Retention	71%
% Instructional Support Retention	75.76%
% Teacher Retention	60%
% Campus Support Retention	100%
% SPED Teachers	100%
% State/National Certified Teachers	12%/88%
% State Certified Leaders	43%
% State/Board certified Counselors	100%
Number of teacher applicants per 2020-21 school year	

Reflection	
Areas of Strength	**Areas of Need**
1 7 founding staff still on campus leading culture and results.	1 Training and accountability to managing Tier 1 Behavior Plan.
2 GPTW data show staff feel they are developed by their manager.	2 Additional tactics to show staff appreciation using different appreciation languages.
3	3 Opportunities for staff to engage in relationship building and joy.

Campus Name

Comprehensive Needs Assessment ACADEMY	
Data Source: Family and Community Involvement	
	Percentage
% Families Attended WTI	
% Families Attended Curriculum Night	20%
% Families Who Attended EOY Ceremonies	95%
% Families who attended Fall Festival	N/A
% Families who attended Winter Festival	55%
% Families who attended Spring Festival	50%%

Reflection	
Areas of Strength	**Areas of Need**
1. Big events are successful and fun.	1. More opportunities throughout the year for families to be involved. Small events- maybe per homeroom/events instead of grade level or whole academy.
2 Parents have strong connections with other parents/families.	2. Higher staff attendance at curriculum events and include more student features.
3 End of Year and Middle of Year Events featuring children have attendance of >90%.	3 Opportunities for parents to volunteer while maintaining safety.

IDEA Public Schools

Ewing Halsell College Prep

2022-2023 Campus Improvement Plan

Accountability Rating: B

Distinction Designations:
Postsecondary Readiness

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

Mission Statement

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

Our purpose is to prepare all scholars for a four-year university or college. We are focused on hitting academic goals while cultivating scholars to be organized, kind, reflective, socially/emotionally aware, brave, passionate, and creative; empowering scholars to be successful not only in our campus but in college and the work force. In addition to these character traits, our scholars will give their skills and time back to the communities that they reside in, helping those in need.

Vision

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

IDEA Ewing Halsell College Prep will become the leader in IDEA San Antonio for graduating and matriculating scholars into the top four-year universities or colleges (Tier 1 & 2), where they will be prepared for the job of their choice. Scholars will graduate from college and use their time and skills to give back to the communities they reside in.

Core Values

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

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

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Comprehensive Needs Assessment

Revised/Approved: September 14, 2022

Demographics

Demographics Summary

IDEA Ewing Halsell was founded in 2017 on the southwest side of San Antonio. Our address is 2523 West Ansley Blvd. We are an open enrollment charter school. We are an advanced placement (AP) for all campus and a college for all campus. When are seniors graduate, they are expected to attend a four year college or university.

For the 2021-2022 school year, we were 94.36% hispanic-latino with Black-African American at 2.17%, White at 3.25%, and Two-or-More races at 0.22%. Our campus is at 78.31% economically disadvantaged with 52.28% qualifying for free meals. We had 26.03% coded as English Learners and 11.5% coded as Special Education. Our middle school averaged a student teacher ratio of 25 to 1 and high school averages a student teacher ratio of 20 to 1.

For the 2022-2023 school year our campus has 570 students enrolled and 50 total college prep staff. In sixth grade there are 123 scholars, in seventh grade there are 86 scholars, in eighth grade there are 117 scholars, in ninth grade there are 92 scholars, in tenth grade there are 86 scholars, and in eleventh grade there are 68 scholars (as of August 26, 2022). Our campus has special programs such as Special Education, Rise Unit, English Learners, 504 and Response to Intervention.

See pdf in addendum for more information.

Demographics Strengths

See pdf in addendum for more information.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): There is a need to increase overall student persistence because we dropped around 5% from the 21-22 school year to the 22-23 school year. **Root Cause:** 1. Not enforcing smaller culture issues which led to bigger culture issues. 2. Lack of extracurricular activities like sports and clubs.

Problem Statement 2 (Prioritized): There is a need to ensure scholars in the special education program are achieving targets in comparison to other sub populations (EL, economically disadvantaged, etc.) **Root Cause:** 1. Systems for Special Education student mastery were not daily, causing gaps to widen. 2. Interventions not complex enough for special education scholars to hit targets.

Problem Statement 3: There is a need to increase performance for English Learners on the beginning composite score. **Root Cause:** 1. Systems in place not effective in closing reading/writing gap. 2. School wide EL instructional moves like turn and talks/think-ink-pair-shares not executed/enforced daily.

Student Learning

Student Learning Summary

For the 21-22 school year, domain 1 (student achievement) was a 77 out of 100, domain 2 (school progress) was an 87 out of 100 for academic growth and an 85 out of 100 for relative performance, and closing the gaps was an 82 out of 100. Overall we were an 86 (B). We earned the distinction for Postsecondary Readiness. One of the major gaps in data was our sub population of current and former special education performance.

For the 18-19 school year, domain 1 (student achievement) was an 81 out of 100, domain 2 (school progress) was an 90 out of 100 for relative performance, and closing the gaps was a 71 out of 100. Overall we were an 84 (B). We earned the distinction for ELA/Reading, Postsecondary Readiness, and Mathematics.

Student Learning Strengths

See PDF in addendum for more information.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): The percent approaches, meets, and masters for US History was lower than our other subjects. **Root Cause:** 1. The material was taught through memorization. 2. Did not prioritize scholar skill acquisition.

Problem Statement 2: The masters for Biology was lower than our other subjects. **Root Cause:** 1. The material was taught through memorization. 2. Did not prioritize deeper understanding of content.

Problem Statement 3 (Prioritized): SPED masters, meets, and approaches are all low in comparison to other special programs. **Root Cause:** 1. The data reflection and action for SPED was not frequent enough. 2. The data systems for SPED were not refined frequently, causing them to deteriorate over time.

School Processes & Programs

School Processes & Programs Summary

Our campus utilizes assistant principals of instruction, grade team leaders (GTLs), and content team leaders (CTLs). We have frequent meetings for all leaders to develop their instructional abilities. To address academic performance, we utilize instructional rounds, real time coaching, weekly check ins, data analysis, lesson plan feedback, and culture rounds. With GTLs and CTLs, we meet after school to review expectations and coach leaders on leading both grade teams and content teams. All leaders have clear driving goals and calendars/systems/procedures aligned to those goals.

Our campus offers the core contents (math, science, social studies, and ela/reading) and different extensions of the learning. In sixth and seventh grade scholars also receive a math computer program, a library where word count is tracked, and physical education. In eighth grade our scholars also have Art, physical education, and Spanish. In high school, our scholars take multiple extensions of the learning: Computer Science, Art, Physical Education, Road to and through College, Spanish, Aand ACT. Our campus also has extracurricular opportunities like sports (flag football, volleyball, basketball, soccer, cross country, cheerleading, baseball, softball, volleyball) and clubs (honor society, theater, etc.).

We are one to one with technology. All students will get a computer. All scholars will have access to different instructional programs on the computer.

See PDF in addendum for more information.

School Processes & Programs Strengths

See PDF in addendum for more information.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Our family engagement is lower for all curriculum events. We typically get less than 25% family participation. **Root Cause:** 1. We do not advertise enough leading up to the event. 2. There are no incentives for families to attend other then learning more about the scholar's education.

Problem Statement 2 (Prioritized): We have very few teachers that are ready to be teacher leaders. **Root Cause:** 1. We don't have a clear process to develop our teachers into teacher leaders. 2. A majority of our teachers are just starting teaching, which is requiring more focus on their actual teaching craft.

Problem Statement 3 (Prioritized): Many new teachers are progressing slower than what is needed to hit an A campus. **Root Cause:** 1. Lack of accountability around teacher progression. 2. Missing clear benchmarks for teacher development.

Perceptions

Perceptions Summary

Our Great Places to Work Survey data was at 82% for the statement "taking everything into account, I would say this is a great place to work." Our teacher retention is 72.5% (29/40).

See PDF in addendum for more information.

We had 10 expulsions in the 21-22 school year, more than quadruple what we had the previous school years.

Perceptions Strengths

See PDF in addendum for more information.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Teacher retention is lower, causing the development cycle to start over. **Root Cause:** 1. Teachers are unclear about the work expectations aligned to the role. 2. Teachers are not experiencing success in their role, causing them to transition.

Problem Statement 2: Teachers are concerned about their work life balance. **Root Cause:** 1. Teachers are not defining what their ideal work life balance is. 2. Teachers are not utilizing their conference periods effectively, causing them to have to utilize after school time.

Problem Statement 3 (Prioritized): Parent participation rates for campus events are lower. **Root Cause:** 1. Communication of events is inconsistent. 2. Rationale for events is not clear to teachers, causing teachers to not invest scholars/parents in events.

Problem Statement 4 (Prioritized): Level 3 behaviors have increased. **Root Cause:** 1. Scholars are unaware of level 3 behaviors and consequences associated with those behaviors. 2. Scholars believe that certain level 3 behaviors (vape, etc.) are not behaviors that warrant level 3 consequences.

Priority Problem Statements

Problem Statement 1: There is a need to ensure scholars in the special education program are achieving targets in comparison to other sub populations (EL, economically disadvantaged, etc.)

Root Cause 1: 1. Systems for Special Education student mastery were not daily, causing gaps to widen. 2. Interventions not complex enough for special education scholars to hit targets.

Problem Statement 1 Areas: Demographics

Problem Statement 2: SPED masters, meets, and approaches are all low in comparison to other special programs.

Root Cause 2: 1. The data reflection and action for SPED was not frequent enough. 2. The data systems for SPED were not refined frequently, causing them to deteriorate over time.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: The percent approaches, meets, and masters for US History was lower than our other subjects.

Root Cause 3: 1. The material was taught through memorization. 2. Did not prioritize scholar skill acquisition.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Many new teachers are progressing slower than what is needed to hit an A campus.

Root Cause 4: 1. Lack of accountability around teacher progression. 2. Missing clear benchmarks for teacher development.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: Parent participation rates for campus events are lower.

Root Cause 5: 1. Communication of events is inconsistent. 2. Rationale for events is not clear to teachers, causing teachers to not invest scholars/parents in events.

Problem Statement 5 Areas: Perceptions

Problem Statement 6: Level 3 behaviors have increased.

Root Cause 6: 1. Scholars are unaware of level 3 behaviors and consequences associated with those behaviors. 2. Scholars believe that certain level 3 behaviors (vape, etc.) are not behaviors that warrant level 3 consequences.

Problem Statement 6 Areas: Perceptions

Problem Statement 7: There is a need to increase overall student persistence because we dropped around 5% from the 21-22 school year to the 22-23 school year.

Root Cause 7: 1. Not enforcing smaller culture issues which led to bigger culture issues. 2. Lack of extracurricular activities like sports and clubs.

Problem Statement 7 Areas: Demographics

Problem Statement 8: We have very few teachers that are ready to be teacher leaders.

Root Cause 8: 1. We don't have a clear process to develop our teachers into teacher leaders. 2. A majority of our teachers are just starting teaching, which is requiring more focus on their actual teaching craft.

Problem Statement 8 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain

Student Data: Assessments

- 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
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- Prekindergarten Self-Assessment Tool
- 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
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Class size averages by grade and subject

- Enrollment trends

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

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

Support Systems and Other Data

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

Goals

Revised/Approved: September 15, 2022

Goal 1: Increase staff retention

Performance Objective 1: For the 22-23 school year we will retain 85% of our staff for the start of the 23-24 school year.

High Priority

Evaluation Data Sources: Will utilize staff retention data.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Develop, celebrate and recognize high performers. **Strategy's Expected Result/Impact:** Keep teachers. **Staff Responsible for Monitoring:** Direct Managers **TEA Priorities:** Recruit, support, retain teachers and principals				

 No Progress Accomplished Continue/Modify Discontinue

Goal 1: Increase staff retention

Performance Objective 2: 85% of staff will agree that IDEA Ewing Halsell is a great place to work

High Priority

Evaluation Data Sources: GPTW survey results

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Provide tri-weekly survey aligned to GPTW survey **Strategy's Expected Result/Impact:** 85% or higher agree or strongly agree with IDEA Ewing Halsell CP is a great place to work. **Staff Responsible for Monitoring:** Cynthia Salinas (Administering Survey) & Direct Managers (Analyzing Data) **TEA Priorities:** Recruit, support, retain teachers and principals - **Problem Statements:** School Processes & Programs 2, 3	20%	35%		

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 2: We have very few teachers that are ready to be teacher leaders. **Root Cause**: 1. We don't have a clear process to develop our teachers into teacher leaders. 2. A majority of our teachers are just starting teaching, which is requiring more focus on their actual teaching craft.
Problem Statement 3: Many new teachers are progressing slower than what is needed to hit an A campus. **Root Cause**: 1. Lack of accountability around teacher progression. 2. Missing clear benchmarks for teacher development.

Goal 2: All IDEA students matriculate to college

Performance Objective 1: All juniors become TSI exempt. 70% of sophomores become TSI Exempt. 50% of freshman become TSI Exempt.

High Priority

HB3 Goal

Evaluation Data Sources: TSI assessment

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: All scholars receive academic block TSI aligned support. **Strategy's Expected Result/Impact:** Scholars pass the TSI exam. **Staff Responsible for Monitoring:** All High School Staff/College Counselor/Director of College Counseling **Title I:** 2.4 **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** College Counselor - Federal Grant	50%	50%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Scholars closest to passing test on TSI bi-weekly. **Strategy's Expected Result/Impact:** Scholars pass the TSI exam. **Staff Responsible for Monitoring:** All High School Staff/College Counselor/Director of College Counseling **Title I:** 2.4 **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 5: Effective Instruction	80%	50%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 2: All IDEA students matriculate to college

Performance Objective 2: 30% AP scholars by Junior year

HB3 Goal

Evaluation Data Sources: AP Exams

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: All scholars take multiple AP tests. **Strategy's Expected Result/Impact:** Scholars have success passing different AP exams. **Staff Responsible for Monitoring:** All High School Staff/APIs **Title I:** 2.4 **- TEA Priorities:** Connect high school to career and college -	50%	50%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Track scholars who have made a 2 or higher on any AP exam. **Strategy's Expected Result/Impact:** We put time and energy towards those closest to passing to get them to a 3 or higher. **Staff Responsible for Monitoring:** All High School Staff/APIs **Title I:** 2.4 **- TEA Priorities:** Connect high school to career and college -	50%	50%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 3: IDEA achieves an A rating

Performance Objective 1: All STAAR tested subjects hit higher than a 60 achievement score for general population.

High Priority

Evaluation Data Sources: STAAR test

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Ensure lessons being taught are aligned to standards and are effectively planned. **Strategy's Expected Result/Impact:** Lessons being put in front of scholars are purposeful and effective. **Staff Responsible for Monitoring:** APIs/Principals **Title I:** 2.4, 2.5 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction	50%	75%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Ensure weekly tracking of data and that OCS is done for classes below 60 gen pop achievement. Ensure interventions occurring and scaffolded support daily. **Strategy's Expected Result/Impact:** Team is responsive to data and makes moves that impact student achievement before district exams. **Staff Responsible for Monitoring:** APIs/Principal **Title I:** 2.4, 2.5 - **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 5: Effective Instruction **Funding Sources:** Interventionist - Federal Grant, Hotspot Co-Teacher - Federal Grant, Interventionist - Federal Grant	50%	75%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 3: IDEA achieves an A rating

Performance Objective 2: All STAAR tested subjects hit higher than a 40 achievement score for SPED.

High Priority

Evaluation Data Sources: STAAR test

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: All STAAR tested subjects have a SPED teacher/co-teacher support. **Strategy's Expected Result/Impact:** Hit 40 achievement score for SPED on exams. **Staff Responsible for Monitoring:** APIs/Principal **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 2	50%	0%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: All SPED supports are required to submit an end of day reflection based on their SPED scholars mastery. **Strategy's Expected Result/Impact:** Hit 40 achievement score for SPED on exams. **Staff Responsible for Monitoring:** APIs/Principal **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Problem Statements:** Demographics 2	50%	50%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

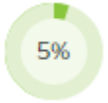
Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: There is a need to ensure scholars in the special education program are achieving targets in comparison to other sub populations (EL, economically disadvantaged, etc.) **Root Cause**: 1. Systems for Special Education student mastery were not daily, causing gaps to widen. 2. Interventions not complex enough for special education scholars to hit targets.

Goal 3: IDEA achieves an A rating

Performance Objective 3: All EL scholars score advanced high or grow 1 year in TELPAS composite score.

Evaluation Data Sources: TELPAS

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: All EL scholars are given tutorials to prepare for TELPAS. **Strategy's Expected Result/Impact:** EL scholars hit TELPAS results. **Staff Responsible for Monitoring:** API/Principal **Title I:** 2.4 **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: All teachers incorporate turn and talks/think-ink-pair-shares/everybody writes. **Strategy's Expected Result/Impact:** EL scholars hit TELPAS results. **Staff Responsible for Monitoring:** API/Principal **Title I:** 2.4 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction				

 No Progress Accomplished Continue/Modify Discontinue

Goal 4: Increase student daily attendance

Performance Objective 1: All staff aware of daily attendance.

High Priority

Evaluation Data Sources: Average Daily Attendance

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: All teachers take accurate attendance daily. **Strategy's Expected Result/Impact:** Identify accurate attendance number. **Staff Responsible for Monitoring:** Registrar/APO	90%	80%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Daily email sent out before noon with attendance information. **Strategy's Expected Result/Impact:** All staff aware of daily attendance percentage for the day. **Staff Responsible for Monitoring:** Registrar/All Lead Team	100%	100%	100%	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 4: Increase student daily attendance

Performance Objective 2: All families receive daily communication for absences.

High Priority

Evaluation Data Sources: Average Daily Attendance

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: All scholars at 3, 5 and 7 absences receive paper to be sent home, signed, and brought back to campus. **Strategy's Expected Result/Impact:** Parent awareness of absences **Staff Responsible for Monitoring:** Registrar	80%	25%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Daily attendance calls made to families of scholars who are absent. **Strategy's Expected Result/Impact:** Parent awareness of absence. **Staff Responsible for Monitoring:** Registrar/APO	75%	100%	100%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 4: Increase student daily attendance

Performance Objective 3: All families with 5 or more absences get invited to meet about attendance. All families with 10 or more absences have attendance meeting contract.

High Priority

Evaluation Data Sources: Absence Report

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Parents contacted on Monday **Strategy's Expected Result/Impact:** Parents attend on Wednesday after school **Staff Responsible for Monitoring:** APO	80%	100%	100%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Attendance meeting held on Wednesday. Parents followed up with by Friday who don't attend. **Strategy's Expected Result/Impact:** All parents held accountable to scholar's attendance. **Staff Responsible for Monitoring:** APO/Principal	80%	50%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 5: Increase student persistence

Performance Objective 1: Mission list updated weekly.

Evaluation Data Sources: Mission List

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Mission list reviewed during grade team meeting. **Strategy's Expected Result/Impact:** Teachers working to keep scholars. **Staff Responsible for Monitoring:** GTLs/GLAs **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1	50%	100%	100%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Mission list reviewed by school counselor and grade level admin. **Strategy's Expected Result/Impact:** Leaders working to keep scholars. **Staff Responsible for Monitoring:** School Counselors/GLAs **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1	50%	100%	100%	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: There is a need to increase overall student persistence because we dropped around 5% from the 21-22 school year to the 22-23 school year. **Root Cause**: 1. Not enforcing smaller culture issues which led to bigger culture issues. 2. Lack of extracurricular activities like sports and clubs.

Goal 5: Increase student persistence

Performance Objective 2: Every other week our campus offers at least 8 clubs.

Evaluation Data Sources: Club Offerings

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: All teachers not coaching required to do a club. **Strategy's Expected Result/Impact:** More clubs available to all scholars. **Staff Responsible for Monitoring:** School Counselor/Staff **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Clubs announced weekly **Strategy's Expected Result/Impact:** More scholars participate **Staff Responsible for Monitoring:** School Counselor **ESF Levers:** Lever 3: Positive School Culture				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: There is a need to increase overall student persistence because we dropped around 5% from the 21-22 school year to the 22-23 school year. **Root Cause**: 1. Not enforcing smaller culture issues which led to bigger culture issues. 2. Lack of extracurricular activities like sports and clubs.

Goal 5: Increase student persistence

Performance Objective 3: Campus participates in the following extra curricular activities: flag football, basketball, soccer, cheerleading, cross country, baseball, softball, and volleyball.

Evaluation Data Sources: Participation in Texas Charter League

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: All scholars have access to try outs. **Strategy's Expected Result/Impact:** Many scholars try out. **Staff Responsible for Monitoring:** Coaches/Pantoja **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1	90%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: All supplies purchased for sports. **Strategy's Expected Result/Impact:** All sports occur. **Staff Responsible for Monitoring:** Coaches/Pantoja/Williams **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1	80%			

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: There is a need to increase overall student persistence because we dropped around 5% from the 21-22 school year to the 22-23 school year. **Root Cause**: 1. Not enforcing smaller culture issues which led to bigger culture issues. 2. Lack of extracurricular activities like sports and clubs.

Goal 5: Increase student persistence

Performance Objective 4: All staff aware of persistence.

High Priority

Evaluation Data Sources: Persistence

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Weekly email sent with persistence percent and leavers. **Strategy's Expected Result/Impact:** Staff aware of persistence. **Staff Responsible for Monitoring:** School Counselor **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1	50%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Email sent 24 hours after a scholar withdraws. **Strategy's Expected Result/Impact:** All staff aware of leavers and why. **Staff Responsible for Monitoring:** School Counselor **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1	50%			

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 4 Problem Statements:

Demographics
Problem Statement 1: There is a need to increase overall student persistence because we dropped around 5% from the 21-22 school year to the 22-23 school year. **Root Cause**: 1. Not enforcing smaller culture issues which led to bigger culture issues. 2. Lack of extracurricular activities like sports and clubs.

Goal 5: Increase student persistence

Performance Objective 5: Move This World done at least 3 days a week

Evaluation Data Sources: MTW usage report

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: MTW report sent weekly to staff **Strategy's Expected Result/Impact:** Staff are aware that we are tracking usage of the program. **Staff Responsible for Monitoring:** School Counselor/GLAs **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1	50%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Observe Move this World weekly and provide feedback/next steps **Strategy's Expected Result/Impact:** Move this World executed at a high level **Staff Responsible for Monitoring:** School Counselor/GLAs **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1	50%			

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 5 Problem Statements:

Demographics
Problem Statement 1: There is a need to increase overall student persistence because we dropped around 5% from the 21-22 school year to the 22-23 school year. **Root Cause**: 1. Not enforcing smaller culture issues which led to bigger culture issues. 2. Lack of extracurricular activities like sports and clubs.

Goal 5: Increase student persistence

Performance Objective 6: 85% of sixth graders, seventh graders, eighth graders, and eleventh graders hit Moderate to Vigorous Physical Activity Goals

Evaluation Data Sources: IHT Monitors

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: All scholars wear IHT Monitors **Strategy's Expected Result/Impact:** MVPA minutes being tracked **Staff Responsible for Monitoring:** Gym Teachers/Direct Managers	80%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: All scholars participate in physical activity every gym period **Strategy's Expected Result/Impact:** MVPA minutes go up **Staff Responsible for Monitoring:** Gym Teachers/Direct Managers	80%			

0% No Progress 100% Accomplished Continue/Modify Discontinue

Title I Personnel

Name	Position	Program	FTE
Claire Pegues	INTERVENTIONIST		1
Jillian Trejo	ILEARNING HOT SPOT FACILITATOR		1
Kristie McClelland	INTERVENTIONIST		1
Victoria Segundo	COLLEGE COUNSELOR		1

Campus Instructional Leadership Team

Committee Role	Name	Position
Administrator	Megan Molano	6th-7th GLA/API
Administrator	Jennifer Pantoja	8th GLA/API
Administrator	Amanda Voglezon	9th-11th GLA/API
Administrator	Victoria Segundo	College Counselor
Administrator	Grecia Ramirez	Director of College Counseling
Administrator	William Chermak	Principal

Campus Leadership Team

Committee Role	Name	Position
Non-classroom Professional	Claudia Gutierrez Lerma	School Counselor
Paraprofessional	Cynthia Salinas	Admin Assistant
Administrator	Megan Molano	6th-7th GLA/API
Administrator	Jennifer Pantoja	8th GLA/API
Administrator	Amanda Voglezon	9th-11th GLA/API
Administrator	Jenna Patterson	APO
Administrator	William Chermak	Principal

Campus Planning and Decision Making Committee

Committee Role	Name	Position
Administrator	Amanda Voglezon	9th-11th GLA/API
Administrator	Jennifer Pantoja	8th GLA/API
Administrator	Megan Molano	6th & 7th GLA/API
Non-classroom Professional	Claudia Gutierrez Lerma	School Counselor
Administrator	Victoria Segundo	College Counselor
Administrator	Grecia Ramirez	Director of College Counseling
Classroom Teacher	Alexandria Medellin	6th Science Teacher/6th GTL
Classroom Teacher	Kristie McClelland	7th AR Teacher/7th GTL
Classroom Teacher	Jacob Ramirez	9th AP Human Geography Teacher/9th GTL
Classroom Teacher	Jacquelin Garcia	9th & 10th RTTC Teacher/10th GTL
Classroom Teacher	Ruben Mancha	10th AP World History Teacher/Social Studies CTL
Classroom Teacher	Janelle Solis	9th Geometry Teacher/Math CTL
Administrator	William Chermak	Principal

College Counseling Team

Committee Role	Name	Position
Administrator	Victoria Segundo	College Counselor
Administrator	Grecia Ramirez	Director of College Counseling
Classroom Teacher	Jacquelin Garcia	Road To and Through College Teacher
Classroom Teacher	Brandon Orme	11th ACT Teacher
Administrator	William Chermak	Principal

Campus Funding Summary

Federal Grant					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	1	1	College Counselor		$0.00
3	1	2	Interventionist		$0.00
3	1	2	Hotspot Co-Teacher		$0.00
3	1	2	Interventionist		$0.00
				Sub-Total	$0.00

Addendums

Master CNA & SAIP Reporting Checklist

			PTG	100%	PTG	0%
DEPT	**Data Source**	**Data Tabs**	**Guidance**	**Status**	**Principal Notes or Questions**	**VP Verification**	**Notes & Next Steps**
College Prep	KEYS Tab (Tab 3)	Student Achievement Improvement Plan 2021-2022 School Year	This SAIP plan will require logging concrete initiatives put in place for student improvement, as well as their associated timelines, resources, and responsible staff. Each initiative will be tracked mid-year and at the end of the year. Mid-year assessments should be completed by each campus between December 1, 2022 and no later than January 31, 2023.	Complete		Action Required	
	Locus Dashboards: CIS STARR, AP Campus IB Reports EOY Assessments	Comprehensive Needs Assessment 2022 English Language Arts	These Pages should include the percentage of students who achieved each listed score for the 2021-2022 School Year. For each subject, list a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete		Action Required	
		Comprehensive Needs Assessment 2022 Math		Complete		Action Required	
		Comprehensive Needs Assessment 2022 Science		Complete		Action Required	
		Comprehensive Needs Assessment 2022 Humanities		Complete		Action Required	
	State TELPAS Report	Comprehensive Needs Assessment 2022 TELPAS	This data set will outline the percentage of students that earned proficiency in the areas of Listening, Speaking, Reading, and Writing, as indicated in the State TELPAS report. Llist a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete		Action Required	
	Locus Dashboards: ACT, AP, TSI Campus IB Reports Campus Matriculation Reports	100% College Matriculation 2021-2022 School Year	This page will only be applicable to campuses that had graduating classes in the Spring of 2022. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete		Action Required	
	Locus Dashboard: Staff Rentention	Staff Quality, Retention, & Recruitment 2021-2022 School Year	Under the %SPED Data Point, this should relfect the percentage of SPED certified teachers, compared to the overall SPED staff. Under number of teacher applicants, note how many teachers were interviewed by campus leaders for positions during the 2021-2022 School Year. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete		Action Required	
	Locus Dashboards: Student Persistence, Enrollment, ADA	School Culture & Climate 2021-2022 School Year	For the Withdrawals/Level 3 Offenses data point, list the number of withdrawals or offenses. All other data points should reflect percentages. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete		Action Required	
	Campus Academic Counselor Tracking Systems	2022 Family & Community Involvement	In addition to listing data percentages, list a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete		Action Required	

Campus Name

2021-22 Student Achievement Improvement Plan - College Prep

COLLEGE PREP

APO	Initiatives	Needs Assess.	Special Pops.	Person(s) Responsible	Timeline Start/End	Resources: Human/ Material/Fiscal	Documentation	Formative Evaluation
?	97% Attendance	n/a	no	Jenna Patterson	8-Aug	n/a	PowerSchool	Daily Report Out
?	90% Persistence	n/a	no	Claudia Gutierrez Lerma	8-Aug	n/a	PowerSchool	Weekly Report Out
?	Special Education Achievement 40 Target	n/a	yes	Jennifer Pantoja	8-Aug	n/a	Illuminate	Weekly Assessments
?	AP for All (30% AP Scholars)	n/a	no	Amanda Voglezon	8-Aug	n/a	Illuminate	Weekly Assessments
?	STAAR Achievement (65 achievement)	n/a	no	Megan Molano	8-Aug	n/a	Illuminate	Weekly Assessments
?	TSI & ACT Performance (100% CCMR by Junior Year)	n/a	no	Grecia Ramirez & Victoria Segundo	8-Aug	n/a	TSI & ACT Platforms	Quarterly Benchmarks

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

Annual Performance Objectives (APO)

PRIORITY #1: Students Graduate College-Ready

1A. % of graduates who matriculate to a College or University: 100%

1B. % of graduates matriculate to a Tier I/II College or University: 15% | 25%

1C. % of Seniors accepted to a College or University: 100%

1D. % of Seniors named AP scholars | Earn IB diploma: 30% | 25%

1E. Earned State Rating: A

1F. % Basic | % Mastery | % Advanced on LEAP: 82% | 44% | 11%

1G. % Approaches | % Meets | % Masters on STAAR/EOC: 90% | 60% | 30%

1H. % Level 3 | % Level 4 | % Level 5 on FSA/FSAA: 70% | 40% | 20%

1I. % of Pre-K-2nd Students End The Year On/Above Grade Level in Reading - Year 1 Campuses | Year 2 Campuses: 80% | 90%

1J. % of students in CSI achieve 2 years growth in Reading | Math (measured by Ren STAR) 50% | 60%

1K. Average ACT score: 21

1L. % of students graduating college in 4 | 6 years: 25% | 55%

Needs Assessment

S-STAAR

D-DIBELS

E-EOC

A-ACT

RR-Reading Renaissance

ST-STAR for Math

DR-Discipline Report

AP-AP Tests

O-Other

Special Populations

All

AR-At Risk

ELL-English Language Learners

ED-Economically Disadvantaged

M-Migrant

SE-Special Education

Campus Name

Comprehensive Needs Assessment

COLLEGE PREP

Data Source: CSI

% Meeting CSI Goal	Reading CP CSI
% CSI (EOY Ren.)	5%
% of CSI Passing STAAR	TBA
% of SPED Passing STAAR	TBA

Data Source: STAAR

	STAAR Reading 6th	STAAR Reading 7th	STAAR Reading 8th	STAAR Writing 7th	English I EOC	English II EOC
% Approaches	80%	82%	79%	n/a	79%	90%
% Meets	44%	60%	61%	n/a	65%	86%
% Masters	26%	41%	43%	n/a	17%	13%
% Student Achievement Average	50	61	61	n/a	54%	63%

Data Source: AP/IB/Electives

AP Scores	Pass AP Lit	Pass AP Lang	IB Scores	IB Group 1	% Royal Readers	% Word Master
% Score 1	n/a	n/a	% Score 1-3	n/a	53/171	149/171
% Score 2	n/a	n/a	% Score 4-5	n/a	30%	87.10%
% Score 3+	n/a	n/a	% Score 6-7	n/a		
					RR Goal Met/Not Met	WM Goal Met/Not Met
					Met	Met

Reflections

Areas of Strength	Areas of Need
1. There is strong collaboration over breakdown of TEKS and understanding the concept within those TEKS.	1. There is a need for preparing our scholars for upcoming AP classes. (This was an identified gap in all the course collaborations I attended. We are getting scholars STAAR ready but not as prepared for their AP courses.)

2 Team works hard to vertically align when possible on the way we teach TEKS.	2 We need more alignment and discussion on how we are preparing scholars for success in their literacy skills that will improve each year.
3 Team learns from one another on how to implement different TEKS into different types of lessons.	3 We need to get our scholars writing more across all grade levels so that they are set up for success in all forms off essay writing.

Campus Name

Comprehensive Needs Assessment - College Prep COLLEGE PREP					
Data Source: STAAR					
	STAAR Math 6th	**STAAR Math 7th**	**STAAR Alg I**		
% Approaches	83%	79%	68%		
% Meets	44%	53%	32%		
% Masters	14%	27%	15%		
% Student Achievement Average	47%	53%	38%		
Data Source: AP/IB					
AP Scores	**Pass AP Calculus AB**	**Pass AP Calculus CD**	**Pass AP Prob. & Stats.**	**IB Scores**	**IB Group 5**
% Score 1	N/A	N/A	N/A	**% Score 1-3**	N/A
% Score 2	N/A	N/A	N/A	**% Score 4-5**	N/A
% Score 3+	N/A	N/A	N/A	**% Score 6-7**	N/A

Reflections	
Areas of Strength	**Areas of Need**
1. Anchor charts were utilized throughout the school year.	1. Having scholars explain why the steps to solving different problems work.
2. Feedback and discussions on content weekly built stronger vertical alignment.	2. Vertically aligning definitions and how steps for similar math skills.
3. Utilizing scripted curriculum to teach math at a higher level.	3. Creating an overall "routine" for the math team in a sense of how to approach a problem, and/or words & phrases we use so scholars have an idea of what "new" material is being learned and can also relate prior knowledge.

Campus Name

Comprehensive Needs Assessment

COLLEGE PREP

Data Source: Internal Assessments

	6th Grade EOY Assessment	7th Grade EOY Assessment
% Passing	93%	95%

Data Source: STAAR

	STAAR 8th Science	STAAR Biology
% Approaches	n/a	87%
% Meets	n/a	56%
% Masters	n/a	7%
% Student Achievement Average	n/a	50

Data Source: AP/IB

AP Scores	Pass AP Biology	Pass AP Chemistry	Pass AP Physics (1, 2, & C)	Pass AP Env. Science	IB Scores	IB Group 4
% Score 1	n/a	approaches: 31%	approaches: 31%	n/a	% Score 1-3	n/a
% Score 2	n/a	meets: 1.3%	meets: 1.3%	n/a	% Score 4-5	n/a
% Score 3+	n/a	masters: 0%	masters: 0%	n/a	% Score 6-7	n/a

Reflections

Areas of Strength	Areas of Need
1. Organize quantitative and qualitative data using scatter plots, line graphs, bar graphs, charts, data tables, digital tools, diagrams, scientific drawings, and student-prepared models.	1. Analyze, evaluate, and critique scientific explanations and solutions by using empirical evidence, logical reasoning, and experimental and observational testing, to encourage critical thinking by the student. (Develop and challenge the critical thinking to develop into a scientific explanations)
2. Science concepts - In chemistry, physics, biology, and general sciences. Students master and acquire key and scientific words easily.	2. Increase at least 40% lab time Scientific and engineering practices. The student, for at least 40% of instructional time, asks questions, identifies problems, and plans and safely conducts classroom, laboratory, and field investigations to answer questions, explain phenomena, or design solutions using appropriate tools and models

3. Scientific methods of investigation are descriptive, comparative, or experimental. (A) Scientific practices. Students should be able to ask questions, plan and conduct investigations to answer questions, and explain phenomena using appropriate tools and models. (B) Engineering practices. Students should be able to identify problems and design solutions using appropriate tools and models	3. Relate the impact of past and current research on scientific thought and society, including research methodology, cost-benefit analysis, and contributions of diverse scientists as related to the content

Campus Name

Comprehensive Needs Assessment
COLLEGE PREP

Data Source: Internal Assessments

	6th Grade EOY Assessment	7th Grade EOY Assessment
% Passing	Approaches 82.4%	Approaches 92.7%

Data Source: STAAR

	STAAR 8th US History	EOC US History
% Approaches	62%	n/a
% Meets	17%	n/a
% Masters	7%	n/a
% Student Achievement Average	29	n/a

Data Source: AP/IB

AP Scores	Pass AP Human Geography	Pass AP World History	Pass AP US History	Pass AP Goverment	Pass AP Economics	IB Scores	IB Group 3
% Score 1	73%	57.70%	n/a	n/a	n/a	% Score 1-3	n/a
% Score 2	17%	25.60%	n/a	n/a	n/a	% Score 4-5	n/a
% Score 3+	10%	16.60%	n/a	n/a	n/a	% Score 6-7	n/a

Reflections

Areas of Strength	Areas of Need
1 Scholars were providing evidence in sources to guide their arguments in writing..	1 Scholars writing with context/background to provide examples.
2 End of year STAAR review/practice was strong.	2 Analyzing primary sources to make sure scholars are fully understanding/comprehending it.
3 Students were able to understand concepts and processes when taught explicitly.	3 Scholars struggled in analyzing major key factors of maps (source analysis).

Campus Name

Comprehensive Needs Assessment
COLLEGE PREP

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

	Listening	Speaking	Reading	Writing	% of ELL Students who grew one or more levels
% Beginning	1% (1/117)	9% (10/117)	7% (8/117)	4% (5/117)	46%
% Intermediate	15% (17/117)	31% (36/117)	21% (24/117)	22% (26/117)	
% Advanced	26% (30/117)	52% (61/117)	25% (29/117)	26% (31/117)	
% Advanced High	59% (69/117)	9% (10/117)	48% (56/117)	47% (55/117)	

Reflection	
Areas of Strength	**Areas of Need**
1 Provided intense tutorials before TELPAS.	1 Tutorials need to be weekly for EL scholars.
2 Had a strong process for making the writing samples purposeful and spread out.	2 Need to provide writing in all spaces.
3 Provided EL lists to all teachers for identification of ELs.	3 EL Strategies like turn and talks need to be utilized consistently.

Campus Name

Comprehensive Needs Assessment COLLEGE PREP					
100% College Matriculation					
Matriculation %	**Matricuation % 4 year**	**Matriculation % 2 year**	**Tier 1/2 % Acceptances**	**Tier 1/2 % Matriculation**	
n/a	**n/a**	**n/a**	**n/a**	**n/a**	
Tier 1 % Matriculation	**Tier 2 % Matriculation**	**Tier 3 % Matriculation**	**Tier 4 % Matriculation**	**Senior Class CCMR %**	**Senior Class TSI Completion %**
n/a	n/a	n/a	n/a	n/a	n/a
Campus Data					
Senior Class ACT Average	**Junior Class ACT Average**	**Overall AP Scholars (3+ or more tests)**	**IB Medallion Scholars (Passing 3+ exams)**	**Overall % IB Diploma**	**Campus End of Year OTG**
n/a	n/a	1 scholar	n/a	n/a	100%

Reflections	
Areas of Strength	**Areas of Need**
1 TSI started from 8th grade.	1 TSI exempt percent is off track from district benchmarks.
2 Clear processes for making sure scholars are on track for credits.	2 Interventions based on the results of the ACT tests.
3 Unique scheduling to provide scholars more elective opportunites.	3 Community service hours are off track.

Campus Name

Comprehensive Needs Assessment COLLEGE PREP	
Staff Quality, Recruitment, Retention	
	Percentage
% School Lead Team Retention	100%
% Instructional Support Retention	80%
% Teacher Retention	73%
% Campus Support Retention	n/a
% SPED Certified Teachers	60%
% State/National Certified Teachers	0%
% State Certified Leaders	20%
% State/Board certified Counselors	100%
Number of teacher applicants per 2020-21 school year	**75**

estimate

Reflections	
Areas of Strength	**Areas of Need**
1 All leaders returning.	1 Lower teacher retention starting at the beginning of year.
2 Great places to work survey data higher.	2 Questions about happy coming to work lower, indicating morale needs to improve.
3 We have multiple SPED supports in every grade level.	3 Creating clear expectations for roles and responsibilites between gen. pop. teacher and SPED teacher.

Campus Name

Comprehensive Needs Assessment ACADEMY	
Data Source: School Culture and Climate	
	Campus %
% Average Daily Attendance	92.05%
% Overall Persistence	82%
% New Student Persistence	87%
# of Admin Withdrawals/ Level 3 Offenses	10
% SPED	11.50%
% ELL	26%
% Eco Dis	78.31%
% Migrant	0%
% Race: American-Indian-Alaska-Native	0%
% Asian	0%
% Hispanic-Latino	94.36%
% White-Hispanic	3.25%
% Multi	0.22%
% Black-African-American	2.17%
% Native-Hawaiian-Pacific-Islander	0%
% White	3.25%
% Male	45.55%
% Female	54.45%

Data Source: School Culture and Climate	
Reflections	
Areas of Strength	**Areas of Need**
1 Strong with taking attendance within compliance window. First in the SA region.	1 Stronger services for SPED scholars to hit goals.
2 Met ELL targets for A campus. Also hit this upcoming year's indicator for ELLs.	2 Provide ELL supports earlier in the year.
3 Setting behavior system in place so that scholars are aware of behavioral expectations.	3 Utilize proactive strategies to minimize behaviors.

Campus Name

Comprehensive Needs Assessment COLLEGE PREP		
Data Source: Family and Community Involvement		
	Percentage	
% Families Attended WTI	80%	Estimates
% Families Attended Curriculum Night	30%	Estimates
% Families Who Attended EOY Ceremonies	40%	Estimates
% Families who attended Fall Festival	20%	Estimates
% Families who attended Winter Festival	25%	Estimates
% Families who attended Spring Festival	30%	Estimates

Reflections	
Areas of Strength	Areas of Need
1 Opportunities set in calendar for parent events.	1 Clear communication to get families to attend.
2 WTI tracking and families attending WTI.	2 Tracking of other events in regards to family persistence.
3 Providing academic events for families.	3 Providing events that target families who don't regularly attend persistence events.

IDEA Public Schools

Frontier Academy

2022-2023 Campus Improvement Plan

Accountability Rating: A

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

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

Mission Statement

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

Vision

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

Core Values

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

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

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Comprehensive Needs Assessment

Revised/Approved: September 14, 2022

Demographics

Demographics Summary

IDEA Frontier Academy is a tuition-free, open-enrollment charter school that serves 812 students from PK through 5th grade admitted by lottery. Frontier was founded in 2006 in Brownsville, Tx. Through our unique curriculum, we are closing the opportunity gap by preparing students from underserved communities for success in college and citizenship. We are proud that we are a TEA "A" Campus and earned 6 out of 6 distinctions.

We set high expectations for every student and go the extra mile to ensure they realize their potential. Our recipe for success is personalized learning, critical thinking skills, and mastery of core subjects. We strive to provide a safe and caring learning environment for all our students, and we expect them to behave respectfully by following our campus rules and policies. We live by our core values and treat each other as Team and Family.

We offer special programs that align with the needs and desires of our students, parents, and community, such as Special Education, Fine Arts, Athletics, Bilingual, social-emotional awareness programs, UIL, and 21st Century afterschool programming. We are a very spirited and proud Charger family with many traditions that set us apart from other schools. We celebrate our accomplishments and recognize hard work.

See PDF in Addendum for more information.

Demographics Strengths

See PDF in Addendum for more information.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): There is a need to increase Average Daily Attendance (ADA) in PK-5th grade because it has declined since 2019-2020. **Root Cause:** Attendance dropped below the 97.5% mark because of COVID quarantine cases, parent fears, and anxiety of sending students to school. In addition, there was a gap of consistent systems of communication to follow up with our campus escalation matrix.

Problem Statement 2 (Prioritized): There is a need to improve our student persistence for both new and returning students. **Root Cause:** Our onboarding proved to have gaps in communication, family engagement, and investment. Also, our returning students and families missed our community involvement during and after school due to lack of

overcommunication.

Student Learning

Student Learning Summary

IDEA Frontier Academy achieved TEA “A” Campus rating. The cumulative STAAR SAS for the campus was a 57 for the 2021-2022 school year. Due to this, Domain 1 Student Achievement was at an 86 for a B. Domain 2 was a success with Academic Growth at a 97% and Relative Performance with a combined SAS of 57 for a score of 91, both achieving the A. Domain 3 came in at a 98 for an A. Our academic performance for the different student groups grew significantly. In 2019, we met less than 50% of the indicators while this year, we met 100% of indicators for all student groups in Domain 3. Our SPED population had the most significant gains and achieved an SAS of 41. All 6 distinctions eligible to elementary schools were achieved. In lower elementary, over 90% of students approached the math and reading final exams. Reading in Direct Instruction met district goals with an 87% on grade level for Pre-K to 1st and 2nd grade with a 92% on grade level.

See PDF in Addendum for more information.

Student Learning Strengths

See PDF in Addendum for more information.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Limited writing opportunities in reading for students to show their thinking and analysis of a text. **Root Cause:** Currently, 90% of the questions in our assessments are multiple choice. Teachers and administrators planned to assess student learning based in the multiple choice format not in multiple formats to allow the students the opportunity to write.

Problem Statement 2 (Prioritized): Limited focus on basic math fluency of addition and multiplication. **Root Cause:** Fluency journals are used to create multiplication and addition fact fluency and memory which was not consistent throughout all 1st - 5th grade students. There was no system for individual student tracking or progress benchmarks.

Problem Statement 3 (Prioritized): Our area of need in TELPAS is that less than 50% of EB's moved up a composite level in TELPAS. **Root Cause:** Teachers and administrators need to be trained in the pedagogy of the English language learners and the different proficiency levels to understand students' needs better and differentiate lesson delivery.

School Processes & Programs

School Processes & Programs Summary

Frontier Academy develops instructional leaders by having clear roles and responsibilities and opportunities to choose where they want to make an impact an impact. We have team leaders that lead their grade levels, content leaders in Math, Science, Social Studies, and Reading, course leaders, mentors, hybrid leaders, and teacher advisory counsil members.

We have a weekly professional development meeting focusing on lesson rehearsal, script practices, and new content training. Our teachers are also biweekly engaged in district content webinars that assist them in becoming instructional leaders of their classrooms. Due to our high teacher retention, we individualize professional development.

See PDF in Addendum for more information.

School Processes & Programs Strengths

Curriculum & Instruction:

- At least one-third of IDEA students graduate with the "AP Scholar" designation, evidence of earning a qualifying score on at least three AP exams, demonstrating successful completion of college-level coursework prior to graduation.
- IDEA provides students access to accelerated instruction through the 1:1 technology device, including adaptive software for mathematics and literacy and access to hundreds of thousands of books in the district's digital library.
- IDEA curricular resources include high-quality instructional materials that earn the highest ratings on national evaluation measures.
- IDEA curriculum is regularly evaluated using a quality evaluation tool, ensuring alignment to the Texas Essential Knowledge and Skills and AP course standards, as well as the STAAR/EOC and AP exams.
- IDEA implements a variety of training opportunities for teachers and leadership staff with the goal of developing teachers' pedagogical content knowledge and leaders' coaching skills.
- For 15 years in a row, 100% of IDEA students have been accepted into college, demonstrating that IDEA academic programming is adequately preparing students for post-secondary education.
- In 2022, four IDEA schools were ranked in the top 10 Most Challenging Schools in the Nation and 13 were ranked in the top 1% of schools nationwide, by the Jay Mathews Challenge Index High School Rankings.

Special Programs

- IDEA exceeded the expected growth target for EL student performance on TELPAS in 2021 with 48% of ELs meeting that target.
- IDEA provide targeted research based instruction to students who have a 2.0 year gap in Reading and/or Math with the goal of closing that gap by 2.0 years during the school year with our initiative called Critical Student Intervention (CSI). During the 21-22 school year, 2,562 out of 6,632 students meet that goal for Reading and 703 out of 1,268 students met the goal for Math.
- IDEA is in Year 3 of our TEA awarded Autism Grant. Through this grant we were able to increase support for 195 students with autism in Rio Grande Valley and Austin who met the criteria outlined by TEA for this grant.
- IDEA submitted and was awarded a Dyslexia Grant by the TEA so that we will be able to provide increased professional development to teachers and leaders on working with students with dyslexia and increase the support resources for our students with dyslexia.

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

See PDF in Addendum for more information.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Did not meet our 85% teacher retention goal. **Root Cause:** Teachers struggle to find work life balance.. Teachers have not been equipped with effective skills to be able to manage time and work load during a school day. Also, managers and instructional coaches do not prioritize respecting teacher planning time and bringing in the joy.

Problem Statement 2 (Prioritized): Instructional leaders are not clear about what their role is and how to execute duties. **Root Cause:** Administration does not have a clear vision, onboarding plan and PD scope and sequence to develop instructional leaders.

Perceptions

Perceptions Summary

At our school we teach the Move This World program in order to help our students become better citizens in and out of school. Through this program, we teach them how to avoid and reduce conflicts, how to talk things out with peers and simply learning different breathing techniques. This has helped our school have a stronger Team and Family among students.

Our Staff retention for 2021-2022 was 85% meeting goal. We have listening tours with our staff in order to hear thier concerns and assist with making our school a great place to work. Our teachers also take the "Great Places to Work" Survey and as a lead team we analyze the results and strategize on how to improve. Our participation rates are measured by the use of Stream as well as sign in sheets. Teachers follow up with parents by phone call who are pending to attend their meetings.

See PDF in Addendum for more information.

Perceptions Strengths

See PDF in Addendum for more information.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): There is no system of accountability measures for parents who do not attend mandatory events such as Welcome to IDEA. **Root Cause:** The chronological order of events for new families is out of sequence. Welcome to IDEA is the commitment piece that should happen after testing and registration.

Problem Statement 2 (Prioritized): Our area of need is that there is a lack of community involvement in events in campus. **Root Cause:** Due to COVID, there was a decrease of events that could include members of the community in person as a result we have lost of our culture of community involvement. Now that COVID restrictions have been lifted we have not brought back our pre-covid community schedule of events.

Priority Problem Statements

Problem Statement 1: There is a need to increase Average Daily Attendance (ADA) in PK-5th grade because it has declined since 2019-2020.

Root Cause 1: Attendance dropped below the 97.5% mark because of COVID quarantine cases, parent fears, and anxiety of sending students to school. In addition, there was a gap of consistent systems of communication to follow up with our campus escalation matrix.

Problem Statement 1 Areas: Demographics

Problem Statement 2: There is a need to improve our student persistence for both new and returning students.

Root Cause 2: Our onboarding proved to have gaps in communication, family engagement, and investment. Also, our returning students and families missed our community involvement during and after school due to lack of overcommunication.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Limited writing opportunities in reading for students to show their thinking and analysis of a text.

Root Cause 3: Currently, 90% of the questions in our assessments are multiple choice. Teachers and administrators planned to assess student learning based in the multiple choice format not in multiple formats to allow the students the opportunity to write.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Limited focus on basic math fluency of addition and multiplication.

Root Cause 4: Fluency journals are used to create multiplication and addition fact fluency and memory which was not consistent throughout all 1st - 5th grade students. There was no system for individual student tracking or progress benchmarks.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Our area of need in TELPAS is that less than 50% of EB's moved up a composite level in TELPAS.

Root Cause 5: Teachers and administrators need to be trained in the pedagogy of the English language learners and the different proficiency levels to understand students' needs better and differentiate lesson delivery.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: Instructional leaders are not clear about what their role is and how to execute duties.

Root Cause 6: Administration does not have a clear vision, onboarding plan and PD scope and sequence to develop instructional leaders.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: Did not meet our 85% teacher retention goal.

Root Cause 7: Teachers struggle to find work life balance.. Teachers have not been equipped with effective skills to be able to manage time and work load during a school day. Also, managers and instructional coaches do not prioritize respecting teacher planning time and bringing in the joy.

Problem Statement 7 Areas: School Processes & Programs

Problem Statement 8: There is no system of accountability measures for parents who do not attend mandatory events such as Welcome to IDEA.

Root Cause 8: The chronological order of events for new families is out of sequence. Welcome to IDEA is the commitment piece that should happen after testing and registration.

Problem Statement 8 Areas: Perceptions

Problem Statement 9: Our area of need is that there is a lack of community involvement in events in campus.

Root Cause 9: Due to COVID, there was a decrease of events that could include members of the community in person as a result we have lost of our culture of community involvement. Now that COVID restrictions have been lifted we have not brought back our pre-covid community schedule of events.

Problem Statement 9 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- 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

Student Data: Assessments

- State and federally required assessment information
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- 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
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject

- School safety data
- Enrollment trends

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Other additional data

Goals

Goal 1: Increase staff retention

Performance Objective 1: By August 2023, we will have retained 85% of our teachers.

High Priority

Evaluation Data Sources: First day of PD attendance
Internal school tracking system
Surveys

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Building managers will run monthly school team builders. **Strategy's Expected Result/Impact:** Increase teacher morale, deepen team relationships, and bring joy **Staff Responsible for Monitoring:** Sandra Pando: Building A Lydia Hernandez: Building B Astrid Borrego: Building H **TEA Priorities:** Recruit, support, retain teachers and principals **Problem Statements:** School Processes & Programs 1				

 No Progress Accomplished Continue/Modify Discontinue

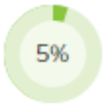
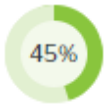
Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: Did not meet our 85% teacher retention goal. **Root Cause**: Teachers struggle to find work life balance.. Teachers have not been equipped with effective skills to be able to manage time and work load during a school day. Also, managers and instructional coaches do not prioritize respecting teacher planning time and bringing in the joy.

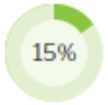
Goal 1: Increase staff retention

Performance Objective 2: 85% of teachers agree or strongly agree that they were positively impacted by their corresponding teacher leaders by end of April.

Evaluation Data Sources: Mid year survey
End of year survey
Staff listening tours
Staff Development Cycle (Round 2)

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Create a teacher leader professional development scope and sequence that will focus on the development of their content and grade level teams. **Strategy's Expected Result/Impact:** Teacher Leader Retention Teacher Retention Increase student achievement through vertical and cross -content alignment **Staff Responsible for Monitoring:** Principal Assistant Principals **Title I:** 2.5 **- TEA Priorities:** Recruit, support, retain teachers and principals **Problem Statements:** School Processes & Programs 1, 2				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Use Master Teacher to develop Welcome to IDEA and emerging teachers in GET 1 and 2 to impact student achievement. **Strategy's Expected Result/Impact:** Teacher retention of new teachers				

Development of high performing teachers Development of Teacher Leader Impacted student achievement Will create safe student learning environment **Staff Responsible for Monitoring:** Master Teacher Manager **Title I:** 2.4 **- TEA Priorities:** Recruit, support, retain teachers and principals **Problem Statements:** School Processes & Programs 1, 2 **Funding Sources:** Pre-Kinder Lead Teacher and Master Teacher - Federal Grant				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 1: Did not meet our 85% teacher retention goal. **Root Cause**: Teachers struggle to find work life balance.. Teachers have not been equipped with effective skills to be able to manage time and work load during a school day. Also, managers and instructional coaches do not prioritize respecting teacher planning time and bringing in the joy.
Problem Statement 2: Instructional leaders are not clear about what their role is and how to execute duties. **Root Cause**: Administration does not have a clear vision, onboarding plan and PD scope and sequence to develop instructional leaders.

Goal 1: Increase staff retention

Performance Objective 3: By April 2023, 100% of vacancies will be filled with highly effective teachers.

Evaluation Data Sources: Staff Roster

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Promote district referral initiative **Strategy's Expected Result/Impact:** Current teachers refer highly effective teachers **Staff Responsible for Monitoring:** Principal Admin Assistant District Talent Recruiter **TEA Priorities:** Recruit, support, retain teachers and principals **Problem Statements:** School Processes & Programs 1	0%	50%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Attend teacher recruitment events **Strategy's Expected Result/Impact:** Recruit highly effective teachers **Staff Responsible for Monitoring:** Principal Admin Assistant Assistant Principals District Talent Recruiters **TEA Priorities:** Recruit, support, retain teachers and principals **Problem Statements:** School Processes & Programs 1	10%	50%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 3 Problem Statements:

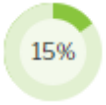
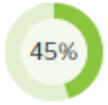
School Processes & Programs
Problem Statement 1: Did not meet our 85% teacher retention goal. **Root Cause**: Teachers struggle to find work life balance.. Teachers have not been equipped with effective skills to be able to manage time and work load during a school day. Also, managers and instructional coaches do not prioritize respecting teacher planning time and bringing in the joy.

Goal 2: All IDEA students matriculate to college

Performance Objective 1: 50% of our EB students will grow at least one composite level in TELPAS by April 2023.

High Priority

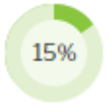
Evaluation Data Sources: Internal Assessment Tracking
TELPAS
TELPAS Mock
RenStar Reading
Classroom Observations where students are practicing school wide EB strategies

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Teacher Professional development of EB strategies and ELPS **Strategy's Expected Result/Impact:** Growth in student academic performance Teacher knowledge of ELPS **Staff Responsible for Monitoring:** EB Campus Point Person Classroom Teachers Assistant Principals **Title I:** 2.4 **- TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 1, 3				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Reading co-teacher will work with Beginner and Intermediate EBs to develop all TELPAS domains. **Strategy's Expected Result/Impact:** EBs will grow at least 1 composite grade level EB student achievement				

Staff Responsible for Monitoring: EB point person
Co-Teacher Manager

Title I:
2.6
- **TEA Priorities:**
Build a foundation of reading and math
Problem Statements: Student Learning 1, 3
Funding Sources: Reading Co-Teacher - Federal Grant



No Progress

Accomplished

Continue/Modify

Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Limited writing opportunities in reading for students to show their thinking and analysis of a text. **Root Cause**: Currently, 90% of the questions in our assessments are multiple choice. Teachers and administrators planned to assess student learning based in the multiple choice format not in multiple formats to allow the students the opportunity to write.
Problem Statement 3: Our area of need in TELPAS is that less than 50% of EB's moved up a composite level in TELPAS. **Root Cause**: Teachers and administrators need to be trained in the pedagogy of the English language learners and the different proficiency levels to understand students' needs better and differentiate lesson delivery.

Goal 2: All IDEA students matriculate to college

Performance Objective 2: 50% of Special Education students will increase their instructional level by 30% in both reading and math.

Evaluation Data Sources: Mock STAAR
RenStar
IA
Unit Exams
STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Special Education Teachers will participate in individualized tutorials to close their specific gaps based on assessments **Strategy's Expected Result/Impact:** Student Achievement A Campus Rating 100% of IEP goals tracked and met HB4545 requirements **Staff Responsible for Monitoring:** Math and Reading teachers SPED teachers Assistant Principals **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 1, 2	15%	50%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Special Education Teachers alongside Math and Reading teachers will track IEP student goals **Strategy's Expected Result/Impact:** IEP goals met Student Achievement A Campus Rating **Staff Responsible for Monitoring:** Math and Reading teachers SPED teachers Assistant Principals **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 1, 2	15%	50%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: Limited writing opportunities in reading for students to show their thinking and analysis of a text. **Root Cause**: Currently, 90% of the questions in our assessments are multiple choice. Teachers and administrators planned to assess student learning based in the multiple choice format not in multiple formats to allow the students the opportunity to write.
Problem Statement 2: Limited focus on basic math fluency of addition and multiplication. **Root Cause**: Fluency journals are used to create multiplication and addition fact fluency and memory which was not consistent throughout all 1st - 5th grade students. There was no system for individual student tracking or progress benchmarks.

Goal 3: IDEA achieves an A rating

Performance Objective 1: 60% of 3rd-5th grade students will achieve at least meets in Math and Reading STAAR by May 2023

High Priority

HB3 Goal

Evaluation Data Sources: Internal Exams
District Benchmarks
STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Use Locus dashboard to track Domains 1-3 for all 3rd-5th grade students in Reading and Math. **Strategy's Expected Result/Impact:** Student Achievement A Campus **Staff Responsible for Monitoring:** Math and Reading Teachers SPED Teachers Assistant Principals Content Coaches EB Point Person Teacher Leaders **Title I:** 2.4 **- TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 1, 2, 3	15%	45%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: 100% of students identified as below grade level in RenStar Math and Reading will participate in small group in-school or after school interventions to accelerate learning. **Strategy's Expected Result/Impact:** Student achievement A campus rating HB4545 Requirements RenStar Reading and Math **Staff Responsible for Monitoring:** Assistant Principal HB4545 Point Person Principal EB Point Person Math and Reading Teachers Homeroom Teachers **Title I:** 2.5 - **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 1, 2, 3	5%	45%		

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Limited writing opportunities in reading for students to show their thinking and analysis of a text. **Root Cause**: Currently, 90% of the questions in our assessments are multiple choice. Teachers and administrators planned to assess student learning based in the multiple choice format not in multiple formats to allow the students the opportunity to write.
Problem Statement 2: Limited focus on basic math fluency of addition and multiplication. **Root Cause**: Fluency journals are used to create multiplication and addition fact fluency and memory which was not consistent throughout all 1st - 5th grade students. There was no system for individual student tracking or progress benchmarks.
Problem Statement 3: Our area of need in TELPAS is that less than 50% of EB's moved up a composite level in TELPAS. **Root Cause**: Teachers and administrators need to be trained in the pedagogy of the English language learners and the different proficiency levels to understand students' needs better and differentiate lesson delivery.

Goal 4: Increase student daily attendance

Performance Objective 1: At the end of every quarter, ADA will be at or higher than 96%.

High Priority

Evaluation Data Sources: Daily Attendance Reports
Year to Date Reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Follow the Campus Attendance Plan Matrix of escalation. **Strategy's Expected Result/Impact:** ADA maintained at 96% or higher **Staff Responsible for Monitoring:** APO SIS Teacher Leads Homeroom Teachers **Title I:** 2.5 **Problem Statements:** Demographics 1	20%	50%		

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: There is a need to increase Average Daily Attendance (ADA) in PK-5th grade because it has declined since 2019-2020. **Root Cause**: Attendance dropped below the 97.5% mark because of COVID quarantine cases, parent fears, and anxiety of sending students to school. In addition, there was a gap of consistent systems of communication to follow up with our campus escalation matrix.

Goal 5: Increase student persistence

Performance Objective 1: 100% of teachers will implement Move This World SEL curriculum in order to create awareness of violence prevention and intervention.

High Priority

Evaluation Data Sources: Discipline Reports
Move this World Reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Daily implementation of Move This World Curriculum. **Strategy's Expected Result/Impact:** Student's ability to self regulate (emotion and actions) Student achievement Decrease in student discipline referrals Safe Learning environment for all students Student Persistence **Staff Responsible for Monitoring:** School Counselor **Title I:** 2.5 **Problem Statements:** Demographics 2	5%	30%		

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: There is a need to improve our student persistence for both new and returning students. **Root Cause**: Our onboarding proved to have gaps in communication, family engagement, and investment. Also, our returning students and families missed our community involvement during and after school due to lack of overcommunication.

Goal 5: Increase student persistence

Performance Objective 2: 75% of 1st-5th grade students will become P.E. ambassadors by meeting the participation in moderate to vigorous physical activity.

Evaluation Data Sources: Weekly reports of IMP
District Locus Dashboard

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: P.E. Coach will follow vigorous activity district curriculum scope and sequence **Strategy's Expected Result/Impact:** Healthy Students ADA P.E. Ambassadors **Staff Responsible for Monitoring:** P.E. Coach Assistant Principal **Problem Statements:** Demographics 1, 2	15%	45%		

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: There is a need to increase Average Daily Attendance (ADA) in PK-5th grade because it has declined since 2019-2020. **Root Cause**: Attendance dropped below the 97.5% mark because of COVID quarantine cases, parent fears, and anxiety of sending students to school. In addition, there was a gap of consistent systems of communication to follow up with our campus escalation matrix.
Problem Statement 2: There is a need to improve our student persistence for both new and returning students. **Root Cause**: Our onboarding proved to have gaps in communication, family engagement, and investment. Also, our returning students and families missed our community involvement during and after school due to lack of overcommunication.

Goal 5: Increase student persistence

Performance Objective 3: Frontier will host one event by quarter to promote family engagement.

Evaluation Data Sources: Family sign in sheets
Surveys

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Provide flexible meeting times for curriculum nights by grade level to engage families and increase student achievement. **Strategy's Expected Result/Impact:** Increase student achievement Increase family engagement Increase by one level in family engagement surveys **Staff Responsible for Monitoring:** Assistant Principal of Operations Assistant Principal of Instruction Principal **Title I:** 4.2 **Problem Statements:** Demographics 2 - Perceptions 2	25%	45%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Pre-Kinder and Kinder teacher will lead family engagement events for the high priority grade levels. **Strategy's Expected Result/Impact:** Increase student persistence ADA Parent engagement **Staff Responsible for Monitoring:** Pre-Kinder and Kinder Teacher Pre-Kinder and Kinder Team Leader Assistant Principals **Problem Statements:** Demographics 1, 2 - Perceptions 2 **Funding Sources:** Teachers - Federal Grant	10%	40%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Demographics

Problem Statement 1: There is a need to increase Average Daily Attendance (ADA) in PK-5th grade because it has declined since 2019-2020. **Root Cause**: Attendance dropped below the 97.5% mark because of COVID quarantine cases, parent fears, and anxiety of sending students to school. In addition, there was a gap of consistent systems of communication to follow up with our campus escalation matrix.

Problem Statement 2: There is a need to improve our student persistence for both new and returning students. **Root Cause**: Our onboarding proved to have gaps in communication, family engagement, and investment. Also, our returning students and families missed our community involvement during and after school due to lack of overcommunication.

Perceptions

Problem Statement 2: Our area of need is that there is a lack of community involvement in events in campus. **Root Cause**: Due to COVID, there was a decrease of events that could include members of the community in person as a result we have lost of our culture of community involvement. Now that COVID restrictions have been lifted we have not brought back our pre-covid community schedule of events.

Title I Personnel

Name	Position	Program	FTE
	INTERVENTIONIST		1
	PRE-KINDER TEACHER		1
	PRE-KINDERGARTEN TEACHER		1
	PRE-KINDERGARTEN TEACHER		1
Cynthia Cuellar	Reading Co-Teacher	Title 1	1
Francisca Mendoza	Pre-Kinder Teacher	Title 1	1
Melissa Avila	Kinder Teacher	Title 1	1

Campus Funding Summary

Federal Grant					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	2	Pre-Kinder Lead Teacher and Master Teacher		$0.00
2	1	2	Reading Co-Teacher		$0.00
5	3	2	Teachers		$0.00
				Sub-Total	$0.00

Addendums

Master CNA & SAIP Reporting Checklist

				PTG	100%	PTG	0%
DEPT	**Data Sources**	**Data Tabs**	**Guidance**	**Status**	**Principal Notes or Questions**	**VP Verification**	**Notes & Next Steps**
ACADEMY	KEYS Tab (Tab 3)	Student Achievement Improvement Plan 2021-2022 School Year	This SAIP plan will require logging concrete initiatives put in place for student improvement, as well as their associated timelines, resoures, and responsible staff. Each initiative will be tracked mid-year and at the end of the year. Mid-year assessments should be completed by each campus between December 1, 2022 and no later than January 31, 2023.	Complete		Action Required	
	Locus Dashboards: CSI, STARR, AP CampusIB Reports EOY Assessments	Comprehensive Needs Assessment 2022 English Language Arts	These pages should include the percentage of students who achieved each listed score for the 2021-2022 School Year. For each subject, list a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete		Action Required	
		Comprehensive Needs Assessment 2022 Math		Complete	Pending Math STAAR	Action Required	
		Comprehensive Needs Assessment 2022 Science		Complete		Action Required	
		Comprehensive Needs Assessment 2022 Humanities		Complete		Action Required	
	State TELPAS Report	Comprehensive Needs Assessment 2022 TELPAS	This data set will outline the percentage of students that earned proficiency in the areas of Listening, Speaking, Reading, and Writing, as indicated in the State TELPAS report. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete		Action Required	
	Locus Dashboard: Staff Retention	Staff Quality, Rentention, & Recruitment 2021-2022 School Year	Under the %SPED Data Point, this should reflect the percentage of SPED certified teachers, compared to the overall SPED staff. Under number of teacher applicants, note how many teachers were interviewed by campus leaders for positions during the 2021-2022 School Year. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete		Action Required	
	Locus Dashboards: Student Persistence, Enrollment, ADA	School Culture & Climate 2021-2022 School Year	For the Withdrawals/Level 3 Offenses data point, list the number of withdrawals or offenses. All other data points should reflect percentages. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete	Pending student persistence	Action Required	
	Campus Academic Counselor Tracking Systems	2022 Family & Community Involvement	In addition to listing data percentages, list a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete		Action Required	

Last Updated 8/26/2022

IDEA Frontier Academy

2021-22 Student Achievement Improvement Plan

ACADEMY

									Title I Qualifying Programs			Initiatives Status			
									Internal Use Only			Mid Year		End of Year	
APO	Initiatives	Needs Assess.	Special Pops.	Person(s) Responsible	Timeline Start/End	Resources: Human/ Material/Fiscal	Documentation	Formative Evaluation	Supplemental Program (Y/N)	New Program (Y/N)	Budget Allocation	Outcome	Increase/Decreased by X%	Outcome	Increase/Decreased by X%
									Budget Allocations only need to be entered for programs that are BOTH Supplemental & New			Use these columns to assess your strategy progress at the middle and end of the year			
	Science, Social Studies, and Math Content Leaders		Staff	Content Coaches	8/8/2022-5/26/2023	$5,000	Observations	Campus A Rating							
	Science, DI, and Math Teacher Managers		Staff	Content Coaches	8/8/2022-5/26/2024	$8,000	Observations	Campus A Rating							
	Teacher Rewards System		Staff	Lead Team	8/8/2022-5/26/2023	$500	Data Tracker	Teacher Surveys							
	Teacher Recognition System		Staff	Lead Team	8/8/2022-5/26/2023	$500	Inventory List	Great Places to Work Survey, ELA, RenStar, Data							
	Pumpkin Fest		Community	Marisol Alejos	8/8/2022-5/26/2023	$3,000	Inventory List	Great Places to Work Survey							
	Campuswide Handwriting Penmanship Initiative		All	Jasmin Aguilar	8/8/2022-5/26/2023	$6,700	Testing Plans	SLL ratings							
	PreK Eureka		All	Jasmin Aguilar	8/8/2022-5/26/2023		Lesson Planning and observations	Campus A Rating							
	New Kids on the Block		All	Marisol Alejos	8/8/2022-5/26/2023		Teams Document	Behavioral Refferals, student surveys, persistence							
	Grade Level Team Meetings		All	Dora Cordova	8/8/2022-5/26/2023		Teams Document	GET, Great Places to Work Survey							
	After School Tutorials and Saturday School		All	Lydia Hernandez	8/8/2022-5/26/2023		Data Tracker, Lesson Planning	Great Places to Work Survey, ELA, Data							
	Royal Reader Celebrations		All	Lydia Hernandez	8/8/2022-5/26/2023		Data Tracking, Observations	GET, Great Places to Work Survey, Data							
	Math Genius Celebration		All	Lydia Hernandez	8/8/2022-5/26/2023		Data Tracking, Observations	GET, Great Places to Work Survey, Data							
	Content Meetings		All	Content Coaches and Content Leaders	8/8/2022-5/26/2023		Observations, Data tracking	Campus A Rating, Teacher Surveys							
	Move this World		All	Marisol Alejos	8/8/2022-5/26/2023		Observations	Parent/Student Survey							
	Art Curriculum		All	Lydia Hernandez	8/8/2022-5/26/2023	$55,000	Data Tracking, Observations	GET, Great Places to Work Survey, Data							
	Knights Night and Princess Ball		Community	Marisol Alejos	8/8/2022-5/26/2023	$500	Guest List	Parent/Student Survey							
	Spring Science Fair 1st - 5th		All	Astrid Borrego	8/8/2022-5/26/2023	$1,000	Lesson Planning and observations	Campus A Rating							
	Fall History Fair 1st - 5th		All	Lydia Hernandez	8/8/2022-5/26/2023	$1,000	Lesson Planning and observations	Campus A Rating							
	Earth Day		All	Astrid Borrego	8/8/2022-5/26/2023		Lesson Planning and observations	Campus A Rating							
	National Elementary Honor Society		All	Lydia Hernandez	8/8/2022-5/26/2024	$1,000	Teams Document	Campus A Rating							

Annual Performance Objectives (APO)

PRIORITY #1: Students Graduate College-Ready

1A. % of graduates who matriculate to a College or University: 100%

1B. % of graduates matriculate to a Tier I/II College or University: 15% | 25%

1C. % of Seniors accepted to a College or University: 100%

1D. % of Seniors named AP scholars | Earn IB diploma: 30% | 25%

1E. Earned State Rating: A

1F. % Basic | % Mastery | % Advanced on LEAP: 82% | 44% | 11%

1G. % Approaches | % Meets | % Masters on STAAR/EOC: 90% | 60% | 30%

1H. % Level 3 | % Level 4 | % Level 5 on FSA/FSAA: 70% | 40% | 20%

1I. % of Pre-K-2nd Students End The Year On/Above Grade Level in Reading - Year 1 Campuses | Year 2 Campuses: 80% | 90%

1J. % of students in CSI achieve 2 years growth in Reading | Math (measured by Ren STAR) 50% | 60%

1K. Average ACT score: 21

1L. % of students graduating college in 4 | 6 years: 25% | 55%

PRIORITY #2: Build a Strong & Sustainable Organization

2A. % Teacher Retention | Employee Retention: 85% | 85%

2B. 80% composit score on GPTW: 82%

2B. %Average Daily Attendance: 97.50%

2C. New Student Persistence: 90%

2D. Operating Income: $133M

2E. FIRST Rating: A

PRIORITY #3: Achieve Mission at Scale

3A. % of students with low socio-economic status: 80%

3B. Enrollment in August 2020: 83,894

3C. Schools in operation in August 2020: 149

3D. Total Funds Raised (millions): $93M

Needs Assessment

S-STAAR

D-DIBELS

E-EOC

A-ACT

RR-Reading Renaissance

ST-STAR for Math

DR-Discipline Report

AP-AP Tests

O-Other

Special Populations

All

AR-At Risk

ELL-English Language Learners

ED-Economically Disadvantaged

M-Migrant

SE-Special Education

IDEA Frontier Academy

Comprehensive Needs Assessment
ACADEMY

Data Sources: Eureka Math & Electives Academy

	DISTAR Pre-K on Grade Level	Eureka Kinder on Grade Level	Eureka First on Grade Level	Eureka Second on Grade Level	% Math Masters Pk-2	Pk-2 MM Goal Met/Not Met
% Students	100%	99/93/ 82	92/70/40	90/50/30	**51%**	Met

Data Source: STAAR Academy

	STAAR Math Grade 3	STAAR Math Grade 4	STAAR Math Grade 5	% Math Masters 3-5	3-5 MM Goal Met/Not Met
% Approaches	72	75	94	71%	Met
% Meets	46	52	65		
% Masters	29	26	28		
% Student Achievement Average	49	51	62		
% Meet 2 year growth		93%	96%		

Data Source: CSI Academy

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

Reflections	
Areas of Strength	**Areas of Need**
1. Vertical alignment for big concepts.	1. Lower grade levels alignemnt to TEKS through Eureka.
2. TEKS alignemnt through Eureka.	2. Writing opportunities through math.
3. Building prior knowledge to close foundational gaps and teach new concepts.	3. Push for basic math fluency of addition and multiplication.

IDEA Frontier Academy

Comprehensive Needs Assessment
ACADEMY

Data Sources: DI ELA & Electives

	DI Pre-K on Grade Level	DI Kinder on Grade Level	DI First on Grade Level	DI Second on Grade Level	% Royal Readers	% Word Masters
% Students	100%	94%	60%	91%	19%	85%
					RR Goal Met/Not Met	WM Goal Met/Not Met
					Met	Met

Data Source: STAAR

	STAAR Reading Grade 3	STAAR Reading Grade 4	STAAR Writing Grade 3	STAAR Writing Grade 4
% Approaches	77	87	N/A	
% Meets	50	64		
% Masters	29	34		
SAS	52	62		
% Student Achievement Average	52	62		

Data Source: CSI

% Meeting CSI Goal	Reading AC CSI
% CSI (EOY Ren.)	62%
% of CSI Passing STAAR	
% of SPED Passing STAAR	

Reflections	
Areas of Strength	**Areas of Need**
1. Exposure to a varitey of genres in classroom instruction	1. More writing apportunities for reading/writing connections.
2. Student expectations for annotations with teacher feedback.	2. Emphasis on prior knowledge building for content knowledge.
3. Use of real world connections	3. More fluency practice.

IDEA Frontier Academy

Comprehensive Needs Assessment ACADEMY						
Data Sources: Science Pk-2						
	Science Pre-K on Grade Level	**Science Kinder on Grade Level**	**Science First on Grade Level**	**Science Second on Grade Level**	**Science Third on Grade Level**	**Science Fourth on Grade Level**
% Students	**NA**	**100/100/81**	**97/83/58**	**52/26/52**	**90/47/23**	**91/61/28**

Data Source: Science 3-5	
	STAAR Science Grade 5
% Approaches	87
% Meets	56
% Masters	30
% Student Achievement Average	58

Reflections	
Areas of Strength	**Areas of Need**
1. Vocabulary exposure	1. Multi questions using tables and graphs
2. Relevant labs	2. Writing through science
3. Dual coded questions	3. Vertical alignment

IDEA Frontier Academy

Comprehensive Needs Assessment ACADEMY							
Data Sources: Humanities Pk-2							
	Humanities Pre-K on Grade Level	**Humanities Kinder on Grade Level**	**Humanities First on Grade Level**	**Humanities Second on Grade Level**	**Humanities Third on Grade Level**	**Humanities Fourth on Grade Level**	**Humanities Fifth on Grade Level**
% Students	NA	100/98/94	100/98/90	95/86/95	81/56/36	77/47/19	92/74/48

Reflections	
Areas of Strength	**Areas of Need**
1. Opportunities for guided writing through journals.	1. Independent content relevant writing.
2. A focus in building academic vocabulary.	2. Vertical alignment
3. Building social studies content through reading.	3. Opportunities for more discussions and content conversations.

IDEA Frontier Academy

Comprehensive Needs Assessment

ACADEMY

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

	Listening	Speaking	Reading	Writing	% of ELL Students who grew one or more levels
% Beginning	149	174	186	185	Composite: 43%
% Intermediate	73	141	138	157	
% Advanced	146	156	96	105	
% Advanced High	131	28	79	52	

Reflections	
Areas of Strength	**Areas of Need**
1. Active monitoring tool with TELPAS ratings.	1. Speak using a variety of grammatical structures, sentence lengths, sentence types, and connecting words
2. Student use of academic vocabulary when responding in complete sentences during instruction.	2. Wiriting across content areas and use of rubrics to teach students to self assess.
3. TELPAS testing plan and testing enviornment for both writing and online test.	3. Teacher trained in pedagogy of english language learners.

IDEA Frontier Academy

Comprehensive Needs Assessment	
ACADEMY	
Staff Quality, Recruitment, Retention	
	Percentage
% School Lead Team Retention	87%
% Instructional Support Retention	76%
% Teacher Retention	85%
% Campus Support Retention	86%
% SPED Teachers	66%
% State/National Certified Teachers	46%
% State Certified Leaders	N/A
% State/Board certified Counselors	50%
Number of teacher applicants per 2020-21 school year	10

Reflection	
Areas of Strength	Areas of Need
1. Interview process stramlined with clear non negotiables Selecting candiadates to invertiew goes through a checklist of non negotaiobles	1. Lack of promotion/leadership opportunities for coteachers and teachers.
2. A strong onboarding plan by instructional coaches.	2. COVID impacted mental health and work life balance.
3. Campus culture creates a sense of team and family that helps new men	3. Not a good fit with IDEA instructional culture.

IDEA Frontier Academy

Comprehensive Needs Assessment ACADEMY	
Data Source: School Culture and Climate	
	Campus %
% Average Daily Attendance	92.16%
% Overall Persistence	
% New Student Persistence	
# of Admin Withdrawals/ Level 3 Offenses	0
% SPED	4.87%
% ELL	71.13%
% Eco Dis	95%
% Migrant	0.24%
% Race: American-Indian-Alaska-Native	0%
% Asian	0%
% White-Hispanic	98.78%
% Multi	0%
% Black-African-American	0.12%
% Native-Hawaiian-Pacific-Islander	0%
% White	1.10%
% Male	51.89%
% Female	48.11%

Data Source: School Culture and Climate	
Reflections	
Areas of Strength	**Areas of Need**
1. Teacher led celebrations for students.	parent fears and anxiety about sending kids to school although cases were low.
2. Visual trackers for students to motivate students.	2. Inconsistent system for chronic absentisim not related to COVID.
3. Strong student-teacher relationships forstered by one-on-one conferencing and immediate student feedback.	3. New Student Persistence was low possible reasons half day prek, parent onboarding, and high academic expectations.

IDEA Frontier Academy

Comprehensive Needs Assessment ACADEMY	
Data Source: Family and Community Involvement	
	Percentage
% Families Attended WTI	58%
% Families Attended Curriculum Night	12%
% Families Who Attended EOY Ceremonies	92%
% Families who attended Fall Festival	N/A
% Families who attended Winter Festival	N/A
% Families who attended Spring Festival	N/A

Reflection	
Areas of Strength	**Areas of Need**
1. Different modes of communication for different events including facebook, class dojo, and remind.	1. Accountability measures for parents who do not attend mandatory events.
2. Multiple stakeholders in events.	2. Curriculum night communication earlier and more frequent with raitonale.
3. Events planned out in advanced and included in parent monthly calendar	3. Increase parent involvement through different commities.

Master CNA & SAIP Reporting Checklist

				PTG	100%	PTG	0%
DEPT	**Data Sources**	**Data Tabs**	**Guidance**	**Status**	**Principal Notes or Questions**	**VP Verification**	**Notes & Next Steps**
ACADEMY	KEYS Tab (Tab 3)	Student Achievement Improvement Plan 2021-2022 School Year	This SAIP plan will require logging concrete initiatives put in place for student improvement, as well as their associated timelines, resoures, and responsible staff. Each initiative will be tracked mid-year and at the end of the year. Mid-year assessments should be completed by each campus between December 1, 2022 and no later than January 31, 2023.	Complete		Action Required	
	Locus Dashboards: CSI, STARR, AP CampusIB Reports EOY Assessments	Comprehensive Needs Assessment 2022 English Language Arts	These pages should include the percentage of students who achieved each listed score for the 2021-2022 School Year. For each subject, list a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete		Action Required	
		Comprehensive Needs Assessment 2022 Math		Complete	Pending Math STAAR	Action Required	
		Comprehensive Needs Assessment 2022 Science		Complete		Action Required	
		Comprehensive Needs Assessment 2022 Humanities		Complete		Action Required	
	State TELPAS Report	Comprehensive Needs Assessment 2022 TELPAS	This data set will outline the percentage of students that earned proficiency in the areas of Listening, Speaking, Reading, and Writing, as indicated in the State TELPAS report. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete		Action Required	
	Locus Dashboard: Staff Retention	Staff Quality, Rentention, & Recruitment 2021-2022 School Year	Under the %SPED Data Point, this should reflect the percentage of SPED certified teachers, compared to the overall SPED staff. Under number of teacher applicants, note how many teachers were interviewed by campus leaders for positions during the 2021-2022 School Year. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete		Action Required	
	Locus Dashboards: Student Persistence, Enrollment, ADA	School Culture & Climate 2021-2022 School Year	For the Withdrawals/Level 3 Offenses data point, list the number of withdrawals or offenses. All other data points should reflect percentages. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete	Pending student persistence	Action Required	
	Campus Academic Counselor Tracking Systems	2022 Family & Community Involvement	In addition to listing data percentages, list a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete		Action Required	

IDEA Frontier Academy

2022-23 Student Achievement Improvement Plan

ACADEMY

APO	Initiatives	Needs Assess.	Special Pops.	Person(s) Responsible	Timeline Start/End	Resources: Human/ Material/Fiscal	Documentation	Formative Evaluation
	Science, Social Studies, and Math Content Leaders		Staff	Content Coaches	8/8/2022-5/26/2023	$5,000	Observations	Campus A Rating
	Science, DI, and Math Teacher Managers		Staff	Content Coaches	8/8/2022-5/26/2024	$8,000	Observations	Campus A Rating
	Teacher Rewards System		Staff	Lead Team	8/8/2022-5/26/2023	$500	Data Tracker	Teacher Surveys
	Teacher Recognition System		Staff	Lead Team	8/8/2022-5/26/2023	$500	Inventory List	Great Places to Work Survey, ELA, RenStar, Data
	Pumpkin Fest		Community	Marisol Alejos	8/8/2022-5/26/2023	$3,000	Inventory List	Great Places to Work Survey
	Campuswide Handwriting Penmanship Initiative		All	Jasmin Aguilar	8/8/2022-5/26/2023	$6,700	Testing Plans	SLL ratings
	PreK Eureka		All	Jasmin Aguilar	8/8/2022-5/26/2023	$2,800	Lesson Planning and observations	Campus A Rating
	New Kids on the Block		All	Marisol Alejos	8/8/2022-5/26/2023	$2,000	Teams Document	Behavioral Refferals, student surveys, persistence
	Grade Level Team Meetings		All	Dora Cordova	8/8/2022-5/26/2023	$600	Teams Document	GET, Great Places to Work Survey
	After School Tutorials and Saturday School		All	Lydia Hernandez	8/8/2022-5/26/2023		Data Tracker, Lesson Planning	Great Places to Work Survey, ELA, Data

IDEA Frontier Academy

2022-23 Student Achievement Improvement Plan

ACADEMY

	Royal Reader Celebrations		All	Lydia Hernandez	8/8/2022-5/26/2023	$2,500	Data Tracking, Observations	GET, Great Places to Work Survey, Data
	Math Genius Celebration		All	Lydia Hernandez	8/8/2022-5/26/2023	$2,500	Data Tracking, Observations	GET, Great Places to Work Survey, Data
	Content Meetings		All	Content Coaches and Content Leaders	8/8/2022-5/26/2023	$800	Observations, Data tracking	Campus A Rating, Teacher Surveys
	Move this World		All	Marisol Alejos	8/8/2022-5/26/2023	$800	Observations	Parent/Student Survey
	Art Teacher and Program		All	Lydia Hernandez	8/8/2022-5/26/2023	$58,000	Data Tracking, Observations	GET, Great Places to Work Survey, Data
	Knights Night and Princess Ball		Community	Marisol Alejos	8/8/2022-5/26/2023	$2,000	Guest List	Parent/Student Survey
	Spring Science Fair 1st - 5th		All	Astrid Borrego	8/8/2022-5/26/2023	$1,000	Lesson Planning and observations	Campus A Rating
	Fall History Fair 1st - 5th		All	Lydia Hernandez	8/8/2022-5/26/2023	$1,000	Lesson Planning and observations	Campus A Rating
	Earth Day		All	Astrid Borrego	8/8/2022-5/26/2023	$1,000	Lesson Planning and observations	Campus A Rating
	National Elementary Honor Society		All	Lydia Hernandez	8/8/2022-5/26/2024	$1,000	Teams Document	Campus A Rating

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

Title I Qualifying Programs			Initiatives Status			
Internal Use Only			Mid Year		End of Year	
Supplemental Program (Y/N)	New Program (Y/N)	Budget Allocation	Outcome	Increase/Decreased by X%	Outcome	Increase/Decreased by X%

Annual Performance Objectives (APO)

PRIORITY #1: Students Graduate College-Ready

1A. % of graduates who matriculate to a College or University: 100%

1B. % of graduates matriculate to a Tier I/II College or University: 15% | 25%

1C. % of Seniors accepted to a College or University: 100%

1D. % of Seniors named AP scholars | Earn IB diploma: 30% | 25%

1E. Earned State Rating: A

1F. % Basic | % Mastery | % Advanced on LEAP: 82% | 44% | 11%

1G. % Approaches | % Meets | % Masters on STAAR/EOC: 90% | 60% | 30%

1H. % Level 3 | % Level 4 | % Level 5 on FSA/FSAA: 70% | 40% | 20%

1I. % of Pre-K-2nd Students End The Year On/Above Grade Level in Reading - Year 1 Campuses | Year 2 Campuses: 80% | 90%

1J. % of students in CSI achieve 2 years growth in Reading | Math (measured by Ren STAR) 50% | 60%

1K. Average ACT score: 21

1L. % of students graduating college in 4 | 6 years: 25% | 55%

PRIORITY #2: Build a Strong & Sustainable Organization

2A. % Teacher Retention | Employee Retention: 85% | 85%

2B. 80% composit score on GPTW: 82%

2B. %Average Daily Attendance: 97.50%

2C. New Student Persistence: 90%

2D. Operating Income: $133M

2E. FIRST Rating: A

PRIORITY #3: Achieve Mission at Scale

3A. % of students with low socio-economic status: 80%

3B. Enrollment in August 2020: 83,894

3C. Schools in operation in August 2020: 149

3D. Total Funds Raised (millions): $93M

Needs Assessment

S-STAAR

D-DIBELS

E-EOC

A-ACT

RR-Reading Renaissance

ST-STAR for Math

DR-Discipline Report

AP-AP Tests

O-Other

Special Populations

All

AR-At Risk

ELL-English Language Learners

ED-Economically Disadvantaged

M-Migrant

SE-Special Education

IDEA Frontier Academy

Comprehensive Needs Assessment
ACADEMY

Data Sources: Eureka Math & Electives Academy

	DISTAR Pre-K on Grade Level	Eureka Kinder on Grade Level	Eureka First on Grade Level	Eureka Second on Grade Level	% Math Masters Pk-2	Pk-2 MM Goal Met/Not Met
% Students	100%	99/93/ 82	92/70/40	90/50/30	51%	Met

Data Source: STAAR Academy

	STAAR Math Grade 3	STAAR Math Grade 4	STAAR Math Grade 5	% Math Masters 3-5	3-5 MM Goal Met/Not Met
% Approaches	72	75	94	71%	Met
% Meets	46	52	65		
% Masters	29	26	28		
% Student Achievement Average	49	51	62		
% Meet 2 year growth		93%	96%		

Data Source: CSI Academy

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

Reflections	
Areas of Strength	Areas of Need

1. Vertical alignment for big concepts in 3rd - 5th through the use of weekly content meeting to align processes such as two to three digit additon, subtraction, fractions, and multiplication, etc.	1. We need to train teachers to have a deeper understanding of math pedagogy so that they can be able to raise the rigor of questioning to help students align to upper grade levels assessments and TEKS instruction. Our curriculum strict structure does not provide opportunites for teachers with limited pedagogy to manipulate student practice and to align to TEKS. Strategy to correct: through the use of weekly content meeting and lead4ward trainings, we will ensure teachers gain pedagogy.
2. TEKS alignemnt through Eureka with a consistent use of lesson plannign and check lists from teachers and leaders for objective alignment to standards.	2. Writing opportunities through math. Writing was only used through the W (write) in RDW (Read, Draw, Write). In order to create well rounded students, math needs to include more writing opportunities during class.
3. Building prior knowledge to close foundational gaps and teach new concepts with the use of knowledge organizers and individual anchor charts to access processess and vocabulary.	3. Limited focus on basic math fluency of addition and multiplication. Fluency journals are used to create multiplication and addition fact fluency and memory which was not consistent throughout all 1st - 5th grade students. There was no system for individual student tracking or progress benchmarks.

IDEA Frontier Academy

Comprehensive Needs Assessment
ACADEMY

Data Sources: DI ELA & Electives

	DI Pre-K on Grade Level	DI Kinder on Grade Level	DI First on Grade Level	DI Second on Grade Level	% Royal Readers	% Word Masters
% Students	100%	94%	60%	91%	19%	85%
					RR Goal Met/Not Met	WM Goal Met/Not Met
					Met	Met

Data Source: STAAR

	STAAR Reading Grade 3	STAAR Reading Grade 4	STAAR Writing Grade 3	STAAR Writing Grade 4
% Approaches	77	87	N/A	
% Meets	50	64		
% Masters	29	34		
SAS	52	62		
% Student Achievement Average	52	62		

Data Source: CSI

% Meeting CSI Goal	Reading AC CSI
% CSI (EOY Ren.)	62%
% of CSI Passing STAAR	
% of SPED Passing STAAR	

Reflections	
Areas of Strength	**Areas of Need**
1. Exposure to a varitey of genres in classroom instruction. With a montly calendar to a use a variety of genres to teach TEKS skills in combination with Wit and Wisdom. Students used specific set genre thinking jobs or question to analyze a text.	1. Limited writing opportunities in reading for students to show their thinking and analysis of a text. Due to instructional practice and assessments being more than 90% of the time multiple choice, this was the only form that teachers and administrators planned to assess student learning.

2. Student expectations for annotations with teacher feedback. Every 2nd-5th Reading teacher aligned their annotation expectations to build rigor as students moved in grade. Annotations were used with every passage or assignment, teachers used an active monitoring tool to provide feedback to students.	2. Lack of background content knowledge impacted student comprehension of texts. Instructional team provided vertical alignemnt, but missed opportunities for cross-content connections to build content knowledge for teachers and to apply in instruction.
3. Use of real world connections with the consistent use of artifacts,home projects, and visuals. Teachers also used the annotations for students to find a personal connection with the text..	level. Due to distance learning and covid impacting, student access to fluency practice with accuracy. This led to students being more than a year behind in reading fluency, making the gap in reading more difficult to close as students moved up in grade levels.

IDEA Frontier Academy

Comprehensive Needs Assessment ACADEMY						
Data Sources: Science Pk-2						
	Science Pre-K on Grade Level	**Science Kinder on Grade Level**	**Science First on Grade Level**	**Science Second on Grade Level**	**Science Third on Grade Level**	**Science Fourth on Grade Level**
% Students	**NA**	**100/100/81**	**97/83/58**	**52/26/52**	**90/47/23**	**91/61/28**

Data Source: Science 3-5	
	STAAR Science Grade 5
% Approaches	87
% Meets	56
% Masters	30
% Student Achievement Average	58

Reflections	
Areas of Strength	**Areas of Need**
1.Through the use of the frayer model and anchor charts students learned a variety of academic vocabulary words in science.	1. Inconsistent use of writing to justify and explain student thinking in the content. There is a lack of knowledge in instructional team in how to use science journals to have students write through science to show their thinking.
2. In every grade level teachers implemented science labs every week to provide hands on opporutunities for students. This led to a higher understanding of how science is appied in real life.	2. Vertical alignment in scaffolding the content to build on mastery from year to year. Due to teachers needing training on how the content differs and connects as students move from grade level to grade level.

IDEA Frontier Academy

Comprehensive Needs Assessment ACADEMY							
Data Sources: Humanities Pk-2							
	Humanities Pre-K on Grade Level	**Humanities Kinder on Grade Level**	**Humanities First on Grade Level**	**Humanities Second on Grade Level**	**Humanities Third on Grade Level**	**Humanities Fourth on Grade Level**	**Humanities Fifth on Grade Level**
% Students	NA	100/98/94	100/98/90	95/86/95	81/56/36	77/47/19	92/74/48

Reflections	
Areas of Strength	**Areas of Need**
1. Teachers created more opportunities for guided writing through interactive journals. Lower elementary students were able to copy sentences while upper elementary were able to write from phrase banks.	1. Students in 1st - 5th need more opportunities to independently write gramatically correct paragraphs with content relevant topics
2. Word walls and vocabulary lists were a big focus to provide students with prior knowledge to new concepts. There was a big focus in building academic vocabulary.	2. As humanities is a new subject, there is a need for vertical alignement of interactive journals use, word walls, writing expectations, and social studies concepts.
3. Our social studies curriculum is embedded through fiction and non fiction story books. Social studies leaning is built thorugh outloud reading as a whole class.	3. A lesson planning focus for teachers to provide students with opportunities for more discussions and content conversations.

IDEA Frontier Academy

Comprehensive Needs Assessment

ACADEMY

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

	Listening	Speaking	Reading	Writing	% of ELL Students who grew one or more levels
% Beginning	149	174	186	185	Composite: 43%
% Intermediate	73	141	138	157	
% Advanced	146	156	96	105	
% Advanced High	131	28	79	52	

Reflections	
Areas of Strength	**Areas of Need**
1. Active monitoring tool with TELPAS ratings.	1. Students need to speak and write using a variety of grammatical structures, sentence lengths, sentence types, and connecting words with increasing accuracy and ease as more English is acquired.
2. Student use of academic vocabulary when responding in complete sentences during instruction.	2. Wiriting across content areas and use of rubrics to teach students to self assess.
3. TELPAS testing plan and testing enviornment for both writing and online test.	Our area of need in TELPAS is that less than 50% of EL moved up a composite level in TELPAS. Teachers need to be trained in the pedagogy of the English language learners and the different proficiency levels to understand students' needs better and differentiate lesson delivery.

IDEA Frontier Academy

Comprehensive Needs Assessment	
ACADEMY	
Staff Quality, Recruitment, Retention	
	Percentage
% School Lead Team Retention	87%
% Instructional Support Retention	76%
% Teacher Retention	85%
% Campus Support Retention	86%
% SPED Teachers	66%
% State/National Certified Teachers	46%
% State Certified Leaders	N/A
% State/Board certified Counselors	50%
Number of teacher applicants per 2020-21 school year	10

Reflection	
Areas of Strength	Areas of Need
1. Interview process streamlined with clear non-negotiables The candidate selection for interviews goes through a checklist of non-negotaiobles.	1. Our area of need is retaining the teacher leaders we cultivate in our campus. This is caused by our high teacher and Administration team retention, there is a lack of promotion/leadership opportunities for co-teachers and teachers;pushing them to seek opportunities
2. All new teachers are welcomed with a strong onboarding plan led by instructional coaches. Onboarding plans are differentiated based on content, need, and experience.	Teachers feel overwhelmed as they try to balance teaching responsibilities, coaching development, and it impacts work-life balance. IDEA instructional culture is designed with a weekly coaching cycle that is highly focused on feedback and next steps with a quick turn around, with staff shortage and absences teachers may carry multiple duties out of their realm of responsibilities.

IDEA Frontier Academy

Comprehensive Needs Assessment ACADEMY	
Data Source: School Culture and Climate	
	Campus %
% Average Daily Attendance	92.16%
% Overall Persistence	
% New Student Persistence	
# of Admin Withdrawals/ Level 3 Offenses	0
% SPED	4.87%
% ELL	71.13%
% Eco Dis	95%
% Migrant	0.24%
% Race: American-Indian-Alaska-Native	0%
% Asian	0%
% White-Hispanic	98.78%
% Multi	0%
% Black-African-American	0.12%
% Native-Hawaiian-Pacific-Islander	0%
% White	1.10%
% Male	51.89%
% Female	48.11%

Data Source: School Culture and Climate	
Reflections	
Areas of Strength	**Areas of Need**
1. Teacher led celebrations for students.	We have historically met our 97.5% ADA this past two years we failed to meet it. We ended the year at an ADA of 92% the lowest we have ever been. There is a need to increase Average Daily Attendance (ADA) in PK-5th grade because we saw a declined since 2019-2020 when we were faced with COVID.

2. Visual trackers for students to motivate students.	2. There is a need to improve our student persistence for both new and returning students because for the first time we came close to not meeting our 90% goal. Our new student onboarding proved to have gaps in communication, family engagement, and investment. Also, our returning students and families missed our community involvement during and after school.
3. Strong student-teacher relationships forstered by one-on-one conferencing and immediate student feedback.	

IDEA Frontier Academy

Comprehensive Needs Assessment ACADEMY	
Data Source: Family and Community Involvement	
	Percentage
% Families Attended WTI	58%
% Families Attended Curriculum Night	12%
% Families Who Attended EOY Ceremonies	92%
% Families who attended Fall Festival	N/A
% Families who attended Winter Festival	N/A
% Families who attended Spring Festival	N/A

Reflection	
Areas of Strength	**Areas of Need**
1. Muliple modes of communication are used when communicating with families. At Frontier, we use facebook, remind, and phone messages.	1. There is no system of accountability m parents who do not attend mandatory eve Welcome to IDEA. The chronological order of events for nev of sequence. Welcome to IDEA is the co that should happen after testing and regis
2. We have multiple stakeholders in events that are invested and have specific roles to make events successful.	2. Curriculum night communication earlie frequent with rationale of what informati and why it is import for parents.
3. All monthly events are planned out in advance before the school year begins. All the events are included in parent monthly calendar that is shared through facebook and our Parent Weekly.	3. Due to COVID, there was a decrease c could include members of the community result we have lost of our culture of comm involvement. Our area of need is that there is a lack of involvement in events in campus.

easures for ents such as
w families is out mmitment piece tration.
er and more on will be shared
of events that y in person as a munity
community

IDEA Public Schools

Frontier College Prep

2022-2023 Campus Improvement Plan

Accountability Rating: A

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

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

Mission Statement

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

Vision

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

Core Values

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

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

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Comprehensive Needs Assessment

Revised/Approved: August 26, 2022

Demographics

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. That said, 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 over come 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.

Demographics Strengths

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. 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. We are ranked as the #1 school in IDEA Public Schools High Schools, #1 in the Brownsville, Texas Metro Area High Schools, #8 in Texas High Schools, #14 in Charter High Schools, and #68 in the National Rankings.
Our Diploma Programme 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 over come 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. This is the reason why IDEA Public Schools continues to grow, year after year. By the year 2023, IDEA Public Schools plans to grow into 13 regions across the United States serving a total of 194 schools. Since our authorization, we have expanded into 9 of those 13 new regions.
Three additional schools in our school district have gained authorization for their Diploma Programmes since our own authorization, and we all come together at least four times a school year, and monthly between Subject Groups, to collaborate to ensure equity within our programmes.
Recently, IDEA Public Schools in Brownsville, Texas have received a grant to upgrade the style and functionality of our science labs. We are fortunate enough to upgrade both of our Biology labs to match the style of teaching we promote

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): There is a need to strengthen campus culture and increase student persistence. **Root Cause:** The focus on high rigor and expectations minimizes opportunities for students to join clubs, athletics and other extra activities that allows for a well rounded high school experience.

Problem Statement 2: There is a large number of English Language Learners who are not exiting the bilingual program. **Root Cause:** Lack of training to supplement instruction for English learners.

Problem Statement 3: There is a lack of parental involvement in campus-led workshops and conferences with teachers. **Root Cause:** We have not communicated effectively with parents to determine family needs.

Problem Statement 4 (Prioritized): There is a need to provide opportunities for all of our students to pass at minimum 1 AP or IB exam. **Root Cause:** The students who struggle academically are lacking additional supplemental support to be successful in AP/IB exams.

Student Learning

Student Learning Summary

See Plan Addendum

Student Learning Strengths

IDEA Frontier College Preparatory has gained recognition from the US News and World
Report as one of the best high schools in the nation. We are ranked as the #1 school in IDEA Public
Schools High Schools, #1 in the Brownsville, Texas Metro Area High Schools, #8 in Texas High
Schools, #14 in Charter High Schools, and #68 in the National Rankings.
Our Diploma Programme staff embody the traits of international-mindedness. IDEA Frontier has achieved A Campus rating based on TEA State Accountability and has earned all 7 distinctions. As part of Domain 3 in TEA Accountability metric Frontier College Prep received all required criteria for TELPAS.

IDEA Frontier has succesfully enrolled students in AP / IB coursework and has maintained 100% CCMR points for graduating classes.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): There is a need to focus on improving employee's overall well-being as it relates to physical, emotional, and financial health. **Root Cause:** Our most recent data shows most staff members seeking counseling through our employer-paid mental/behavioral health benefits are related to stress, culture adjustment, grief/loss, and depression.

Problem Statement 2 (Prioritized): Staff retention continues to be a pressing concern and has decreased approximately 8% from the previous years, as well as drop in our employee engagement survey conducted by Great Place to Work. **Root Cause:** IDEA Frontier teachers lack skills to prioritize work life balance.

Problem Statement 3 (Prioritized): Our average ACT score stands at an 20.55, .45 points below the standard college readiness benchmark of 21. FCP has a large number of students below 21 individual scores. ACT scores limits access to top tier colleges with higher graduation rates, but it can impact the ability of our graduates to take on college level work and persist in college. **Root Cause:** We must acquire time to utilize software platform for students to prepare for the ACT test while we do the long-term work of embedding ACT into lesson plans for core classes.

Problem Statement 4 (Prioritized): There is a need to strengthen campus culture and increase student persistence. **Root Cause:** The focus on high rigor and expectations minimizes opportunities for students to join clubs, athletics and other extra activities that allows for a well rounded high school experience.

Problem Statement 5 (Prioritized): There is a need to provide opportunities for all of our students to pass at minimum 1 AP or IB exam. **Root Cause:** The students who struggle academically are lacking additional supplemental support to be successful in AP/IB exams.

School Processes & Programs

School Processes & Programs Summary

See Plan Addendum

School Processes & Programs Strengths

Curriculum & Instruction:

- At least one-third of IDEA students graduate with the "AP Scholar" designation, evidence of earning a qualifying score on at least three AP exams, demonstrating successful completion of college-level coursework prior to graduation.
- IDEA Fontier 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 11 graduating classes IDEA Frontier has ensured 100% of seniors have been accepted into college, demonstrating that IDEA academic programming is adequately preparing students for post-secondary education.
- In 2022, IDEA Frontier was ranked in the top 10 Most Challenging Schools in the Nation and ranked in the top 1% of schools nationwide, by the Jay Mathews Challenge Index High School Rankings.

Special Programs

- IDEA Frontier met growth target for EL student performance on TELPAS in 2022 with 36% of ELs meeting that target.
- IDEA Frontier provided targeted research based instruction to students who have a 2.0 year gap in Reading with the goal of closing that gap by 2.0 years during the school year with our initiative called Critical Student Intervention (CSI).

SEL/ Mental Health and Family Engagement

- IDEA Frontier has kept on staff a licensed Social Workers for the past 4 years

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 2 (Prioritized): Our average ACT score stands at an 20.55, .45 points below the standard college readiness benchmark of 21. FCP has a large number of students

below 21 individual scores. ACT scores limits access to top tier colleges with higher graduation rates, but it can impact the ability of our graduates to take on college level work and persist in college. **Root Cause:** We must acquire time to utilize software platform for students to prepare for the ACT test while we do the long-term work of embedding ACT into lesson plans for core classes.

Problem Statement 3 (Prioritized): There is a need to provide opportunities for all of our students to pass at minimum 1 AP or IB exam. **Root Cause:** The students who struggle academically are lacking additional supplemental support to be successful in AP/IB exams.

Perceptions

Perceptions Summary

See Plan Addendum

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Since the pandemic, chronic absenteeism has risen, reflecting a substantial loss of learning due to students not regularly receiving instruction and exacerbating long term risks to social and academic achievement. **Root Cause:** residual challenges with the COVID-19 pandemic including teacher absences, student quarantines, health concerns, and virtual fatigue has has suppressed intervention efforts to improve services and investment for regular attendance.

Problem Statement 2 (Prioritized): There is a need to focus on improving students' overall well-being as it relates to physical and emotional health. **Root Cause:** Our most recent data shows a high number of students seeking mental health counseling on campus to cope with related to stress, grief/loss, and depression.

Problem Statement 3: Our family engagement and participating has not been effective and lacking participation. **Root Cause:** The lack of parent input for appropriate support and prioritizing time and workshops based on family need is necessary.

Problem Statement 4 (Prioritized): There is a need to strengthen campus culture and increase student persistence. **Root Cause:** The focus on high rigor and expectations minimizes opportunities for students to join clubs, athletics and other extra activities that allows for a well rounded high school experience.

Priority Problem Statements

Problem Statement 1: There is a need to focus on improving employee's overall well-being as it relates to physical, emotional, and financial health.

Root Cause 1: Our most recent data shows most staff members seeking counseling through our employer-paid mental/behavioral health benefits are related to stress, culture adjustment, grief/loss, and depression.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Our average ACT score stands at an 20.55, .45 points below the standard college readiness benchmark of 21. FCP has a large number of students below 21 individual scores. ACT scores limits access to top tier colleges with higher graduation rates, but it can impact the ability of our graduates to take on college level work and persist in college.

Root Cause 2: We must acquire time to utilize software platform for students to prepare for the ACT test while we do the long-term work of embedding ACT into lesson plans for core classes.

Problem Statement 2 Areas: Student Learning - School Processes & Programs

Problem Statement 3: Staff retention continues to be a pressing concern and has decreased approximately 8% from the previous years, as well as drop in our employee engagement survey conducted by Great Place to Work.

Root Cause 3: IDEA Frontier teachers lack skills to prioritize work life balance.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Since the pandemic, chronic absenteeism has risen, reflecting a substantial loss of learning due to students not regularly receiving instruction and exacerbating long term risks to social and academic achievement.

Root Cause 4: residual challenges with the COVID-19 pandemic including teacher absences, student quarantines, health concerns, and virtual fatigue has has suppressed intervention efforts to improve services and investment for regular attendance.

Problem Statement 4 Areas: Perceptions

Problem Statement 5: There is a need to focus on improving students' overall well-being as it relates to physical and emotional health.

Root Cause 5: Our most recent data shows a high number of students seeking mental health counseling on campus to cope with related to stress, grief/loss, and depression.

Problem Statement 5 Areas: Perceptions

Problem Statement 6: There is a need to strengthen campus culture and increase student persistence.

Root Cause 6: The focus on high rigor and expectations minimizes opportunities for students to join clubs, athletics and other extra activities that allows for a well rounded high school experience.

Problem Statement 6 Areas: Demographics - Student Learning - Perceptions

Problem Statement 7: There is a need to provide opportunities for all of our students to pass at minimum 1 AP or IB exam.

Root Cause 7: The students who struggle academically are lacking additional supplemental support to be successful in AP/IB exams.

Problem Statement 7 Areas: Demographics - Student Learning - School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- 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
- SAT and/or ACT assessment data
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data

- Homeless data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Pregnancy and related services data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

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

Support Systems and Other Data

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

Goals

Revised/Approved: August 26, 2022

Goal 1: Increase staff retention

Performance Objective 1: 85% of Staff Retention

High Priority

Evaluation Data Sources: Surveys, Temperature Check, GPTW survey.
GPTW surveys completed twice per year, data evaluated. Temperature checks Fall & Spring Semester.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: 100% of staff will submit Great Places to Work Survey **Strategy's Expected Result/Impact:** 90% Teachers will share feedback and data will be reviewed to support staff. **Staff Responsible for Monitoring:** Principal, Assistant Principals **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Student Learning 2	35%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Listening Tour with will be held with all staff once per semester. **Strategy's Expected Result/Impact:** Upwards feedback will be collected and analyzed to improve campus culture. **Staff Responsible for Monitoring:** Principal, Campus Lead Team, Grade Team Leaders, Content Team Leaders **TEA Priorities:** Recruit, support, retain teachers and principals - **Problem Statements:** Student Learning 1	30%			

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: There is a need to focus on improving employee's overall well-being as it relates to physical, emotional, and financial health. **Root Cause**: Our most recent data shows most staff members seeking counseling through our employer-paid mental/behavioral health benefits are related to stress, culture adjustment, grief/loss, and depression.

Problem Statement 2: Staff retention continues to be a pressing concern and has decreased approximately 8% from the previous years, as well as drop in our employee engagement survey conducted by Great Place to Work. **Root Cause**: IDEA Frontier teachers lack skills to prioritize work life balance.

Goal 1: Increase staff retention

Performance Objective 2: 100% of staff will be attend professional development sessions.

Evaluation Data Sources: Course collaboration session, faculty professional development sign in sheets.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Teachers will be provided opportunities to attend professional development training workshops to have a solid knowledge of content and pedagogy. **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 5: Effective Instruction **Problem Statements:** Demographics 4 - Student Learning 2, 5 - School Processes & Programs 3	30%			

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 4: There is a need to provide opportunities for all of our students to pass at minimum 1 AP or IB exam. **Root Cause**: The students who struggle academically are lacking additional supplemental support to be successful in AP/IB exams.
Student Learning
Problem Statement 2: Staff retention continues to be a pressing concern and has decreased approximately 8% from the previous years, as well as drop in our employee engagement survey conducted by Great Place to Work. **Root Cause**: IDEA Frontier teachers lack skills to prioritize work life balance.
Problem Statement 5: There is a need to provide opportunities for all of our students to pass at minimum 1 AP or IB exam. **Root Cause**: The students who struggle academically are lacking additional supplemental support to be successful in AP/IB exams.
School Processes & Programs
Problem Statement 3: There is a need to provide opportunities for all of our students to pass at minimum 1 AP or IB exam. **Root Cause**: The students who struggle academically are lacking additional supplemental support to be successful in AP/IB exams.

Goal 2: All IDEA students matriculate to college

Performance Objective 1: 100% of students will matriculate to a college or university. (Military, Religious or Medical Exemptions allowed) by the end of senior year as measured by college acceptances.

High Priority

HB3 Goal

Evaluation Data Sources: Naviance, College Applications

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: College Application Workshops: Collaboration with core teachers to provide small group intervention in ACT Workshops. **Strategy's Expected Result/Impact:** 100% of students will matriculate to a college or university. **Staff Responsible for Monitoring:** Principal, Director of College Counseling, College Counselors, RTTC Teacher **Title I:** 2.4, 2.5 **- TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 3 - School Processes & Programs 2 **Funding Sources:** Director of College Counseling - Federal Grant, ACT Interventionist - State Grant				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Mastery Tracking through MasteryPrep software and Classroom Trackers in ACT Prep courses. **Strategy's Expected Result/Impact:** Increase in individual student ACT score. **Staff Responsible for Monitoring:** ACT Skills Teacher, College Counselors, Content Team Leader				

Title I:
2.6
- TEA Priorities:
Connect high school to career and college
- ESF Levers:
Lever 5: Effective Instruction
Problem Statements: Student Learning 3 - School Processes & Programs 2
Funding Sources: ACT Prep Skills - Federal Grant, Director of College Counseling - Federal Grant

No Progress

Accomplished

Continue/Modify

Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 3: Our average ACT score stands at an 20.55, .45 points below the standard college readiness benchmark of 21. FCP has a large number of students below 21 individual scores. ACT scores limits access to top tier colleges with higher graduation rates, but it can impact the ability of our graduates to take on college level work and persist in college. **Root Cause**: We must acquire time to utilize software platform for students to prepare for the ACT test while we do the long-term work of embedding ACT into lesson plans for core classes.
School Processes & Programs
Problem Statement 2: Our average ACT score stands at an 20.55, .45 points below the standard college readiness benchmark of 21. FCP has a large number of students below 21 individual scores. ACT scores limits access to top tier colleges with higher graduation rates, but it can impact the ability of our graduates to take on college level work and persist in college. **Root Cause**: We must acquire time to utilize software platform for students to prepare for the ACT test while we do the long-term work of embedding ACT into lesson plans for core classes.

Goal 2: All IDEA students matriculate to college

Performance Objective 2: 50% of students in 11th will participate in a college away experience, virtual or in-person.

Evaluation Data Sources: Registrations for summer away programs and attendance confirmation.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Provide students will a wide array of opportunities for summer away program. **Strategy's Expected Result/Impact:** Increase number of registrations for CAS experience. Increase number of students attending Tier 1 or 2 university. **Staff Responsible for Monitoring:** Director of College Counseling, RTTC 3 Teacher, College Counselor **Title I:** 2.5 - **TEA Priorities:** Connect high school to career and college - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1 - Student Learning 4 - Perceptions 4 **Funding Sources:** ACT Prep Teacher - Federal Grant, ACT Prep Teacher - Federal Grant				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: There is a need to strengthen campus culture and increase student persistence. **Root Cause**: The focus on high rigor and expectations minimizes opportunities for students to join clubs, athletics and other extra activities that allows for a well rounded high school experience.
Student Learning
Problem Statement 4: There is a need to strengthen campus culture and increase student persistence. **Root Cause**: The focus on high rigor and expectations minimizes opportunities for students to join clubs, athletics and other extra activities that allows for a well rounded high school experience.
Perceptions
Problem Statement 4: There is a need to strengthen campus culture and increase student persistence. **Root Cause**: The focus on high rigor and expectations minimizes opportunities for students to join clubs, athletics and other extra activities that allows for a well rounded high school experience.

Goal 3: IDEA achieves an A rating

Performance Objective 1: 75% of Special pops students meet criteria for Domain 3

High Priority

HB3 Goal

Evaluation Data Sources: Accountability Results, Internal Assessments

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: 75% Special pops students show growth of 1 progress measure point for meets and masters. **Strategy's Expected Result/Impact:** 75% of students in Special Populations achieve Meets or Masters **Staff Responsible for Monitoring:** Special Education Teachers, Math & Reading Teachers, Assistant Principal **Title I:** 2.4, 2.5 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** AR Zone Facilitator - Federal Grant	25%			

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 3: IDEA achieves an A rating

Performance Objective 2: 42% of English Language Learners will increase one proficiency level in TELPAS

High Priority

Evaluation Data Sources: TELPAS, LPAC exiting criteria

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: 100% of ELA 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 **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction				

 No Progress Accomplished Continue/Modify Discontinue

Goal 3: IDEA achieves an A rating

Performance Objective 3: 100% of students will receive CCMR points

High Priority

HB3 Goal

Evaluation Data Sources: AP Scholar Data, IB Diploma Data, TSI, ACT scores.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: 30% of students will achieve AP or IB scholar success. **Strategy's Expected Result/Impact:** IB, AP results **Staff Responsible for Monitoring:** IB teachers, AP teachers, IB Coordinator, AP Coordinator, Director of College Counseling, Testing Coordinator. **Title I:** 2.5 - **TEA Priorities:** Connect high school to career and college - **Problem Statements:** Demographics 4 - Student Learning 5 - School Processes & Programs 3	25%			

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 4: There is a need to provide opportunities for all of our students to pass at minimum 1 AP or IB exam. **Root Cause**: The students who struggle academically are lacking additional supplemental support to be successful in AP/IB exams.
Student Learning
Problem Statement 5: There is a need to provide opportunities for all of our students to pass at minimum 1 AP or IB exam. **Root Cause**: The students who struggle academically are lacking additional supplemental support to be successful in AP/IB exams.
School Processes & Programs
Problem Statement 3: There is a need to provide opportunities for all of our students to pass at minimum 1 AP or IB exam. **Root Cause**: The students who struggle academically are lacking additional supplemental support to be successful in AP/IB exams.

Goal 4: Increase student daily attendance

Performance Objective 1: 97 % of students will attend school daily

Evaluation Data Sources: Daily Attendance, Escalation Matrix, Communication logs.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Grade Level Important Events & Assignments Calendar **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. **Title I:** 2.5, 4.1 **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Demographics 1 - Student Learning 4 - Perceptions 1, 4	30%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Parent Communication - Escalation Matrix **Strategy's Expected Result/Impact:** Increase communication with parents regarding student cumulative absences regularly. **Staff Responsible for Monitoring:** Assistant Principal of Operations, Assistant Principal of Instruction, Teachers, Grade Level Leaders, Registrar **Title I:** 4.1 **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1 - Student Learning 4 - Perceptions 1, 4	30%			

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: There is a need to strengthen campus culture and increase student persistence. **Root Cause**: The focus on high rigor and expectations minimizes opportunities for students to join clubs, athletics and other extra activities that allows for a well rounded high school experience.

Student Learning

Problem Statement 4: There is a need to strengthen campus culture and increase student persistence. **Root Cause**: The focus on high rigor and expectations minimizes opportunities for students to join clubs, athletics and other extra activities that allows for a well rounded high school experience.

Perceptions

Problem Statement 1: Since the pandemic, chronic absenteeism has risen, reflecting a substantial loss of learning due to students not regularly receiving instruction and exacerbating long term risks to social and academic achievement. **Root Cause**: residual challenges with the COVID-19 pandemic including teacher absences, student quarantines, health concerns, and virtual fatigue has has suppressed intervention efforts to improve services and investment for regular attendance.

Problem Statement 4: There is a need to strengthen campus culture and increase student persistence. **Root Cause**: The focus on high rigor and expectations minimizes opportunities for students to join clubs, athletics and other extra activities that allows for a well rounded high school experience.

Goal 4: Increase student daily attendance

Performance Objective 2: 90% of students will participate in field lesson (virtual or in-person)

Evaluation Data Sources: Field lesson attendance.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Increase opportunities for meaningful field lesson experience. **Strategy's Expected Result/Impact:** Increase joy factor, building relationships and student experience. **Staff Responsible for Monitoring:** Teachers, Assistant Principal, Business Clerk, Registrar **Title I:** 2.5, 2.6 **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1 - Student Learning 4 - Perceptions 4	25%			

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: There is a need to strengthen campus culture and increase student persistence. **Root Cause**: The focus on high rigor and expectations minimizes opportunities for students to join clubs, athletics and other extra activities that allows for a well rounded high school experience.
Student Learning
Problem Statement 4: There is a need to strengthen campus culture and increase student persistence. **Root Cause**: The focus on high rigor and expectations minimizes opportunities for students to join clubs, athletics and other extra activities that allows for a well rounded high school experience.
Perceptions
Problem Statement 4: There is a need to strengthen campus culture and increase student persistence. **Root Cause**: The focus on high rigor and expectations minimizes opportunities for students to join clubs, athletics and other extra activities that allows for a well rounded high school experience.

Goal 5: Increase student persistence

Performance Objective 1: 100% of lead facilitators deliver Move This World

High Priority

HB3 Goal

Evaluation Data Sources: Enrollment data, Student withdrawal coding

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: 100% of lead facilitators deliver Move This World with fidelity (3 days a week) **Strategy's Expected Result/Impact:** Students will acquire skills to manage stress and/or other mental health issues. **Staff Responsible for Monitoring:** School Counselor, Teachers, Assistant Principal of Instruction. **Title I:** 2.6 **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Perceptions 2	30%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: 100% of students will have access to reporting or requesting mental health support. **Strategy's Expected Result/Impact:** Minimize mental health issues in students, increase attendance, reduce students who withdraw. **Staff Responsible for Monitoring:** School Counselor, Social Worker, Teacher, Assistant Principal **Title I:** 4.2 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Perceptions 1, 2	25%			

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

Perceptions

Problem Statement 1: Since the pandemic, chronic absenteeism has risen, reflecting a substantial loss of learning due to students not regularly receiving instruction and exacerbating long term risks to social and academic achievement. **Root Cause**: residual challenges with the COVID-19 pandemic including teacher absences, student quarantines, health concerns, and virtual fatigue has has suppressed intervention efforts to improve services and investment for regular attendance.

Problem Statement 2: There is a need to focus on improving students' overall well-being as it relates to physical and emotional health. **Root Cause**: Our most recent data shows a high number of students seeking mental health counseling on campus to cope with related to stress, grief/loss, and depression.

Goal 5: Increase student persistence

Performance Objective 2: 100% of middle school students will participate in physical activity.

Evaluation Data Sources: Course registration, attendance, HIA monitor.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
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 **Title I:** 2.5 **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Perceptions 2	25%			

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 2: There is a need to focus on improving students' overall well-being as it relates to physical and emotional health. **Root Cause**: Our most recent data shows a high number of students seeking mental health counseling on campus to cope with related to stress, grief/loss, and depression.

Title I Personnel

Name	Position	Program	FTE
Emmely Olvera	ACT Prep Skills	Title 1	1
Humberto Valdez	Director of College Counseling	Title 1	1
Joann Alanis	ACT Prep Skills	Title 1	1
Patricia Casas	AR Zone Facilitator	Title 1	1

Campus Funding Summary

Federal Grant					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	1	1	Director of College Counseling		$0.00
2	1	2	ACT Prep Skills		$0.00
2	1	2	Director of College Counseling		$0.00
2	2	1	ACT Prep Teacher		$0.00
2	2	1	ACT Prep Teacher		$0.00
3	1	1	AR Zone Facilitator		$0.00
				Sub-Total	$0.00
State Grant					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	1	1	ACT Interventionist		$0.00
				Sub-Total	$0.00

Addendums

Frontier CP

2022-23 Student Achievement Improvement Plan - College Prep

COLLEGE PREP

APO	Initiatives	Needs Assess.	Special Pops.	Person(s) Responsible	Timeline Start/End	Resources: Human/ Material/Fiscal	Documentation	Formative Evaluation

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

Annual Performance Objectives (APO)

PRIORITY #1: Students Graduate College-Ready

1A. % of graduates who matriculate to a College or University: 100%

1B. % of graduates matriculate to a Tier I/II College or University: 15% | 25%

1C. % of Seniors accepted to a College or University: 100%

1D. % of Seniors named AP scholars | Earn IB diploma: 30% | 25%

1E. Earned State Rating: A

1F. % Basic | % Mastery | % Advanced on LEAP: 82% | 44% | 11%

1G. % Approaches | % Meets | % Masters on STAAR/EOC: 90% | 60% | 30%

1H. % Level 3 | % Level 4 | % Level 5 on FSA/FSAA: 70% | 40% | 20%

1I. % of Pre-K-2nd Students End The Year On/Above Grade Level in Reading - Year 1 Campuses | Year 2 Campuses: 80% | 90%

1J. % of students in CSI achieve 2 years growth in Reading | Math (measured by Ren STAR) 50% | 60%

1K. Average ACT score: 21

1L. % of students graduating college in 4 | 6 years: 25% | 55%

Needs Assessment

S-STAAR

D-DIBELS

E-EOC

A-ACT

RR-Reading Renaissance

ST-STAR for Math

DR-Discipline Report

AP-AP Tests

O-Other

Special Populations

All

AR-At Risk

ELL-English Language Learners

ED-Economically Disadvantaged

M-Migrant

SE-Special Education

Frontier CP

Comprehensive Needs Assessment

COLLEGE PREP

Data Source: CSI

% Meeting CSI Goal	Reading CP CSI
% CSI (EOY Ren.)	12%
% of CSI Passing STAAR	Pending
% of SPED Passing STAAR	Pending

Data Source: STAAR

	STAAR Reading 6th	STAAR Reading 7th	STAAR Reading 8th			English I EOC
% Approaches	76	85	89			90
% Meets	42	63	69			80
% Masters	22	41	42			25
% Student Achievement Average	47	63	67			65

AP Scores		Pass AP Lang	IB Scores	IB Group 1	IB Group 2	% Royal Readers
% Score 1	10	pending	% Score 1-3	45	50	50
% Score 2	20	pending	% Score 4-5	40	45	
% Score 3+	5	pending	% Score 6-7	5	5	

RR Goal Met/Not Met
met

Reflections

Areas of Strength	Areas of Need
1The curriculum has interesting topics that kept scholars engaged and involved.	1In class SPED support during their Gen Ed class periods.
2 Teachers can identify skills that will prepare the students for the following year.	2 Additional training to support ELL students with adequate strategies.
3 The curriculum is engaging and entertaining while upholding the standards of academic success.	3

English II EOC
88
71
21
60

% Word Master
96

WM Goal Met/Not Met
met

Frontier CP

Comprehensive Needs Assessment - College Prep COLLEGE PREP					
Data Source: STAAR					
	STAAR Math 6th	**STAAR Math 7th**	**STAAR Alg I**		
% Approaches	74	62	96		
% Meets	44	30	77		
% Masters	17	11	51		
% Student Achievement Average	45	34	75		
Data Source: AP/IB					
AP Scores	**Pass AP Calculus AB**	**Pass AP Calculus CD**	**Pass AP Prob. & Stats.**	**IB Scores**	**IB Group 5**
% Score 1	n/a	n/a	n/a	**% Score 1-3**	Pending Data
% Score 2	n/a	n/a	n/a	**% Score 4-5**	Pending Data
% Score 3+	n/a	n/a	n/a	**% Score 6-7**	Pending Data

Reflections	
Areas of Strength	**Areas of Need**
1 Experienced teachers is most of the grade levels	1 Strengthening of 1st instruction to close foundational gaps.
2 Opportunities for Professional development on or off site.	2 Additional training on vertical alignment and conceptual understanding for some topics.
3 Access to resources	3 Training on differentiated instruction

Frontier CP

Comprehensive Needs Assessment
COLLEGE PREP

Data Source: Internal Assessments

	6th Grade EOY Assessment	7th Grade EOY Assessment
% Passing	100%	85%

Data Source: STAAR

	STAAR 8th Science	STAAR Biology
% Approaches	n/a	89
% Meets	n/a	66
% Masters	n/a	30
% Student Achievement Average	n/a	62

Data Source: AP/IB

AP Scores	Pass AP Biology	Pass AP Chemistry	Pass AP Physics (1, 2, & C)	Pass AP Env. Science	IB Scores
% Score 1	Pending	n/a	n/a	n/a	% Score 1-3
% Score 2	Pending	n/a	n/a	n/a	% Score 4-5
% Score 3+	Pending	n/a	n/a	n/a	% Score 6-7

Reflections

Areas of Strength	Areas of N
1. More concise and repetitive assignments made assignments stick. with easy terminology.	1. Students need more practice o study habits/ how or what to stu
2. Access to past exams, course team shares resources	2. Practicing timing with questio
3. Student approaches/meets levels met with annotation steps and preview o	3. Connections with many conce
4. annotation of questions/problems	4. Vocabulary
5. Reading with students in class	5. having a question bank or othe
6. repitition helped struggling students	6. huge gaps in study habits
Access to IB Questionbank	7. Math gaps, calculating using alg concepts like averages, weighted a
Practice of Paper 2 Style Questions	Labs

IB Group 4
Pending
Pending
Pending

leed
n time organization and dy.
ns/strategizing
pts, study labs
esources to add to lessons
ebra, understanding averages.

Frontier CP

Comprehensive Needs Assessment COLLEGE PREP							
Data Source: Internal Assessments							
	6th Grade EOY Assessment	**7th Grade EOY Assessment**					
% Passing	**98**	**100**					
Data Source: STAAR							
	STAAR 8th US History	**EOC US History**					
% Approaches	83	97					
% Meets	44	83					
% Masters	26	57					
% Student Achievement Average	51	79					
Data Source: AP/IB							
AP Scores	**Pass AP Human Geography**	**Pass AP World History**	**Pass AP US History**	**Pass AP Goverment**	**Pass AP Economics**	**IB Scores**	**IB Group 3**
% Score 1	Pending	Pending	Pending	Pending	Pending	**% Score 1-3**	Pending
% Score 2	Pending	Pending	Pending	Pending	Pending	**% Score 4-5**	Pending
% Score 3+	Pending	Pending	Pending	Pending	Pending	**% Score 6-7**	Pending

Reflections	
Areas of Strength	**Areas of Need**
16th Grade: Students can do interactive games with technology (gimkits/etc) and without technology (mix and	16th Grade: Students struggle with cause and effect/logical connections with things. Instructions need to be simple and
26th Grade: Students can understand complex topics so long as there is space and time to answer questions/further	26th Grade: Students have difficulty reading and comprehending what they read.
37th Grade: Students can engage in fun but structured reviews (kahoot/gimkits) Students	37th Grade: Students lack foundational skills on vocabulary within the content and need reinforcement and constant use
7th Grade: Students are able to make connections with curre	7th Grade: Students struggled with diving into more complex

topics and including their opinion.

Frontier CP

Comprehensive Needs Assessment

COLLEGE PREP

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

	Listening	Speaking	Reading	Writing
% Beginning	2.25%	8.36%	5.47%	3.22%
% Intermediate	18.33%	45.98%	22.83%	9.32%
% Advanced	35.37%	43.73%	37.30%	33.76%
% Advanced High	44.05%	1.93%	34.41%	53.70%
% of ELL Students who grew one or more levels	89 = 28.65%			

Reflection	
Areas of Strength	**Areas of Need**
EL Population a priority on campus with tutorials and tracking and providing benchmarks. Striving to use Summit K-12 this year.	More resources for teachers for best practices when accommocating to ELs (strategies, trainings)
Communication with students and parents for test dates.	Teachers knowing the test/student data
Based on BOY presentation, T are investing in knowing more about TELPAS and our ELL students.	Students knowing about their language stregnths and weaknesses

Frontier CP

Comprehensive Needs Assessment COLLEGE PREP					
100% College Matriculation					
Matriculation %	**Matricuation % 4 year**	**Matriculation % 2 year**	**Tier 1/2 % Acceptances**	**Tier 1/2 % Matriculation**	
On track 100%	**86.25**	**13.75**	**65 13/20**	**38.75 31/80**	
Tier 1 % Matriculation	**Tier 2 % Matriculation**	**Tier 3 % Matriculation**	**Tier 4 % Matriculation**	**Senior Class CCMR %**	**Senior Class TSI Completion %**
17.5 14/80	21.25 17/80%	5%	56.25 45/80	97.5 78/80%	77.5 62/80%
Campus Data					
Senior Class ACT Average	**Junior Class ACT Average**	**Overall AP Scholars (3+ or more tests)**	**IB Medallion Scholars (Passing 3+ exams)**	**Overall % IB Diploma**	**Campus End of Year OTG**
21%	19%	12th: 28% 23/80 11th: 18% 16/91 10th: 0% 0/94	n/a	17% predicted	95.5 before summer school

Reflections	
Areas of Strength	**Areas of Need**
1Aligned GCL's with Match & Fit Meetings for Class of 22 and saw 10% increase in T1/T2 matriculations	1TSI testing needs to be a campus wide priority with key test dates throughout the year rolled out at BOY in grade
2Earlier roll out of M&F meetings in Spring for Class of '23 for Active GCL Colleges in Naviance	2Prioritize early TSI testing for struggling students in 9th to offer earlier intervention and close TSI/CCMR gap by end
3District roll out of ACT curriculum 4.Strong OTG communication to all stakeholders 5.TAMU HEC & Housing Field Lesson	3Strong ACT Prep coaching to increase lesson rigor and outcomes.

Third Section of document

What new or continuing initiatives should the campus pursue?

NEW

CSAP Parent Meeting at BOY for investment

TSI Testing for priority students in 4th quartile in 9th to have TSI data for 10th for earlier TSI intervention

CONTINUING

TSI Testing in 10th - 12th with specific dates identified before FDOS.

CCMR certification for SPED seniors

TAMU HEC Field Lesson for TAMU applying seniors

Frontier CP

Comprehensive Needs Assessment COLLEGE PREP	
Staff Quality, Recruitment, Retention	
	Percentage
% School Lead Team Retention	89%
% Instructional Support Retention	100%
% Teacher Retention	94%
% Campus Support Retention	50%
% SPED Certified Teachers	100%
% State/National Certified Teachers	0%
% State Certified Leaders	20%
% State/Board certified Counselors	100%
Number of teacher applicants per 2020-21 school year	

Reflections	
Areas of Strength	**Areas of Need**
1 Highly qualified staff in area of isntructional support.	1 Increase number of certified teachers in the area of ELL, Math, Science.
2 TCP placement on IPS rubric with high level 4 & 5 teachers.	2 Additional traiing for camups support to improve retention.
3	3

Frontier CP

Comprehensive Needs Assessment COLLEGE PREP	
Data Source: School Culture and Climate	
	Campus %
% Average Daily Attendance	93.72
% Overall Persistence	94.62
% New Student Persistence	81.48
# of Admin Withdrawals/ Level 3 Offenses	
% SPED	5.24
% ELL	
% Eco Dis	90.96
% Migrant	0.26
% Race: American-Indian-Alaska-Native	0
% Asian	0.26
% White-Hispanic	99.48
% Multi	0
% Black-African-American	0
% Native-Hawaiian-Pacific-Islander	0
% White	26
% Male	46.53
% Female	53.47

Data Source: School Culture and Climate	
Reflections	
Areas of Strength	**Areas of Need**
1Attendance. Ranked 9th out of 137 schools in the district.	1 Increase Parent Communication and attendance for family
2Academic rigour, high expectations. Ranked top school by	2 Lack of compliance for uniform policy for student culture.
3Student/Teacher celebrations. We bring joy!	3

Frontier CP

Comprehensive Needs Assessment COLLEGE PREP	
Data Source: Family and Community Involvement	
	Percentage
% Families Attended WTI	
% Families Attended Curriculum Night	N/A
% Families Who Attended EOY Ceremonies	
% Families who attended Fall Festival	N/A
% Families who attended Winter Festival	N/A
% Families who attended Spring Festival	

Reflections	
Areas of Strength	**Areas of Need**
1Communication with families through all platforms	1Additional opportunities for in-person events.
2 Persistence on campus is strong and families are returning to Frontier.	2 Continue communication via Remind and Messenger; however, consider opportunities for parents who don't
3	3

IDEA Public Schools

Hardy Academy

2022-2023 Campus Improvement Plan

Accountability Rating: C

Distinction Designations:
Academic Achievement in English Language Arts/Reading

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

Mission Statement

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

Vision

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

Core Values

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

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

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Comprehensive Needs Assessment

School Processes & Programs

School Processes & Programs Strengths

Curriculum & Instruction:

- At least one-third of IDEA students graduate with the "AP Scholar" designation, evidence of earning a qualifying score on at least three AP exams, demonstrating successful completion of college-level coursework prior to graduation.
- IDEA provides students access to accelerated instruction through the 1:1 technology device, including adaptive software for mathematics and literacy and access to hundreds of thousands of books in the district's digital library.
- IDEA curricular resources include high-quality instructional materials that earn the highest ratings on national evaluation measures.
- IDEA curriculum is regularly evaluated using a quality evaluation tool, ensuring alignment to the Texas Essential Knowledge and Skills and AP course standards, as well as the STAAR/EOC and AP exams.
- IDEA implements a variety of training opportunities for teachers and leadership staff with the goal of developing teachers' pedagogical content knowledge and leaders' coaching skills.
- For 15 years in a row, 100% of IDEA students have been accepted into college, demonstrating that IDEA academic programming is adequately preparing students for post-secondary education.
- In 2022, four IDEA schools were ranked in the top 10 Most Challenging Schools in the Nation and 13 were ranked in the top 1% of schools nationwide, by the Jay Mathews Challenge Index High School Rankings.

Special Programs

- IDEA exceeded the expected growth target for EL student performance on TELPAS in 2021 with 48% of ELs meeting that target.
- IDEA provide targeted research based instruction to students who have a 2.0 year gap in Reading and/or Math with the goal of closing that gap by 2.0 years during the school year with our initiative called Critical Student Intervention (CSI). During the 21-22 school year, 2,562 out of 6,632 students meet that goal for Reading and 703 out of 1,268 students met the goal for Math.
- IDEA is in Year 3 of our TEA awarded Autism Grant. Through this grant we were able to increase support for 195 students with autism in Rio Grande Valley and Austin who met the criteria outlined by TEA for this grant.
- IDEA submitted and was awarded a Dyslexia Grant by the TEA so that we will be able to provide increased professional development to teachers and leaders on working with students with dyslexia and increase the support resources for our students with dyslexia.

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 1 (Prioritized): There is a gap in developing professional development that is tied to address the root causes of low performance **Root Cause:** There is not a clear scope and sequence on how to support teachers and leaders that is tied to low performance.

Problem Statement 2 (Prioritized): There is a gap in leaders developing their core calendars that is aligned to student performance and being strategic on how to respond to the data **Root Cause:** Core calendars have not been developed strategically that is aligned the student gaps: academic achievement and culture.

Priority Problem Statements

Problem Statement 1: Student persistence is low

Root Cause 1: There has been not been clear communication around school culture, including student persistence and a joyful culture. We have many students that have moved to different campus of choice as it is a convenience and closer to their place of residence. There is a breakdown in communication due to the follow up from the campus.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Average daily attendance was low.

Root Cause 2: There has been a lack in parent communication and creating a joyful atmosphere for all students. Parents have indicated that there is not enough options when it comes to electives for students.

Problem Statement 2 Areas: Demographics

Problem Statement 3: There is a high staff turnover rate and greater places to work data is low.

Root Cause 3: Use regular temperature checks and surveys for staff in order to analyze the data and respond to it.

Problem Statement 3 Areas: Perceptions

Problem Statement 4: There is low parent engagement with the campus.

Root Cause 4: Leverage the school counselor to develop events (calendar) that support the community (parents and students)

Problem Statement 4 Areas: Perceptions

Problem Statement 5: There is a gap in developing professional development that is tied to address the root causes of low performance

Root Cause 5: There is not a clear scope and sequence on how to support teachers and leaders that is tied to low performance.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: There is a gap in leaders developing their core calendars that is aligned to student performance and being strategic on how to respond to the data

Root Cause 6: Core calendars have not been developed strategically that is aligned the student gaps: academic achievement and culture.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: There is a gap when it comes to unpacking the key points of an objective.

Root Cause 7: There is a lack of clarity in the know and show charts and how to align lessons to the objective.

Problem Statement 7 Areas: Student Learning

Problem Statement 8: There is a gap of tracking student data and responding to student data immediately.

Root Cause 8: We will create trackers to track student data and respond to the data by forming a re-teaching plan to respond to the data.

Problem Statement 8 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) 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
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local benchmark or common assessments data
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

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

Support Systems and Other Data

- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

Goals

Goal 1: Increase staff retention

Performance Objective 1: Increase and maintain 85% of Staff Retention

High Priority

Evaluation Data Sources: Employment retention data, GPTW surveys, Exit surveys

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Celebrating teachers publicly for meeting instructional/CMC expectations. Monthly Bulletin Board contest Provide teachers with lesson plan feedback Monthly mixers Survey teachers feedback every month on their needs				

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: All IDEA students matriculate to college

Performance Objective 1: 100% of scholars are on track to pass their current grade level.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Track progress of students Communicate to parents of PTG				

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: All IDEA students matriculate to college

Performance Objective 2: By the end of the 2022-23 school year, IDEA Lake HArdy Academy will receive an A-rating from TEA in Domains I and III by scholars achieving the Approaches/Meets/Masters goals for our campus as well as 60% of SpEd scholars earn Approaches, including but not limited to scholars that qualify for HB4545 in math and reading.

Evaluation Data Sources: ALC meeting
Small group intervention
Track number of Masters scholars
Scripted higher-order thinking questions in lesson plans
Strategic grouping of students based on full-scale assessments

Goal 3: IDEA achieves an A rating

Performance Objective 1: Campus will earn an overall rating A by achieving 90% for Domain 3

High Priority

Evaluation Data Sources: TEA accountability reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Track progress towards goals Provide real time feedback and coaching to teachers. Have SWAMS				

 No Progress Accomplished Continue/Modify Discontinue

Goal 4: Increase student daily attendance

Performance Objective 1: Increase ADA of 97% by end of school year

High Priority

Evaluation Data Sources: Daily tracking of absences
ADA escalation matrix

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Have monthly incentives for students Positive Phone Call to parents				

 No Progress Accomplished Continue/Modify Discontinue

Goal 5: Increase student persistence

Performance Objective 1: 90 percent student persistence

High Priority

Evaluation Data Sources: Locus Student Persistence for Current and New IDEA Families

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Quarterly family engagement events Daily and weekly student incentives Check-ins with students of concern Weekly grade level celebrations Extra-curricular activities				

 No Progress Accomplished Continue/Modify Discontinue

Goal 5: Increase student persistence

Performance Objective 2: By the eleventh day of the 2023-24 school year, IDEA Hardy Academy will have 100% of its Staff complete BOY Crisis Management / Emergency Response Training.

Evaluation Data Sources: Roadmap training from district
Campus crisis team meeting

Goal 5: Increase student persistence

Performance Objective 3: By the end of 22-23 school year, IDEA Hardy Academy will be named America's Healthiest Schools.

Evaluation Data Sources: Fitness Gram
CNP Audits
Health Station Audits

Title I Personnel

Name	Position	Program	FTE
	INTERVENTIONIST		1
	INTERVENTIONIST		1
	INTERVENTIONIST		1

Addendums

Master CNA & SAIP Reporting Checklist

				PTG	56%	PTG	0%
DEPT	**Data Sources**	**Data Tabs**	**Guidance**	**Status**	**Principal Notes or Questions**	**VP Verification**	**Notes & Next Steps**
ACADEMY	KEYS Tab (Tab 3)	Student Achievement Improvement Plan 2021-2022 School Year	This SAIP plan will require logging concrete initiatives put in place for student improvement, as well as their associated timelines, resoures, and responsible staff. Each initiative will be tracked mid-year and at the end of the year. Mid-year assessments should be completed by each campus between December 1, 2022 and no later than January 31, 2023.	Complete		Action Required	
	Locus Dashboards: CSI, STARR, AP CampusIB Reports EOY Assessments	Comprehensive Needs Assessment 2022 English Language Arts	These pages should include the percentage of students who achieved each listed score for the 2021-2022 School Year. For each subject, list a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete		Action Required	
		Comprehensive Needs Assessment 2022 Math		Pending	Pending Math STAAR Results	Action Required	
		Comprehensive Needs Assessment 2022 Science		Complete		Action Required	
		Comprehensive Needs Assessment 2022 Humanities		Complete		Action Required	
	State TELPAS Report	Comprehensive Needs Assessment 2022 TELPAS	This data set will outline the percentage of students that earned proficiency in the areas of Listening, Speaking, Reading, and Writing, as indicated in the State TELPAS report. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Pending	TELPAS results Needed	Action Required	
	Locus Dashboard: Staff Retention	Staff Quality, Rentention, & Recruitment 2021-2022 School Year	Under the %SPED Data Point, this should reflect the percentage of SPED certified teachers, compared to the overall SPED staff. Under number of teacher applicants, note how many teachers were interviewed by campus leaders for positions during the 2021-2022 School Year. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete		Action Required	
	Locus Dashboards: Student Persistence, Enrollment, ADA	School Culture & Climate 2021-2022 School Year	For the Withdrawals/Level 3 Offenses data point, list the number of withdrawals or offenses. All other data points should reflect percentages. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Pending		Action Required	
	Campus Academic Counselor Tracking Systems	2022 Family & Community Involvement	In addition to listing data percentages, list a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Pending		Action Required	

Last Updated

Hardy

2021-22 Student Achievement Improvement Plan

ACADEMY

APO	Initiatives	Needs Assess.	Special Pops.	Person(s) Responsible	Timeline Start/End	Resources: Human/ Material/Fiscal	Documentation	Formative Evaluation
1E	3rd Interventionist	S	SE	Principal	07/22-06/23	Human		STAAR
2C	PTO		AR	School Counselor	07/22-06/23	Human/Material/Fiscal		EOY Persistence
2B	Spring Festival		AR	School Counselor	07/22-06/23	Human/Material/Fiscal		EOY ADA

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

Annual Performance Objectives (APO)

PRIORITY #1: Students Graduate College-Ready

1A. % of graduates who matriculate to a College or University: 100%

1B. % of graduates matriculate to a Tier I/II College or University: 15% | 25%

1C. % of Seniors accepted to a College or University: 100%

1D. % of Seniors named AP scholars | Earn IB diploma: 30% | 25%

1E. Earned State Rating: A

1F. % Basic | % Mastery | % Advanced on LEAP: 82% | 44% | 11%

1G. % Approaches | % Meets | % Masters on STAAR/EOC: 90% | 60% | 30%

1H. % Level 3 | % Level 4 | % Level 5 on FSA/FSAA: 70% | 40% | 20%

1I. % of Pre-K-2nd Students End The Year On/Above Grade Level in Reading - Year 1 Campuses | Year 2 Campuses: 80% | 90%

1J. % of students in CSI achieve 2 years growth in Reading | Math (measured by Ren STAR) 50% | 60%

1K. Average ACT score: 21

1L. % of students graduating college in 4 | 6 years: 25% | 55%

PRIORITY #2: Build a Strong & Sustainable Organization

2A. % Teacher Retention | Employee Retention: 85% | 85%

2B. 80% composit score on GPTW: 82%

2B. %Average Daily Attendance: 97.50%

2C. New Student Persistence: 90%

2D. Operating Income: $133M

2E. FIRST Rating: A

PRIORITY #3: Achieve Mission at Scale

3A. % of students with low socio-economic status: 80%

3B. Enrollment in August 2020: 83,894

3C. Schools in operation in August 2020: 149

3D. Total Funds Raised (millions): $93M

Needs Assessment

S-STAAR

D-DIBELS

E-EOC

A-ACT

RR-Reading Renaissance

ST-STAR for Math

DR-Discipline Report

AP-AP Tests

O-Other

Special Populations

All

AR-At Risk

ELL-English Language Learners

ED-Economically Disadvantaged

M-Migrant

SE-Special Education

Hardy

Comprehensive Needs Assessment
ACADEMY

Data Sources: Eureka Math & Electives Academy

	DISTAR Pre-K on Grade Level	Eureka Kinder on Grade Level	Eureka First on Grade Level	Eureka Second on Grade Level	% Math Masters Pk-2	Pk-2 MM Goal Met/Not Met
% Students		93%	65%	35%	13%	Not met

Data Source: STAAR Academy

	STAAR Math Grade 3	STAAR Math Grade 4	STAAR Math Grade 5	% Math Masters 3-5	3-5 MM Goal Met/Not Met
% Approaches	44	38		90%	90/10
% Meets	19	8			
% Masters	10	1			
% Student Achievement Average	24	16			
% Meet 2 year growth		66			

Data Source: CSI Academy

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

Reflections	
Areas of Strength	**Areas of Need**
1 Leader leaning in to support content and to support with Teacher Content Knowledge Gap	1 Lesson Plan Feedback and alignment to standard
2 Lesson Rehearsal daily; expectations for exemplars	2 Differentiation support for special population students
3. Alignment to DI	3 Clear outcomes for Planning with teachers and clear procedures for Lesson internalization

Hardy

Comprehensive Needs Assessment
ACADEMY

Data Sources: DI ELA & Electives

	DI Pre-K on Grade Level	DI Kinder on Grade Level	DI First on Grade Level	DI Second on Grade Level	% Royal Readers	% Word Masters
% Students		48	28	51		

RR Goal Met/Not Met	WM Goal Met/Not Met

Data Source: STAAR

	STAAR Reading Grade 3	STAAR Reading Grade 4	STAAR Writing Grade 3	STAAR Writing Grade 4
% Approaches	54%	65		
% Meets	29%	40		
% Masters	17%	20		
SAS				
% Student Achievement Average	34	42		

Data Source: CSI

% Meeting CSI Goal	Reading AC CSI
% CSI (EOY Ren.)	5%
% of CSI Passing STAAR	5%
% of SPED Passing STAAR	33%

Reflections

Areas of Strength	Areas of Need
1 Lesson planning support for teachers	1 Criteria for Success that is aligned to the know/show
2 Writing teacher was able to create a double dose of reading support in preparation for STAAR	2 Progress Monitoring
	3 Dyslexia Teacher for Reading Success

Hardy

Comprehensive Needs Assessment ACADEMY						
Data Sources: Science Pk-2						
	Science Pre-K on Grade Level	**Science Kinder on Grade Level**	**Science First on Grade Level**	**Science Second on Grade Level**	**Science Third on Grade Level**	**Science Fourth on Grade Level**
% Students						
Data Source: Science 3-5						
	STAAR Science Grade 5					
% Approaches						
% Meets						
% Masters						
% Student Achievement Average						

Reflections	
Areas of Strength	**Areas of Need**
1 Students have a desire to learn within the content	1 Clear planning criteria and follow up with coaching and teachboost feedback
2 Pre-Written curriculum with Scope and Sequence	2 Clear planning criteria and tight loop follow up with coaching and teachboost feedback

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Comprehensive Needs Assessment ACADEMY							
Data Sources: Humanities Pk-2							
	Humanities Pre-K on Grade Level	**Humanities Kinder on Grade Level**	**Humanities First on Grade Level**	**Humanities Second on Grade Level**	**Humanities Third on Grade Level**	**Humanities Fourth on Grade Level**	**Humanities Fifth on Grade Level**
% Students							

Reflections	
Areas of Strength	**Areas of Need**
1 Teachers hired have an interest in the content	1 Teacher with Humanites content knowledge and ability to convey knowledge at the student level
2 Supplemental Activities have been planned and embedded in the school calendar	2 Clear planning criteria and tight loop follow up with coaching and teachboost feedback

Hardy

Comprehensive Needs Assessment

ACADEMY

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

	Listening	Speaking	Reading	Writing	% of ELL Students who grew one or more levels
% Beginning	12%	40%	30%	39.00%	42%
% Intermediate	35%	38%	32%	26%	
% Advanced	37%	18%	23%	27%	
% Advanced High	17%	4%	12%	15%	

Reflections	
Areas of Strength	**Areas of Need**
1 Writing Classes in 2-5 embedded in W/W	1 Writing more constantly in grades 3-5
2 RMT K-2 offered more writing supports to encourage achievement	2 Writing across curricula
	3 Clear planning criteria and tight loop follow up with coaching and teachboost feedback

Hardy

Comprehensive Needs Assessment	
ACADEMY	
Staff Quality, Recruitment, Retention	
	Percentage
% School Lead Team Retention	86
% Instructional Support Retention	100
% Teacher Retention	93
% Campus Support Retention	100
% SPED Teachers	50
% State/National Certified Teachers	2
% State Certified Leaders	0
% State/Board certified Counselors	0
Number of teacher applicants per 2020-21 school year	N/A

Reflection	
Areas of Strength	**Areas of Need**
1 APO is strong with record of results and ready to lean-in where needed	1 Strong FM with tech-savvy and commitment to excellence for kids
2 Teachers are coachable with a desire to Get Better Faster	2 Clear expectations for teachers and campus leaders at the beginning of the school year to ensure student success

Hardy

Comprehensive Needs Assessment ACADEMY	
Data Source: School Culture and Climate	
	Campus %
% Average Daily Attendance	91.49%
% Overall Persistence	85.1
% New Student Persistence	86.1
# of Admin Withdrawals/ Level 3 Offenses	6
% SPED	8.04%
% ELL	58.60%
% Eco Dis	88%
% Migrant	0%
% Race: American-Indian-Alaska-Native	1%
% Asian	1.00%
% White-Hispanic	79.52%
% Multi	0.90%
% Black-African-American	17.20%
% Native-Hawaiian-Pacific-Islander	0%
% White	2.94%
% Male	54.48%
% Female	45.52%

Data Source: School Culture and Climate	
Reflections	
Areas of Strength	**Areas of Need**
1 Weekly Parent Calls from Homeroom Teachers	1 Clear Behavior System
2 Regular communication with parents	2 Teachers clarity on expectations
	3 Relationships built with Teachers and Students and Leaders

Hardy

Comprehensive Needs Assessment ACADEMY	
Data Source: Family and Community Involvement	
	Percentage
% Families Attended WTI	100%
% Families Attended Curriculum Night	50%
% Families Who Attended EOY Ceremonies	95%
% Families who attended Fall Festival	85%
% Families who attended Winter Festival	95%
% Families who attended Spring Festival	N/A

Reflection	
Areas of Strength	**Areas of Need**
1. Teacher Buy-in and support for planning events	1. Having a Winter and Spring Festival
2. Desire for school events	2. Need for a PTO to ensure teachers arent burned out
3. Strong Ops team	3. Joy committee

IDEA Public Schools

Hardy College Prep

2022-2023 Campus Improvement Plan

Accountability Rating: B

Distinction Designations:
Academic Achievement in English Language Arts/Reading
Academic Achievement in Mathematics

Board Approval Date: October 21, 2022
Public Presentation Date: September 15, 2022

Mission Statement

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

Vision

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

Core Values

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

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

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Comprehensive Needs Assessment

Demographics

Demographics Strengths

“See PDF in Addendum for more information.”

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): We need to improve on our overall ADA to 97% or higher. **Root Cause:** We have not consistently communicated to parents the impact of lost instruction on student achievement.

Problem Statement 2 (Prioritized): We focus on ensuring that all of our 8th graders have an attendance plan to avoid any potential drop outs. **Root Cause:** We are not consistently communicating to families the consequences for excessive absences and the impact on student achievement.

Student Learning

Student Learning Strengths

“See PDF in Addendum for more information.”

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Students are scoring less than 90% approaches on unit exams in reading and math. **Root Cause:** Daily tier 1 instruction is often lacking in rigor because CFUs and exit tickets are not aligned to the rigor of STAAR.

Problem Statement 2 (Prioritized): Special Education students aren't provided the ongoing supports and accommodations they need to be successful. **Root Cause:** Special Ed teachers are not providing ongoing services for students because they are being used in other capacities on campus.

School Processes & Programs

School Processes & Programs Strengths

Curriculum & Instruction:

- At least one-third of IDEA students graduate with the "AP Scholar" designation, evidence of earning a qualifying score on at least three AP exams, demonstrating successful completion of college-level coursework prior to graduation.
- IDEA provides students access to accelerated instruction through the 1:1 technology device, including adaptive software for mathematics and literacy and access to hundreds of thousands of books in the district's digital library.
- IDEA curricular resources include high-quality instructional materials that earn the highest ratings on national evaluation measures.
- IDEA curriculum is regularly evaluated using a quality evaluation tool, ensuring alignment to the Texas Essential Knowledge and Skills and AP course standards, as well as the STAAR/EOC and AP exams.
- IDEA implements a variety of training opportunities for teachers and leadership staff with the goal of developing teachers' pedagogical content knowledge and leaders' coaching skills.
- For 15 years in a row, 100% of IDEA students have been accepted into college, demonstrating that IDEA academic programming is adequately preparing students for post-secondary education.
- In 2022, four IDEA schools were ranked in the top 10 Most Challenging Schools in the Nation and 13 were ranked in the top 1% of schools nationwide, by the Jay Mathews Challenge Index High School Rankings.

Special Programs

- IDEA exceeded the expected growth target for EL student performance on TELPAS in 2021 with 48% of ELs meeting that target.
- IDEA provide targeted research based instruction to students who have a 2.0 year gap in Reading and/or Math with the goal of closing that gap by 2.0 years during the school year with our initiative called Critical Student Intervention (CSI). During the 21-22 school year, 2,562 out of 6,632 students meet that goal for Reading and 703 out of 1,268 students met the goal for Math.
- IDEA is in Year 3 of our TEA awarded Autism Grant. Through this grant we were able to increase support for 195 students with autism in Rio Grande Valley and Austin who met the criteria outlined by TEA for this grant.
- IDEA submitted and was awarded a Dyslexia Grant by the TEA so that we will be able to provide increased professional development to teachers and leaders on working with students with dyslexia and increase the support resources for our students with dyslexia.

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 1 (Prioritized): All Tier 2 leaders who are coaching teachers are not knowledgeable on how to develop teachers to improve learning outcomes for students. **Root Cause:** Our district has not required all leaders to become certified, which has produced a disjointed approach to leading schools without the proper knowledge and education for all students.

Problem Statement 2 (Prioritized): Less than 85% of teachers and leaders are returning each year to build instructional consistency for a high performing school to thrive. **Root Cause:** There is a lack of information during the interview process about the teacher expectations of what is required of staff to meet the goals of IDEA public schools.

Priority Problem Statements

Problem Statement 1: We focus on ensuring that all of our 8th graders have an attendance plan to avoid any potential drop outs.

Root Cause 1: We are not consistently communicating to families the consequences for excessive absences and the impact on student achievement.

Problem Statement 1 Areas: Demographics

Problem Statement 2: We need to improve on our overall ADA to 97% or higher.

Root Cause 2: We have not consistently communicated to parents the impact of lost instruction on student achievement.

Problem Statement 2 Areas: Demographics

Problem Statement 3: All Tier 2 leaders who are coaching teachers are not knowledgeable on how to develop teachers to improve learning outcomes for students.

Root Cause 3: Our district has not required all leaders to become certified, which has produced a disjointed approach to leading schools without the proper knowledge and education for all students.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Less than 85% of teachers and leaders are returning each year to build instructional consistency for a high performing school to thrive.

Root Cause 4: There is a lack of information during the interview process about the teacher expectations of what is required of staff to meet the goals of IDEA public schools.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: Our family events are not engaging for families to learn how to support their children at home.

Root Cause 5: Our family events are not all -inclusive and organized with an instructional focus that provides resources

Problem Statement 5 Areas: Perceptions

Problem Statement 6: We do not host family involvement that addresses the whole child.

Root Cause 6: We have not developed a family engagement committee to plan out family events that will lead to positive student outcomes, including improved child and student achievement, decreased disciplinary issues, improved parent-teacher and teacher-student relationships, and improved school environment.

Problem Statement 6 Areas: Perceptions

Problem Statement 7: Special Education students aren't provided the ongoing supports and accommodations they need to be successful.

Root Cause 7: Special Ed teachers are not providing ongoing services for students because they are being used in other capacities on campus.

Problem Statement 7 Areas: Student Learning

Problem Statement 8: Students are scoring less than 90% approaches on unit exams in reading and math.

Root Cause 8: Daily tier 1 instruction is often lacking in rigor because CFUs and exit tickets are not aligned to the rigor of STAAR.

Problem Statement 8 Areas: Student Learning

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

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- 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
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- School safety data
- Enrollment trends

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data

Parent/Community Data

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

Support Systems and Other Data

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

Goals

Goal 1: Increase staff retention

Performance Objective 1: Increase and maintain 85% of Staff Retention.

High Priority

Evaluation Data Sources: GPTW September and GPTW January
Monthly touch points

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Celebrating teachers who met Q1 PTG Consistently acknowledging teachers publicly for meeting instructional/CMC expectations. Monthly Bulletin Board contest Perfect attendance contests each month Provide teachers with lesson plan feedback Monthly mixers Survey teachers feedback every month on their needs **Strategy's Expected Result/Impact:** To solicit staff input and create a sense of care **Staff Responsible for Monitoring:** Principal, Angel Kirby	0%	0%		

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: All IDEA students matriculate to college

Performance Objective 1: 100% of scholars are on track to pass their current grade level.

High Priority

Evaluation Data Sources: Progress Reports, Report Cards, Daily Exit Ticket Sort Tracker, Mock and Semester Exams, STAAR results

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Track progress of students after each assessment Communicate to parents of PTG during 6 weeks parent meetings	0%	0%		

 No Progress Accomplished Continue/Modify Discontinue

Goal 3: IDEA achieves an A rating

Performance Objective 1: Scholars in grades 6 through 9 will hit 90% approaches, 60% meets, and 30% masters on Reading and Math STAAR, Biology EOC, Algebra 1 EOC, and Spanish I EOC.

High Priority

Evaluation Data Sources: STAAR and EOC

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Track progress towards goals Provide real time feedback and coaching to teachers. Have SWAMS				

 No Progress Accomplished Continue/Modify Discontinue

Goal 4: Increase student daily attendance

Performance Objective 1: Increase and maintain 97% Student ADA Attendance

High Priority

Evaluation Data Sources: Daily ADA

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Daily: Whenever grade level meets ADA; free seating at lunch Weekly: Raffles (spirit shirts/hoodies/electronics) EOY: Camp Rio (No more than5 absences 9/12-5/12) May 15th				

 No Progress Accomplished Continue/Modify Discontinue

Goal 5: Increase student persistence

Performance Objective 1: Increase and/or maintain 90% of new students persistence

High Priority

Evaluation Data Sources: Persistence tracker

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Ensure student incentives are consistent: Counselor will lead out on daily/weekly incentives. Every Thursday (game day) is huddle for students to be recognized. Conduct parent meetings every 6 weeks.				

 No Progress Accomplished Continue/Modify Discontinue

State Compensatory

Budget for Hardy College Prep

Total SCE Funds:
Total FTEs Funded by SCE: 24
Brief Description of SCE Services and/or Programs

Personnel for Hardy College Prep

Name	Position	FTE
Allan McFarlane	Algebra 1	1
Alondria Blueford	6th ELA Teacher	1
Angel Kirby	Principal	1
Annette Boles	SPED Inclusion	1
Bolaji Isijola	6th-8th SPED/Rise Teacher	1
Ezekiel Vaughn	6th- 7th Humanities Teacher	1
Jessica Edwards-Watts	6th-8th SPED Teacher	1
Jessica Parson	6th Math Teacher	1
Joshua Shipman	Social Studies Teacher	1
Karina Valdez	Administrative Assistant	1
Kristeney Fenceroy	Counselor	1
Kristy Allen	6th-8th SPED Co Teacher	1
Larry Clark	6th Science Teacher	1
Linwood Banks	6th-8th Interventionist	1
Lourdes Benavides	Spanish Teacher	1
Michelle Perez	Registrar	1
Mikayla Williams	8th ELA Teacher	1
Peyton Simms	6th-7th Hot Spot Facilitator	1
Sabrina Baker-Henderson	7th ELA Teacher	1

Name	Position	FTE
Shalona Brown-Bowick	6th-7th Writing Teacher	1
Simone Beasley	7th Math Teacher	1
Tanai Reed	6th-7th AR Zone Facilitator	1
Tynil Allen	Biology	1
Zacorian Blueford	Testing Coordinator	1

Title I Personnel

Name	Position	Program	FTE
	INTERVENTIONIST		1

Addendums

Master CNA & SAIP Reporting Checklist

				PTG	30%	PTG	0%
DEPT	**Data Source**	**Data Tabs**	**Guidance**	**Status**	**Principal Notes or Questions**	**VP Verification**	**Notes & Next Steps**
College Prep	KEYS Tab (Tab 3)	Student Achievement Improvement Plan 2021-2022 School Year	This SAIP plan will require logging concrete initiatives put in place for student improvement, as well as their associated timelines, resources, and responsible staff. Each initiative will be tracked mid-year and at the end of the year. Mid-year assessments should be completed by each campus between December 1, 2022 and no later than January 31, 2023.	Pending		Pending	
	Locus Dashboards: CIS STARR, AP Campus IB Reports EOY Assessments	Comprehensive Needs Assessment 2022 English Language Arts	These Pages should include the percentage of students who achieved each listed score for the 2021-2022 School Year. For each subject, list a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete		Complete	
		Comprehensive Needs Assessment 2022 Math		Complete		Complete	
		Comprehensive Needs Assessment 2022 Science		Complete		Complete	
		Comprehensive Needs Assessment 2022 Humanities		Pending		Pending	
	State TELPAS Report	Comprehensive Needs Assessment 2022 TELPAS	This data set will outline the percentage of students that earned proficiency in the areas of Listening, Speaking, Reading, and Writing, as indicated in the State TELPAS report. Llist a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Pending		Pending	
	Locus Dashboards: ACT, AP, TSI Campus IB Reports Campus Matriculation Reports	100% College Matriculation 2021-2022 School Year	This page will only be applicable to campuses that had graduating classes in the Spring of 2022. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Pending		Pending	
	Locus Dashboard: Staff Rentention	Staff Quality, Retention, & Recruitment 2021-2022 School Year	Under the %SPED Data Point, this should relfect the percentage of SPED certified teachers, compared to the overall SPED staff. Under number of teacher applicants, note how many teachers were interviewed by campus leaders for positions during the 2021-2022 School Year. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Pending		Pending	
	Locus Dashboards: Student Persistence, Enrollment, ADA	School Culture & Climate 2021-2022 School Year	For the Withdrawals/Level 3 Offenses data point, list the number of withdrawals or offenses. All other data points should reflect percentages. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Pending		Pending	
	Campus Academic Counselor Tracking Systems	2022 Family & Community Involvement	In addition to listing data percentages, list a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Pending		Pending	

IDEA Public Schools

Harlingen Academy

2022-2023 Campus Improvement Plan

Accountability Rating: A

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

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

Mission Statement

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

Vision

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

Core Values

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

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

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Comprehensive Needs Assessment

Revised/Approved: September 15, 2022

Demographics

Demographics Summary

IDEA Harlingen Academy was founed in Aug 2020 where it began to service the Harlingen community with Kinder, 1st, 2nd and 5th grade scholars. Last year 80% of our scholars were eco discadvantage. This year we are proud to say we met our enrollment goal and serve over 600 scholars in K-5th grade. We are proud to have a large community of lifeskill scholars in our RISE program.

Demographics Strengths

See PDF in Addendum for more information.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Lack of onboarding new students (expectations, rigor in academics, etc.) **Root Cause:** 1. Enrolling students prior to the first day of school doesn't allow us to correctly onboard them to the expectations of the campus. 2. Parents are unware of the IDEA culture, expectations and form of communication so they withdraw new students within the first semester.

Problem Statement 2 (Prioritized): Not meeting enrollment prior to the FWOS to ensure all students are onboarded in the summer. **Root Cause:** 1. We did not offer K-5th grade at our campus so when we found siblings they would rather enroll else where to keep all family together. 2. No clear plan for our enrollment coordinator to ensure we hit all communities surrounding Harlingen.

Student Learning

Student Learning Summary

We achieved a rating of A by TEA meeting the ELA, Math, Post-Secondary Readiness, and comparative closing the gaps distinctions. Traditionally a stand alone 3rd grade campus doesn't achieve these ratings. Our scholars exceeded the master and meets performance bands of the state and overall the IDEA district. We averaged 90% of our kindergarten scholars to be reading at or above their grade level.

Grade/Test	Entity	Approaches	Meets	Masters
3rd Reading	IDEA District	76%	50%	28%
	Texas	77%	52%	31%
	IDEA Harlingen	84%	62%	33%
3rd Math	IDEA District	68%	38%	17%
	Texas	70%	42%	21%
	IDEA Harlingen	85%	65%	33%

Student Learning Strengths

See PDF in addendum for more information.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Critical/SPED scholars are not achieving approaches in STAAR **Root Cause:** 1. Finding the right accommodations for our students that are EL or SPED. 2. Ensuring that teachers and students are using the accommodations throughout the days and during STAAR testing. 3. Curriculum is to advanced for our critical scholars.

Problem Statement 2 (Prioritized): Low % of growth on TELPAS to achieve Advanced High or growth of 1 composite score. **Root Cause:** 1. Teachers are not pushing all scholars to write/speak in complete sentences in all subjects. 2. Teachers are not aware of their scholars and accomodations.

School Processes & Programs

School Processes & Programs Summary

At our campus we develop leaders by coaching them through our School Leadership Levers. By following the school leadership lever 6A: Leading other Leaders we are able to follow up and prioritize our progress towards goals, provide 2-way feedback and accoutnability. We have operating mechanisms in place to ensure we follow up daily by having huddles, tacticals, strategy meetings, and stepbacks. We support the development of teachers by observing them each week, providing feedback and assigning an action step. We track student achievement data to make daily decisions.

See PDF in Addendum for more information.

School Processes & Programs Strengths

Curriculum & Instruction:

- At least one-third of IDEA students graduate with the "AP Scholar" designation, evidence of earning a qualifying score on at least three AP exams, demonstrating successful completion of college-level coursework prior to graduation.
- IDEA provides students access to accelerated instruction through the 1:1 technology device, including adaptive software for mathematics and literacy and access to hundreds of thousands of books in the district's digital library.
- IDEA curricular resources include high-quality instructional materials that earn the highest ratings on national evaluation measures.
- IDEA curriculum is regularly evaluated using a quality evaluation tool, ensuring alignment to the Texas Essential Knowledge and Skills and AP course standards, as well as the STAAR/EOC and AP exams.
- IDEA implements a variety of training opportunities for teachers and leadership staff with the goal of developing teachers' pedagogical content knowledge and leaders' coaching skills.
- For 15 years in a row, 100% of IDEA students have been accepted into college, demonstrating that IDEA academic programming is adequately preparing students for post-secondary education.
- In 2022, four IDEA schools were ranked in the top 10 Most Challenging Schools in the Nation and 13 were ranked in the top 1% of schools nationwide, by the Jay Mathews Challenge Index High School Rankings.

Special Programs

- IDEA exceeded the expected growth target for EL student performance on TELPAS in 2021 with 48% of ELs meeting that target.
- IDEA provide targeted research based instruction to students who have a 2.0 year gap in Reading and/or Math with the goal of closing that gap by 2.0 years during the school year with our initiative called Critical Student Intervention (CSI). During the 21-22 school year, 2,562 out of 6,632 students meet that goal for Reading and 703 out of 1,268 students met the goal for Math.
- IDEA is in Year 3 of our TEA awarded Autism Grant. Through this grant we were able to increase support for 195 students with autism in Rio Grande Valley and Austin who met the criteria outlined by TEA for this grant.
- IDEA submitted and was awarded a Dyslexia Grant by the TEA so that we will be able to provide increased professional development to teachers and leaders on working with students with dyslexia and increase the support resources for our students with dyslexia.

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

See PDF Addendum for more information.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Quality of applicants for roles were not as high quality and diverse as they could be. **Root Cause:** 1. We are only receiving 3 applications per role, majority of the time they do not get hired due to poor quality of interview or execution of sample teach. 2. We are only hiring those who are referred by teachers who are already working here or substitutes from Kokua.

Problem Statement 2 (Prioritized): SPED teachers are not being retained at IDEA **Root Cause:** 1. We do not provide behavior units so we have our SPED teachers support these students daily which can get exhausting. 2. There is a large amount of students on caseloads

Perceptions

Perceptions Summary

This year we have struggled with behavior incidents and being able to receive parent support. Mid year we created an excel sheet to help track scholars who had frequent behavior incidents to activate parent meetings and collobarte to effective solution. Our first year our teacher retention was at 72% and this past year we achieved 85% teacher retention. We conduct a listening tour to be able to receive feedback from our staff in the fall and implement feedback in the spring. One of the most effective strategies that came from listening tours was that of our school committees. These committees are lead by our grade team leaders and allow teachers to voice their opinions on student, staff and parent events. In our great places to work survey we averaged a 89% on people agree that this is a great place to work.

See PDF in addendum for more information

Perceptions Strengths

See PDF in addendum for more information

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): We are not able to retain over 90% of new to IDEA families. **Root Cause:** 1. We did not have a clear onboarding plan for those families who did not attend WTI/Meet The Teacher/ etc. 2. We do not provide door drop off by our school buses.

Problem Statement 2 (Prioritized): Low participation in family engagement events. **Root Cause:** 1. Due to COVID a lot of families do not want to participate in events that we are not able to require 100% of people to wear their masks. 2. Curbside events were not consistent.

Priority Problem Statements

Problem Statement 1: Lack of onboarding new students (expectations, rigor in academics, etc.)

Root Cause 1: 1. Enrolling students prior to the first day of school doesn't allow us to correctly onboard them to the expectations of the campus. 2. Parents are unware of the IDEA culture, expectations and form of communication so they withdraw new students within the first semester.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Not meeting enrollment prior to the FWOS to ensure all students are onboarded in the summer.

Root Cause 2: 1. We did not offer K-5th grade at our campus so when we found siblings they would rather enroll else where to keep all family together. 2. No clear plan for our enrollment coordinator to ensure we hit all communities surrounding Harlingen.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Low % of growth on TELPAS to achieve Advanced High or growth of 1 composite score.

Root Cause 3: 1. Teachers are not pushing all scholars to write/speak in complete sentences in all subjects. 2. Teachers are not aware of their scholars and accomodations.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Critical/SPED scholars are not achieving approaches in STAAR

Root Cause 4: 1. Finding the right accommodations for our students that are EL or SPED. 2. Ensuring that teachers and students are using the accommodations throughout the days and during STAAR testing. 3. Curriculum is to advanced for our critical scholars.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Quality of applicants for roles were not as high quality and diverse as they could be.

Root Cause 5: 1. We are only receiving 3 applications per role, majority of the time they do not get hired due to poor quality of interview or execution of sample teach. 2. We are only hiring those who are referred by teachers who are already working here or substitutes from Kokua.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: SPED teachers are not being retained at IDEA

Root Cause 6: 1. We do not provide behavior units so we have our SPED teachers support these students daily which can get exhausting. 2. There is a large amount of students on caseloads

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: We are not able to retain over 90% of new to IDEA families.

Root Cause 7: 1. We did not have a clear onboarding plan for those families who did not attend WTI/Meet The Teacher/ etc. 2. We do not provide door drop off by our school buses.

Problem Statement 7 Areas: Perceptions

Problem Statement 8: Low participation in family engagement events.

Root Cause 8: 1. Due to COVID a lot of families do not want to participate in events that we are not able to require 100% of people to wear their masks. 2. Curbside events were not consistent.

Problem Statement 8 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations

Student Data: Assessments

- 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
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Texas approved PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Class size averages by grade and subject

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Communications data

Goals

Goal 1: Increase staff retention

Performance Objective 1: 80% Great Place to Work Trust Index Survey Agreement for IDEA Texas employees for 22-23 school year

High Priority

Evaluation Data Sources: Great Place to Work annual survey administered by third party in January, 2023

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Comprehensive communication and tracking plans to ensure high completion rate. **Strategy's Expected Result/Impact:** Ensure high completion rates that lead to broad stakeholder input **Staff Responsible for Monitoring:** Direct Managers, Assistant Principals of Instruction, Principal, Talent Management Team VP of Talent Management - Elise Gilbert **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning	25%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Data analysis and resources provided to managers to interpret and act on the survey results and include an action plan to end the year strong. **Strategy's Expected Result/Impact:** Improved employee engagement **Staff Responsible for Monitoring:** Direct Managers, Assistant Principals, Principal **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning	25%			

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 1: Increase staff retention

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.

High Priority

Evaluation Data Sources: Cornerstone

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Communication regarding each staff development cycle is sent a month in advance of each cycle's start date. Timelines for monitoring: Goal Setting 9/6 - 10/14, 2x2 conversations 11/28-1/31, Annual Performance Reviews (APRs) 4/17-6/13Formative evaluation includes benchmark progress on a weekly basis. **Strategy's Expected Result/Impact:** Completion and investment in staff development **Staff Responsible for Monitoring:** Assistant Principals of Instruction, Principal, Human Assets - Talent Development Team VP of Talent Management - Elise Gilbert **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning **Funding Sources:** - State Funding	25%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Training and support for managers to ensure completion effectively and with fidelity **Strategy's Expected Result/Impact:** Effective execution of each Staff Development Cycle task **Staff Responsible for Monitoring:** Principal, Human Assets - Talent Development Team VP of Talent Management - Elise Gilbert **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning	25%			

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 1: Increase staff retention

Performance Objective 3: 100% of staff complete IDEA's required Annual All Staff Training (AAST), including preventing sexual misconduct (staff to students and staff to staff), mandatory reporting of child abuse, McKinney-Vento identifying homeless students, internet security, campus emergency operations plan, overtime management, bloodborne pathogens & communicable diseases

High Priority

Evaluation Data Sources: Roadmap, IDEA's Learning Management System (LMS)

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Continuous improvement each year to ensure the most updated, relevant and required content is included: Timelines for monitoring: July 18th - August 26thFormative evaluation criteria: weekly progress monitoring during the annual window for completion. **Strategy's Expected Result/Impact:** Important information is included for employees to review and understand **Staff Responsible for Monitoring:** Direct Managers, Principal, Human Resources VP of Human Resources - Jessica Neyman **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning	25%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Comprehensive communication plan and tracking to completion. Timelines for monitoring: weekly reminders to be sent during the first four weeks and daily reminders during the last 10school days of the window. **Strategy's Expected Result/Impact:** Ensure all staff complete the required training and prepared for any emergency. **Staff Responsible for Monitoring:** Direct Managers, Assistant Principals, Principal, Human Resources team VP of Human Resources - Jessica Neyman **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning	25%			

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 2: 100% first day of school enrollment

Performance Objective 1: Application ratio will be 3:1 for open grade levels (K,6th and 9th) by January 2023

High Priority

Evaluation Data Sources: Stream

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Enrollment coordinators will spend 70% of their work schedule in the field recruiting **Strategy's Expected Result/Impact:** Increase time in the field to increase application **Staff Responsible for Monitoring:** Assistant Principal of Operations, Principal	25%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Create a sibling campaign on campus **Strategy's Expected Result/Impact:** Enroll siblings at our campus to improve parent satisfaction **Staff Responsible for Monitoring:** Assistant Principal of Operations, Principal	25%			

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 2: 100% first day of school enrollment

Performance Objective 2: 90% of offers are accepted within 1 week of offer to begin onboarding the families

High Priority

Evaluation Data Sources: Stream

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Train and coach enrollment coordinators to achieve high quality apps **Strategy's Expected Result/Impact:** High turn over app to acceptance **Staff Responsible for Monitoring:** Assistant Principal of Operations, Principal	25%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Communicate lottery date to families **Strategy's Expected Result/Impact:** Increase acceptance rate **Staff Responsible for Monitoring:** Assistant Principal of Operations, Principal	10%			

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 2: 100% first day of school enrollment

Performance Objective 3: 90% of new students attend welcome to idea or summer culture camp

High Priority

Evaluation Data Sources: STREAM

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Communication is tracked and attempted at least 3 times to families before event **Strategy's Expected Result/Impact:** Increase participation **Staff Responsible for Monitoring:** Assistant Principal of Operations, Principal **ESF Levers:** Lever 3: Positive School Culture	0%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Provide a one stop shop to allow parents to gather information on Transportation, Clubs, Cafeteria and Special Programs. **Strategy's Expected Result/Impact:** Increase participation **Staff Responsible for Monitoring:** Assistant Principal of Operations, Principal	15%			

0% No Progress 100% Accomplished Continue/Modify Discontinue

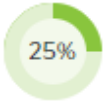
Goal 3: IDEA achieves an A rating

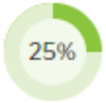
Performance Objective 1: Third-grade students performing at or above grade level in reading and math as measured by the Masters Grade Level Standard on STAAR will increase from 33% to 40% in Spring 2024.

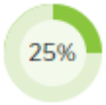
High Priority

HB3 Goal

Evaluation Data Sources: Internal Exam Dashboard, Instructional Dashboard, and Weekly Internal Data Analysis

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Ensure all teachers are delivering a strong, effective First Teach. **Strategy's Expected Result/Impact:** This strategy will ensure that all classroom teachers receive impactfulcoaching and development. **Staff Responsible for Monitoring:** Assistant Principals of Instruction, Campus Principals, Vice Presidents ofSchools, Executive Directors **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Implement appropriate, targeted skills-based learning pathways for intervention and acceleration. **Strategy's Expected Result/Impact:** This strategy will close gaps for all students, including special populations **Staff Responsible for Monitoring:** Title I Interventionist, Assistant Principals of Instruction, Campus Principals, Vice Presidents of Schools, Executive Directors, **Title I:** 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Coach and develop all leaders and teachers in implementing effective first teach, intervention, and acceleration. **Strategy's Expected Result/Impact:** Create an intense focus on sub-groups and individualized learningpathways for students. **Staff Responsible for Monitoring:** Assistant Principals of Instruction, Campus Principals, Vice Presidents ofSchools, Executive Directors **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

 No Progress Accomplished Continue/Modify Discontinue

Goal 3: IDEA achieves an A rating

Performance Objective 2: 40% of 2nd-5th-grade students taking TELPAS assessments will maintain or increase a proficiency level.

High Priority

HB3 Goal

Evaluation Data Sources: Internal Exam Dashboard, Instructional Dashboard, and Weekly Internal Data AnalysisStrategy 1 Details

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Targeted instruction with strategic seating. **Strategy's Expected Result/Impact:** Provide a blueprint for delivering impactful instruction for all students, especially priority, Domain III students. **Staff Responsible for Monitoring:** Classroom Teachers, Assistant Principals of Instruction, Campus Principals,Vice Presidents of Schools, Executive Directors **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction	20%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Coach and develop all leaders and teachers in implementing learning opportunities for all emergent bilingual students focused on listening, speaking, reading, and writing. **Strategy's Expected Result/Impact:** This strategy will increase emergent bilingual students' languageattainment to either maintain or increase proficiency. **Staff Responsible for Monitoring:** Classroom Teachers, Assistant Principals of Instruction, Campus Principals,Vice Presidents of Schools, Executive Directors **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction	25%			

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 3: IDEA achieves an A rating

Performance Objective 3: All students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase from 43% to 50% in Spring 2024.

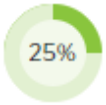
High Priority

HB3 Goal

Evaluation Data Sources: Bi-weekly exams, mock exams, daily exit tickets, STAAR Assessment data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Ensure all teachers are delivering a strong, effective First Teach **Strategy's Expected Result/Impact:** This strategy will ensure that all classroom teachers receive impactfulcoaching and development **Staff Responsible for Monitoring:** Classroom Teachers, Assistant Principals of Instruction, Campus Principals,Vice Presidents of Schools, Executive Directors **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction	25%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Implement appropriate, targeted skills-based learning pathways for intervention and acceleration. **Strategy's Expected Result/Impact:** This strategy will close gaps for all students **Staff Responsible for Monitoring:** Classroom Teachers, Assistant Principals of Instruction, Campus Principals,Vice Presidents of Schools, Executive Directors **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction	25%			

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Coach and develop all leaders and teachers in implementing effective coaching following the get better faster scope and sequence. **Strategy's Expected Result/Impact:** Create an intense focus on individualized learning pathways for teachers. **Staff Responsible for Monitoring:** Classroom Teachers, Assistant Principals of Instruction, Campus Principals,Vice Presidents of Schools, Executive Directors **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

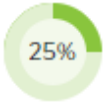
 No Progress Accomplished Continue/Modify Discontinue

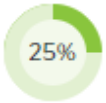
Goal 4: Increase student daily attendance

Performance Objective 1: Reduce chronic absenteeism rate among student population from 30% (2021-2022 average) to 10% or less by the end of the 22-23 academic year.

High Priority

Evaluation Data Sources: ADA Dashboard, School Escalation Matrix

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Build data visibility and adult accountability through regular use of the Chronic Absenteeism report on the ADA dashboard to facilitate conversations and interventions around learning loss. **Strategy's Expected Result/Impact:** School-wide awareness of current chronic absenteeism **Staff Responsible for Monitoring:** Assistant Principal of Operations, Principal, **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Leverage district approved ADA Escalation Matrix at every school to ensure structured accountability for students missing multiple days of instruction. **Strategy's Expected Result/Impact:** Increased communication and engagement with families of frequently absent scholars to change trajectory early in the process. **Staff Responsible for Monitoring:** Assistant Principal of Operations, Principal **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

 No Progress Accomplished Continue/Modify Discontinue

Goal 4: Increase student daily attendance

Performance Objective 2: Achieve a 97% annual attendance rate by the last day of school for IDEA Harlingen Academy

High Priority

Evaluation Data Sources: ADA Dashboard

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Leverage broad access to technology through district 1-to-1 program ensuring a device for every student and integrating into daily lessons for differentiated instruction, enrichment, and after-school access. **Strategy's Expected Result/Impact:** Improved engagement from scholars and differentiated supports forcritical student intervention. **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture	15%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Build shared investment and accountability between operational and instructional leaders to ensure every aspect of family engagement recognizes the instructional value of daily attendance **Strategy's Expected Result/Impact:** Operational and instructional leaders at schools, regions, and central office collaborate regularly on efforts to address missed attendance based on trends. **Staff Responsible for Monitoring:** Assistant Principal of Operations, Principal, Teachers, **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	25%			

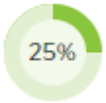
0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 4: Increase student daily attendance

Performance Objective 3: IDEA Harlingen receives a score of proficient or higher on the campus safety scorecard for the 2022-2023 school year

High Priority

Evaluation Data Sources: Campus Safety Scorecard

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Campus execution of actions & recommendations identified on audit findings reports in quarters 2 and 4. **Strategy's Expected Result/Impact:** Improve overall safety and security readiness **Staff Responsible for Monitoring:** Assistant Principal of Operations, Principal **ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Ensure staff is at all training and aware of communications on district school safety initiatives throughout the year (students, staff, and families). **Strategy's Expected Result/Impact:** Improve awareness, staff investment, and accountability for safetyinitiatives **Staff Responsible for Monitoring:** Assistant Principal of Operations, Principal **ESF Levers:** Lever 3: Positive School Culture				

 No Progress Accomplished Continue/Modify Discontinue

Goal 5: Increase student persistence

Performance Objective 1: 80% NEW students will persist to attend IDEA Harlingen Academy by 10th day of 23-24 SY

High Priority

Evaluation Data Sources: Persistence dashboard (sourced from PowerSchool)

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Provide onboarding opportunities for new families to IDEA to learn about culture, instruction and expectations. **Strategy's Expected Result/Impact:** Increased knowledge and ability to engage with new families **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture	15%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Increased data visibility data, tracking and monitoring for new family onboarding throughout the school year through 10th day of school during the 23-34 SY **Strategy's Expected Result/Impact:** Campus leaders will be able to identify new families and assess whether or not they are integrating new families effectively into the campus community and culture **Staff Responsible for Monitoring:** Assistant Principal of Operations, Principal, **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture	25%			

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 5: Increase student persistence

Performance Objective 2: 80% student persist in Kindergarten within IDEA Harlingen Academy August 2022 - August 2023

High Priority

Evaluation Data Sources: Student Persistence Dashboard (source: Powerschool)

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Provide onboarding opportunities for new families to IDEA to learn about culture, instruction and expectations. **Strategy's Expected Result/Impact:** Increased knowledge and ability to engage with new families **Staff Responsible for Monitoring:** Teachers, Assistant Principals, Principal, **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture	30%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Increase parent engagement activities in Kindergarten **Strategy's Expected Result/Impact:** Increased knowledge and ability to engage with new families so they feel connected **Staff Responsible for Monitoring:** Teachers, Assistant Principals, Principal, **ESF Levers:** Lever 3: Positive School Culture	25%			

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Implement wonderful Wednesday calls so teachers can provide positive outreach weekly **Strategy's Expected Result/Impact:** Parents feel they made the right choice sending their students to IDEA Harlingen **Staff Responsible for Monitoring:** Teachers, Assistant Principals, Principal, **ESF Levers:** Lever 3: Positive School Culture	35%			

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 5: Increase student persistence

Performance Objective 3: Increase student support in SEL competencies and mental health through our district wide counseling program and vision, prioritizing our positive behavior support interventions and our students in special programs, including students with special needs, English Learners, and students who have a 504 plan

High Priority

Evaluation Data Sources: Student Persistence Dashboard, Leaver Reasons (source data: PowerSchool), Move This World lesson completion reports, and Mission Lists

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Implementation of a common SEL program, Move this World, across all schools **Strategy's Expected Result/Impact:** Achieve 4.7/5.0 rating on Student Survey statement in Spring 2023: "Ifeel safe at school." **Staff Responsible for Monitoring:** School Counselor **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture	30%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Ensure all schools complete requirements of bullying prevention program and safe touch programs annually **Strategy's Expected Result/Impact:** Achieve 4/7/5.0 rating on Student Survey statement in Spring 2023: "Ifeel safe at school." **Staff Responsible for Monitoring:** School Counselor **ESF Levers:** Lever 3: Positive School Culture	25%			

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 5: Increase student persistence

Performance Objective 4: Each student in 2nd-5th grade will earn "Fitness Ambassador Status"; by the last day of school academy. Fitness Ambassador earned by tracking 1,200 MVPA Minutes

Evaluation Data Sources: IHT Data Reports

Title I Personnel

Name	Position	Program	FTE
Arlene Magallanes	Interventionist	Critical Student Intervention (CSI)	1

Campus Funding Summary

State Funding					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	1			$0.00
				Sub-Total	$0.00

Addendums

Master CNA & SAIP Reporting Checklist

				PTG	67%	PTG	0%
DEPT	**Data Sources**	**Data Tabs**	**Guidance**	**Status**	**Principal Notes or Questions**	**VP Verification**	**Notes & Next Steps**
ACADEMY	KEYS Tab (Tab 3)	Student Achievement Improvement Plan 2020-2021 School Year	This SAIP plan will require logging concrete initiatives put in place for student improvement, as well as their associated timelines, resoures, and responsible staff. Each initiative will be tracked mid-year and at the end of the year. Mid-year assessments should be completed by each campus between December 1, 2021 and no later than January 31, 2022.	Pending		Pending	
	Locus Dashboards: CSI, STARR, AP CampusIB Reports EOY Assessments	Comprehensive Needs Assessment 2021 English Language Arts	These pages should include the percentage of students who achieved each listed score for the 2020-2021 School Year. For each subject, list a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete		Complete	
		Comprehensive Needs Assessment 2021 Math		Complete		Complete	
		Comprehensive Needs Assessment 2021 Science		Complete		Complete	
		Comprehensive Needs Assessment 2021 Humanities		Complete		Complete	
	State TELPAS Report	Comprehensive Needs Assessment 2021 TELPAS	This data set will outline the percentage of students that earned proficiency in the areas of Listening, Speaking, Reading, and Writing, as indicated in the State TELPAS report. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Pending		Pending	
	Locus Dashboard: Staff Retention	Staff Quality, Rentention, & Recruitment 2020-2021 School Year	Under the %SPED Data Point, this should reflect the percentage of SPED certified teachers, compared to the overall SPED staff. Under number of teacher applicants, note how many teachers were interviewed by campus leaders for positions during the 2020-2021 School Year. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete		Complete	
	Locus Dashboards: Student Persistence, Enrollment, ADA	School Culture & Climate 2020-2021 School Year	For the Withdrawals/Level 3 Offenses data point, list the number of withdrawals or offenses. All other data points should reflect percentages. Finalized data in this section should be pulled prior to July 23, 2021. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Pending		Pending	
	Campus Academic Counselor Tracking Systems	2021 Family & Community Involvement	In addition to listing data percentages, list a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete		Complete	

Last Updated 8/26/2022

IDEA Harlingen

2020-21 Student Achievement Improvement Plan

ACADEMY

APO	Initiatives	Needs Assess.	Special Pops.	Person(s) Responsible	Timeline Start/End	Resources: Human/ Material/Fiscal	Documentation	Formative Evaluation
	Implement and align district Reading Curriculum by TEKS unpacking & aligned supplemental materials. Lead4ward training and resources	S	ALL	Elsa De Leon,	8/9-5/26	Resources and materials- Eg. STAAR Master, materials for DMR trainings, Lead4ward resources, Software and hard copies (STAAR aligned resources)	Observations, Teachboost, SWAM (student work analysis meetings), data conversations, Progress towards goals meetings, Observation and follow up teacher meetings, Lesson plan feedback	End of Unit assessments, Final exams and STAAR
	Implement and align district Math Curriculum by TEKS unpacking & aligned supplemental materials. Lead4ward training and resources	S / ST	ALL	Jennifer Tamez	8/9-5/27	Resources and materials- Eg. STAAR Master, materials, Lead4ward resources, Software and hard copies (STAAR aligned resources)	Observations, Teachboost, SWAM (student work analysis meetings), data conversations, Progress towards goals meetings, Observation and follow up teacher meetings, Lesson plan feedback	End of Unit assessments, Final exams and STAAR
	Implement and align district writing curriculum by TEKS unpacking & aligned supplemental materials. Lead4ward training and resources	S	ALL	Elsa De Leon,	8/9-5/29	Resources and materials- Eg. STAAR Master, Lead4ward resources, Software and hard copies (STAAR aligned resources) Lowman Training (consultant services)	Observations, Teachboost, SWAM (student work analysis meetings), data conversations, Progress towards goals meetings, Observation and follow up teacher meetings, Lesson plan feedback	End of Unit assessments, Final exams and STAAR
	Monthly Engagement Events/ Student Persistence	DR	ALL	Monika Longoria	8/9-5/29		Peristence PTG, Discipline reports, Classroom to office referrals, Teacher/Parent communication logs, Parent survey	Panorma Survey for students and parents, Student Persistence Benchmark Goals

IDEA Harlingen

2020-21 Student Achievement Improvement Plan

ACADEMY

	Culture of Achievement	O	ALL	Lead Team	8/9-5/30	Professional Development materials	Quarterly PTG meetings, Student Achievement Data, ADA	EOY student achievement data
	Student Culture - Behavior / SEL	O	All	Monika Longoria	8/9-5/31	ADA Educational Workshops for Parents, ADA challenges, ADA competitions and incentives, ADA recognitions, Project Respect, Resourses for student Morning Announcements, House system resources and materials	Quarterly PTG meetings, ADA, Classroom/ Office # of referrals, parent surveys	YTD ADA, EOY Persistence
	Student Clubs			Vacant	8/9-5/31	Materials for activities and clubs, software/programing	Attendance Benchmark Goals	Panorma Survey for students and parents, Student Persistence Benchmark Goals

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

Title I Qualifying Programs			Initiatives Status			
Internal Use Only			Mid Year		End of Year	
Supplemental Program (Y/N)	New Program (Y/N)	Budget Allocation	Outcome	Increase/Decreased by X%	Outcome	Increase/Decreased by X%

Annual Performance Objective

PRIORITY #1: Students Graduate College-Ready

1A. % of graduates who matriculate to a College or University: 100%

1B. % of graduates matriculate to a Tier I/II College or University: 25%

1C. % of Seniors accepted to a College or University: 100%

1D. % of Seniors named AP scholars | Earn IB diploma: 30% | 25%

1E. Earned State Rating: A

1F. % of Pre-K-2nd Students End The Year On/Above Grade Level in Reading | Language | (Year 1 Campuses): 80% | 80% | 80%

1G. % of 2nd Students End The Year On/Above Grade Level in Reading (Year 2+ Campuses): 90%

1H. % of students in CSI achieve 2 years growth in Reading | Math (measured by Ren STAR) 50% | 60%

1I. Average ACT score (Class of 2020, September 2019): 21

1J. % of students graduating college in 4 | 6 years: 25% | 55%

PRIORITY #2: Build a Strong & Sustainable Organization

2A. % Teacher Retention | Employee Retention: 85% | 85%

2B. 80% composit score on GPTW

2B. %Average Daily Attendance | # Average Daily Attendance: 97.50% | 48,817

2C. Student Persistence: 90%

2D. Operating Income: $101M

2E. FIRST Rating: A

PRIORITY #3: Achieve Mission at Scale

3A. % of students with low socio-economic status: 80%

3B. Enrollment in August 2020: 64,455

3C. Schools in operation in August 2020: 125

3D. Total Funds Raised (millions): $70M

Needs Assessment

S-STAAR

D-DIBELS

E-EOC

A-ACT

RR-Reading Renaissance

ST-STAR for Math

DR-Discipline Report

AP-AP Tests

O-Other

Special Populations

All

AR-At Risk

ELL-English Language Learners

ED-Economically Disadvantaged

M-Migrant

SE-Special Education

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Comprehensive Needs Assessment
ACADEMY

Data Sources: DI ELA & Electives

	DI Pre-K on Grade Level	DI Kinder on Grade Level	DI First on Grade Level	DI Second on Grade Level	% Royal Readers	% Word Masters
% Students	N/A	78%	62%	76%	14%	61%
					RR Goal Met/Not Met	WM Goal Met/Not Met
					Yes	Yes

Data Source: STAAR

	STAAR Reading Grade 3	STAAR Reading Grade 4	STAAR Writing Grade 3	STAAR Writing Grade 4	STAAR Reading Grade 5	STAAR Reading Grade 4
% Approaches	N/A	N/A	N/A	N/A	80	N/A
% Meets	N/A	N/A	N/A	N/A	39	N/A
% Masters	N/A	N/A	N/A	N/A	10	N/A
SAS	N/A	N/A	N/A	N/A	43	N/A
% Student Achievement Average	N/A	N/A	N/A	N/A	43	N/A

Data Source: CSI

% Meeting CSI Goal	Reading AC CSI
% CSI (EOY Ren.)	50%
% of CSI Passing STAAR	50%
% of SPED Passing STAAR	50%

Reflections

Areas of Strength	Areas of Need
1 Students were able to adapt or learn through virtual and in person platforms.	1. Stamina practice for students
2. Sped teacher supported with monitoring and extra at bats.	2. Students could use more practice with vocabulary.
3. Other grade level support was able to provide small group tutoring.	3. Finding the right accomodations for our students that are EL or SPED.

IDEA Harlingen

Comprehensive Needs Assessment
ACADEMY

Data Sources: Eureka Math & Electives Academy

	DISTAR Pre-K on Grade Level	Eureka Kinder on Grade Level	Eureka First on Grade Level	Eureka Second on Grade Level	% Math Masters Pk-2	Pk-2 MM Goal Met/Not Met
% Students	N/A	98%	98%	90%	55%	30%

Data Source: STAAR Academy

	STAAR Math Grade 3	STAAR Math Grade 4	STAAR Math Grade 5	% Math Masters 3-5	3-5 MM Goal Met/Not Met
% Approaches	N/A	N/A	68%	5%	Met
% Meets	N/A	N/A	38%		
% Masters	N/A	N/A	13%		
% Student Achievement Average	N/A	N/A	39		
% Meet 2 year growth	N/A	N/A			

Data Source: CSI Academy

	Math AC CSI
% CSI (EOY Ren.)	N/A
% of CSI Passing STAAR	N/A
% of SPED Passing STAAR	50%

Reflections	
Areas of Strength	**Areas of Need**
1. PearDeck really allowed for teacher to see student work to provide feedback and ensure learning was occuring.	1. More practice with physical manipulatives.
2 Over 95% of students are active on Dreambox which allows for additional practice	2. Focus on fluency and basic alogrithm with our low scholars.
3. Math Teacher was in person and flexible to allow more small group tutoring.	3. Find ways to push for meets and masters students by differentiating instruction

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Comprehensive Needs Assessment ACADEMY						
Data Sources: Science Pk-2						
	Science Pre-K on Grade Level	**Science Kinder on Grade Level**	**Science First on Grade Level**	**Science Second on Grade Level**	**Science Third on Grade Level**	**Science Fourth on Grade Level**
% Students		**90%**	**90%**	**90%**		

Data Source: Science 3-5		
	STAAR Science Grade 5	
% Approaches	63%	
% Meets	20%	
% Masters	2%	
% Student Achievement Average	28	

Reflections	
Areas of Strength	**Areas of Need**
1. Alignment to TEKS and unpacking of the unit was executed	1. In person labs and real life connection to TEKS
2. Increase of at bats and practice for students	2. Implementation of science in K-2nd grade levels to build foundational skills
3. Misconceptions are highlighted throughout the lesson	3. Increasing the minutes of science in the schedule to allow for more practice and lab opportunities. (After school tutoring, science tutoring, etc.)

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Comprehensive Needs Assessment ACADEMY							
Data Sources: Humanities Pk-2							
	Humanities Pre-K on Grade Level	**Humanities Kinder on Grade Level**	**Humanities First on Grade Level**	**Humanities Second on Grade Level**	**Humanities Third on Grade Level**	**Humanities Fourth on Grade Level**	**Humanities Fifth on Grade Level**
% Students	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Reflections	
Areas of Strength	**Areas of Need**
1 N/A	1 N/A
2 N/A	2 N/A
3 N/A	3 N/A

IDEA Harlingen

Comprehensive Needs Assessment

ACADEMY

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

	Listening	Speaking	Reading	Writing	% of ELL Students who grew one or more levels
% Beginning	64	64	56	64	26
% Intermediate	20	16	24	16	
% Advanced	8	16	12	12	
% Advanced High	8	4	8	8	

Reflections	
Areas of Strength	**Areas of Need**
1 Students received EL accomodations consistently to support their STAAR Exams.	1. Parent support to ensure students are practicing English at home.
2. Students were able to access Imagine Learning to practice their listening and speaking skills.	2. Ensure that teachers are pushing writing in all contents.
3. Teachers were aware of EL students	3. Teachers and students know their goal and track towards

IDEA Harlingen

Comprehensive Needs Assessment	
ACADEMY	
Staff Quality, Recruitment, Retention	
	Percentage
% School Lead Team Retention	100%
% Instructional Support Retention	80%
% Teacher Retention	85%
% Campus Support Retention	87%
% SPED Teachers	14%
% State/National Certified Teachers	100%
% State Certified Leaders	0%
% State/Board certified Counselors	0%
Number of teacher applicants per 2020-21 school year	45

Reflection	
Areas of Strength	Areas of Need
1. Coaching cycle was consistent to provide support for teachers and employees	1. Quality of applicants for roles were not as high quality and dviersed as they couldbe
2. Constantly revisiting non-negotiables	2. Co-teachers who came in with 0 experience in education were more likely to not be retained and leave mid year
3. Two way feedback implemented from the bottom up	3. In person training

IDEA Harlingen

Comprehensive Needs Assessment ACADEMY	
Data Source: School Culture and Climate	
	Campus %
% Average Daily Attendance	98.46%
% Overall Persistence	92.11%
% New Student Persistence	92.11%
# of Admin Withdrawals/ Level 3 Offenses	0
% SPED	4%
% ELL	27%
% Eco Dis	83.39%
% Migrant	
% Race: American-Indian-Alaska-Native	
% Asian	0%
% White-Hispanic	
% Multi	
% Black-African-American	1%
Native-Hawaiian-Pacific-Island	
% White	13%
% Male	52%
% Female	48%

Data Source: School Culture and Climate	
Reflections	
Areas of Strength	**Areas of Need**
1. Students enjoyed coming to school and the option of virtual/in person allowed for more flexibility.	1. Onboarding of new students (expectations, rigor in academics, etc.)
2. Strong ELL strategies implemented in the classroom	2. Meeting enrollment prior to the FWOS to ensure all students are onboarded in the summer.
3 SPED accomodations are executed and students showed significant growth throughout the year.	3 An additional SPED teacher for the # of SPED scholars

IDEA Harlingen

Comprehensive Needs Assessment ACADEMY	
Data Source: Family and Community Involvement	
	Percentage
% Families Attended WTI	65%
% Families Attended Curriculum Night	15%
% Families Who Attended EOY Ceremonies	53%
% Families who attended Fall Festival	0%
% Families who attended Winter Festival	0%
% Families who attended Spring Festival	0%

Reflection	
Areas of Strength	**Areas of Need**
1. We had strong attendance to Virtual WTI. I believe we communicated strongly to onboard them through this event.	1. Recruitment and onboarding occured up to the second week of school. We did not have a clear onboarding plan for those families who did not attend WTI/Meet The Teacher/ etc.
2. We decided to have in-person ceremonies for students which was a great turn out event for parents to continue to invest them in our mission.	2. No afterschool or club activities were provided for students at IDEA Harlingen Academy.
3 We scored a 4.9/5 for the survey questioned asked "My child's school is preparing my child for college."- Via Panorama	3. Not consistent with curbside festivities

IDEA Public Schools

Harlingen College Prep

2022-2023 Campus Improvement Plan

Accountability Rating: A

Distinction Designations:
Academic Achievement in Mathematics
Top 25 Percent: Comparative Academic Growth
Top 25 Percent: Comparative Closing the Gaps
Postsecondary Readiness

Board Approval Date: October 21, 2022
Public Presentation Date: September 14, 2022

Mission Statement

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

Vision

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

Core Values

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

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

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Comprehensive Needs Assessment

Demographics

Demographics Summary

We are a 6th-7th grade campus, serving roughly 200 students. We have students enrolled in advanced math and reading all year and humanities/science are taught for one semester each. We have 18 Special education students and 49 EL students.

Our school currently offers Decoding and Reading Success for our critical student intervention, as well as AR/Hotspot and PE as electives. Next year, we will offer CTE to our 8th graders. We also have five sports through athletics, dance and cheer through after school programs, as well as clubs like art club and GSA.

See PDF addendum for more information

Demographics Strengths

See PDF in addendum for more information

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): No differentiated PD for teachers who struggled with culture. **Root Cause:** Lack of planning in advance to have PD calendared and ready.

Problem Statement 2 (Prioritized): No plan in place in our behavior management plan for multiple level 1 and level 2 behaviors **Root Cause:** Gap in leader preparation of the document because of the assumptions that those decisions could be made without guidance.

Problem Statement 3: No full time counselor/social worker. **Root Cause:** Hiring model does not prioritize this position, and at the campus level I had the student success advisor also managing EL, which took time away from counseling students.

Student Learning

Student Learning Summary

For the 21-22 school year, we were an A rated campus, earning 4/5 distinctions. Our Domain 3 rating was a 91, with 100% of sub-pops meeting growth goals on all exams and 65% of sub-pops meeting their academic achievement targets. Our campus earned the full 10 points for TELPAS within domain three. For Domain 2, the campus earned a 92 for growth and a 90 for relative performance.

The biggest gaps in student learning were academic achievement by the following sub-populations: 6th reading- non-continuously enrolled and EL and 7th math- Hispanic, EL, and non-continously enrolled. Our special education percent passing (while this did not count as a sub-pop last year) was: 50% passing 6th grade exams and 40% passing 7th grade exams.

Last year, 100% of our students ended the year on track to graduate, due to teacher support in making up work during tutorials/Saturday schools, and during "OTG work time."

See PDF in addendum for more information.

Student Learning Strengths

See PDF in addendum for more information.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): EL students did not meet academic achievement benchmarks in 2/4 exams. **Root Cause:** Classroom instructional strategies do not prioritize our language learners.

Problem Statement 2 (Prioritized): Academic Achievement benchmarks were met for only 65% of sub-pops. **Root Cause:** Classroom instruction often focuses on getting 100% of students to mastery, often not pushing rigor for students who should be working towards meets/masters.

Problem Statement 3: Students struggled to perform on expository passages across all sub-pops and performance bands. **Root Cause:** District curriculum does not teach/test expository, and we did not adjust as a campus to fill the gap until later in the year.

Problem Statement 4: Our campus interviewed over 12 candidates before hiring for one math position, ultimately hiring a math teacher with gaps in content knowledge. **Root Cause:** Talent pool for math is weak.

Problem Statement 5: Our campus did not earn the ELA distinction for academic achievement. **Root Cause:** ELA instruction often lacks specific and sufficient at bats that align to STAAR assessments AND push students to explain their thinking.

School Processes & Programs

School Processes & Programs Summary

Instructional leaders on campus are developed both in house and through a district-lead training program. Here on campus, I observe and coach calendar completion and fidelity, as well as the entire coaching cycle, tactical and huddle facilitation, and professional development on our School Leadership Levers rubric. I also model each of these components for them, and rate through Teachboost on the rubric. The district also provides them with Coaching Academy sessions for targetted instruction and practices on these things and a district coach follows up in the field for new APIs.

We plan two professional development sessions a month to increase student achievement through teacher development. These sessions are then followed up with classroom observations to ensure that our instruction is making an impact in the classroom.

See PDF addendum for more information.

School Processes & Programs Strengths

See PDF attachment for more information.

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 1 (Prioritized): Our campus has not met the district-wide critical student intervention goal in two years. **Root Cause:** Last year, prioritized the wrong students during BOY testing, and did not prioritize the correct students when rostering classes.

Problem Statement 2 (Prioritized): New instructional leader did not have a clear scope and sequence for development based on SLLs. **Root Cause:** Principal did not create scope and sequence until later in the year, and then did not follow with fidelity.

Perceptions

Perceptions Summary

Our behavior management system is clearly documented and has restorative elements and pro-active plans to develop SEL skills in students. This includes all components of Yale's Center for Emotional Intelligence system- RULER, as well as GET 2 guiding reflection questions for teachers. If students are suspended OR have conflict with a staff member/peer, our counselor meets with them within 24 hours for mediation. We met the district goal of 85% staff retention, and also had 92% of staff agree that overall, IDEA HCP is a great place to work.

See PDF addendum for more information.

Perceptions Strengths

See PDF in addendum for more information.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): There was a lack of SEL support time for individual student needs. **Root Cause:** SSA was also leading EL work, which took up a lot of her calendar.

Problem Statement 2: Only 3 family engagement events were held on campus last year. **Root Cause:** COVID guidelines were confusing at times, and we also had multiple teachers/staff who struggled with anxiety around large groups of people on campus (due to COVID).

Problem Statement 3 (Prioritized): SSA was unclear how much money she had to spend on events for students and families. **Root Cause:** Principal did not set a clear budget.

Problem Statement 4 (Prioritized): Family engagement at events never exceeded 70%. **Root Cause:** Creating more compelling invitations/incentives/communication around when events are.

Priority Problem Statements

Problem Statement 1: No differentiated PD for teachers who struggled with culture.
Root Cause 1: Lack of planning in advance to have PD calendared and ready.
Problem Statement 1 Areas: Demographics

Problem Statement 2: No plan in place in our behavior management plan for multiple level 1 and level 2 behaviors
Root Cause 2: Gap in leader preparation of the document because of the assumptions that those decisions could be made without guidance.
Problem Statement 2 Areas: Demographics

Problem Statement 3: EL students did not meet academic achievement benchmarks in 2/4 exams.
Root Cause 3: Classroom instructional strategies do not prioritize our language learners.
Problem Statement 3 Areas: Student Learning

Problem Statement 4: Academic Achievement benchmarks were met for only 65% of sub-pops.
Root Cause 4: Classroom instruction often focuses on getting 100% of students to mastery, often not pushing rigor for students who should be working towards meets/masters.
Problem Statement 4 Areas: Student Learning

Problem Statement 5: Our campus has not met the district-wide critical student intervention goal in two years.
Root Cause 5: Last year, prioritized the wrong students during BOY testing, and did not prioritize the correct students when rostering classes.
Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: New instructional leader did not have a clear scope and sequence for development based on SLLs.
Root Cause 6: Principal did not create scope and sequence until later in the year, and then did not follow with fidelity.
Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: There was a lack of SEL support time for individual student needs.
Root Cause 7: SSA was also leading EL work, which took up a lot of her calendar.
Problem Statement 7 Areas: Perceptions

Problem Statement 8: SSA was unclear how much money she had to spend on events for students and families.
Root Cause 8: Principal did not set a clear budget.
Problem Statement 8 Areas: Perceptions

Problem Statement 9: Family engagement at events never exceeded 70%.

Root Cause 9: Creating more compelling invitations/incentives/communication around when events are.

Problem Statement 9 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 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
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates

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
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data

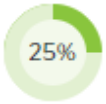
Goals

Goal 1: Increase staff retention

Performance Objective 1: IDEA Harlingen will maintain or increase 92% agreement on GPTW statements by EOY.

High Priority

Evaluation Data Sources: Great Places to Work Survey

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Lead team will analyze statements from GPTW and choose focus areas to improve adult culture throughout the year in alignment to these statements. **Strategy's Expected Result/Impact:** Great places to work survey will show 92% agreement or higher, and staff will stay at IDEA Harlingen because they are happy at work. **Staff Responsible for Monitoring:** Principal, APIs, SSA, APO **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** Demographics 1, 2 - Perceptions 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Lead team will implement both in-the-moment feedback and more formal feedback from teachers throughout the year. **Strategy's Expected Result/Impact:** Teachers will feel their voice matters and improve our campus systems/culture, which will benefit student learning. **Staff Responsible for Monitoring:** Principal **Title I:** 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** Student Learning 2				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: IDEA Harlingen lead team will reflect and act on GPTW fall pulse check survey. **Strategy's Expected Result/Impact:** Results on the lowest 3-5 GPTW pulse check questions increase by 10-15% on the GPTW final survey. **Staff Responsible for Monitoring:** Principal **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1, 2				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: No differentiated PD for teachers who struggled with culture. **Root Cause**: Lack of planning in advance to have PD calendared and ready.
Problem Statement 2: No plan in place in our behavior management plan for multiple level 1 and level 2 behaviors **Root Cause**: Gap in leader preparation of the document because of the assumptions that those decisions could be made without guidance.
Student Learning
Problem Statement 2: Academic Achievement benchmarks were met for only 65% of sub-pops. **Root Cause**: Classroom instruction often focuses on getting 100% of students to mastery, often not pushing rigor for students who should be working towards meets/masters.
Perceptions
Problem Statement 1: There was a lack of SEL support time for individual student needs. **Root Cause**: SSA was also leading EL work, which took up a lot of her calendar.

Goal 2: IDEA Harlingen will meet enrollment by the 10th day of school.

Performance Objective 1: 90% or more of IDEA Harlingen staff will participate in at least two super recruitment days.

Evaluation Data Sources: Super recruitment day sign in.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: SRDs will be posted in Teacher Weekly one month in advance of SRD. **Strategy's Expected Result/Impact:** Increase participation because teachers are aware of the expectation. **Staff Responsible for Monitoring:** APO **Problem Statements:** Perceptions 3, 4				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 3: SSA was unclear how much money she had to spend on events for students and families. **Root Cause**: Principal did not set a clear budget.
Problem Statement 4: Family engagement at events never exceeded 70%. **Root Cause**: Creating more compelling invitations/incentives/communication around when events are.

Goal 2: IDEA Harlingen will meet enrollment by the 10th day of school.

Performance Objective 2: IDEA Harlingen will make 3 or more social media posts a week, hi-lighting academics/student life with a "now enrolling for 23-24" in the text.

Evaluation Data Sources: Social media accounts (instagram and facebook)

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: SSA will own a social media posting schedule **Strategy's Expected Result/Impact:** 3-5 posts per week with academic or student experience focus. **Staff Responsible for Monitoring:** SSA **Problem Statements:** Perceptions 3, 4	60%	10%		

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 3: SSA was unclear how much money she had to spend on events for students and families. **Root Cause**: Principal did not set a clear budget.
Problem Statement 4: Family engagement at events never exceeded 70%. **Root Cause**: Creating more compelling invitations/incentives/communication around when events are.

Goal 3: IDEA achieves an A rating

Performance Objective 1: IDEA Harlingen will maintain up-to-date trackers for each component of the A rating.

Evaluation Data Sources: IHCP Lead Team Data Board

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Share tracker weekly at lead team tactical **Strategy's Expected Result/Impact:** Accountability will lead to tracker being completed weekly **Staff Responsible for Monitoring:** Principal **Title I:** 2.4, 2.5, 2.6 **Problem Statements:** Student Learning 1, 2 - School Processes & Programs 1, 2	20%	50%		

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: EL students did not meet academic achievement benchmarks in 2/4 exams. **Root Cause**: Classroom instructional strategies do not prioritize our language learners.
Problem Statement 2: Academic Achievement benchmarks were met for only 65% of sub-pops. **Root Cause**: Classroom instruction often focuses on getting 100% of students to mastery, often not pushing rigor for students who should be working towards meets/masters.
School Processes & Programs
Problem Statement 1: Our campus has not met the district-wide critical student intervention goal in two years. **Root Cause**: Last year, prioritized the wrong students during BOY testing, and did not prioritize the correct students when rostering classes.
Problem Statement 2: New instructional leader did not have a clear scope and sequence for development based on SLLs. **Root Cause**: Principal did not create scope and sequence until later in the year, and then did not follow with fidelity.

Goal 3: IDEA achieves an A rating

Performance Objective 2: Instructional coaches will complete 1 coaching cycle per STAAR tested teacher and AR facilitator each week (or bi-monthly if teacher is level 4/5).

High Priority

Evaluation Data Sources: Lead team calendars and observations

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Principal conducts weekly observations of APIs in the field, to rate SLLs based on coaching cycle. **Strategy's Expected Result/Impact:** 100% of APIs proficient in the coaching cycle by EOY **Staff Responsible for Monitoring:** principal **Problem Statements:** School Processes & Programs 2	50%	75%		

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 2: New instructional leader did not have a clear scope and sequence for development based on SLLs. **Root Cause**: Principal did not create scope and sequence until later in the year, and then did not follow with fidelity.

Goal 3: IDEA achieves an A rating

Performance Objective 3: Data conversations will happen after each benchmark exam.

High Priority

Evaluation Data Sources: Data conversation pre-work, observations of meetings.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Principal will lead data conversation model, observations, and debrief. **Strategy's Expected Result/Impact:** 100% APIs proficient in data convos by EOY. **Staff Responsible for Monitoring:** principal **Title I:** 2.4, 2.6, 4.2 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1, 2 - School Processes & Programs 2		100%	100%	

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 1: EL students did not meet academic achievement benchmarks in 2/4 exams. **Root Cause**: Classroom instructional strategies do not prioritize our language learners.
Problem Statement 2: Academic Achievement benchmarks were met for only 65% of sub-pops. **Root Cause**: Classroom instruction often focuses on getting 100% of students to mastery, often not pushing rigor for students who should be working towards meets/masters.
School Processes & Programs
Problem Statement 2: New instructional leader did not have a clear scope and sequence for development based on SLLs. **Root Cause**: Principal did not create scope and sequence until later in the year, and then did not follow with fidelity.

Goal 3: IDEA achieves an A rating

Performance Objective 4: Reading and math teachers will receive HB 4545 tutorial training at BOY and support throughout the year to increase the percent of students passing reading and math exams.

HB3 Goal

Goal 3: IDEA achieves an A rating

Performance Objective 5: Crititcal Student Intervention (CSI) will lead to at least 50% of our CSI students growing two years or more in reading by EOY.

HB3 Goal

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Biweekly DAPS calls with implementation manager- feedback sent directly to teacher after each meeting. **Strategy's Expected Result/Impact:** Increase in Renstar results. **Staff Responsible for Monitoring:** API F. R. **Title I:** 2.4, 2.5, 2.6 **Problem Statements:** School Processes & Programs 1	80%	80%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Use reading interventionist to increase RenStar results by teaching DI curriculum. **Strategy's Expected Result/Impact:** Increase RenStar growth **Staff Responsible for Monitoring:** API **Title I:** 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals **Problem Statements:** School Processes & Programs 1	75%	75%		

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Utilize AR facilitator to ensure students are reading independently every week. **Strategy's Expected Result/Impact:** Increased Renstar growth. **Staff Responsible for Monitoring:** API **Problem Statements:** School Processes & Programs 1 **Funding Sources:** AR facilitator - Federal Grant	65%	50%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 5 Problem Statements:

School Processes & Programs

Problem Statement 1: Our campus has not met the district-wide critical student intervention goal in two years. **Root Cause**: Last year, prioritized the wrong students during BOY testing, and did not prioritize the correct students when rostering classes.

Goal 3: IDEA achieves an A rating

Performance Objective 6: Our special education students will perform at a 23 SAS or higher on EOY STAAR Exams.

HB3 Goal

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Coach SpEd teachers to prioritize key points instruction during push in. **Strategy's Expected Result/Impact:** Increase in SpEd student achievement **Staff Responsible for Monitoring:** API **Title I:** 2.6 **Problem Statements:** Student Learning 2 - Perceptions 1	20%	55%		

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 6 Problem Statements:

Student Learning
Problem Statement 2: Academic Achievement benchmarks were met for only 65% of sub-pops. **Root Cause**: Classroom instruction often focuses on getting 100% of students to mastery, often not pushing rigor for students who should be working towards meets/masters.
Perceptions
Problem Statement 1: There was a lack of SEL support time for individual student needs. **Root Cause**: SSA was also leading EL work, which took up a lot of her calendar.

Goal 4: Increase student daily attendance

Performance Objective 1: Teachers and lead team will make daily ADA calls before 8:15 am.

High Priority

Evaluation Data Sources: Daily observations and call logs

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Follow up observations weekly for ADA calls. **Strategy's Expected Result/Impact:** Increase in percent of ADA calls made and quality of notes. **Staff Responsible for Monitoring:** APO **Title I:** 2.5 **- ESF Levers:** Lever 1: Strong School Leadership and Planning **Problem Statements:** Student Learning 2	15%	60%		

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 2: Academic Achievement benchmarks were met for only 65% of sub-pops. **Root Cause**: Classroom instruction often focuses on getting 100% of students to mastery, often not pushing rigor for students who should be working towards meets/masters.

Goal 4: Increase student daily attendance

Performance Objective 2: APO will maintain an up to date escalation matrix to ensure students with unexcused absences are recieving parent communication.

Evaluation Data Sources: school-wide escalation matrix

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Share escalation matrix weekly at tactical. **Strategy's Expected Result/Impact:** Increase in fidelity to the matrix due to accountability **Staff Responsible for Monitoring:** APO/Principal **Title I:** 2.5 **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning **Problem Statements:** Student Learning 2	80%	50%		

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 2: Academic Achievement benchmarks were met for only 65% of sub-pops. **Root Cause**: Classroom instruction often focuses on getting 100% of students to mastery, often not pushing rigor for students who should be working towards meets/masters.

Goal 5: Increase student persistence

Performance Objective 1: SSA will maintain an updated family engagement tracker throughout the school year.

High Priority

Evaluation Data Sources: family engagement tracker

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Share tracker weekly at tactical **Strategy's Expected Result/Impact:** Increased pro-active problem-solving around students at risk of leaving. **Staff Responsible for Monitoring:** SSA **Title I:** 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** Demographics 2 - Perceptions 1	80%	75%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: No plan in place in our behavior management plan for multiple level 1 and level 2 behaviors **Root Cause**: Gap in leader preparation of the document because of the assumptions that those decisions could be made without guidance.
Perceptions
Problem Statement 1: There was a lack of SEL support time for individual student needs. **Root Cause**: SSA was also leading EL work, which took up a lot of her calendar.

Goal 5: Increase student persistence

Performance Objective 2: API will manage OTG goal so that 96% of students are on track to graduate.

HB3 Goal

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Send weekly OTG email **Strategy's Expected Result/Impact:** Increase in fidelity to updated and accurate gradebooks. **Staff Responsible for Monitoring:** API D.R. **Title I:** 2.4 **Problem Statements:** Perceptions 1				
No Progress Accomplished Continue/Modify Discontinue				

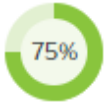
Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 1: There was a lack of SEL support time for individual student needs. **Root Cause**: SSA was also leading EL work, which took up a lot of her calendar.

Goal 5: Increase student persistence

Performance Objective 3: Harlingen CP will host MTT, report card nights, homecoming game for community involvement, and pep rallies, dances, team meetings for student engagement.

Evaluation Data Sources: IHCP year-long calendar

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Send invitation via remind, facebook, and instagram for the report card night. **Strategy's Expected Result/Impact:** Increased parent attendance. **Staff Responsible for Monitoring:** SSA **Title I:** 4.2 **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** Perceptions 4				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Perceptions
Problem Statement 4: Family engagement at events never exceeded 70%. **Root Cause**: Creating more compelling invitations/incentives/communication around when events are.

Goal 5: Increase student persistence

Performance Objective 4: Middle school teachers will faithfully implement Move This World Curriculum 4/5 days a week.

Evaluation Data Sources: MTW tracker, classroom observations

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Monthly updates with SSA on MTW tracker, and including MTW observations in culture rounds.				
No Progress Accomplished Continue/Modify Discontinue				

Goal 5: Increase student persistence

Performance Objective 5: Campus will earn PE honor roll for 6th-8th Grade

Evaluation Data Sources: PE Honor Roll Tracker

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Utilize weekly check ins with coach to ensure we are on track weekly.	35%	50%		

 No Progress Accomplished Continue/Modify Discontinue

Title I Personnel

Name	Position	Program	FTE
Clarissa Ramirez	AR Facilitator	Title 1	1
Nancy Nerio	Interventionist	Title 1	1

Campus Funding Summary

Federal Grant					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	5	3	AR facilitator		$0.00
				Sub-Total	$0.00

Addendums

Master CNA & SAIP Reporting Checklist

PTG	100%	PTG	0%

DEPT	Data Source	Data Tabs	Guidance	Status	Principal Notes or Questions	VP Verification	Notes & Next Steps
College Prep	KEYS Tab (Tab 3)	Student Achievement Improvement Plan 2021-2022 School Year	This SAIP plan will require logging concrete initiatives put in place for student improvement, as well as their associated timelines, resources, and responsible staff. Each initiative will be tracked mid-year and at the end of the year. Mid-year assessments should be completed by each campus between December 1, 2022 and no later than January 31, 2023.	Complete		Action Required	
	Locus Dashboards: CIS STARR, AP Campus IB Reports EOY Assessments	Comprehensive Needs Assessment 2022 English Language Arts	These Pages should include the percentage of students who achieved each listed score for the 2021-2022 School Year. For each subject, list a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete		Action Required	
		Comprehensive Needs Assessment 2022 Math		Complete		Action Required	
		Comprehensive Needs Assessment 2022 Science		Complete		Action Required	
		Comprehensive Needs Assessment 2022 Humanities		Complete		Action Required	
	State TELPAS Report	Comprehensive Needs Assessment 2022 TELPAS	This data set will outline the percentage of students that earned proficiency in the areas of Listening, Speaking, Reading, and Writing, as indicated in the State TELPAS report. Llist a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete		Action Required	
	Locus Dashboards: ACT, AP, TSI Campus IB Reports Campus Matriculation Reports	100% College Matriculation 2021-2022 School Year	This page will only be applicable to campuses that had graduating classes in the Spring of 2022. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete	N/A for this campus	Action Required	
	Locus Dashboard: Staff Rentention	Staff Quality, Retention, & Recruitment 2021-2022 School Year	Under the %SPED Data Point, this should relfect the percentage of SPED certified teachers, compared to the overall SPED staff. Under number of teacher applicants, note how many teachers were interviewed by campus leaders for positions during the 2021-2022 School Year. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete		Action Required	
	Locus Dashboards: Student Persistence, Enrollment, ADA	School Culture & Climate 2021-2022 School Year	For the Withdrawals/Level 3 Offenses data point, list the number of withdrawals or offenses. All other data points should reflect percentages. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete		Action Required	
	Campus Academic Counselor Tracking Systems	2022 Family & Community Involvement	In addition to listing data percentages, list a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete		Action Required	

Campus Name

2021-22 Student Achievement Improvement Plan - College Prep

COLLEGE PREP

APO	Initiatives	Needs Assess.	Special Pops.	Person(s) Responsible	Timeline Start/End	Resources: Human/ Material/Fiscal	Documentation	Formative Evaluation
	Ensuring equity through our behavior management system.			Kat Rdz	Aug-May	Dean's List for tracking School BM plan revision Professional Development BOY/MOY/EOY	Dean's List tracking PD plans	
	Increasing daily attendance through a culture of joy and accountability.			Kurtis Sanchez	Aug-May	Year-long incentive plan Incentives to fulfill plan Teacher/Leader PD around ADA minute by minute	Dean's list parent communication ADA MxM feedback ADA tracking via PowerSchool	
	Coaching and retaining high quality teachers through the addition of an API that is ESSR funded.			Kat Rdz	Aug-June	API Salary API coaching	API SLL ratings Teacher retention GPTW Survey results	

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

Annual Performance Objectives (APO)

PRIORITY #1: Students Graduate College-Ready

1A. % of graduates who matriculate to a College or University: 100%

1B. % of graduates matriculate to a Tier I/II College or University: 15% | 25%

1C. % of Seniors accepted to a College or University: 100%

1D. % of Seniors named AP scholars | Earn IB diploma: 30% | 25%

1E. Earned State Rating: A

1F. % Basic | % Mastery | % Advanced on LEAP: 82% | 44% | 11%

1G. % Approaches | % Meets | % Masters on STAAR/EOC: 90% | 60% | 30%

1H. % Level 3 | % Level 4 | % Level 5 on FSA/FSAA: 70% | 40% | 20%

1I. % of Pre-K-2nd Students End The Year On/Above Grade Level in Reading - Year 1 Campuses | Year 2 Campuses: 80% | 90%

1J. % of students in CSI achieve 2 years growth in Reading | Math (measured by Ren STAR) 50% | 60%

1K. Average ACT score: 21

1L. % of students graduating college in 4 | 6 years: 25% | 55%

Needs Assessment

S-STAAR

D-DIBELS

E-EOC

A-ACT

RR-Reading Renaissance

ST-STAR for Math

DR-Discipline Report

AP-AP Tests

O-Other

Special Populations

All

AR-At Risk

ELL-English Language Learners

ED-Economically Disadvantaged

M-Migrant

SE-Special Education

IDEA Harlingen

Comprehensive Needs Assessment
COLLEGE PREP

Data Source: CSI

% Meeting CSI Goal	Reading CP CSI
% CSI (EOY Ren.)	14%
% of CSI Passing STAAR	61%
% of SPED Passing STAAR	

Data Source: STAAR

	STAAR Reading 6th	STAAR Reading 7th	STAAR Reading 8th	STAAR Writing 7th	English I EOC	English II EOC
% Approaches	73	92				
% Meets	38	60				
% Masters	23	30				
% Student Achievement Average	45	61				

Data Source: AP/IB/Electives

AP Scores	Pass AP Lit	Pass AP Lang	IB Scores	IB Group 1	% Royal Readers	% Word Master
% Score 1			% Score 1-3			
% Score 2			% Score 4-5			
% Score 3+			% Score 6-7		17%	86%
					RR Goal Met/Not Met	WM Goal Met/Not Met
					Met	Met

Reflections

Areas of Strength	Areas of Need
Strong curriculum	CSI goals aligned to STAAR goals OR a measuring tool that better aligns to the CSI curriculum
Review plan with all resources provided by curriculum team allowed for more focus on delivery and less on planning/finding resources	More Expository district-wide formative assessments throughout the year
Three reading/ELA teachers with 4+ years of experience, all level 4	Normed school-wide STAAR test taking strategy (adopted mid-year this year)

Campus Name

Comprehensive Needs Assessment - College Prep COLLEGE PREP					
Data Source: STAAR					
	STAAR Math 6th	**STAAR Math 7th**	**STAAR Alg I**		
% Approaches	75	67			
% Meets	49	35			
% Masters	31	10			
% Student Achievement Average	52	37			
Data Source: AP/IB					
AP Scores	**Pass AP Calculus AB**	**Pass AP Calculus CD**	**Pass AP Prob. & Stats.**	**IB Scores**	**IB Group 5**
% Score 1				**% Score 1-3**	
% Score 2				**% Score 4-5**	
% Score 3+				**% Score 6-7**	

Reflections	
Areas of Strength	**Areas of Need**
District curriculum is (mostly) STAAR aligned and very extensive	Quality candidates in our "math bucket" to decrease time spent in interviews and increase incoming teacher
Illuminate makes data analysis effective and quick	API with math experience for coaching content expertise
backwards planning using Lead4ward resources	specific resources for filling basic math gaps due to COVID

Campus Name

Comprehensive Needs Assessment COLLEGE PREP						
Data Source: Internal Assessments						
	6th Grade EOY Assessment	7th Grade EOY Assessment				
% Passing	67/39/18%	85/50/21%				
Data Source: STAAR						
	STAAR 8th Science	STAAR Biology				
% Approaches						
% Meets						
% Masters						
% Student Achievement Average						
Data Source: AP/IB						
AP Scores	Pass AP Biology	Pass AP Chemistry	Pass AP Physics (1, 2, & C)	Pass AP Env. Science	IB Scores	IB Group 4
% Score 1					% Score 1-3	
% Score 2					% Score 4-5	
% Score 3+					% Score 6-7	

Reflections	
Areas of Strength	**Areas of Need**
ample materials for experiments and hands on learning throughout the year	Curriculum and/or teacher planning that emphasizes reading to learn
API coaching in content he taught (content experience)	Additional NTI training for teachers onboarding at MOY
backwards planning from exams in S1 and S2	Clear resource plan for what materials need to be bought at BOY

Campus Name

Comprehensive Needs Assessment COLLEGE PREP							
Data Source: Internal Assessments							
	6th Grade EOY Assessment	7th Grade EOY Assessment					
% Passing	97/74/63%	97/90/87%					
Data Source: STAAR							
	STAAR 8th US History	EOC US History					
% Approaches							
% Meets							
% Masters							
% Student Achievement Average							
Data Source: AP/IB							
AP Scores	Pass AP Human Geography	Pass AP World History	Pass AP US History	Pass AP Goverment	Pass AP Economics	IB Scores	IB Group 3
% Score 1						% Score 1-3	
% Score 2						% Score 4-5	
% Score 3+						% Score 6-7	

Reflections	
Areas of Strength	**Areas of Need**
API coached on backwards planning	District provided resources are not well organized, which makes finding and creating plans confusing
Curriculum that aligns to new STAAR with additional writing opportunities	More cross-curricular writing opportunities
teacher used aggressive monitoring tool from ELA	Curriculum and/or teacher planning that emphasizes reading to learn

IDEA Harlingen

Comprehensive Needs Assessment
COLLEGE PREP

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

	Listening	Speaking	Reading	Writing	% of ELL Students who grew one or more levels
% Beginning	0	0	4	0	
% Intermediate	18	36	32	11	
% Advanced	18	64	32	43	
% Advanced High	64	0	32	46	**59%**

Reflection	
Areas of Strength	**Areas of Need**
Lead team hosted writing tutorials specific to TELPAS writing	Increased data tracking for writing for TELPAS students throughout the year
Hostpot facilitator hosted weekly speaking tutorials with TELPAS students	PD around strategies to use when planning/teaching to EL students
TELPAS tutorials were well planned and lead	CSI schedule that prioritizes EL students

Composite
0
18
39
43

IDEA Harlingen

Comprehensive Needs Assessment

COLLEGE PREP: N/A, no graduating class

100% College Matriculation

Matriculation %	Matricuation % 4 year	Matriculation % 2 year	Tier 1/2 % Acceptances	Tier 1/2 % Matriculation	
Tier 1 % Matriculation	**Tier 2 % Matriculation**	**Tier 3 % Matriculation**	**Tier 4 % Matriculation**	**Senior Class CCMR %**	**Senior Class TSI Completion %**

Campus Data

Senior Class ACT Average	Junior Class ACT Average	Overall AP Scholars (3+ or more tests)	IB Medallion Scholars (Passing 3+ exams)	Overall % IB Diploma	Campus End of Year OTG

Reflections

Areas of Strength	Areas of Need
1	1
2	2
3	3

IDEA Harlingen

Comprehensive Needs Assessment COLLEGE PREP	
Staff Quality, Recruitment, Retention	
	Percentage
% School Lead Team Retention	100%
% Instructional Support Retention	100%
% Teacher Retention	83%
% Campus Support Retention	76%
% SPED Certified Teachers	20%
% State/National Certified Teachers	25%
% State Certified Leaders	0%
% State/Board certified Counselors	0%
Number of teacher applicants per 2020-21 school year	

Reflections	
Areas of Strength	**Areas of Need**
GPTW survey data- people feeled cared for, able to take days off, and that their work is meaningful	mid-year onboarding plan that helps teachers and co-teachers feel invtested and supported
Events throughout the year for teachers (ex- two teacher appreciation weeks)	stronger candidates in math
More subjects with clearly organized content (like reading and math) so teachers spend less time planning content and more time practicing delivery	API coaching specifically around emotional intelligence and building relationships

Comprehensi
C
Data Source: Scl
% Average Daily Attendance
% Overall Persistence
% New Student Persistence
# of Admin Withdrawals/ Level 3 Offenses
% SPED
% ELL
% Eco Dis
% Migrant
% Race: American-Indian-Alaska-
% Asian
% White-Hispanic
% Multi
% Black-African-American
% Native-Hawaiian-Pacific-Islander
% White
% Male
% Female

Data Source: School Culture and Climate	
Reflections	
Areas of Strength	**Areas of Need**
Clear behavior management plan	Behavior management plan gap= no clear guidelines for mu
Clearly scheduled culture rounds with follow up procedure	New teachers/teachers that are struggling with culture- no
Adult development in emotional intelligence (1x per month	A full time school counselor/social worker

DEA Harlingen

ve Needs Assessment
llege Prep
hool Culture and Climate
Campus %
90.74
89.08
91.74
0
11.11
30
78.89
0
0
0.01
93.89
0
0
0.56
5.00
50.56
49.44

IDEA Harlingen

Comprehensive Needs Assessment COLLEGE PREP	
Data Source: Family and Community Involvement	
	Percentage
% Families Attended WTI	50%
% Families Attended Curriculum Night	N/A
% Families Who Attended EOY Ceremonies	50%
% Families who attended Fall Festival	N/A
% Families who attended virtual CTE parent night	4%
% Families who attended Spring Report Card Night	30%

a

Reflections	
Areas of Strength	**Areas of Need**
planning events with clear roll out- GRPI, map, invites etc.	SSA needs more time to meet with students and plan family engagement events (next year, will not be EL point
High volume of parenrts read parent weekly (gets 150+ views a week)	Clearer budget from Day 1, so SSA knows what to spend for the year
teacher training around how to interact with parents at nights like report card night	More compelling invitations for nights like report card night

IDEA Public Schools

Health Professions Academy

2022-2023 Campus Improvement Plan

Accountability Rating: B

Board Approval Date: October 21, 2022
Public Presentation Date: September 6, 2022

Mission Statement

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

Vision

We IGNITE. We EMPOWER. We LEAD.

We IGNITE: Centaurs will be excited to learn about the community around them and be motivated to learn that they can achieve any goal with hard work, discipline and joy of learning.

We EMPOWER: Centaurs will embrace and lift up all cultures in our campus community and the healthcare community.

We LEAD: Our Centaurs are our future leaders, Health Care providers, athletes, and decision makers. Health Professions staff and teachers will instill leadership skills with love, joy and a multicultural education.

Core Values

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

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

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Comprehensive Needs Assessment

School Processes & Programs

School Processes & Programs Strengths

Curriculum & Instruction:

- At least one-third of IDEA students graduate with the "AP Scholar" designation, evidence of earning a qualifying score on at least three AP exams, demonstrating successful completion of college-level coursework prior to graduation.
- IDEA provides students access to accelerated instruction through the 1:1 technology device, including adaptive software for mathematics and literacy and access to hundreds of thousands of books in the district's digital library.
- IDEA curricular resources include high-quality instructional materials that earn the highest ratings on national evaluation measures.
- IDEA curriculum is regularly evaluated using a quality evaluation tool, ensuring alignment to the Texas Essential Knowledge and Skills and AP course standards, as well as the STAAR/EOC and AP exams.
- IDEA implements a variety of training opportunities for teachers and leadership staff with the goal of developing teachers' pedagogical content knowledge and leaders' coaching skills.
- For 15 years in a row, 100% of IDEA students have been accepted into college, demonstrating that IDEA academic programming is adequately preparing students for post-secondary education.
- In 2022, four IDEA schools were ranked in the top 10 Most Challenging Schools in the Nation and 13 were ranked in the top 1% of schools nationwide, by the Jay Mathews Challenge Index High School Rankings.

Special Programs

- IDEA exceeded the expected growth target for EL student performance on TELPAS in 2021 with 48% of ELs meeting that target.
- IDEA provide targeted research based instruction to students who have a 2.0 year gap in Reading and/or Math with the goal of closing that gap by 2.0 years during the school year with our initiative called Critical Student Intervention (CSI). During the 21-22 school year, 2,562 out of 6,632 students meet that goal for Reading and 703 out of 1,268 students met the goal for Math.
- IDEA is in Year 3 of our TEA awarded Autism Grant. Through this grant we were able to increase support for 195 students with autism in Rio Grande Valley and Austin who met the criteria outlined by TEA for this grant.
- IDEA submitted and was awarded a Dyslexia Grant by the TEA so that we will be able to provide increased professional development to teachers and leaders on working with students with dyslexia and increase the support resources for our students with dyslexia.

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 1 (Prioritized): Consequence Ladder **Root Cause:** Not utilizing the Behavior Consequence System to fidelity

Problem Statement 2 (Prioritized): Communication between Teachers and Parents Academics and Behavior **Root Cause:** Parent Tracker and frequent parent conference nights

Priority Problem Statements

Problem Statement 1: High needs Behavior Student support

Root Cause 1: The root cause is that we are openly enrolled and in the past we have not help families and students accountable for their actions. We have not had equal consequences because we have accomodated families too much and not pulled out our handbook and IDEA handbook!

Problem Statement 1 Areas: Demographics

Problem Statement 2: No ADA Matrix

Root Cause 2: Creating and utilizing ADA Matrix

Problem Statement 2 Areas: Student Learning

Problem Statement 3: ADA Expectations to Families

Root Cause 3: Set priority meeting with frequent flyers with counselor and principal

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Communication between Teachers and Parents Academics and Behavior

Root Cause 4: Parent Tracker and frequent parent conference nights

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: Day Care School

Root Cause 5: Families were abusing the old afterschool program, so we created a paid for, outside program.

Problem Statement 5 Areas: Perceptions

Problem Statement 6: Principal and Counselor Communication Matrix

Root Cause 6: Parents think we are easily accessible but setting high parent expectation to be able to use the Communication Matrix

Problem Statement 6 Areas: Perceptions

Problem Statement 7: Consequence Ladder

Root Cause 7: Not utilizing the Behavior Consequence System to fidelity

Problem Statement 7 Areas: School Processes & Programs

Problem Statement 8: Diversity Recognition

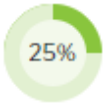
Root Cause 8: We will celebrate and identify all ethnicities and beliefs to make everyone feel inclusive.

Problem Statement 8 Areas: Demographics

Goals

Goal 1: 85% Retention

Performance Objective 1: I want to create an environment that supports staff mental health days!

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Encourage staff to request Mental Health Days two weeks in advance				

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: 100% Enrollment

Performance Objective 1: Campus Tours with Jr Ambassadors and CP Ambassadors

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: We want to give future families a campus experience that involves student perspectives	0%			

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 3: IDEA achieves an A rating

Performance Objective 1: 90/60/30 ELA and Math

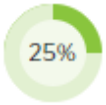
HB3 Goal

Strategy 1 Details	Reviews			
Strategy 1: Exit Ticket Huddles	Formative			Summative
	Oct	Jan	Mar	June
	25%			

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 3: IDEA achieves an A rating

Performance Objective 2: Special Pops is getting extended tutoring with an ELA and Math specific focus

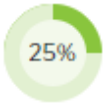
Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Extended Pull outs from SPED Teachers				

 No Progress Accomplished Continue/Modify Discontinue

Goal 4: 97% ADA

Performance Objective 1: Provide incentives for students and staff

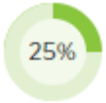
High Priority

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: ADA Bulletin Board. This board is right in the front of our campus and will show who is winning the race to win things like a Splash day for the grade level. This board will be updated daily **Strategy's Expected Result/Impact:** More students on campus each day **Staff Responsible for Monitoring:** Alyssa Guerrero, Itzel Pulido, Sandra Reyes **TEA Priorities:** Build a foundation of reading and math				

 No Progress Accomplished Continue/Modify Discontinue

Goal 5: 90% Persistence

Performance Objective 1: 90% of students will achieve Fitness Ambassador by EOY

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Data visibility and working watches				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 5: 90% Persistence

Performance Objective 2: Campus will hold Campus Crisis Teams monthly and implement CSTAG with Behavior Threats

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: APO will schedule yearlong plan for members of the CCT	25%			

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

IDEA Public Schools

Health Professions College Prep

2022-2023 Campus Improvement Plan

Accountability Rating: B

Distinction Designations:
Academic Achievement in Science
Postsecondary Readiness

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

Mission Statement

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

Vision

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

Core Values

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

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

We **IGNITE** students to be here to growâ€‹

â€‹

We **EMPOWER** students in our ABC'sâ€‹

(Academic excellence & equity, Belonging, Commitment to dismantling racism & oppression)â€‹

â€‹

We **LEAD** students to be the best version of themselves so they can lead others. â€‹

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Comprehensive Needs Assessment

Revised/Approved: September 9, 2022

Demographics

Demographics Summary

% SPED	17%
% ELL	48%
% Eco Dis	85%
% Migrant	0%
% Race: American-Indian-Alaska-Native	1%
% Asian	0%
% White-Hispanic	71%
% Multi	0%
% Black-African-American	19%
% Native-Hawaiian-Pacific-Islander	0%
% White	8%
% Male	47%
% Female	52%

See PDF in Addendum for more information

Demographics Strengths

See PDF in Addendum for more information

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Lack of strong culture with 21-22 School year families **Root Cause:** (1) Lack of consistent and clear communication around school culture and expectations to parents and students during the entire onboarding process (Welcome to IDEA)

Problem Statement 2 (Prioritized): Unclear expectations with families surrounding ADA **Root Cause:** (1) Lack of accountability and clear expectations for families around attendance and clear follow up/ownership within family partnership

Problem Statement 3: Minimal field trips and college visits **Root Cause:** Unclear planning expectations and preparation

Student Learning

Student Learning Summary

At Health Professions College prep students continuously show academic growth year by year in ELA, Science, Math, and Humanities. Our achievement score in ELA was one of the highest throughout the school due to intentional instruction, teacher development, and continuous coaching throughout the school year.

"See PDF in Addendum for more information."

Student Learning Strengths

"See PDF in Addendum for more information."

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): SPED students did not show enough growth based on STAAR testing. **Root Cause:** 1. SPED teacher retention 2. Intentional small group support 3. SPED teacher coaching

Problem Statement 2 (Prioritized): A significant percentage of teacher turnover this school year. **Root Cause:** 1. Clear school systems & accountability for teachers/leaders 2. Clear follow up with families

School Processes & Programs

School Processes & Programs Summary

School Processes & Programs Strengths

Curriculum & Instruction:

- At least one-third of IDEA students graduate with the "AP Scholar" designation, evidence of earning a qualifying score on at least three AP exams, demonstrating successful completion of college-level coursework prior to graduation.
- IDEA provides students access to accelerated instruction through the 1:1 technology device, including adaptive software for mathematics and literacy and access to hundreds of thousands of books in the district's digital library.
- IDEA curricular resources include high-quality instructional materials that earn the highest ratings on national evaluation measures.
- IDEA curriculum is regularly evaluated using a quality evaluation tool, ensuring alignment to the Texas Essential Knowledge and Skills and AP course standards, as well as the STAAR/EOC and AP exams.
- IDEA implements a variety of training opportunities for teachers and leadership staff with the goal of developing teachers' pedagogical content knowledge and leaders' coaching skills.
- For 15 years in a row, 100% of IDEA students have been accepted into college, demonstrating that IDEA academic programming is adequately preparing students for post-secondary education.
- In 2022, four IDEA schools were ranked in the top 10 Most Challenging Schools in the Nation and 13 were ranked in the top 1% of schools nationwide, by the Jay Mathews Challenge Index High School Rankings.

Special Programs

- IDEA exceeded the expected growth target for EL student performance on TELPAS in 2021 with 48% of ELs meeting that target.
- IDEA provide targeted research based instruction to students who have a 2.0 year gap in Reading and/or Math with the goal of closing that gap by 2.0 years during the school year with our initiative called Critical Student Intervention (CSI). During the 21-22 school year, 2,562 out of 6,632 students meet that goal for Reading and 703 out of 1,268 students met the goal for Math.
- IDEA is in Year 3 of our TEA awarded Autism Grant. Through this grant we were able to increase support for 195 students with autism in Rio Grande Valley and Austin who met the criteria outlined by TEA for this grant.
- IDEA submitted and was awarded a Dyslexia Grant by the TEA so that we will be able to provide increased professional development to teachers and leaders on working with students with dyslexia and increase the support resources for our students with dyslexia.

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 1 (Prioritized): The school had 50% staff retention in the 21-22 school year **Root Cause:** 1. Lack of creating strong accountability systems for students, families, and staff. 2. Lack of strong relationships within the school.

Problem Statement 2 (Prioritized): Low family engagement within our school community. **Root Cause:** 1. Unclear school-wide community vision 2. Lack of strategic community building systems

Perceptions

Perceptions Summary

This year at Health Professions College Prep we have put a lot of thought and energy into restorative practice when it comes to behavior intervention. By leveraging restorative practice we create a sense of belonging and ownership of relationships with students and staff. With staff turnover being mostly due to student behaviors we are pushing strong accountability and expectations this school year to prevent teacher burnout.

See PDF in Addendum for more information.

Perceptions Strengths

See PDF in Addendum for more information

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Unclear parent communication process **Root Cause:** 1. System for updating parent contact information 2. Lack of consistent communication

Problem Statement 2 (Prioritized): Low turn out for community events **Root Cause:** 1. Lack of system for event planning expectations 2. Unclear system for ownership

Priority Problem Statements

Problem Statement 1: Lack of strong culture with 21-22 School year families

Root Cause 1: (1) Lack of consistent and clear communication around school culture and expectations to parents and students during the entire onboarding process (Welcome to IDEA)

Problem Statement 1 Areas: Demographics

Problem Statement 2: Unclear expectations with families surrounding ADA

Root Cause 2: (1) Lack of accountability and clear expectations for families around attendance and clear follow up/ownership within family partnership

Problem Statement 2 Areas: Demographics

Problem Statement 3: SPED students did not show enough growth based on STAAR testing.

Root Cause 3: 1. SPED teacher retention 2. Intentional small group support 3. SPED teacher coaching

Problem Statement 3 Areas: Student Learning

Problem Statement 4: A significant percentage of teacher turnover this school year.

Root Cause 4: 1. Clear school systems & accountability for teachers/leaders 2. Clear follow up with families

Problem Statement 4 Areas: Student Learning

Problem Statement 5: The school had 50% staff retention in the 21-22 school year

Root Cause 5: 1. Lack of creating strong accountability systems for students, families, and staff. 2. Lack of strong relationships within the school.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: Low family engagement within our school community.

Root Cause 6: 1. Unclear school-wide community vision 2. Lack of strategic community building systems

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: Unclear parent communication process

Root Cause 7: 1. System for updating parent contact information 2. Lack of consistent communication

Problem Statement 7 Areas: Perceptions

Problem Statement 8: Low turn out for community events

Root Cause 8: 1. Lack of system for event planning expectations 2. Unclear system for ownership

Problem Statement 8 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- 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
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data

- Homeless data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- STEM and/or STEAM data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Goal 1: Increase staff retention

Performance Objective 1: Increase staff experience

High Priority

HB3 Goal

Evaluation Data Sources: Use and adjust through staff surveys

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Weekly staff performance celebration	Formative			Summative
	Oct	Jan	Mar	June
	25%			

Strategy 2 Details	Reviews			
Strategy 2: Monthly Staff Highlight **TEA Priorities:** Recruit, support, retain teachers and principals	Formative			Summative
	Oct	Jan	Mar	June
	0%	0%		

Strategy 3 Details	Reviews			
Strategy 3: Collect staff feedback	Formative			Summative
	Oct	Jan	Mar	June
	0%	0%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 2: All IDEA students matriculate to college

Performance Objective 1: 90% of 9th graders will be TSI exempt in math

High Priority

HB3 Goal

Evaluation Data Sources: TSI Math exemption data

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: TSI prep classes	Formative			Summative
	Oct	Jan	Mar	June
	25%			

Strategy 2 Details	Reviews			
Strategy 2: Math tutor schedule	Formative			Summative
	Oct	Jan	Mar	June
	0%	0%		

Strategy 3 Details	Reviews			
Strategy 3: 100% OTG	Formative			Summative
	Oct	Jan	Mar	June
	0%	0%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 3: IDEA achieves an A rating

Performance Objective 1: 60% of students with Special Education Services will earn Approaches on STAAR

High Priority

HB3 Goal

Evaluation Data Sources: Leverage classroom observations, data dives, weekly assessments, and hot list students to adjust and adapt instruction towards student mastery.

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Ensure daily instructional accommodations are aligned to the day's learning objective and lesson delivery **Funding Sources:** - Federal Grant - $57,250	25%			

 No Progress Accomplished Continue/Modify Discontinue

Goal 4: Increase student daily attendance

Performance Objective 1: Increase student daily attendance and decrease tardy students at school

High Priority

HB3 Goal

Evaluation Data Sources: Collect and follow up with ADA through the ladder of accountability.

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Execute the ADA Matrix with fidelity	25%			

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 5: Increase student persistence

Performance Objective 1: Campus leadership will activate Campus Crisis Team in the event of emergent situations

High Priority

HB3 Goal

Evaluation Data Sources: Leaver codes about campus safety

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: APO will schedule monthly CCT meetings to debrief past situations and to practice in anticipation of emergent situations.	25%			

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 5: Increase student persistence

Performance Objective 2: 90% of students earn Fitness Ambassador status by the end of the school year

Evaluation Data Sources: MVP minutes

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Clear public tracking system in the gym	0%			

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Title I Personnel

Name	Position	Program	FTE
Viviana Estrada	CSI Interventionist		

Campus Funding Summary

Federal Grant					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	1	1			$57,250.00
				Sub-Total	$57,250.00

Addendums

Master CNA & SAIP Reporting Checklist

				PTG	0%	PTG	0%
DEPT	**Data Source**	**Data Tabs**	**Guidance**	**Status**	**Principal Notes or Questions**	**VP Verification**	**Notes & Next Steps**
College Prep	KEYS Tab (Tab 3)	Student Achievement Improvement Plan 2021-2022 School Year	This SAIP plan will require logging concrete initiatives put in place for student improvement, as well as their associated timelines, resources, and responsible staff. Each initiative will be tracked mid-year and at the end of the year. Mid-year assessments should be completed by each campus between December 1, 2022 and no later than January 31, 2023.	Pending		Action Required	
	Locus Dashboards: CIS STARR, AP Campus IB Reports EOY Assessments	Comprehensive Needs Assessment 2022 English Language Arts	These Pages should include the percentage of students who achieved each listed score for the 2021-2022 School Year. For each subject, list a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Pending		Action Required	
		Comprehensive Needs Assessment 2022 Math		Pending		Action Required	
		Comprehensive Needs Assessment 2022 Science		Pending		Action Required	
		Comprehensive Needs Assessment 2022 Humanities		Pending		Action Required	
	State TELPAS Report	Comprehensive Needs Assessment 2022 TELPAS	This data set will outline the percentage of students that earned proficiency in the areas of Listening, Speaking, Reading, and Writing, as indicated in the State TELPAS report. Llist a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Pending		Action Required	
	Locus Dashboards: ACT, AP, TSI Campus IB Reports Campus Matriculation Reports	100% College Matriculation 2021-2022 School Year	This page will only be applicable to campuses that had graduating classes in the Spring of 2022. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Pending		Action Required	
	Locus Dashboard: Staff Rentention	Staff Quality, Retention, & Recruitment 2021-2022 School Year	Under the %SPED Data Point, this should relfect the percentage of SPED certified teachers, compared to the overall SPED staff. Under number of teacher applicants, note how many teachers were interviewed by campus leaders for positions during the 2021-2022 School Year. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Pending		Action Required	
	Locus Dashboards: Student Persistence, Enrollment, ADA	School Culture & Climate 2021-2022 School Year	For the Withdrawals/Level 3 Offenses data point, list the number of withdrawals or offenses. All other data points should reflect percentages. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Pending		Action Required	
	Campus Academic Counselor Tracking Systems	2022 Family & Community Involvement	In addition to listing data percentages, list a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Pending		Action Required	

Campus Name

2021-22 Student Achievement Improvement Plan - College Prep

COLLEGE PREP

APO	Initiatives	Needs Assess.	Special Pops.	Person(s) Responsible	Timeline Start/End	Resources: Human/ Material/Fiscal	Documentation	Formative Evaluation
1G.	Homeroom morning work	S	All	Teachers	8/9/5/25	Formative Loop	Kickboard HR point	Midyear Kickboard
1E.	Kickboard behavior management	S	All	Teachers and Lead	8/9/5/25	Kickboard and Super Trackers	Kickboard HR point	Field lesson attendance
1E.	Adult Accountability System	S	All	Lead Team	8/9/5/26	Lead Team Tracker	Sharepoint	2x2 and midyear meetings
1A	8th Grade GPA	O	All	College Counselor	8/9/5/27	GPA Training PD	GPA Tracker	Mock college applications
1D	External Training/seminars for AP teachers	AP	All	College Counselor	Aug 8, 2022 - May 26, 2023	Fiscal	Training Certificates	% of Trainings per quarter
1B 1C	School Wide Awards Assembly	O	ALL	ALL	08/20-05/22	All staff	Presentation Slides	Reflection and Survey results
5a 5c 5d 1b 1c 2b	Leadership Professional Development	O	ALL	Principal and RDIC	08/20-05/22	All Lead team	APR	Weekly
5a 5c 5d 1b 1c 2b	Student of week	O	ALL	All Staff	08/20-05/22	All CP Staff	ADA	ADA
5a 5c 5d 1b 1c 2b	Parent Conferences	O	ALL	All Staff	08/20-05/22	All CP Staff	Logs	Weekly
5a 5c 5d 1b 1c 2b	Home Visits	O	ALL	All Staff	08/20-05/22	All CP Staff	Logs	Weekly
5a 5c 5d 1b 1c 2b	Positive Phone Call Log	O	ALL	All Staff	08/20-05/22	All CP Staff	Phone Logs	Weekly
6f 6e	Teacher of the Month	O	ALL	All Staff	08/20-05/22	All CP Staff	Tactical notes, FB/PW Posts	Weekly
1b 1c 2ab	Monthly Pep Rallies	O	ALL	All Staff	08/20-05/22	All CP Staff	FB/PW Posts	Monthly

Campus Name

2021-22 Student Achievement Improvement Plan - College Prep

COLLEGE PREP

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

Title I Qualifying Programs			Initiatives Status			
Internal Use Only			Mid Year		End of Year	
Supplemental Program (Y/N)	New Program (Y/N)	Budget Allocation	Outcome	Increase/Decreased by X%	Outcome	Increase/Decreased by X%

Annual Performance Objectives (APO)

PRIORITY #1: Students Graduate College-Ready

1A. % of graduates who matriculate to a College or University: 100%

1B. % of graduates matriculate to a Tier I/II College or University: 15% | 25%

1C. % of Seniors accepted to a College or University: 100%

1D. % of Seniors named AP scholars | Earn IB diploma: 30% | 25%

1E. Earned State Rating: A

1F. % Basic | % Mastery | % Advanced on LEAP: 82% | 44% | 11%

1G. % Approaches | % Meets | % Masters on STAAR/EOC: 90% | 60% | 30%

1H. % Level 3 | % Level 4 | % Level 5 on FSA/FSAA: 70% | 40% | 20%

1I. % of Pre-K-2nd Students End The Year On/Above Grade Level in Reading - Year 1 Campuses | Year 2 Campuses: 80% | 90%

1J. % of students in CSI achieve 2 years growth in Reading | Math (measured by Ren STAR) 50% | 60%

1K. Average ACT score: 21

1L. % of students graduating college in 4 | 6 years: 25% | 55%

Needs Assessment

S-STAAR

D-DIBELS

E-EOC

A-ACT

RR-Reading Renaissance

ST-STAR for Math

DR-Discipline Report

AP-AP Tests

O-Other

Special Populations

All

AR-At Risk

ELL-English Language Learners

ED-Economically Disadvantaged

M-Migrant

SE-Special Education

Campus Name

Comprehensive Needs Assessment
COLLEGE PREP

Data Source: CSI

% Meeting CSI Goal	Reading CP CSI
% CSI (EOY Ren.)	55%
% of CSI Passing STAAR	31%
% of SPED Passing STAAR	31%

Data Source: STAAR

	STAAR Reading 6th	STAAR Reading 7th	STAAR Reading 8th	STAAR Writing 7th	English I EOC
% Approaches	69%	83%	82%		
% Meets	40%	59%	60%		
% Masters	18%	39%	34%		
% Student Achievement Average	42%	60%	59%		

Data Source: AP/IB/Electives

AP Scores	Pass AP Lit	Pass AP Lang	IB Scores	IB Group 1	% Royal Readers
% Score 1			% Score 1-3		60%
% Score 2			% Score 4-5		
% Score 3+			% Score 6-7		

RR Goal Met/Not Met
Yes

Reflections

1. Doubled our achievement average from last mock to STAAR Mock.	1. SPED students passing STAAR wa
2. Growth in approaches/meets/masters	2. % Of CSI students passing STAAR
3. Met Royal reader and word master goal. Also, met CSI goal.	3. Student achievement average coul higher on ELA data.

English II EOC
[redacted]

% Word Master
11%
[redacted]

WM Goal Met/Not Met
Yes

ıs at 31%

ι was at 31%

l have been

Campus Name

Comprehensive Needs Assessment
COLLEGE PREP

Data Source: Internal Assessments

	6th Grade EOY Assessment	7th Grade EOY Assessment
% Passing	83%	

Data Source: STAAR

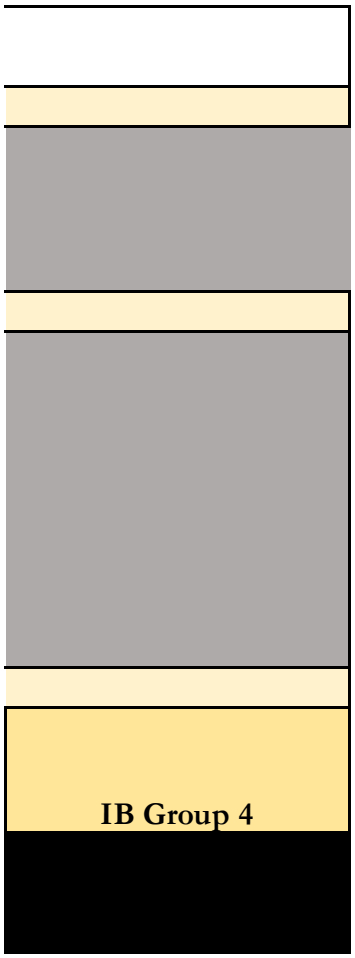
	STAAR 8th Science	STAAR Biology
% Approaches	68%	79%
% Meets	50%	47%
% Masters	18%	8%
% Student Achievement Average	45%	45%

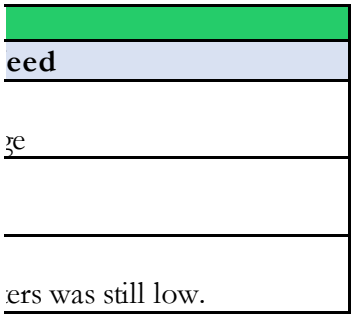
Data Source: AP/IB

AP Scores	Pass AP Biology	Pass AP Chemistry	Pass AP Physics (1, 2, & C)	Pass AP Env. Science	IB Scores
% Score 1					% Score 1-3
% Score 2					% Score 4-5
% Score 3+					% Score 6-7

Reflections

Areas of Strength	Areas of N
1. Growth in STAAR 8th (60/37/9 to 68/50/18)	1. Low student achievement averag
2. Growth in STAAR Biology (69/39/7 to 79/47/8)	2. Low Mastery in 8th and Biology
3. Overall % passing in 6th grade EOY assessment (83%)	3. Overall approaches/meets/mast


IB Group 4


eed
ge
ers was still low.

Campus Name

Comprehensive Needs Assessment - College Prep COLLEGE PREP					
Data Source: STAAR					
	STAAR Math 6th	**STAAR Math 7th**	**STAAR Alg I**		
% Approaches	69%	57%	52%		
% Meets	30%	33%	17%		
% Masters	6%	13%	6%		
% Student Achievement Average	35%	35%	25%		
Data Source: AP/IB					
AP Scores	**Pass AP Calculus AB**	**Pass AP Calculus CD**	**Pass AP Prob. & Stats.**	**IB Scores**	**IB Group 5**
% Score 1				**% Score 1-3**	
% Score 2				**% Score 4-5**	
% Score 3+				**% Score 6-7**	

Reflections	
Areas of Strength	**Areas of Need**
1. 6th and 7th Math doubled their achievement average	1. Low achievement average on all STAAR Math.
2. 6th math went from 29/5/0 to 69/30/6	2. We had a lot of students fail the algebra test, therefore, resulting in retaking the class this year.
3. 7th math went from 40/5/0 to 57/33/13	3. Algebra had no growth and decreased in approaches/meets/masters.

Campus Name

Comprehensive Needs Assessment
COLLEGE PREP

Data Source: Internal Assessments

	6th Grade EOY Assessment	7th Grade EOY Assessment
% Passing		

Data Source: STAAR

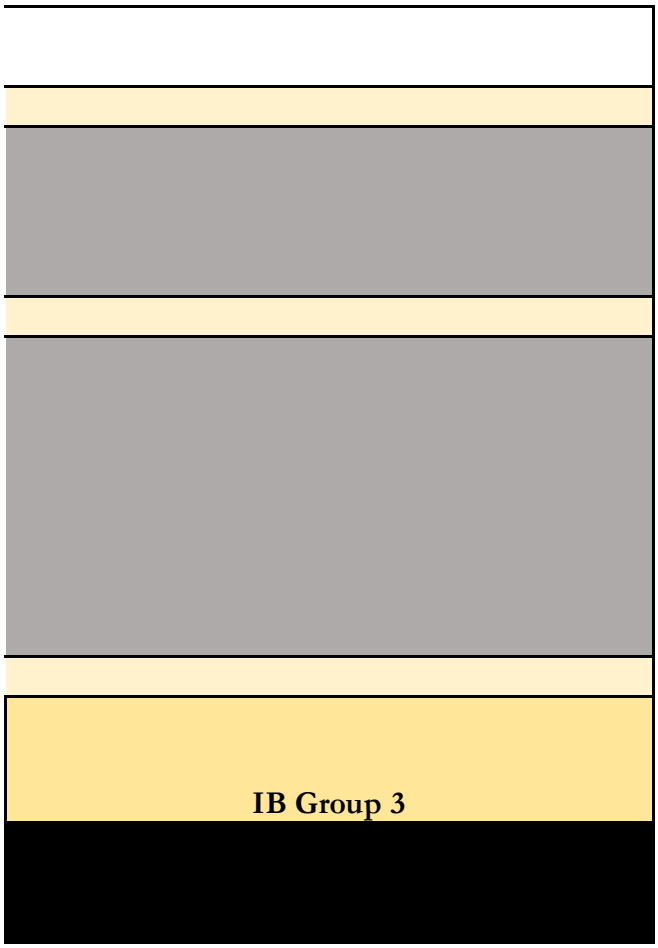
	STAAR 8th US History	EOC US History
% Approaches	45%	
% Meets	7%	
% Masters	2%	
% Student Achievement Average	18%	

Data Source: AP/IB

AP Scores	Pass AP Human Geography	Pass AP World History	Pass AP US History	Pass AP Goverment	Pass AP Economics	IB Scores
% Score 1						% Score 1-3
% Score 2						% Score 4-5
% Score 3+						% Score 6-7

Reflections

Areas of Strength	Areas
1. Growth in achievement from mock STAAR	1. Overall low approaches/meets/masters
2. Spring MOCK 39/5/2 to STAAR 45/7/2	2. History was not held to high expectations throu strategies/justifications
3. We managed to grow and not decline even after our history teacher quit.	3. History was not made a priority throughout the



of Need

ughout the year when it came to

year due to strong data in assessments.

Campus Name

Comprehensive Needs Assessment
COLLEGE PREP

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

	Listening	Speaking	Reading	Writing
% Beginning	4%	7%	12%	4%
% Intermediate	20%	48%	30%	27%
% Advanced	21%	43%	24%	36%
% Advanced High	53%	1%	35%	32%

Reflection

Areas of Strength	Areas of Need
1 High % of AH in Listeining domain and Increased 53% in AH in the writing domain since last year testing.	1 Less than 33% of ELs grew one or more levels
2 100% of students tested in 2022	2 1% of students scored AH in speaking (more pr groups)
3 students know their current proficiency levels and what their growth goals	3 We did not grow in AH for reading since the las

% of ELL Students who grew one or more levels
32%

actice needed, small
t year.

Campus Name

Comprehensive Needs Assessment COLLEGE PREP				
100% College Matriculation				
Matriculation %	**Matricuation % 4 year**	**Matriculation % 2 year**	**Tier 1/2 % Acceptances**	**Tier 1/2 % Matriculation**
Tier 1 % Matriculation	**Tier 2 % Matriculation**	**Tier 3 % Matriculation**	**Tier 4 % Matriculation**	**Senior Class CCMR %**
Campus Data				
Senior Class ACT Average	**Junior Class ACT Average**	**Overall AP Scholars (3+ or more tests)**	**IB Medallion Scholars (Passing 3+ exams)**	**Overall % IB Diploma**

Reflections	
Areas of Strength	Areas of Need
1	1
2	2
3	3

Senior Class TSI Completion %
Campus End of Year OTG

Campus Name

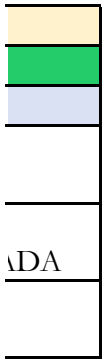
Comprehensive Needs Assessment COLLEGE PREP	
Staff Quality, Recruitment, Retention	
	Percentage
% School Lead Team Retention	100%
% Instructional Support Retention	50%
% Teacher Retention	
% Campus Support Retention	100%
% SPED Certified Teachers	33%
% State/National Certified Teachers	
% State Certified Leaders	
% State/Board certified Counselors	
Number of teacher applicants per 2020-21 school year	

Reflections	
Areas of Strength	**Areas of Need**
1 Strong instructional support	1 Behavior Support
2 Leader Support	2 System Accountability
3 Supplies	3 Team Relationships

Campus Name

Comprehensive Needs Assessment COLLEGE PREP	
Data Source: School Culture and Climate	
	Campus %
% Average Daily Attendance	88.35%
% Overall Persistence	91.48%
% New Student Persistence	87.26%
# of Admin Withdrawals/ Level 3 Offenses	6
% SPED	17%
% ELL	48%
% Eco Dis	85%
% Migrant	0%
% Race: American-Indian-Alaska-Native	1%
% Asian	0%
% White-Hispanic	71%
% Multi	0%
% Black-African-American	19%
% Native-Hawaiian-Pacific-Islander	0%
% White	8%
% Male	47%
% Female	52%

Data Source: School Culture and Climate	
Reflections	
Areas of Strength	**Areas of Need**
1 Persistence in on track to hit 90% goal	1 Creating strong culture with last year's families
2 Increased new student persestance since last year.	2 Creating strong expectations with families surrounding A
3 Increased our SPED stuent population since last year (creatin	3 More field trips and college visits (COVID inhibited)


ADA

Campus Name

Comprehensive Needs Assessment COLLEGE PREP	
Data Source: Family and Community Involvement	
	Percentage
% Families Attended WTI	53%
% Families Attended Curriculum Night	36%
% Families Who Attended EOY Ceremonies	80%
% Families who attended Fall Festival	94%
% Families who attended Winter Festival	30%
% Families who attended Spring Festival	42%

Reflections	
Areas of Strength	**Areas of Nee**
1) At least one monthly FE event was offered throughtout the y	1 Cleaning up parent #s on PS-many
2) flexibility in team-we always execute with strong energy even	2) short notice on communications du
3) Partnering with the community to join our events	3) long term plannin event systems-to

d
incorrect
ıe to last minute planning
avoid last minute plannir

IDEA Public Schools

Hidden Meadow Academy

2022-2023 Campus Improvement Plan

Accountability Rating: Not Rated

Board Approval Date: October 21, 2022
Public Presentation Date: September 9, 2022

Mission Statement

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

Vision

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

Core Values

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

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

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Comprehensive Needs Assessment

Revised/Approved: September 9, 2022

Demographics

Demographics Summary

We are an open enrollment charter school serving grades Kinder through 3rd grade on the North West side of San Antonio. We have 466 scholars enrolled. Our primary demographic is White-Hispanic, making up 72.98% of our population. 66.86% of our demographic is economically disadvantaged. 9.47% are English Learners and 6.31% are special education. We serve our demographics with 1 lead principal, 3 assistant principals, and 1 school counselor.

Demographics Strengths

See PDF in addendum for more information.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Average daily attendance was 6.51% below our district goal. **Root Cause:** We did not start a parent accountability track (ADA Escalation Matrix) until October.

Problem Statement 2 (Prioritized): We were 15.11% below our district goal for student persistence. **Root Cause:** We did not put operating mechanisms that would support persistence until March.

Student Learning

Student Learning Summary

This is the first year we have a third grade class. We do not have historical STAAR results. Based off of first 3 weeks observations our scholars are not at a place to complete work at the rigor of 3rd grade STAAR. Root cause could be teachers have not been trained in embedding rigor strategies into their lessons so the work they were doing was foundational level. See PDF in the Addendum for more information

Student Learning Strengths

See PDF in Addendum for more information.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: EOM assessments scored higher than EOY exam. **Root Cause:** Scoring for EOM assessments were completed by the main math teacher. Scoring for EOY assessment was completed by a different teacher. This shows evidence of grading discrepancy. We should have teachers switch off of grading from the beginning and also led scoring norming huddles.

Problem Statement 2 (Prioritized): 94% of scholars reached grade level, but our DI program lacked rigor for writing and comprehension. **Root Cause:** DI program should go hand in hand with Wit and Wisdom. Primary grades taught it inconsistently or not at all.

Problem Statement 3 (Prioritized): School lacks vertical alignment across contents. **Root Cause:** Last year the school did not have operating mechanisms for the APIs to plan content together and align the material strategically.

School Processes & Programs

School Processes & Programs Summary

During the first week of back to school for adults, the leaders spend 1 week in professional development. The sessions cover: roles and responsibilities, building a core calendar, developing emotional intelligence, coaching cycle for adults, resetting culture, etc. Their coaching continues throughout the school year with 1 hour of PD each week for leaders. This leader PD covers topics such as: coaching cycle, mid year and end of year formative assessments, updating calendars based on data, creating operating mechanisms, holding parent conferences etc. Each week the lead team also takes part in culture rounds and instructional rounds. These rounds inform our Tuesday PD and our morning rehearsals for every teacher.

See PDF in Addendum for more information.

School Processes & Programs Strengths

Curriculum & Instruction:

- At least one-third of IDEA students graduate with the "AP Scholar" designation, evidence of earning a qualifying score on at least three AP exams, demonstrating successful completion of college-level coursework prior to graduation.
- IDEA provides students access to accelerated instruction through the 1:1 technology device, including adaptive software for mathematics and literacy and access to hundreds of thousands of books in the district's digital library.
- IDEA curricular resources include high-quality instructional materials that earn the highest ratings on national evaluation measures.
- IDEA curriculum is regularly evaluated using a quality evaluation tool, ensuring alignment to the Texas Essential Knowledge and Skills and AP course standards, as well as the STAAR/EOC and AP exams.
- IDEA implements a variety of training opportunities for teachers and leadership staff with the goal of developing teachers' pedagogical content knowledge and leaders' coaching skills.
- For 15 years in a row, 100% of IDEA students have been accepted into college, demonstrating that IDEA academic programming is adequately preparing students for post-secondary education.
- In 2022, four IDEA schools were ranked in the top 10 Most Challenging Schools in the Nation and 13 were ranked in the top 1% of schools nationwide, by the Jay Mathews Challenge Index High School Rankings.

Special Programs

- IDEA exceeded the expected growth target for EL student performance on TELPAS in 2021 with 48% of ELs meeting that target.
- IDEA provide targeted research based instruction to students who have a 2.0 year gap in Reading and/or Math with the goal of closing that gap by 2.0 years during the school year with our initiative called Critical Student Intervention (CSI). During the 21-22 school year, 2,562 out of 6,632 students meet that goal for Reading and 703 out of 1,268 students met the goal for Math.
- IDEA is in Year 3 of our TEA awarded Autism Grant. Through this grant we were able to increase support for 195 students with autism in Rio Grande Valley and Austin who met the criteria outlined by TEA for this grant.
- IDEA submitted and was awarded a Dyslexia Grant by the TEA so that we will be able to provide increased professional development to teachers and leaders on working with students with dyslexia and increase the support resources for our students with dyslexia.

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

See PDF in Addendum for more information.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): We were 3% below the goal for lead teacher retention and 6% below for co teacher retention. **Root Cause:** A principal change occurred mid year and implemented structural and organizational changes. The principal did not build background knowledge and gain investment around the changes.

Problem Statement 2 (Prioritized): We did not have clear data tracking systems for reading and math grades PK-2. **Root Cause:** The mid year principal change focused on systems and culture for the overall school.

Perceptions

Perceptions Summary

This past year we retained 82% of our lead teachers and 79% of our instructional support staff. To support teachers through conflicts we used the crucial conversations method and worked to address and resolve issues right away. We also issued Great Places to Work Survey data in December and analyzed the data in January. From there we made structural changes to improve our areas of growth. This year we will continue to use the crucial conversation model, embed more teacher celebrations, and host monthly events or treats for teachers.

This coming year we want to improve our family connections. Therefore, we have scheduled a monthly family project, persistence event, and academic touchpoint each month. We want to build traditions amongst scholars and their families so they are involved in the joy factor and the academic side.

See PDF in Addendum for more information

Perceptions Strengths

See PDF in Addendum for more information

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Families did not have opportunities to be involved in school events. **Root Cause:** The school had only 2 events in persons and did not add more due to lack of planning time, new principal and school counselor change who are the main drivers of family events.

Problem Statement 2 (Prioritized): New to IDEA families did not get to hear different perspectives and school wide expectations from different staff members at WTI. **Root Cause:** Staff members found it hard to participate in events that were after school due to late notice and extra time away from home.

Priority Problem Statements

Problem Statement 1: We were 15.11% below our district goal for student persistence.

Root Cause 1: We did not put operating mechanisms that would support persistence until March.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Average daily attendance was 6.51% below our district goal.

Root Cause 2: We did not start a parent accountability track (ADA Escalation Matrix) until October.

Problem Statement 2 Areas: Demographics

Problem Statement 3: We were 3% below the goal for lead teacher retention and 6% below for co teacher retention.

Root Cause 3: A principal change occurred mid year and implemented structural and organizational changes. The principal did not build background knowledge and gain investment around the changes.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: We did not have clear data tracking systems for reading and math grades PK-2.

Root Cause 4: The mid year principal change focused on systems and culture for the overall school.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: Families did not have opportunities to be involved in school events.

Root Cause 5: The school had only 2 events in persons and did not add more due to lack of planning time, new principal and school counselor change who are the main drivers of family events.

Problem Statement 5 Areas: Perceptions

Problem Statement 6: New to IDEA families did not get to hear different perspectives and school wide expectations from different staff members at WTI.

Root Cause 6: Staff members found it hard to participate in events that were after school due to late notice and extra time away from home.

Problem Statement 6 Areas: Perceptions

Problem Statement 7: 94% of scholars reached grade level, but our DI program lacked rigor for writing and comprehension.

Root Cause 7: DI program should go hand in hand with Wit and Wisdom. Primary grades taught it inconsistently or not at all.

Problem Statement 7 Areas: Student Learning

Problem Statement 8: School lacks vertical alignment across contents.

Root Cause 8: Last year the school did not have operating mechanisms for the APIs to plan content together and align the material strategically.

Problem Statement 8 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Federal Report Card and accountability data

Student Data: Assessments

- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local benchmark or common assessments data
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data

Student Data: Student Groups

- 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
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.

Student Data: Behavior and Other Indicators

- Attendance data
- Enrollment trends

Employee Data

- Staff surveys and/or other feedback
- Campus leadership data
- Professional development needs assessment data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation

Goals

Revised/Approved: September 9, 2022

Goal 1: Increase staff retention

Performance Objective 1: By May 2023, 85% of teachers will report that they are retuning the following year, increasing staff retention by 3% from the previous year.

High Priority

Evaluation Data Sources: Staff Retention Rate

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Tight loop coaching and clear action steps to drive immediate growth. **Strategy's Expected Result/Impact:** Teachers feel successful in their roles. **Staff Responsible for Monitoring:** Principal and assistant principals **Title I:** 2.5 **- 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 **Problem Statements:** School Processes & Programs 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Utilizing reminders via Outlook Calendar to communicate deadlines and drive follow ups by leadership **Strategy's Expected Result/Impact:** Provide clear communication and expectations with teachers **Staff Responsible for Monitoring:** Principal, assistant principals, admin assistant				

Title I:
2.5
- TEA Priorities:
Recruit, support, retain teachers and principals
- ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture
Problem Statements: School Processes & Programs 1

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: We were 3% below the goal for lead teacher retention and 6% below for co teacher retention. **Root Cause**: A principal change occurred mid year and implemented structural and organizational changes. The principal did not build background knowledge and gain investment around the changes.

Goal 2: Meet full enrollment

Performance Objective 1: By 10th day of school in August 2023, our school will hit the over enrollment goal (600 scholars) indicated in the enrollment contract.

High Priority

Evaluation Data Sources: power school report, stream report

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Increase social media presence by posting on Facebook, Instagram, and tik tok with a focus on academic and social highlights. **Strategy's Expected Result/Impact:** Increase number of applications **Staff Responsible for Monitoring:** principal, apo, grade level admin, enrollment coordinator **Title I:** 4.2 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning **Problem Statements:** Demographics 2				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: We were 15.11% below our district goal for student persistence. **Root Cause**: We did not put operating mechanisms that would support persistence until March.

Goal 3: IDEA achieves an A rating

Performance Objective 1: By June 2023, 3rd grade will have reached 90/70/40 goal on 3rd reading and math STAAR and rate an A for our first year of operation.

High Priority

HB3 Goal

Evaluation Data Sources: Final STAAR results

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Weekly instructional Rounds w/ leaders to ensure correct next steps for teachers is being prescribed, includes special pops rounds **Strategy's Expected Result/Impact:** Increase quality of instruction for each classroom **Staff Responsible for Monitoring:** assistant principal, principal **Title I:** 2.5 **- 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 5: Effective Instruction **Problem Statements:** Student Learning 3 - School Processes & Programs 2				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: AR Zone facilitator will increase scholar's reading fluency by increasing "word count read" for each child **Strategy's Expected Result/Impact:** increase fluency and reading stamina **Staff Responsible for Monitoring:** AR Zone Facilitator **Title I:** 2.4 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** School Processes & Programs 2				

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 3: School lacks vertical alignment across contents. **Root Cause**: Last year the school did not have operating mechanisms for the APIs to plan content together and align the material strategically.
School Processes & Programs
Problem Statement 2: We did not have clear data tracking systems for reading and math grades PK-2. **Root Cause**: The mid year principal change focused on systems and culture for the overall school.

Goal 3: IDEA achieves an A rating

Performance Objective 2: By June 2023, 30% of special education scholars will hit meets in EOY STAAR exam.

High Priority

Evaluation Data Sources: EOY STAAR exam data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Tracking scholar data and sub-pops strategically **Strategy's Expected Result/Impact:** data awareness for special populations **Staff Responsible for Monitoring:** assistant principal, principal, teachers **Title I:** 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Problem Statements:** School Processes & Programs 2				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Coach teachers on how to review DI data to conduct a cause-solution for the next day if data is below 90% mastery **Strategy's Expected Result/Impact:** Provide data driven instruction **Staff Responsible for Monitoring:** assistant principal, principal **Title I:** 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** School Processes & Programs 2				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

School Processes & Programs

Problem Statement 2: We did not have clear data tracking systems for reading and math grades PK-2. **Root Cause**: The mid year principal change focused on systems and culture for the overall school.

Goal 3: IDEA achieves an A rating

Performance Objective 3: By June 2023, 90% of our scholars in Kinder through 2nd grade will be reading on grade level.

High Priority

HB3 Goal

Evaluation Data Sources: Final DI data report

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Conduct weekly instructional rounds (principals, APIs, and DI program manager) with DI data in hand. **Strategy's Expected Result/Impact:** increase lesson progress and increase lesson mastery to hit benchmark goals **Staff Responsible for Monitoring:** principal, APIs, DI program manager **Title I:** 2.4 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 2				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 2: 94% of scholars reached grade level, but our DI program lacked rigor for writing and comprehension. **Root Cause**: DI program should go hand in hand with Wit and Wisdom. Primary grades taught it inconsistently or not at all.

Goal 4: Increase student daily attendance

Performance Objective 1: By May 2023, our YTD ADA will be 97%, increasing our ADA from previous year by 7%.

High Priority

Evaluation Data Sources: EOY ADA report

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Post homeroom ADA in their classrooms and reference **Strategy's Expected Result/Impact:** Build peer to peer accountability for ADA **Staff Responsible for Monitoring:** Assistant principals and teachers **Title I:** 2.4 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Demographics 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Reduced thresholds for ADA Escalation Matrix to reach priority status earlier in process **Strategy's Expected Result/Impact:** Intervene with families sooner rather than later when absences have accumulated **Staff Responsible for Monitoring:** Assistant principal of operations, homeroom teachers, grade team leaders, principal, assistant principals, SIS **Title I:** 2.4 **- 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 **Problem Statements:** Demographics 1				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: Average daily attendance was 6.51% below our district goal. **Root Cause**: We did not start a parent accountability track (ADA Escalation Matrix) until October.

Goal 5: Increase student persistence

Performance Objective 1: By August 2023, 90% of our scholars will return for the following year, increasing our persistence by 15%.

High Priority

Evaluation Data Sources: Persistence data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Provide culture one pager, communication flowchart, scholar information sheet, meet the teacher flyer, and ensure they're set up on REMIND for every NTI family member during onboarding **Strategy's Expected Result/Impact:** Family has school culture awareness **Staff Responsible for Monitoring:** school counselor, teachers, principal **Title I:** 4.2 **- 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 **Problem Statements:** Demographics 2				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: We were 15.11% below our district goal for student persistence. **Root Cause**: We did not put operating mechanisms that would support persistence until March.

Goal 5: Increase student persistence

Performance Objective 2: By April 2023, we will have 2 representatives from each grade level present to NTI families at WTI about the IDEA experience and campus wide expectations.

Evaluation Data Sources: WTI attendance roster, WTI staff roster

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Have every teacher sign up for at least 1 WTI event by December and provide dates for timely family planning **Strategy's Expected Result/Impact:** More staff to speak to our families **Staff Responsible for Monitoring:** assistant principal of operations, principal, grade team leaders **Title I:** 4.1 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** Demographics 1, 2 - Perceptions 1, 2				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Average daily attendance was 6.51% below our district goal. **Root Cause**: We did not start a parent accountability track (ADA Escalation Matrix) until October.
Problem Statement 2: We were 15.11% below our district goal for student persistence. **Root Cause**: We did not put operating mechanisms that would support persistence until March.

Perceptions
Problem Statement 1: Families did not have opportunities to be involved in school events. **Root Cause**: The school had only 2 events in persons and did not add more due to lack of planning time, new principal and school counselor change who are the main drivers of family events.
Problem Statement 2: New to IDEA families did not get to hear different perspectives and school wide expectations from different staff members at WTI. **Root Cause**: Staff members found it hard to participate in events that were after school due to late notice and extra time away from home.

Goal 5: Increase student persistence

Performance Objective 3: By December 2022, 100% of classroom from K-3 will have received 1-2 lessons from the school counselor that address ways to prevent, respond, and report bullying.

Evaluation Data Sources: Calendar Dates of Completion

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: School counselor will schedule out bullying lessons for each grade level by October and personally deliver the lessons. **Strategy's Expected Result/Impact:** Build awareness around harmful effects of bullying and how to handle these situations **Staff Responsible for Monitoring:** classroom teachers, school counselor, principal **Title I:** 2.5 **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Demographics 2				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 2: We were 15.11% below our district goal for student persistence. **Root Cause**: We did not put operating mechanisms that would support persistence until March.

Goal 5: Increase student persistence

Performance Objective 4: By May 2023, 80% (180) of scholars in grades 2 and 3 will reach their fitness ambassador goal of 1200 minutes.

Evaluation Data Sources: IHT monitor data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Grades 2 and 3 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 coach **Title I:** 2.5 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction				

 No Progress Accomplished Continue/Modify Discontinue

Addendums

Master CNA & SAIP Reporting Checklist

				PTG	100%	PTG	100%
DEPT	**Data Sources**	**Data Tabs**	**Guidance**	**Status**	**Principal Notes or Questions**	**VP Verification**	**Notes & Next Steps**
ACADEMY	KEYS Tab (Tab 3)	Student Achievement Improvement Plan 2021-2022 School Year	This SAIP plan will require logging concrete initiatives put in place for student improvement, as well as their associated timelines, resoures, and responsible staff. Each initiative will be tracked mid-year and at the end of the year. Mid-year assessments should be completed by each campus between December 1, 2022 and no later than January 31, 2023.	Complete		Verified	
	Locus Dashboards: CSI, STARR, AP CampusIB Reports EOY Assessments	Comprehensive Needs Assessment 2022 English Language Arts	These pages should include the percentage of students who achieved each listed score for the 2021-2022 School Year. For each subject, list a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete		Verified	
		Comprehensive Needs Assessment 2022 Math		Complete		Verified	
		Comprehensive Needs Assessment 2022 Science		Complete		Verified	
		Comprehensive Needs Assessment 2022 Humanities		Complete		Verified	
	State TELPAS Report	Comprehensive Needs Assessment 2022 TELPAS	This data set will outline the percentage of students that earned proficiency in the areas of Listening, Speaking, Reading, and Writing, as indicated in the State TELPAS report. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete		Verified	
	Locus Dashboard: Staff Retention	Staff Quality, Rentention, & Recruitment 2021-2022 School Year	Under the %SPED Data Point, this should reflect the percentage of SPED certified teachers, compared to the overall SPED staff. Under number of teacher applicants, note how many teachers were interviewed by campus leaders for positions during the 2021-2022 School Year. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete		Verified	
	Locus Dashboards: Student Persistence, Enrollment, ADA	School Culture & Climate 2021-2022 School Year	For the Withdrawals/Level 3 Offenses data point, list the number of withdrawals or offenses. All other data points should reflect percentages. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete		Verified	
	Campus Academic Counselor Tracking Systems	2022 Family & Community Involvement	In addition to listing data percentages, list a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete		Verified	

Last Updated 8/29/2022

IDEA Hidden Meadow Academy

2022-2023 Student Achievement Improvement Plan

ACADEMY

APO	Initiatives	Needs Assess.	Special Pops.	Person(s) Responsible	Timeline Start/End	Resources: Human/ Material/Fiscal	Documentation	Formative Evaluation
1G	New 3rd Grade Curriculum	S	All	API, Principal, Content Teacher	7/21/2022 - 5/27/2023	Human, Content	Lesson Plan Tracker, Teachboost	STAAR, DI, EOY Eureka Final
1G	Implement rigor into instruction through lesson rehearsals	S	All	API, Principal, Content Teacher	7/21/2022 - 5/27/2023	Human, Content	Lesson Plan Tracker, Teachboost	STAAR, DI, EOY Eureka Final
1G	Create RTI system	S	All	API, Principal, Content Teacher	8/21/2022 - 5/27/2023	Human, Content	RTI Tracker	STAAR, DI, EOY Eureka Final
1G	Improve quality of lesson plans submitted by providing weekly feedback	S	All	API, Principal, Content Teacher		Human, Content	Lesson Plan Tracker	STAAR, DI, EOY Eureka Final
2B	Increase ADA	S	All	APO, homeroom teacher, Principal, APIs	8/16/2022 - 5/27/2023	Human, Material, Fiscal	ADA Dashboard	Final ADA EOY Data
1G	Consistent remediation	D	All	Content Teacher	8/16/2022 - 5/27/2023	Content, Human	Campus Data Tracker	DIBELS, COs and Mastery Tests
2C	More Principal and family touchpoints	O	All	Prinicpal	8/16/2022 - 5/27/2023	Human	Onboarding Tracker	Enrollment FDOS
2A	Increase Celebrations - Teacher of the month, scholar of the week, growth goals, grade level of the month	O	All	API, Principal, Content Teacher	8/16/2022 - 5/27/2023	Human, Material, Fiscal	Attendance Sheets, Parent Weekly	Student Persistence Data
2A	LT Tactical, Card Writing	O	n/a	AC Lead Team	8/8/2022 - 5/27/2023	Human, Material, Fiscal	Tactical Document	Teacher Retention Goal
2C	Impelment School wide traditions for scholars, teachers, and families	O	All	API, Principal, Content Teacher, School Counselor	8/16/2022 - 5/27/2023	Human, Material, Fiscal	Persistence Dashboard, parent surveys	BOY Aug Persistence data 23

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

Annual Performance Objectives (APO)

PRIORITY #1: Students Graduate College-Ready

1A. % of graduates who matriculate to a College or University: 100%

1B. % of graduates matriculate to a Tier I/II College or University: 15% | 25%

1C. % of Seniors accepted to a College or University: 100%

1D. % of Seniors named AP scholars | Earn IB diploma: 30% | 25%

1E. Earned State Rating: A

1F. % Basic | % Mastery | % Advanced on LEAP: 82% | 44% | 11%

1G. % Approaches | % Meets | % Masters on STAAR/EOC: 90% | 60% | 30%

1H. % Level 3 | % Level 4 | % Level 5 on FSA/FSAA: 70% | 40% | 20%

1I. % of Pre-K-2nd Students End The Year On/Above Grade Level in Reading - Year 1 Campuses | Year 2 Campuses: 80% | 90%

1J. % of students in CSI achieve 2 years growth in Reading | Math (measured by Ren STAR) 50% | 60%

1K. Average ACT score: 21

1G. % Approaches | % Meets | % Masters on STAAR/EOC: 90% | 60% | 30%

PRIORITY #2: Build a Strong & Sustainable Organization

2A. % Teacher Retention | Employee Retention: 85% | 85%

2B. 80% composit score on GPTW: 82%

2B. %Average Daily Attendance: 97.50%

2C. New Student Persistence: 90%

2D. Operating Income: $133M

2E. FIRST Rating: A

PRIORITY #3: Achieve Mission at Scale

3A. % of students with low socio-economic status: 80%

3B. Enrollment in August 2020: 83,894

3C. Schools in operation in August 2020: 149

3D. Total Funds Raised (millions): $93M

Needs Assessment

S-STAAR

D-DIBELS

E-EOC

A-ACT

RR-Reading Renaissance

ST-STAR for Math

DR-Discipline Report

AP-AP Tests

O-Other

Special Populations

All

AR-At Risk

ELL-English Language Learners

ED-Economically Disadvantaged

M-Migrant

SE-Special Education

IDEA Hidden Meadow Academy

Comprehensive Needs Assessment
ACADEMY

Data Sources: Eureka Math & Electives Academy

	DISTAR Pre-K on Grade Level	Eureka Kinder on Grade Level	Eureka First on Grade Level	Eureka Second on Grade Level	% Math Masters Pk-2	Pk-2 MM Goal Met/Not Met
% Students	N/A	100/95/98	97/76/41	82/32/7	65%	35%

Data Source: STAAR Academy

	STAAR Math Grade 3	STAAR Math Grade 4	STAAR Math Grade 5	% Math Masters 3-5	3-5 MM Goal Met/Not Met
% Approaches	N/A	N/A	N/A	N/A	N/A
% Meets	N/A	N/A	N/A		
% Masters	N/A	N/A	N/A		
% Student Achievement Average	N/A	N/A	N/A		
% Meet 2 year growth	N/A	N/A	N/A		

Data Source: CSI Academy

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

Reflections	
Areas of Strength	**Areas of Need**
1 Hit our math masters goal for Hot Spot	1 EOM assessments scored higher than EOY exam. We need to integrate scoring norming huddles before grading that is more realistic of the blind exam setting and grading procedure.
2 Hit the DI Benchmark for PK, K, and 1	2 Reading instruction took priority over math instruction due to the data.
3 PK-K classrooms were normed on structures, systems, and approach to teaching	3 Vertical alignment was not happening across the grade levels.

IDEA Hidden Meadow Academy

Comprehensive Needs Assessment ACADEMY						
Data Sources: DI ELA & Electives						
	DI Pre-K on Grade Level	**DI Kinder on Grade Level**	**DI First on Grade Level**	**DI Second on Grade Level**	**% Royal Readers**	**% Word Masters**
% Students	100%	95%	80%	96%	0%	70%
					RR Goal Met/Not Met	**WM Goal Met/Not Met**
					Not Met	Met

	STAAR Reading Grade 3	**STAAR Reading Grade 4**	**STAAR Writing Grade 3**	**STAAR Writing Grade 4**
% Approaches	N/A	N/A	N/A	N/A
% Meets	N/A	N/A	N/A	N/A
% Masters	N/A	N/A	N/A	N/A
SAS	N/A	N/A	N/A	N/A
% Student Achievement Average	N/A	N/A	N/A	N/A

Data Source: CSI	
% Meeting CSI Goal	**Reading AC CSI**
% CSI (EOY Ren.)	N/A
% of CSI Passing STAAR	N/A
% of SPED Passing STAAR	N/A

Reflections	
Areas of Strength	**Areas of Need**
1 Hit benchmark for PK, K, 2	1. In the last stretch of June, classroom observations were inconsistent due to EOY meetings and 22-23 school year planning.
2 In depth coaching was happening across all reading classrooms until May	2 Extend the summer school roster. We need to add more scholars to summer school that are closer to hitting their end of year "on track" goals.
3 Teachers provided intervention and tutoring to help get scholars on track	3 There were different layouts and approaches to teaching DI in every classroom and it made it harder to coach the classroom to mastery.

IDEA Hidden Meadow Academy

Comprehensive Needs Assessment ACADEMY						
Data Sources: Science Pk-2						
	Science Pre-K on Grade Level	**Science Kinder on Grade Level**	**Science First on Grade Level**	**Science Second on Grade Level**	**Science Third on Grade Level**	**Science Fourth on Grade Level**
% Students	N/A	97/89/77	80/60/12	92/80/64	N/A	N/A
Data Source: Science 3-5						
	STAAR Science Grade 5					
% Approaches	N/A					
% Meets	N/A					
% Masters	N/A					
% Student Achievement Average	N/A					

Reflections	
Areas of Strength	**Areas of Need**
1 We integrated science throughout the year in PK-2.	1 Stay more consistent with teaching it daily
2 Scholars were invovled in hands on projects.	2 Extend the amount of minutes in which it is being taught
3 1st and 2nd teachers were teaching it regularly throughout the year	3 Re-train all teachers in the science curriculum and lead PD sessions that help them unpack the content.

IDEA Hidden Meadow Academy

Comprehensive Needs Assessment

ACADEMY

Data Sources: Humanities Pk-2

	Humanities Pre-K on Grade Level	Humanities Kinder on Grade Level	Humanities First on Grade Level	Humanities Second on Grade Level	Humanities Third on Grade Level	Humanities Fourth on Grade Level
% Students	N/A	99/98/91	100/98/87	98/97/87	N/A	N/A

Reflections	
Areas of Strength	**Areas of Need**
1 We integrated SS throughout the year in PK-2.	1 Stay more consistent with teaching it daily
2 Scholars were invovled in art and writing projects.	2 Extend the amount of minutes in which it is being taught
3 1st and 2nd teachers were coaching regularly throughout the year vs being an afterthought.	3 Re-train all teachers in the science curriculum and lead PD sessions that help them unpack the content.

Humanities Fifth on Grade Level
N/A

IDEA Hidden Meadow Academy

Comprehensive Needs Assessment ACADEMY					
TELPAS Composite Rating (Listening, Speaking, Reading, Writing)					
	Listening	**Speaking**	**Reading**	**Writing**	**% of ELL Students who grew one or more levels**
% Beginning	15%	33%	33%	37%	Reading - 30%
% Intermediate	22%	30%	26%	26%	Writing - 19%
% Advanced	30%	19%	15%	11%	Listening - 30%
% Advanced High	33%	19%	26%	26%	Speaking - 19%

Reflections	
Areas of Strength	**Areas of Need**
1 We had some of the highest growth for TELPAS.	1 Provide regular training on EL strategies
2 API and TC walked teachers through accurate data collection	2 Provide feedback on strategies being implemented
3 For upcoming school year API gave thorough training for understanding EL population, needs, and strategies	3

IDEA Hidden Meadow Academy

Comprehensive Needs Assessment	
ACADEMY	
Staff Quality, Recruitment, Retention	
	Percentage
% School Lead Team Retention	80%
% Instructional Support Retention	79%
% Teacher Retention	81%
% Campus Support Retention	90%
% SPED Teachers	100%
% State/National Certified Teachers	88%
% State Certified Leaders	66%
% State/Board certified Counselors	100%
Number of teacher applicants per 2020-21 school year	30%

Reflection	
Areas of Strength	Areas of Need
1 A majority of the staff stayed after there was a principal change in January	1 Implement introductions and expectations of the new principal from the very beginning
2 Hidden Meadow experienced a change in the staffing model. Many staff members were able to retain their teacher positions in the organization.	2 Follow through when staff expectations are not met
3 We had 80 GPTW score.	3 Document when staff expectations are not met

IDEA Hidden Meadow Academy

Comprehensive Needs Assessment ACADEMY	
Data Source: School Culture and Climate	
	Campus %
% Average Daily Attendance	90.99%
% Overall Persistence	80.16%
% New Student Persistence	74.88%
# of Admin Withdrawals/ Level 3 Offenses	0
% SPED	6.31%
% ELL	9.47%
% Eco Dis	66.86%
% Migrant	0%
% Race: American-Indian-Alaska-Native	0.59%
% Asian	1.58%
% White-Hispanic	72.98%
% Multi	0.20%
% Black-African-American	9.66%
% Native-Hawaiian-Pacific-Islander	0.20%
% White	14.79%
% Male	50.49%
% Female	49.51%

Data Source: School Culture and Climate	
Reflections	
Areas of Strength	**Areas of Need**
1 Each week we improved our data across the grade levels	1 We need to use the escalation matrix consistently from day 1. We started implementing it in November.
2 We increased our overall and NTI persistence from 20-21 school year	2 We need to have mission meeting starting in August. We did them on/off from October to February.

IDEA Hidden Meadow Academy

Comprehensive Needs Assessment ACADEMY	
Data Source: Family and Community Involvement	
	Percentage
% Families Attended WTI	90%
% Families Attended Curriculum Night	N/A
% Families Who Attended EOY Ceremonies	100%
% Families who attended Fall Festival	N/A
% Families who attended Winter Festival	90%
% Families who attended Spring Festival	N/A

Reflection	
Areas of Strength	**Areas of Need**
1 We returned to in person WTI and had quality presenters and clear expectations	1 Get more involvement from staff for WTI
2 Parents left WTI happy and excited to start the school year	2 Get an academy volunteer group

IDEA Public Schools

Hidden Meadow College Prep

2022-2023 Campus Improvement Plan

Accountability Rating: A

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

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

Mission Statement

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

Vision

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

Core Values

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

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

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Comprehensive Needs Assessment

Revised/Approved: September 9, 2022

Demographics

Demographics Summary

IDEA Hidden Meadow College Prep was founded in 2020, putting us into our third year. We currently service grades 6-8, 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 EL and have supllemented this with additional programming for athletics and afterschool programming for fine arts. See PDF in Addendum for more information.

Demographics Strengths

See PDF in Addendum for more information.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): There is a need to increase student persistence for our campus because we have fallen short of both our persistence goal in both of our first two years. **Root Cause:** 1) Lack of communication around school expectations in our recruitment process and in our onboarding process 2) Lack of input from students and families for what program offerings are desired and most important to them.

Problem Statement 2 (Prioritized): There is a need to increase average daily attendance for our campus because we dropped significantly from our 20-21 school year and landed below our 21-22 goal. **Root Cause:** 1) Lack of communication regarding attendance expectations for students and families during onboarding process and throughout school year 2) Intervention strategies for attendance came into effect after too many absences

Student Learning

Student Learning Summary

IDEA Hidden Meadow achieved an A-Rating for school accountability. Our Domain 1 score for Student Achievement was 83. Our Domain 2 score for School Progress was 93. Our Domain 3 score for Closing the Gaps was 85. IDEA Hidden Meadow also earned Distinction Designations for all five eligible distinctions. SeePDF in Addendum for more information.

Student Learning Strengths

See PDF in Addendum for more information.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): The percent of scholars earning "Meets" and "Masters" in 6th grade Reading did not increase enough to hit our goal. **Root Cause:** 1) In prioritizing catching scholars up who were behind grade level, the rigor needed for pushing scholars to meets and masters was not present often enough. 2) Scholars were not always required to demonstrate understanding of materials by responding in complete sentences, both orally and in writing.

Problem Statement 2 (Prioritized): The percent of scholars hitting growth goals in 7th mathematics was below goal and underperformed from our district benchmarks. **Root Cause:** 1) Scholar growth goals were primarily adult driven and scholars did not regularly track their own progress. 2) Growth goals not utilized for tutorial groupings regularly

School Processes & Programs

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 instrucitonal leader as well. See PDF in Addendum for more information.

School Processes & Programs Strengths

Curriculum & Instruction:

- At least one-third of IDEA students graduate with the "AP Scholar" designation, evidence of earning a qualifying score on at least three AP exams, demonstrating successful completion of college-level coursework prior to graduation.
- IDEA provides students access to accelerated instruction through the 1:1 technology device, including adaptive software for mathematics and literacy and access to hundreds of thousands of books in the district's digital library.
- IDEA curricular resources include high-quality instructional materials that earn the highest ratings on national evaluation measures.
- IDEA curriculum is regularly evaluated using a quality evaluation tool, ensuring alignment to the Texas Essential Knowledge and Skills and AP course standards, as well as the STAAR/EOC and AP exams.
- IDEA implements a variety of training opportunities for teachers and leadership staff with the goal of developing teachers' pedagogical content knowledge and leaders' coaching skills.
- For 15 years in a row, 100% of IDEA students have been accepted into college, demonstrating that IDEA academic programming is adequately preparing students for post-secondary education.
- In 2022, four IDEA schools were ranked in the top 10 Most Challenging Schools in the Nation and 13 were ranked in the top 1% of schools nationwide, by the Jay Mathews Challenge Index High School Rankings.

Special Programs

- IDEA exceeded the expected growth target for EL student performance on TELPAS in 2021 with 48% of ELs meeting that target.
- IDEA provide targeted research based instruction to students who have a 2.0 year gap in Reading and/or Math with the goal of closing that gap by 2.0 years during the school year with our initiative called Critical Student Intervention (CSI). During the 21-22 school year, 2,562 out of 6,632 students meet that goal for Reading and 703 out of 1,268 students met the goal for Math.
- IDEA is in Year 3 of our TEA awarded Autism Grant. Through this grant we were able to increase support for 195 students with autism in Rio Grande Valley and Austin who met the criteria outlined by TEA for this grant.
- IDEA submitted and was awarded a Dyslexia Grant by the TEA so that we will be able to provide increased professional development to teachers and leaders on working with students with dyslexia and increase the support resources for our students with dyslexia.

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

See PDF in Addendum for more information.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Teacher retention is a priority and has declined for the previous school year. **Root Cause:** Our campus hired staff who were a strong fit for culture but did not have the full level of expertise in their content to be able to plan effectively without it taking more time than teachers had available.

Problem Statement 2 (Prioritized): Large Instructional Leader coaching portfolio as staff numbers grows each year. **Root Cause:** I did not have a clear plan to ensure coaching was effective and consistent for all teachers .

Perceptions

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. Staff turnover increased after year two when compared to year one. The perception of staff's academic expectations is that we have high academic expectations for scholars and there are intial struggles during the year because many of our scholars join our school already significatly behind grade level. See PDF in Addundum for more information.

Perceptions Strengths

See PDF in Addundum for more information.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Staff retention declined in year two compared to year one. **Root Cause:** There was no clear plan to address work-life balance during the first year of teaching, knowing that the learning curve is really high.

Problem Statement 2 (Prioritized): Family engagement opportunities did not meet the demand of families. **Root Cause:** A hesitation to create large scale events for fear of COVID outbreaks limited options. The campus did not utilize enough virtual or in-person but spaced appropriately events.

Problem Statement 3 (Prioritized): Not all new families participated in our Welcome to IDEA events. **Root Cause:** Expectations for families that this is required for all families and not optional was not effectively communicated. We also did not effectively follow up with families who did not respond to the Welcome to IDEA invites.

Priority Problem Statements

Problem Statement 1: There is a need to increase average daily attendance for our campus because we dropped significantly from our 20-21 school year and landed below our 21-22 goal.

Root Cause 1: 1) Lack of communication regarding attendance expectations for students and families during onboarding process and throughout school year 2) Intervention strategies for attendance came into effect after too many absences

Problem Statement 1 Areas: Demographics

Problem Statement 2: The percent of scholars hitting growth goals in 7th mathematics was below goal and underperformed from our district benchmarks.

Root Cause 2: 1) Scholar growth goals were primarily adult driven and scholars did not regularly track their own progress. 2) Growth goals not utilized for tutorial groupings regularly

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Teacher retention is a priority and has declined for the previous school year.

Root Cause 3: Our campus hired staff who were a strong fit for culture but did not have the full level of expertise in their content to be able to plan effectively without it taking more time than teachers had available.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Family engagement opportunities did not meet the demand of families.

Root Cause 4: A hesitation to create large scale events for fear of COVID outbreaks limited options. The campus did not utilize enough virtual or in-person but spaced appropriately events.

Problem Statement 4 Areas: Perceptions

Problem Statement 5: There is a need to increase student persistence for our campus because we have fallen short of both our persistence goal in both of our first two years.

Root Cause 5: 1) Lack of communication around school expectations in our recruitment process and in our onboarding process 2) Lack of input from students and families for what program offerings are desired and most important to them.

Problem Statement 5 Areas: Demographics

Problem Statement 6: The percent of scholars earning "Meets" and "Masters" in 6th grade Reading did not increase enough to hit our goal.

Root Cause 6: 1) In prioritizing catching scholars up who were behind grade level, the rigor needed for pushing scholars to meets and masters was not present often enough. 2) Scholars were not always required to demonstrate understanding of materials by responding in complete sentences, both orally and in writing.

Problem Statement 6 Areas: Student Learning

Problem Statement 7: Large Instructional Leader coaching portfolio as staff numbers grows each year.

Root Cause 7: I did not have a clear plan to ensure coaching was effective and consistent for all teachers .

Problem Statement 7 Areas: School Processes & Programs

Problem Statement 8: Staff retention declined in year two compared to year one.

Root Cause 8: There was no clear plan to address work-life balance during the first year of teaching, knowing that the learning curve is really high.

Problem Statement 8 Areas: Perceptions

Problem Statement 9: Not all new families participated in our Welcome to IDEA events.

Root Cause 9: Expectations for families that this is required for all families and not optional was not effectively communicated. We also did not effectively follow up with families who did not respond to the Welcome to IDEA invites.

Problem Statement 9 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- 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
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- STAAR 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
- Special education/non-special education population including discipline, progress and participation data
- Section 504 data

Student Data: Behavior and Other Indicators

- Annual dropout rate data
- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Enrollment trends

Employee Data

- Staff surveys and/or other feedback
- Professional development needs assessment data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Study of best practices
- Action research results

Goals

Revised/Approved: September 9, 2022

Goal 1: Increase staff retention

Performance Objective 1: IDEA Hidden Meadow will retain at least 85% of campus staff for the 22-23 school year.

High Priority

Evaluation Data Sources: District Staff Retention data, Great Places to Work survey data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Tight loop coaching and clear action steps to drive immediate growth "See It, Name It, Do It" model to provide clear guidance for new teacher tools **Strategy's Expected Result/Impact:** Teachers report feeling successful in the Great Places to Work survey. Increased staff retention. **Staff Responsible for Monitoring:** Campus managers, human resources team, 3rd party vendor conducting blind surveys. **Title I:** 2.5 **- 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 **Problem Statements:** School Processes & Programs 1, 2 - Perceptions 1				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: Teacher retention is a priority and has declined for the previous school year. **Root Cause**: Our campus hired staff who were a strong fit for culture but did not have the full level of expertise in their content to be able to plan effectively without it taking more time than teachers had available.
Problem Statement 2: Large Instructional Leader coaching portfolio as staff numbers grows each year. **Root Cause**: I did not have a clear plan to ensure coaching was effective and consistent for all teachers .

Perceptions

Problem Statement 1: Staff retention declined in year two compared to year one. **Root Cause**: There was no clear plan to address work-life balance during the first year of teaching, knowing that the learning curve is really high.

Goal 2: Meets or exceeds enrollment target, as set by the Texas Board of Directors, by the homeroom period on the 11th day of school of the 2023-2024 school year

Performance Objective 1: Increase of enrollment of new grade levels and fill empty slots in current grade levels

High Priority

Evaluation Data Sources: Applications and Registrations

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Utilize social media platforms to recruit new families, sharing campus recognitions, accolades, and strengths **Strategy's Expected Result/Impact:** Increased applications and increased engagement in social media platforms **Staff Responsible for Monitoring:** Enrollment Coordinator **Title I:** 4.1				

 No Progress Accomplished Continue/Modify Discontinue

Goal 3: IDEA achieves an A rating

Performance Objective 1: 82% of scholars taking STAAR Exams will meet or exceed their Growth Goal scores for the 22-23 STAAR Exams.

High Priority

Evaluation Data Sources: TEA STAAR Exam Reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: P1 ET huddles w/ remediation plan <9.12.22> Tracking scholar data and sub-pops strategically (any exemplars?) Morning Management and Lesson Rehearsals Weekly instructional Rounds w/ leaders to ensure correct next steps for teachers is being prescribed, includes special pops rounds Weekly instructional power meetings to identify trends and next steps for priority teachers/classrooms <9.5.22> **Strategy's Expected Result/Impact:** Increased effectiveness of instruction, increased student achievement scores **Staff Responsible for Monitoring:** Teachers, Assistant principals of instruction, instructional coaches, Principal **Title I:** 2.6 **- 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 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1, 2 - School Processes & Programs 2				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Use Title 1 staff member, Interventionist, to provide small group instruction to scholars not on track to hit growth goals **Strategy's Expected Result/Impact:** Increase of scholar growth goal performance **Staff Responsible for Monitoring:** Interventionist, teachers, instructional coaches, principal **Title I:** 2.4 **- 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 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1, 2 **Funding Sources:** Interventionist - Federal Grant - $57,000				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Use Title 1 staff member, Teacher, to provide Reading whole group and small group instruction to scholars focusing on scholars hitting individual growth goals. **Strategy's Expected Result/Impact:** Increase of scholar growth goal performance **Staff Responsible for Monitoring:** Interventionist, teachers, instructional coaches, principal **Title I:** 2.4 **- 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 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1 **Funding Sources:** Tarah Zuber - Teacher - Federal Grant - $59,500	0%			

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: The percent of scholars earning "Meets" and "Masters" in 6th grade Reading did not increase enough to hit our goal. **Root Cause**: 1) In prioritizing catching scholars up who were behind grade level, the rigor needed for pushing scholars to meets and masters was not present often enough. 2) Scholars were not always required to demonstrate understanding of materials by responding in complete sentences, both orally and in writing.
Problem Statement 2: The percent of scholars hitting growth goals in 7th mathematics was below goal and underperformed from our district benchmarks. **Root Cause**: 1) Scholar growth goals were primarily adult driven and scholars did not regularly track their own progress. 2) Growth goals not utilized for tutorial groupings regularly

School Processes & Programs

Problem Statement 2: Large Instructional Leader coaching portfolio as staff numbers grows each year. **Root Cause**: I did not have a clear plan to ensure coaching was effective and consistent for all teachers .

Goal 3: IDEA achieves an A rating

Performance Objective 2: 60% of scholars in special populations, including Special Education, will meet or exceed their Meets Growth goals for STAAR exams in 22-23.

High Priority

Evaluation Data Sources: TEA STAAR Exam Reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: P1 ET huddles w/ remediation plan <9.12.22> Tracking scholar data and sub-pops strategically (any exemplars?) **Strategy's Expected Result/Impact:** Scholars in special populations show improvements in student achievement. **Staff Responsible for Monitoring:** Teachers, Assistant principals of instruction, instructional coaches, principal **Title I:** 2.5 **- 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 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1, 2 - School Processes & Programs 2				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: The percent of scholars earning "Meets" and "Masters" in 6th grade Reading did not increase enough to hit our goal. **Root Cause**: 1) In prioritizing catching scholars up who were behind grade level, the rigor needed for pushing scholars to meets and masters was not present often enough. 2) Scholars were not always required to demonstrate understanding of materials by responding in complete sentences, both orally and in writing.
Problem Statement 2: The percent of scholars hitting growth goals in 7th mathematics was below goal and underperformed from our district benchmarks. **Root Cause**: 1) Scholar growth goals were primarily adult driven and scholars did not regularly track their own progress. 2) Growth goals not utilized for tutorial groupings regularly
School Processes & Programs
Problem Statement 2: Large Instructional Leader coaching portfolio as staff numbers grows each year. **Root Cause**: I did not have a clear plan to ensure coaching was effective and consistent for all teachers .

Goal 3: IDEA achieves an A rating

Performance Objective 3: Scholars ready to take ACT for 23-24

High Priority

HB3 Goal

Evaluation Data Sources: Practice ACT Exam

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Implement practice ACT questions into all core contents **Strategy's Expected Result/Impact:** Scholars prepared for and used to the rigor level and timed nature of the ACT exam. **Staff Responsible for Monitoring:** Principal, Assistant Principal of Instruction, Core Content Teachers **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 5: Effective Instruction				

 No Progress Accomplished Continue/Modify Discontinue

Goal 4: Increase student daily attendance

Performance Objective 1: IDEA Hidden Meadow College Prep will have a 97% Average Daily Attendance or better for the 22-23 school year.

High Priority

Evaluation Data Sources: State attendance reports, campus attendance reports.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: ADA mission list in PTG doc w/ scholar name and absences total starting 10/3 ADA PTG sent out to families per grade level in Nest News starting 8/29. Post homeroom ADA in their classrooms and reference starting 9/2. **Strategy's Expected Result/Impact:** increase of 3% ADA for the 22-23 school year **Staff Responsible for Monitoring:** assistant principal of operations, registrar, sis, principal **Title I:** 4.2 **- 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 3: Positive School Culture **Problem Statements:** Demographics 1, 2 - Perceptions 2, 3				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: There is a need to increase student persistence for our campus because we have fallen short of both our persistence goal in both of our first two years. **Root Cause**: 1) Lack of communication around school expectations in our recruitment process and in our onboarding process 2) Lack of input from students and families for what program offerings are desired and most important to them.
Problem Statement 2: There is a need to increase average daily attendance for our campus because we dropped significantly from our 20-21 school year and landed below our 21-22 goal. **Root Cause**: 1) Lack of communication regarding attendance expectations for students and families during onboarding process and throughout school year 2) Intervention strategies for attendance came into effect after too many absences
Perceptions
Problem Statement 2: Family engagement opportunities did not meet the demand of families. **Root Cause**: A hesitation to create large scale events for fear of COVID outbreaks limited options. The campus did not utilize enough virtual or in-person but spaced appropriately events.
Problem Statement 3: Not all new families participated in our Welcome to IDEA events. **Root Cause**: Expectations for families that this is required for all families and not optional was not effectively communicated. We also did not effectively follow up with families who did not respond to the Welcome to IDEA invites.

Goal 5: Increase student persistence

Performance Objective 1: IDEA Hidden Meadow College Prep will have a 90% or better Persistence rate of scholars for the 22-23 school year.

High Priority

Evaluation Data Sources: PIEMS reports, Campus Persistence Reports.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Create onboarding checklist with roles, responsibilities, and timeline Bring in families for a 1 hour presentation for mini WTI, culture and other campus expectations Provide culture one pager, communication flowchart, scholar information sheet, meet the teacher flyer, and ensure they're set up on REMIND Lead NTI Lunch Bunch groups so that scholars can build friendships and make connections **Strategy's Expected Result/Impact:** Scholars stay at IDEA Hidden Meadow for duration of school year **Staff Responsible for Monitoring:** teachers, administrators, principal **Title I:** 4.2 **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1				

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: There is a need to increase student persistence for our campus because we have fallen short of both our persistence goal in both of our first two years. **Root Cause**: 1) Lack of communication around school expectations in our recruitment process and in our onboarding process 2) Lack of input from students and families for what program offerings are desired and most important to them.

Goal 5: Increase student persistence

Performance Objective 2: 100% of IDEA Hidden Meadow scholars will participate in a violence prevention and intervention training.

High Priority

Evaluation Data Sources: Participation reports, training Exit Tickets

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Ensure scholars receive training from a qualified organization suited for violence prevention and interventions **Strategy's Expected Result/Impact:** Increased scholar persistence, increased scholar satisfaction **Staff Responsible for Monitoring:** teachers, counselor, principal **Title I:** 4.1 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1, 2 - Perceptions 2, 3				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: There is a need to increase student persistence for our campus because we have fallen short of both our persistence goal in both of our first two years. **Root Cause**: 1) Lack of communication around school expectations in our recruitment process and in our onboarding process 2) Lack of input from students and families for what program offerings are desired and most important to them.
Problem Statement 2: There is a need to increase average daily attendance for our campus because we dropped significantly from our 20-21 school year and landed below our 21-22 goal. **Root Cause**: 1) Lack of communication regarding attendance expectations for students and families during onboarding process and throughout school year 2) Intervention strategies for attendance came into effect after too many absences

Perceptions
Problem Statement 2: Family engagement opportunities did not meet the demand of families. **Root Cause**: A hesitation to create large scale events for fear of COVID outbreaks limited options. The campus did not utilize enough virtual or in-person but spaced appropriately events.
Problem Statement 3: Not all new families participated in our Welcome to IDEA events. **Root Cause**: Expectations for families that this is required for all families and not optional was not effectively communicated. We also did not effectively follow up with families who did not respond to the Welcome to IDEA invites.

Goal 5: Increase student persistence

Performance Objective 3: 75% of eligible IDEA Hidden Meadow scholars will become Fitness Masters in their Physical Education classes.

High Priority

Evaluation Data Sources: Fitness Gram data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Ensure scholars use fitness monitors daily and track progress to fitness master goals **Strategy's Expected Result/Impact:** Increased scholar health and physical fitness capabilities **Staff Responsible for Monitoring:** PE teacher, instructional coaches **Title I:** 4.2 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Demographics 1, 2 - Perceptions 3				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: There is a need to increase student persistence for our campus because we have fallen short of both our persistence goal in both of our first two years. **Root Cause**: 1) Lack of communication around school expectations in our recruitment process and in our onboarding process 2) Lack of input from students and families for what program offerings are desired and most important to them.
Problem Statement 2: There is a need to increase average daily attendance for our campus because we dropped significantly from our 20-21 school year and landed below our 21-22 goal. **Root Cause**: 1) Lack of communication regarding attendance expectations for students and families during onboarding process and throughout school year 2) Intervention strategies for attendance came into effect after too many absences
Perceptions
Problem Statement 3: Not all new families participated in our Welcome to IDEA events. **Root Cause**: Expectations for families that this is required for all families and not optional was not effectively communicated. We also did not effectively follow up with families who did not respond to the Welcome to IDEA invites.

Title I Personnel

Name	Position	Program	FTE
Current Vacancy	Interventionist	Title 1	1
Tarah Zuber	Teacher	Instruction	1

Campus Funding Summary

Federal Grant					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	1	2	Interventionist		$57,000.00
3	1	3	Tarah Zuber - Teacher		$59,500.00
				Sub-Total	$116,500.00

Addendums

Master CNA & SAIP Reporting Checklist

				PTG	100%	PTG	100%
DEPT	**Data Source**	**Data Tabs**	**Guidance**	**Status**	**Principal Notes or Questions**	**VP Verification**	**Notes & Next Steps**
College Prep	KEYS Tab (Tab 3)	Student Achievement Improvement Plan 2021-2022 School Year	This SAIP plan will require logging concrete initiatives put in place for student improvement, as well as their associated timelines, resources, and responsible staff. Each initiative will be tracked mid-year and at the end of the year. Mid-year assessments should be completed by each campus between December 1, 2022 and no later than January 31, 2023.	Complete		Verified	
	Locus Dashboards: CIS STARR, AP Campus IB Reports EOY Assessments	Comprehensive Needs Assessment 2022 English Language Arts	These Pages should include the percentage of students who achieved each listed score for the 2021-2022 School Year. For each subject, list a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete		Verified	
		Comprehensive Needs Assessment 2022 Math		Complete		Verified	
		Comprehensive Needs Assessment 2022 Science		Complete		Verified	
		Comprehensive Needs Assessment 2022 Humanities		Complete		Verified	
	State TELPAS Report	Comprehensive Needs Assessment 2022 TELPAS	This data set will outline the percentage of students that earned proficiency in the areas of Listening, Speaking, Reading, and Writing, as indicated in the State TELPAS report. Llist a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete		Verified	
	Locus Dashboards: ACT, AP, TSI Campus IB Reports Campus Matriculation Reports	100% College Matriculation 2021-2022 School Year	This page will only be applicable to campuses that had graduating classes in the Spring of 2022. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete		Verified	
	Locus Dashboard: Staff Rentention	Staff Quality, Retention, & Recruitment 2021-2022 School Year	Under the %SPED Data Point, this should relfect the percentage of SPED certified teachers, compared to the overall SPED staff. Under number of teacher applicants, note how many teachers were interviewed by campus leaders for positions during the 2021-2022 School Year. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete		Verified	
	Locus Dashboards: Student Persistence, Enrollment, ADA	School Culture & Climate 2021-2022 School Year	For the Withdrawals/Level 3 Offenses data point, list the number of withdrawals or offenses. All other data points should reflect percentages. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete		Verified	
	Campus Academic Counselor Tracking Systems	2022 Family & Community Involvement	In addition to listing data percentages, list a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete		Verified	

IDEA Hidden Meadow

2021-22 Student Achievement Improvement Plan - College Prep

COLLEGE PREP

APO	Initiatives	Needs Assess.	Special Pops.	Person(s) Responsible	Timeline Start/End	Resources: Human/ Material/Fiscal	Documentation	Formative Evaluation
1A, 1D, 1H, 2C, 2E	Instructional Rounds	S,E, A, AP, RR,	ALL	Principal, Lead Team	At least 2 times a week	Surface Pro, walk-through form (OCS)	Campus Lead Team	Walk-through form (OCS)
1A, 1D, 1H, 2C, 2E	Kagan Training	S,E, AP, RR, A	ALL	Lead Team	July-May	PD budget	Lesson Plans, Weekly specific skill observations of teachers by lead team,	Weekly specific skill observations of teachers by lead team
1A, 1D, 1H, 2C, 2E	Lead4ward Training	S,E, AP, RR, A	ALL	Content Leads	Aug-May	Lead4ward Documents/Pacing Charts/Etc.	Weekly check ins with manager to ensure proper implementation	Visual Displays, Student work/assessments
1A, 1D, 1H, 2C, 2E	Writer's Workshop Consultants	S,E, AP, RR, A	ALL	API	Aug-June	Line item in discretionary budget: Writer's Workshop personnel, curricular resources provided	Student progress, Student STAAR assessments, teacher feedback	IA Results STAAR/EOC CSR
1A, 1B, 1C, 1D, 1F	STAAR/EOC Consumable Resources	S,E, AP, RR, A	ALL	API -	Aug-June	Buckle down, mentoring minds, STAAR coach, Dana Center	Teacher feedback on resources	Teacher feedback on resources
2D	Person of influence (POI)	O	AR	Lead Team	Aug-June	Google docs, progress reports, teacher feedback, student data, merit store items	Peer observation of meeting with Poi's and providing feedback	Google doc student tracker
2C/2D	Perfect Attendance Incentives	O	ALL	APO	8/9-5/26	Ipads, Ipods, MP3, Bikes, Board Games, Footballs, Basketballs, Soccer Balls	Weekly Check Ins with Principal	Check In Doc
1A, 1B, 1C, 1D, 1F	Check for Understanding (CFU Training)`	S,E, AP, RR, A	All	Instructional Managers	8/9-5/26	PD Line Item	Teacher Observation Debriefs or Coaching documents/ feedback forms	Weekly specific skill observations of teachers by lead team
1A, 1B, 1C, 1D, 1F	Student Intervention Pull Out Els (growth goals and PLD in reading, writing, speaking and writing	S,E, AP, RR, A	AR	ESL Interventionist	8/30-5/15	Google docs, progress reports, teacher feedback, student data, merit store items	weekly lead team observation	student trackers/benchmarks
1A, 1B, 1C, 1D, 1F	RTI (electronic data base)	S,E, AP, RR, A	AR	API/RTTC and CC,DCC	8/9-5/24	RTI Packet amd EdClick	Weekly Assessment, IA, STAAR Prefomance indicators	RtI Student Folder
1A	Saturday School	S,E, AP, RR, A	AR, ELL,SE	All Staff	sept-may	tested area teachers, cnp, out of box resources, COWs, Study Island/Achieve 3000	% student & teacher Participation	% student & teacher Participation. Online Google DocumentationSTAAR scores

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2021-22 Student Achievement Improvement Plan - College Prep

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1A, 1B, 1C, 1D, 1F	Sirius Education STAAR Prep	S,E	ALL	ALL Core Teachers, Interv, sped teachers	Sept-June	STAAR Resouce paperback and licenses	obs,ocs, exit tickets, trackers	benchmarks, unit exams
1A, 1B, 1C, 1D, 1F	STAAR software support	S,E	ALL	Interventionists	8/23-5/22	Achieve 3000, Khan Academy, Study Island,	Student trackers	IA scores, Staar scores
1A, 1B, 1C, 1D, 1F	STAAR summer camp	S,E	All	3 APIs	6/1-6/26	Discretionary Budget item: tested area teachers, cnp, out of box resources, COWs	% student & teacher Participation (pre-post test)	% student & teacher Participation pre-post test
1A, 1B, 1C, 1D, 1F	Student data Reviews (data conversations & trackers)	S,E	AR, SE, ELL	lead team & all faculty	8/9-5/22	teacher training at beginning of school year, data binders	weekly lead team meetings with teachers	student trackers
1A	Teacher Data Reviews (Weekly Assessments, IA, PTGs, etc.)	S,E,A,AP	SE,ELL	lead team & all faculty	Aug-May	Data binders, Grade Cam data	IA, PTG, , Exit slips	Google doc, student progress
1A, 1B, 1C, 1D, 1F	Writing across content	S,E,A,AP	ALL	API-	Aug-May	writing techniques per content	teacher use in class	student use in class
2A	Teachboost	O	ALL	Lead Team, Admin. Assist.	Aug-May	District provided software	Coaching Tracker	Coaching Tracker and Next Steps
1A, 1B, 1C, 1D, 1F	Mastery Machine by reporting category after sping mock	ST,E, AP, RR, A	ALL	STAAT Test Teachers	Aug-June	STAAR quizez, small group ins, remdiation	guided disc, reteach obs, ocs	trackers, benchmarks, exit tickets use after school or sat
1A, 1B, 1C, 1D, 1F	Providing more time for instruction for students struggling in MS by adding sep Interv plans with interventionist	s, ST, RR	All	Principal, Counselors, Teachers	Aug-June	Scheduling Intervention Resources Math Curricula Wit & Wisdom	Master Schedule, GradeBook	2022 STAAR Results
1A, 1B, 1C, 1D, 1F, 2F	Increase in parent meeting attendance	O	All	Acadeic Counselor GTLs	Aug-May	RSVP forms for meetings, updated parent info	Sign in sheets, parent surveys	Final attendance rosters for all events
1A, 1B, 1C, 1D, 1F	Increase data driven instruction by the use of trackers.	S, A, AP	All	Instructional managers ALL Teachres	Aug-May	Teachers trained to teach to use tracking resources by Instructional managers	Exit Ticket Huddle Doc Wall trackers Student Trackers in Planners	2022 STAAR report, ACT and ACT prep benchmarks, AP exams.
1A, 1B, 1C, 1D, 1F, 2D, 2F	Increasing participation in Accelerated Reading and AR incentives to 6-8 grade to build fluency and excitement around reading	S, A, AP	All	Interventionist, MS ELA teachers, English Teachers	Aug-May	AR program purchase, Library book increase	AR reports	AR reports, # of pages read over time and quizzes

IDEA Hidden Meadow

2021-22 Student Achievement Improvement Plan - College Prep

COLLEGE PREP

1A, 1B, 1C, 1D, 1F	Ensure Writing Portfolios are evident in every english classroom	S	All	English Teachers Instructional Managers hold accountable	Aug-May	District Portfolio resources	Writing scores, quarterly writing projects, grades, check ins with managers	2022 STAAR Report for 7, 9, 10
2D	Grade 6-12: Grade wide behavior system	DR	All	GTL Adminstrators	Aug-May	Folders, clipboards, tracker of homerooms	Tracker by homeroom that is kept by Homeroom Teacher - points added to House Cup for homerooms that have fewest marks	EOY referral numbers/suspensions
1A, 1B, 1C	ELA: ELL trainings for teachers	S, EOC, ACT, AP	ELL	ELL Coordinator	Aug-June	ELL training research, SIOP training	Budget usage	TELPAS results, ELL STAAR, EOC, AP, ACT results

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

Title I Qualifying Programs			Initiatives Status			
Internal Use Only			Mid Year		End of Year	
Supplemental Program (Y/N)	New Program (Y/N)	Budget Allocation	Outcome	Increase/Decreased by X%	Outcome	Increase/Decreased by X%

Title I Qualifying Programs			Initiatives Status			
Internal Use Only			Mid Year		End of Year	
Supplemental Program (Y/N)	New Program (Y/N)	Budget Allocation	Outcome	Increase/Decreased by X%	Outcome	Increase/Decreased by X%

Annual Performance Objectives (APO)

PRIORITY #1: Students Graduate College-Ready

1A. % of graduates who matriculate to a College or University: 100%

1B. % of graduates matriculate to a Tier I/II College or University: 15% | 25%

1C. % of Seniors accepted to a College or University: 100%

1D. % of Seniors named AP scholars | Earn IB diploma: 30% | 25%

1E. Earned State Rating: A

1F. % Basic | % Mastery | % Advanced on LEAP: 82% | 44% | 11%

1G. % Approaches | % Meets | % Masters on STAAR/EOC: 90% | 60% | 30%

1H. % Level 3 | % Level 4 | % Level 5 on FSA/FSAA: 70% | 40% | 20%

1I. % of Pre-K-2nd Students End The Year On/Above Grade Level in Reading - Year 1 Campuses | Year 2 Campuses: 80% | 90%

1J. % of students in CSI achieve 2 years growth in Reading | Math (measured by Ren STAR) 50% | 60%

1K. Average ACT score: 21

1L. % of students graduating college in 4 | 6 years: 25% | 55%

Needs Assessment

S-STAAR

D-DIBELS

E-EOC

A-ACT

RR-Reading Renaissance

ST-STAR for Math

DR-Discipline Report

AP-AP Tests

O-Other

Special Populations

All

AR-At Risk

ELL-English Language Learners

ED-Economically Disadvantaged

M-Migrant

SE-Special Education

IDEA Hidden Meadow

Comprehensive Needs Assessment

COLLEGE PREP

Data Source: CSI

% Meeting CSI Goal	Reading CP CSI
% CSI (EOY Ren.)	10%
% of CSI Passing STAAR	79
% of SPED Passing STAAR	67%

Data Source: STAAR

	STAAR Reading 6th	STAAR Reading 7th	STAAR Reading 8th	STAAR Writing 7th	English I EOC	English II EOC
% Approaches	29	17	N/A	N/A	N/A	N/A
% Meets	20	22	N/A	N/A	N/A	N/A
% Masters	27	52	N/A	N/A	N/A	N/A
% Student Achievement Average	50	72	N/A	N/A	N/A	N/A

Data Source: AP/IB/Electives

AP Scores	Pass AP Lit	Pass AP Lang	IB Scores	IB Group 1	% Royal Readers	% Word Master
% Score 1	N/A	N/A	% Score 1-3	N/A	N/A	N/A
% Score 2	N/A	N/A	% Score 4-5	N/A	N/A	N/A
% Score 3+	N/A	N/A	% Score 6-7	N/A	N/A	N/A
					RR Goal Met/Not Met	WM Goal Met/Not Met
					Met	Met

Reflections	
Areas of Strength	**Areas of Need**
1 Cohort overall achievement of 7th grade Reading STAAR	1 EL scholar improvement on TELPAS
2 Scholar growth goals of both 6th and 7th Reading STAAR	2 CSI Renstar
3 Masters performance of 7th Reading STAAR	3 Meets/Masters in 6th Grade Reading STAAR

IDEA Hidden Meadow

Comprehensive Needs Assessment - College Prep COLLEGE PREP					
Data Source: STAAR					
	STAAR Math 6th	**STAAR Math 7th**	**STAAR Alg I**		
% Approaches	42	42	N/A		
% Meets	23	15	N/A		
% Masters	14	15	N/A		
% Student Achievement Average	43	39	N/A		
Data Source: AP/IB					
AP Scores	**Pass AP Calculus AB**	**Pass AP Calculus CD**	**Pass AP Prob. & Stats.**	**IB Scores**	**IB Group 5**
% Score 1	N/A	N/A	N/A	**% Score 1-3**	N/A
% Score 2	N/A	N/A	N/A	**% Score 4-5**	N/A
% Score 3+	N/A	N/A	N/A	**% Score 6-7**	N/A

Reflections	
Areas of Strength	**Areas of Need**
1 Growth goal performance of 6th STAAR Math	1 7th STAAR Growth Goals
2 Growth goal performance of 7th STAAR Math	2 7th STAAR Cohort achievement from 20-21
3 EL performance for 6th and 7th STAAR Math	3 7th STAAR meeter performance

IDEA Hidden Meadow

Comprehensive Needs Assessment COLLEGE PREP						
Data Source: Internal Assessments						
	6th Grade EOY Assessment	**7th Grade EOY Assessment**				
% Passing	**77**	**83**				
Data Source: STAAR						
	STAAR 8th Science	**STAAR Biology**				
% Approaches	N/A	N/A				
% Meets	N/A	N/A				
% Masters	N/A	N/A				
% Student Achievement Average	N/A	N/A				
Data Source: AP/IB						
AP Scores	**Pass AP Biology**	**Pass AP Chemistry**	**Pass AP Physics (1, 2, & C)**	**Pass AP Env. Science**	**IB Scores**	**IB Group 4**
% Score 1	N/A	N/A	N/A	N/A	**% Score 1-3**	N/A
% Score 2	N/A	N/A	N/A	N/A	**% Score 4-5**	N/A
% Score 3+	N/A	N/A	N/A	N/A	**% Score 6-7**	N/A

Reflections	
Areas of Strength	**Areas of Need**
1 7th grade life science approaches	16th Grade science approaches
2 7th grade life sciences meets	2 6th Grade science meets
3 7th grade life sciences masters	3 6th grade science masters

IDEA Hidden Meadow

Comprehensive Needs Assessment COLLEGE PREP							
Data Source: Internal Assessments							
	6th Grade EOY Assessment	**7th Grade EOY Assessment**					
% Passing	**93%**	**61%**					
Data Source: STAAR							
	STAAR 8th US History	**EOC US History**					
% Approaches	N/A	N/A					
% Meets	N/A	N/A					
% Masters	N/A	N/A					
% Student Achievement Average	N/A	N/A					
Data Source: AP/IB							
AP Scores	**Pass AP Human Geography**	**Pass AP World History**	**Pass AP US History**	**Pass AP Goverment**	**Pass AP Economics**	**IB Scores**	**IB Group 3**
% Score 1	N/A	N/A	N/A	N/A	N/A	**% Score 1-3**	N/A
% Score 2	N/A	N/A	N/A	N/A	N/A	**% Score 4-5**	N/A
% Score 3+	N/A	N/A	N/A	N/A	N/A	**% Score 6-7**	N/A

Reflections	
Areas of Strength	**Areas of Need**
1 6th world cultures approaches	1 7th Texas History approaches
2 6th World cultures meets	2 7th Texas History meets
3 6th world cultures masters	3 7th Texas History masters

IDEA Hidden Meadow

Comprehensive Needs Assessment
COLLEGE PREP

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

	Listening	Speaking	Reading	Writing	% of ELL Students who grew one or more levels
% Beginning	0	0	0	17	30
% Intermediate	8	67	42	33	
% Advanced	58	33	33	17	
% Advanced High	33	0	25	33	

Reflection	
Areas of Strength	**Areas of Need**
1 Availability of EL dictionaries	1 Normalizing use of EL dictionaries
2 Use of frayer models to display new information	2 Practice at home (rosetta stone)
3 Pre-briefing scholars	3 Providing dedicated times of EL support through intervention spaces

IDEA Hidden Meadow

Comprehensive Needs Assessment

COLLEGE PREP

100% College Matriculation

Matriculation %	Matricuation % 4 year	Matriculation % 2 year	Tier 1/2 % Acceptances	Tier 1/2 % Matriculation	
N/A	N/A	N/A	N/A	N/A	
Tier 1 % Matriculation	**Tier 2 % Matriculation**	**Tier 3 % Matriculation**	**Tier 4 % Matriculation**	**Senior Class CCMR %**	**Senior Class TSI Completion %**
N/A	N/A	N/A	N/A	N/A	N/A

Campus Data

Senior Class ACT Average	Junior Class ACT Average	Overall AP Scholars (3+ or more tests)	IB Medallion Scholars (Passing 3+ exams)	Overall % IB Diploma	Campus End of Year OTG
N/A	N/A	N/A	N/A	N/A	N/A

Reflections

Areas of Strength	Areas of Need
N/A	N/A
2	2
3	3

IDEA Hidden Meadow

Comprehensive Needs Assessment COLLEGE PREP	
Staff Quality, Recruitment, Retention	
	Percentage
% School Lead Team Retention	66%
% Instructional Support Retention	100%
% Teacher Retention	54%
% Campus Support Retention	82%
% SPED Certified Teachers	100%
% State/National Certified Teachers	50%
% State Certified Leaders	50%
% State/Board certified Counselors	N/A
Number of teacher applicants per 2020-21 school year	1800%

Reflections	
Areas of Strength	**Areas of Need**
1 Sped Retention	1 Teacher retention
2 Instructional support retention	2 Math Teacher retention
3 Instructional lead team retention	3 Certified teacher retention

IDEA Hidden Meadow

Comprehensive Needs Assessment College Prep	
Data Source: School Culture and Climate	
	Campus %
% Average Daily Attendance	91.20%
% Overall Persistence	79%
% New Student Persistence	78%
# of Admin Withdrawals/ Level 3 Offenses	1
% SPED	11%
% ELL	18%
% Eco Dis	57%
% Migrant	0%
% Race: American-Indian-Alaska-Native	1%
% Asian	3%
% White-Hispanic	97%
% Multi	4
% Black-African-American	15%
% Native-Hawaiian-Pacific-Islander	1%
% White	80%
% Male	48%
% Female	52%

Data Source: School Culture and Climate	
Reflections	
Areas of Strength	**Areas of Need**
1 Spring ADA	1 Persistence performance
2 Minimized admin withdrawals	2 ADA performance
3 spring persistence	3 Ecodis recruitment

IDEA Hidden Meadow

Comprehensive Needs Assessment COLLEGE PREP	
Data Source: Family and Community Involvement	
	Percentage
% Families Attended WTI	77%
% Families Attended Curriculum Night	81%
% Families Who Attended EOY Ceremonies	0%
% Families who attended Fall Festival	0%
% Families who attended Winter Festival	62%
% Families who attended Spring Festival	0%

Reflections	
Areas of Strength	**Areas of Need**
1 Community attendance to community events	1 more family engagemnt events needed
2 family volunteer group and support	2 WTI participation
3 family support of athletics	3 Curriculum Night participation

IDEA Public Schools

Horizon Vista Academy

2022-2023 Campus Improvement Plan

Accountability Rating: C

Board Approval Date: October 21, 2022
Public Presentation Date: September 15, 2022

Mission Statement

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

Vision

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

IDEA Horizon Vista Campus Vision:

Our family puts scholars first by building relationships, creating a culture of achievement, instilling academic risk-taking, and developing a srong work ethic that prepares them for success in college and citizenship.

Core Values

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

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

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- Goal 2: School Meets Enrollment Goal IDEA Horizon Vista will continue to close the achievement gap and ensure equity by providing effective, equitable, and active learning by meeting our enrollment goal in the Horizon community. 16
- Goal 3: School Achieves an "A" Rating from TEA IDEA Horizon Vista is focused on delivering results and achieving academic excellence through our purposeful first instruction and academic intervention. 18
- Goal 4: 97.5% Average Daily Attendance IDEA Horizon Vista sweats the small stuff by knowing that if a scholar misses a day, they miss a lot! We are focused on making sure students are in our school learning everyday. 22
- Goal 5: 90% Student Persistence Goal The best way to keep our promise of College for All is if we are able to bring the joy into our classrooms, hallways, and hearts of every scholar! We are focused that all scholars are empowered and supported in a way that motivates them to stay at our school. 29

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Comprehensive Needs Assessment

Demographics

Demographics Summary

DEA Horizon Vista Academy, grades PK-5th, sets high expectations for every student and goes the extra mile to make sure every student realizes their own potential. Our goal is to ensrue our scholars end each year on our above grade level in reading and math. This will ensure our scholars are well-prepared for grades 6th- 12th and going to and through college. Personalized learning, critical thinking skills, mastery of core subjects is our recipe for success.

Demographics Strengths

"See PDF in Addendum for more information"

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Lack of parent communication (surface level) **Root Cause:** Inconsistency of grade level celebrations (throughout the school year)

Problem Statement 2 (Prioritized): Lack of school-wide calendar of events **Root Cause:** miscommunication of campus events and activities school-wide

Student Learning

Student Learning Summary

Horizon Vista Academy was rated a "C" campus for the 21-22 school year. We received 0 out of 4 distinctions (ELA/Reading, Mathematics, Postsecondary Readiness, Comparative Closing the Gap.)

Accountability Rating Summary Overall 78 (C)

Student Achievement 72 (C)

STAAR Performance 72 (C)

School Progress 79 (C)

Relative Performance (Eco Dis: 77.6%) 79 (C)

Closing the Gaps 74 (C)

Student Learning Strengths

"See PDF in Addendum for more information"

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Prioritize targeted groups (special pops) Targeted goal A=50 or B=40. Not met **Root Cause:** Lack of training and late start of SIOP strategies for special pops and teachers.

Problem Statement 2 (Prioritized): We did not close the gap for all (tiered) tested scholars for Math and Reading assessment. **Root Cause:** late start in intervention, tutorials, and re-teach

School Processes & Programs

School Processes & Programs Summary

Horizon Vista Academy teachers begin leadership preparation by attending course collaboration on a quarterly basis. Our campus school leaders New Leader Institute and District Leadership trainings. Our instructional leaders attend Coaching Academy to develop their coaching and instructional skills. Campus continuously plans for professional development throughout the school year (BOY, MOY and EOY) making necessary adjustments as needed to develop both teachers and campus lead team. Instuctional Rounds help support teacher development in and outside the classroom. We hold daily lesson rehearsals to support teachers First Teach followed up with coaching debriefs during weekly check-ins. Instructional programs: DI instruction, W&W, Eureka, Amplify, IDEA curriculum.

School Processes & Programs Strengths

Curriculum & Instruction:

- At least one-third of IDEA students graduate with the "AP Scholar" designation, evidence of earning a qualifying score on at least three AP exams, demonstrating successful completion of college-level coursework prior to graduation.
- IDEA provides students access to accelerated instruction through the 1:1 technology device, including adaptive software for mathematics and literacy and access to hundreds of thousands of books in the district's digital library.
- IDEA curricular resources include high-quality instructional materials that earn the highest ratings on national evaluation measures.
- IDEA curriculum is regularly evaluated using a quality evaluation tool, ensuring alignment to the Texas Essential Knowledge and Skills and AP course standards, as well as the STAAR/EOC and AP exams.
- IDEA implements a variety of training opportunities for teachers and leadership staff with the goal of developing teachers' pedagogical content knowledge and leaders' coaching skills.
- For 15 years in a row, 100% of IDEA students have been accepted into college, demonstrating that IDEA academic programming is adequately preparing students for post-secondary education.
- In 2022, four IDEA schools were ranked in the top 10 Most Challenging Schools in the Nation and 13 were ranked in the top 1% of schools nationwide, by the Jay Mathews Challenge Index High School Rankings.

Special Programs

- IDEA exceeded the expected growth target for EL student performance on TELPAS in 2021 with 48% of ELs meeting that target.
- IDEA provide targeted research based instruction to students who have a 2.0 year gap in Reading and/or Math with the goal of closing that gap by 2.0 years during the school year with our initiative called Critical Student Intervention (CSI). During the 21-22 school year, 2,562 out of 6,632 students meet that goal for Reading and 703 out of 1,268 students met the goal for Math.
- IDEA is in Year 3 of our TEA awarded Autism Grant. Through this grant we were able to increase support for 195 students with autism in Rio Grande Valley and Austin who met the criteria outlined by TEA for this grant.
- IDEA submitted and was awarded a Dyslexia Grant by the TEA so that we will be able to provide increased professional development to teachers and leaders on working with students with dyslexia and increase the support resources for our students with dyslexia.

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 1 (Prioritized): Lack of teacher training with academic curriculum **Root Cause:** Consistent teacher coaching within academic curriculum

Problem Statement 2 (Prioritized): High teacher absenteeism **Root Cause:** Campus staff commitment with clear expectations

Perceptions

Perceptions Summary

OUR FAMILIES at Horizon Vista Academy will be active participants in their child's learning. In order for our scholars to be successful, our parents will have multiple opportunities to learn, provide insight, engage in the progress of their child's academics and share responsibilities for our scholars' growth and success. Because they are going to feel welcomed, they will be willing to embrace and commit to their child's success.

OUR COMMUNITIES in Horizon Vista Academy will promote and provide community service to our scholars and families. Our surrounding communities will be positive role models to help build a well-rounded scholars, self-directed, life-long learners and strong family relationships.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Teachers internalization of Curriculum (training) to scaffold for students academic needs . **Root Cause:** Lack of clear expectations to parents regarding curriculum

Problem Statement 2: High Staff turnover more investment and systems and procedures needed. **Root Cause:** Staff not treated fairly; lack of communication

Priority Problem Statements

Problem Statement 1: Lack of parent communication (surface level)
Root Cause 1: Inconsistency of grade level celebrations (throughout the school year)
Problem Statement 1 Areas: Demographics

Problem Statement 2: Lack of school-wide calendar of events
Root Cause 2: miscommunication of campus events and activities school-wide
Problem Statement 2 Areas: Demographics

Problem Statement 3: Prioritize targeted groups (special pops) Targeted goal A=50 or B=40. Not met
Root Cause 3: Lack of training and late start of SIOP strategies for special pops and teachers.
Problem Statement 3 Areas: Student Learning

Problem Statement 4: We did not close the gap for all (tiered) tested scholars for Math and Reading assessment.
Root Cause 4: late start in intervention, tutorials, and re-teach
Problem Statement 4 Areas: Student Learning

Problem Statement 5: Lack of teacher training with academic curriculum
Root Cause 5: Consistent teacher coaching within academic curriculum
Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: High teacher absenteeism
Root Cause 6: Campus staff commitment with clear expectations
Problem Statement 6 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local benchmark or common assessments data
- Other PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data

Student Data: Behavior and Other Indicators

- Attendance data
- Student surveys and/or other feedback
- Enrollment trends

Employee Data

- Staff surveys and/or other feedback
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data

- Professional development needs assessment data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

Goals

Goal 1: 85% Staff Retention

IDEA Horizon Vista will continue to build team and family by retaining 85% that will continuously improve how we serve our scholars in the Horizon community.

Performance Objective 1: Our team and family will uncover their full potential through fidelity to the coaching cycle.

High Priority

Evaluation Data Sources: Staff Retention - Weekly Check Ins - TCP - APR's

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Teachers will get weekly coaching and support to unpack STAAR Assessments and Modules to construct effective lesson plans. **Strategy's Expected Result/Impact:** Teachers will get the feedback necessary to show growth within their delivery of purposeful first instruction. **Staff Responsible for Monitoring:** Principal and APIs **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Teachers and coaches will engage in lesson rehearsals daily to ensure proper execution of rigorous first instruction. **Strategy's Expected Result/Impact:** Ensuring that first instruction meets the needs of priority scholars and is ready to be launched for the day with teachers receiving peer and coach feedback to enhance purposeful first instruction. **Staff Responsible for Monitoring:** Principal and 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 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Teachers will get weekly and bi-weekly instructional observations with on spot coaching followed up with a coaching conversation and being coached to mastery. **Strategy's Expected Result/Impact:** Teacher will get a weekly or bi-weekly instructional feedback using "See it, Name it, Do it" to help them internalize instructional feedback. All teachers will be provided next steps at their scheduled coaching session and will be coached to mastery before another action step is assigned. **Staff Responsible for Monitoring:** Principal and APIs **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				

 No Progress Accomplished Continue/Modify Discontinue

Goal 1: 85% Staff Retention

IDEA Horizon Vista will continue to build team and family by retaining 85% that will continuously improve how we serve our scholars in the Horizon community.

Performance Objective 2: Our team and family will have concrete communication to align our vision as a campus.

Evaluation Data Sources: Staff Retention - Weekly Check Ins

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Teachers will engage in daily morning huddle to name their instructional priorities and cascade important campus information. **Strategy's Expected Result/Impact:** To increase communication and campus alignment. **Staff Responsible for Monitoring:** Admin Lead Team & Grade Team Leaders **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: New teachers will be provided a mentor to help their ongoing understanding of their role. **Strategy's Expected Result/Impact:** Support new IDEA teachers to navigate their roles as new or incoming teachers. Provide a support system for success for new and incoming teachers. **Staff Responsible for Monitoring:** Assigned Mentor Teachers **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				

 No Progress Accomplished Continue/Modify Discontinue

Goal 1: 85% Staff Retention

IDEA Horizon Vista will continue to build team and family by retaining 85% that will continuously improve how we serve our scholars in the Horizon community.

Performance Objective 3: Our team will be held accountable to high standards of professionalism and ongoing growth.

Evaluation Data Sources: Staff Retention - Weekly Check Ins - TCP - APR's

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Teachers will report out Daily Exit Ticket Data to hold themselves accountable towards the campus goals. **Strategy's Expected Result/Impact:** Provide feedback on how to improve daily scholar performance data. **Staff Responsible for Monitoring:** Principal and 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 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Teachers will engage in weekly Path to an A PD with assigned pre-work to be held accountable towards their progress as a teacher at IDEA Public Schools. **Strategy's Expected Result/Impact:** Increase their understanding and execution of purposeful first instruction. **Staff Responsible for Monitoring:** Principal and 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 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Teachers will participate in a monthly Staff Meeting to review campus PTG. **Strategy's Expected Result/Impact:** Ensure that everyone at the campus internalizes their contributions to become an A rated campus. **Staff Responsible for Monitoring:** Principal **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: School Meets Enrollment Goal

IDEA Horizon Vista will continue to close the achievement gap and ensure equity by providing effective, equitable, and active learning by meeting our enrollment goal in the Horizon community.

Performance Objective 1: IAHV will be at 100% enrolled by 11th day of new school year

Evaluation Data Sources: Stream, Powerschool registered scholars

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Hold Fall and Spring Recruitments **Strategy's Expected Result/Impact:** 100% enrollment by 11th day of new school year **Staff Responsible for Monitoring:** APO **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture **- Targeted Support Strategy**	0%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Build community partnerships **Strategy's Expected Result/Impact:** This will help with the campus with recruiting new families. Free advertisement **Staff Responsible for Monitoring:** APO **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture **- Targeted Support Strategy**	0%			

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 2: School Meets Enrollment Goal

IDEA Horizon Vista will continue to close the achievement gap and ensure equity by providing effective, equitable, and active learning by meeting our enrollment goal in the Horizon community.

Performance Objective 2: 90% of scholars will re-register by March 2023 deadline

Evaluation Data Sources: Powerschool registered, Stream data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Reward teacher and co-teachers who can get 100% of their homerooms re-registered for next school year **Strategy's Expected Result/Impact:** High Impact **Staff Responsible for Monitoring:** APO **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture **- Targeted Support Strategy**	0%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Use incentives (school swag) to promote re-registeration **Strategy's Expected Result/Impact:** High Impact **Staff Responsible for Monitoring:** APO **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture **- Targeted Support Strategy**	0%			

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 3: School Achieves an "A" Rating from TEA

IDEA Horizon Vista is focused on delivering results and achieving academic excellence through our purposeful first instruction and academic intervention.

Performance Objective 1: 100% of our Scholars will Receive Purposeful First Instruction

Evaluation Data Sources: Daily STAAR Aligned Exit Tickets - TEA Interim Assessments - District Assessment - Semester Exams - Spring STAAR Mock - Mastery Machine Data Tracking - STAAR Results

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Effective unpacking of units and assessments to ensure teachers are teaching through What/How Key Points. **Strategy's Expected Result/Impact:** To ensure that teachers are having purposeful first instruction through "what/ how" key points. **Staff Responsible for Monitoring:** Principal and 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 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Implementation of STAAR aligned CFU's and Exit Tickets **Strategy's Expected Result/Impact:** Ensuring that students have the the correct practice to enable their success on the STAAR exam. **Staff Responsible for Monitoring:** Principal and 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 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Daily Lesson Rehearsals, Weekly Classroom Observations and Weekly Coaching Conversations to provide feedback on executing purposeful first instruction. **Strategy's Expected Result/Impact:** Teachers receive ongoing feedback and and coaching to improve their craft as teachers as they deliver purposeful first instruction. **Staff Responsible for Monitoring:** Principal and 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 5: Effective Instruction				

 No Progress Accomplished Continue/Modify Discontinue

Goal 3: School Achieves an "A" Rating from TEA

IDEA Horizon Vista is focused on delivering results and achieving academic excellence through our purposeful first instruction and academic intervention.

Performance Objective 2: Instructional Differentiation Support to Ensure Instructional Equity and Support for our Emergent Bilinguals and Special Education Scholars.

Evaluation Data Sources: Daily STAAR Aligned Exit Tickets - TEA Interim Assessments - District Assessment - Semester Exams - Spring STAAR Mock - Mastery Machine Data Tracking - STAAR Results

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Provide ongoing Professional Development, Coaching Conversations and Feedback on Differentiation of Instruction. **Strategy's Expected Result/Impact:** To ensure that teachers are equipped to serve and differentiate first instruction to our priority scholars. **Staff Responsible for Monitoring:** Principal and 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 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: 100% of STAAR classrooms implement the C6 Biliteracy - SIOP - Kagan - Collaborative Structures Criteria of Success to ensure that our priority scholars are interacting with the curriculum in a meaningful way. **Strategy's Expected Result/Impact:** Our priority scholars will be able to comprehend and apply their learning objectives and show mastery on their exit tickets. **Staff Responsible for Monitoring:** Principal and 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 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Provide teachers with Individualized Learning Plans, Trackers, and Inclusion Instruction Teachers for Emergent Bilinguals and Special Education scholars. **Strategy's Expected Result/Impact:** Ensure that we have the right mechanism in place to track and support our priority scholars. **Staff Responsible for Monitoring:** Principal and APIs **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 5: Effective Instruction				

 No Progress Accomplished Continue/Modify Discontinue

Goal 4: 97.5% Average Daily Attendance

IDEA Horizon Vista sweats the small stuff by knowing that if a scholar misses a day, they miss a lot! We are focused on making sure students are in our school learning everyday.

Performance Objective 1: Attend ADA huddles every day to monitor scholars attendance

Evaluation Data Sources: ADA Huddles

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Create a tracker to identify trends and patterns of each scholars absences **Strategy's Expected Result/Impact:** High Impact **Staff Responsible for Monitoring:** APO, Principal, APIs, School Counselors, Teachers **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture **- Targeted Support Strategy**	0%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Teacher Communication to parents on a daily basis when scholars are absent **Strategy's Expected Result/Impact:** High impact **Staff Responsible for Monitoring:** Teachers, APO **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture **- Targeted Support Strategy**	0%			

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 4: 97.5% Average Daily Attendance

IDEA Horizon Vista sweats the small stuff by knowing that if a scholar misses a day, they miss a lot! We are focused on making sure students are in our school learning everyday.

Performance Objective 2: All stakeholders are communicating with parents regarding absences on a daily and weekly basis

Evaluation Data Sources: ADA huddles, attendance conference meetings, reports of daily attendance

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Daily communication from teacher to address absence **Strategy's Expected Result/Impact:** High Impact **Staff Responsible for Monitoring:** Teachers and APO **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture **- Targeted Support Strategy**	0%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Celebrating scholars who are meeting attendance on a monthly basis. **Strategy's Expected Result/Impact:** High impact **Staff Responsible for Monitoring:** APO and School Counselor **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 3: Positive School Culture **- Targeted Support Strategy**	0%			

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 4: 97.5% Average Daily Attendance

IDEA Horizon Vista sweats the small stuff by knowing that if a scholar misses a day, they miss a lot! We are focused on making sure students are in our school learning everyday.

Performance Objective 3: Our team and family will uncover their full potential through fidelity to the coaching cycle.

High Priority

Evaluation Data Sources: Staff Retention - Weekly Check Ins - TCP - APR's

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Teachers will get weekly coaching and support to unpack STAAR Assessments and Modules to construct effective lesson plans. **Strategy's Expected Result/Impact:** Teachers will get the feedback necessary to show growth within their delivery of purposeful first instruction. **Staff Responsible for Monitoring:** Principal and APIs **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Teachers and coaches will engage in lesson rehearsals daily to ensure proper execution of rigorous first instruction. **Strategy's Expected Result/Impact:** Ensuring that first instruction meets the needs of priority scholars and is ready to be launched for the day with teachers receiving peer and coach feedback to enhance purposeful first instruction. **Staff Responsible for Monitoring:** Principal and 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 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Teachers will get weekly and bi-weekly instructional observations with on spot coaching followed up with a coaching conversation and being coached to mastery. **Strategy's Expected Result/Impact:** Teacher will get a weekly or bi-weekly instructional feedback using "See it, Name it, Do it" to help them internalize instructional feedback. All teachers will be provided next steps at their scheduled coaching session and will be coached to mastery before another action step is assigned. **Staff Responsible for Monitoring:** Principal and APIs **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				

 No Progress Accomplished Continue/Modify Discontinue

Goal 4: 97.5% Average Daily Attendance

IDEA Horizon Vista sweats the small stuff by knowing that if a scholar misses a day, they miss a lot! We are focused on making sure students are in our school learning everyday.

Performance Objective 4: Our team and family will have concrete communication to align our vision as a campus.

Evaluation Data Sources: Staff Retention - Weekly Check Ins

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Teachers will engage in daily morning huddle to name their instructional priorities and cascade important campus information. **Strategy's Expected Result/Impact:** To increase communication and campus alignment. **Staff Responsible for Monitoring:** Admin Lead Team & Grade Team Leaders **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: New teachers will be provided a mentor to help their ongoing understanding of their role. **Strategy's Expected Result/Impact:** Support new IDEA teachers to navigate their roles as new or incoming teachers. Provide a support system for success for new and incoming teachers. **Staff Responsible for Monitoring:** Assigned Mentor Teachers **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				

 No Progress Accomplished Continue/Modify Discontinue

Goal 4: 97.5% Average Daily Attendance

IDEA Horizon Vista sweats the small stuff by knowing that if a scholar misses a day, they miss a lot! We are focused on making sure students are in our school learning everyday.

Performance Objective 5: Our team will be held accountable to high standards of professionalism and ongoing growth.

Evaluation Data Sources: Staff Retention - Weekly Check Ins - TCP - APR's

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Teachers will report out Daily Exit Ticket Data to hold themselves accountable towards the campus goals. **Strategy's Expected Result/Impact:** Provide feedback on how to improve daily scholar performance data. **Staff Responsible for Monitoring:** Principal and 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 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Teachers will engage in weekly Path to an A PD with assigned pre-work to be held accountable towards their progress as a teacher at IDEA Public Schools. **Strategy's Expected Result/Impact:** Increase their understanding and execution of purposeful first instruction. **Staff Responsible for Monitoring:** Principal and 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 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Teachers will participate in a monthly Staff Meeting to review campus PTG. **Strategy's Expected Result/Impact:** Ensure that everyone at the campus internalizes their contributions to become an A rated campus. **Staff Responsible for Monitoring:** Principal **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				

 No Progress Accomplished Continue/Modify Discontinue

Goal 5: 90% Student Persistence Goal

The best way to keep our promise of College for All is if we are able to bring the joy into our classrooms, hallways, and hearts of every scholar! We are focused that all scholars are empowered and supported in a way that motivates them to stay at our school.

Performance Objective 1: 90% of scholars re-register for new school year.

Evaluation Data Sources: Stream, Powerschool registration

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Teachers are contacting their homeroom parents for re-registration. **Strategy's Expected Result/Impact:** High Impact **Staff Responsible for Monitoring:** APO and Teachers **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture **- Targeted Support Strategy**	0%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Competition **Strategy's Expected Result/Impact:** High Impact **Staff Responsible for Monitoring:** APO and Principals **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture **- Targeted Support Strategy**	0%			

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 5: 90% Student Persistence Goal

The best way to keep our promise of College for All is if we are able to bring the joy into our classrooms, hallways, and hearts of every scholar! We are focused that all scholars are empowered and supported in a way that motivates them to stay at our school.

Performance Objective 2: Track levers on a daily basis

Evaluation Data Sources: Mission list, daily tracker

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: GTL huddle address any possible levers to GTL **Strategy's Expected Result/Impact:** High Impact **Staff Responsible for Monitoring:** School counselor and GTLs **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture **- Targeted Support Strategy**	0%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Follow up with any possible levers by School Counselor **Strategy's Expected Result/Impact:** High Impact **Staff Responsible for Monitoring:** School Counselor **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture **- Targeted Support Strategy**	0%			

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Addendums

Master CNA & SAIP Reporting Checklist

		PTG	100%	PTG	0%

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

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2021-22 Student Achievement Improvement Plan

ACADEMY

APO	Initiatives	Needs Assess.	Special Pops.	Person(s) Responsible	Timeline Start/End	Resources: Human/ Material/Fiscal	Documentation	Formative Evaluation
1E	1) TELPAS Development	O	EL's	LPAC coordinator	BOY to EOY	$50,000		
	2) Content Development	S	All	API	BOY to EOY	PD		
	3) SPED/ RTI	RR, S	SE	Counselor	Q1	POPs Binder		
	4) Lesson Rehearsal	S, E	All	API	BOY to EOY	Curriculum Materials		
	5. 97.5% ADA	O	All	GTL	BOY to EOY	ADA Tracker		
1G	1. Implement collaborative strategies daily	S	All	STAAR Teacher	BOY to EOY	SIOP/Kagen Trainings		
	2 Implement cross genre materials	S	All	STAAR Teacher	BOY to EOY			
	3. Implement manipulatives daily	S	All	STAAR Teacher	BOY to EOY	Manipulatives		
	4. Effective lesson plans approved	S	All	API	BOY to EOY			
	5. Frequent formative/summative assessments	S	All	STAAR Teacher/API	BOY to EOY	Mirrored STAAR questions		
1I	1) Script Pratice	D	All	Segura	BOY to EOY	Mcgraw Hill/ Summer PD		
	2) Script Fidelty	D	All	Segura	BOY to EOY	Mcgraw Hill/ Summer PD		
	3) Tutoring	D	All	Segura	MOY to EOY	Extra Duty Pay		
	4) Intervention	D	All	Ms. Ruiz	BOY to EOY	Data		
	5) Attendance	D	All	Franco	BOY to EOY	ADA DATA		
1J	1)Quarterly RenstarAssesment	RR	AR, SE	A. Molinar	BOY to EOY	Renaissance		
	2)30 Min Daily Reading	RR	AR, SE	A. Molinar	BOY to EOY	Reading Log		
	3) RLA Tutoring	RR	AR, SE	A. Molinar	BOY to EOY	Extra duty pay		
	4 Daily supplemental IL time	RR	AR, SE	A. Molinar	BOY to EOY	Chrome Books		
	5)Parent Communication/Support	RR	AR, SE	A. Molinar	BOY to EOY	Remind		
2A	1. Monthly team builders	O	NA	GTL	BOY to EOY	$75 per event		
	2. Weekly team newsletters	O	NA	Williams	BOY to EOY	SMORES Website ($75)		
	3. Teacher of the month	O	NA	API	BOY to EOY	Gift Cards ($100)		
	4. Calendaring of events ahead of time	O	NA	GTL	BOY to EOY	Agenda		
	5. Frequent check ins with manager	O	NA	API/ GTL	BOY to EOY	Email, communication		
2B	1. Pre Survey quarterly	O	NA	Counselor	Q1, Q2,Q3,Q4	Google Survey		

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

Annual Performance Objectives (APO)

PRIORITY #1: Students Graduate College-Ready

1A. % of graduates who matriculate to a College or University: 100%

1B. % of graduates matriculate to a Tier I/II College or University: 15% | 25%

1C. % of Seniors accepted to a College or University: 100%

1D. % of Seniors named AP scholars | Earn IB diploma: 30% | 25%

1E. Earned State Rating: A

1F. % Basic | % Mastery | % Advanced on LEAP: 82% | 44% | 11%

1G. % Approaches | % Meets | % Masters on STAAR/EOC: 90% | 60% | 30%

1H. % Level 3 | % Level 4 | % Level 5 on FSA/FSAA: 70% | 40% | 20%

1I. % of Pre-K-2nd Students End The Year On/Above Grade Level in Reading - Year 1 Campuses | Year 2 Campuses: 80% | 90%

1J. % of students in CSI achieve 2 years growth in Reading | Math (measured by Ren STAR) 50% | 60%

1K. Average ACT score: 21

1L. % of students graduating college in 4 | 6 years: 25% | 55%

PRIORITY #2: Build a Strong & Sustainable Organization

2A. % Teacher Retention | Employee Retention: 85% | 85%

2B. 80% composit score on GPTW: 82%

2B. %Average Daily Attendance: 97.50%

2C. New Student Persistence: 90%

2D. Operating Income: $133M

2E. FIRST Rating: A

PRIORITY #3: Achieve Mission at Scale

3A. % of students with low socio-economic status: 80%

3B. Enrollment in August 2020: 83,894

3C. Schools in operation in August 2020: 149

3D. Total Funds Raised (millions): $93M

Needs Assessment

S-STAAR

D-DIBELS

E-EOC

A-ACT

RR-Reading Renaissance

ST-STAR for Math

DR-Discipline Report

AP-AP Tests

O-Other

Special Populations

All

AR-At Risk

ELL-English Language Learners

ED-Economically Disadvantaged

M-Migrant

SE-Special Education

Comprehensive Needs Assessment

ACADEMY

Data Sources: Eureka Math & Electives Academy

	Pre-K	Kinder	First	Second	Pk-2	Met/Not Met
% Students	46%	96%	26%	17%	28%	

Data Source: STAAR Academy

	Grade 3	Grade 4	Grade 5	3-5	MM Goal
% Approaches	65%	NA	NA	17%	Not Met
% Meets	31%	NA	NA		
% Masters	15%	NA	NA		
% Student Achievement	31%	NA	NA		
% Meet 2 year growth	NA	NA	NA		

Data Source: CSI Academy

	Math AC CSI
% CSI (EOY Ren.)	N/A
% of CSI Passing STAAR	31%
% of SPED Passing STAAR	50%

Reflections	
Areas of Strength	**Areas of Need**
1. Lesson Rehearsals	1. Starting lesson rehearsals from BOY
2. Implementation of manipulatives	2. Implenting RTI accomodations from BOY
3. Training and implementation of Kagen/SIOP strategies	3. Receiving maniuplatives and training to implement from BOY

IDEA Horizon Vista Academy

Comprehensive Needs Assessment ACADEMY						
Data Sources: DI ELA & Electives						
	DI Pre-K on Grade Level	**DI Kinder on Grade Level**	**DI First on Grade Level**	**DI Second on Grade Level**	**% Royal Readers**	**% Word Masters**
% Students	**94%**	**50%**	**33%**	**75%**	1.11%	44.22%
					RR Goal Met/Not Met	**WM Goal Met/Not Met**
					98.90%	55.78%
Data Source: STAAR						
	STAAR Reading Grade 3	**STAAR Reading Grade 4**	**STAAR Writing Grade 3**	**STAAR Writing Grade 4**		
% Approaches	71%	N/A	N/A	N/A		
% Meets	43%	N/A	N/A	N/A		
% Masters	24%	N/A	N/A	N/A		
SAS	46%	N/A	N/A	N/A		
% Student Achievement Average	43%	N/A	N/A	N/A		
Data Source: CSI						
% Meeting CSI Goal	**Reading AC CSI**					
% CSI (EOY Ren.)	17%					
% of CSI Passing STAAR	18%					
% of SPED Passing STAAR	50%					

Reflections	
Areas of Strength	**Areas of Need**
1 Effective use of daily lesson rehersal	1 Implementation of RTI accommodations from BOY
2 Implementation of Kagan/SIOP strategies	2 Timely Q1 tutorial sessions
3 Lesson completion at mastery for DI classrooms	3 Creating time for re-teach sessions

Comprehensive Needs Assessment ACADEMY						
Data Sources: Science Pk-2						
	Science Pre-K on Grade Level	**Science Kinder on Grade Level**	**Science First on Grade Level**	**Science Second on Grade Level**	**Science Third on Grade Level**	**Science Fourth on Grade Level**
% Students	**90%**	**95%**	**95%**	**90%**	**92%**	**N/A**
Data Source: Science 3-5						
	STAAR Science Grade 5					
% Approaches						
% Meets						
% Masters						
% Student Achievement Average		**Scaling PK - 3rd Grade**				

Reflections	
Areas of Strength	**Areas of Need**
1 All levels at 90% or above	1 Start to scale 5th grade STAAR into lower levels
2 Helped with persistence	2 Look at ways to connect science with our farm
3 Active labs in all grade levels	3 Train teachers on how to serve Domain III scholars

Idea Horizon Vista

Comprehensive Needs Assessment ACADEMY							
Data Sources: Humanities Pk-3							
	Humanities Pre-K on Grade Level	**Humanities Kinder on Grade Level**	**Humanities First on Grade Level**	**Humanities Second on Grade Level**	**Humanities Third on Grade Level**	**Humanities Fourth on Grade Level**	**Humanities Fifth on Grade Level**
% Students	94	50	33	75	65	N/A	N/A

Reflections	
Areas of Strength	**Areas of Need**
1. Lesson implementation and rehersals used effectively.	1. Ensuirng all topics are covered for the end of the year exam.
2. Hands on exercises implemented.	2. Using cross curricular topics to tie in learning.
3. Continous development throughout lesson implemetnation and areas of gap.	3. Continous usage of visual aids to help supplement lessons.

V

Comprehensive Needs Assessment ACADEMY					
TELPAS Composite Rating (Listening, Speaking, Reading, Writing)					
	Listening	**Speaking**	**Reading**	**Writing**	**% of ELL Students who grew one or more levels**
% Beginning	11%	26%	23%	35%	43%
% Intermediate	27%	41%	35%	36%	34%
% Advanced	36%	29%	25%	19%	23%
% Advanced High	31%	16%	15%	8%	0%

Reflections	
Areas of Strength	**Areas of Need**
1)Keeping teachers accoutable on their ratings	1)Creating more urgancy with teachers knowing TELPAS
2)Creating Clear expectations on TELPAS	2)Giving the teacher backgrounds on how telpas helps the school get an A
3)Organization making sure everything was organized	3)Teacher's aggresive monitoring to make sure there is not errors

V

Comprehensive Needs Assessment	
ACADEMY	
Staff Quality, Recruitment, Retention	
	Percentage
% School Lead Team Retention	80%
% Instructional Support Retention	90%
% Teacher Retention	88%
% Campus Support Retention	90%
% SPED Teacher Retention	86%
% State/National Certified Teachers	26%
% State Certified Leaders	40%
% State/Board certified Counselors	N/A
Number of teacher applicants per 2020-21 school year	70

Reflection	
Areas of Strength	Areas of Need
1. Monthly team builder	1. Timeliness of communication
2. Relevant and frequent PD sessions	2. Equal prioritization and coaching for each grade level
3. Strong Team & Family Culutre built from BOY	3. Accountability for staff attendance

Data Source: School Culture and Climate	
	Campus %
% Average Daily Attendance	95.60%
% Overall Persistence	88%
% New Student Persistence	90%
# of Admin Withdrawals/ Level 3 Offenses	0%
% SPED	6%
% ELL	40%
% Eco Dis	79.50%
% Migrant	0%
% Race: American-Indian-Alaska-Native	0%
% Asian	0%
% White-Hispanic	95%
% Multi	0%
% Black-African-American	2%
% Native-Hawaiian-Pacific-Islander	0%
% White	3%
% Male	65%
% Female	35%

Data Source: School Culture and Climate	
Reflections	
Areas of Strength	**Areas of Need**
1. Quarterly Meet the Teacher nights and award ceremonies	1. Open house at BOY
2. STAAR Parent Nights	2. Consistency in grade level celebrations
3. Quarterly Festivals	3. Addressing communication through phone calls or face-to-face interaction rather than depend on Remind

V

Comprehensive Needs Assessment ACADEMY	
Data Source: Family and Community Involvement	
	Percentage
% Families Attended WTI	90%
% Families Attended Curriculum Night	90%
% Families Who Attended EOY Ceremonies	95%
% Families who attended Fall Festival	90%
% Families who attended Winter Festival	85%
% Families who attended Spring Festival	98%

Reflection	
Areas of Strength	**Areas of Need**
Community engagement in school events.	Parent volunteers. (Booster Club)
Met over enrollment goal.	Teacher/ Admin participation.
Capturing team and family within the community.	Organization and timely communication of events.

IDEA Public Schools

Horizon Vista College Prep

2022-2023 Campus Improvement Plan

Accountability Rating: A

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

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

Mission Statement

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

Vision

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

Core Values

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

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

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Comprehensive Needs Assessment

Revised/Approved: September 9, 2022

Demographics

Demographics Summary

Our school is a public charter dedicated to guide and prepare scholars for a 4 year college or university. It was founded in 2020 in the small town of of Horizon City, TX. Currently, we serve grades 6-8 and plan to expand one grade level every year until we graduate our first senior class in 2027. In the short time that we've been open we have hit internal instructional goals and for the 2021-2022 school year we have been designated an A rated campus.

Our enrollment has seen incrimental increases. In 2020 we launched with 74 sixth graders and saw an increase the following year to 90 and this year to 94. Our 7th grade class grew significantly from 84 to 111 and we have 107 eighth graders, which is a significant increase from the 74 that launched in this cohort.

The community is primarily Hispanic and economically disadvantaged (see table below) and more than half are Emergent Bilingual, 63%.

Last year, we hit an average of 93% attendance, 88% overall persistence and 81% new student persistence.

Horizon Vista

Comprehensive Needs Assessment

COLLEGE PREP

Data Source: School Culture and Climate

	Campus %
% Average Daily Attendance	93.40%
% Overall Persistence	87.92%
% New Student Persistence	81.08%
# of Admin Withdrawals/ Level 3 Offenses	0
% SPED	15.38%
% ELL	63%

Horizon Vista	
% Eco Dis	73%
% Migrant	0%
% Race: American-Indian-Alaska-Native	0%
% Asian	0%
% White-Hispanic	93%
% Multi	0%
% Black-African-American	2%
% Native-Hawaiian-Pacific-Islander	0%
% White	5%
% Male	52%
% Female	48%

Demographics Strengths

See PDF Addendum for more information

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Lack of after school clubs to promote investment in school. **Root Cause:** Monies were not prioritized for this initiative.

Problem Statement 2 (Prioritized): Ongoing collaboration with students and parents to share campus vision and programs being offered. **Root Cause:** Staff was not prioritized or effective GRPI/ plan layed out

Student Learning

Student Learning Summary

Horizon Vista is an "A" rated campus for the 21-22 school year. We got 5 out of the 5 distinctions that we were eligible to receive. Distinction designations are awarded for achievement in several areas and are based on performance relative to a group of campuses of similar type, size, grade span, and student demographics. We earned them in ELA/ Reading, Mathematics, Comparative Academic Growth, Post-Secondary Readiness and Comparative closing the gaps.

Student Learning Strengths

See PDF in Addendum for more information

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): A set process tackling key skills to improve vertical alignment across grade levels in ELA **Root Cause:** Current ELA curriculum uses very little scaffolding to address gaps in key skills for our struggling readers

Problem Statement 2 (Prioritized): Greater emphasis on writing and explaining thought process of mathematical concepts. **Root Cause:** Prioritizing and defining specific times when the above can be done without sacrificing pace

School Processes & Programs

School Processes & Programs Summary

Campus instructional leaders are developed through one to one coaching, rounds and coaching academy. There are also PD opportunities throughout the year to hone their skills and an opportunity to attend Relay.

During Instructional Rounds we identify trends in teaching that cause instructional gaps and use that data to build the professional development for the end of the week.

We use the GET document to norm on best practices and coach and develop teachers using it as a guide. We are data responsive and are constantly analyzing data to find gaps and misconceptions.

School Processes & Programs Strengths

Curriculum & Instruction:

- At least one-third of IDEA students graduate with the "AP Scholar" designation, evidence of earning a qualifying score on at least three AP exams, demonstrating successful completion of college-level coursework prior to graduation.
- IDEA provides students access to accelerated instruction through the 1:1 technology device, including adaptive software for mathematics and literacy and access to hundreds of thousands of books in the district's digital library.
- IDEA curricular resources include high-quality instructional materials that earn the highest ratings on national evaluation measures.
- IDEA curriculum is regularly evaluated using a quality evaluation tool, ensuring alignment to the Texas Essential Knowledge and Skills and AP course standards, as well as the STAAR/EOC and AP exams.
- IDEA implements a variety of training opportunities for teachers and leadership staff with the goal of developing teachers' pedagogical content knowledge and leaders' coaching skills.
- For 15 years in a row, 100% of IDEA students have been accepted into college, demonstrating that IDEA academic programming is adequately preparing students for post-secondary education.
- In 2022, four IDEA schools were ranked in the top 10 Most Challenging Schools in the Nation and 13 were ranked in the top 1% of schools nationwide, by the Jay Mathews Challenge Index High School Rankings.

Special Programs

- IDEA exceeded the expected growth target for EL student performance on TELPAS in 2021 with 48% of ELs meeting that target.
- IDEA provide targeted research based instruction to students who have a 2.0 year gap in Reading and/or Math with the goal of closing that gap by 2.0 years during the school year with our initiative called Critical Student Intervention (CSI). During the 21-22 school year, 2,562 out of 6,632 students meet that goal for Reading and 703 out of 1,268 students met the goal for Math.
- IDEA is in Year 3 of our TEA awarded Autism Grant. Through this grant we were able to increase support for 195 students with autism in Rio Grande Valley and Austin who met the criteria outlined by TEA for this grant.
- IDEA submitted and was awarded a Dyslexia Grant by the TEA so that we will be able to provide increased professional development to teachers and leaders on working with students with dyslexia and increase the support resources for our students with dyslexia.

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 1 (Prioritized): Ongoing celebrations and recognition of teachers and staff for achieving goals and milestones. **Root Cause:** Adult culture was not prioritized

Problem Statement 2 (Prioritized): Greater emphasis on work-life balance--clear guidelines on work expectations. **Root Cause:** Adult culture was not prioritized.

Perceptions

Perceptions Summary

At IDEA Horizon Vista we use Restorative Circles to reduce conflict between all stakeholders. In the past year more than half of the faculty resigned because of poor adult culture. Staff perception was that administration was not in tune with any of their personal needs and saw no movement toward making the situation better. However, community involvement is high and you can plainly see because of the attendance to family engagement events.

Perceptions Strengths

See PDF Addendum for more information

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Capturing parent data for campus initiatives. **Root Cause:** No plan in place to survey parents

Problem Statement 2 (Prioritized): System breakdown when collecting data on attendance for family engagement events **Root Cause:** No plan in place to capture attendance data

Priority Problem Statements

Problem Statement 1: Lack of after school clubs to promote investment in school.
Root Cause 1: Monies were not prioritized for this initiative.
Problem Statement 1 Areas: Demographics

Problem Statement 2: Ongoing collaboration with students and parents to share campus vision and programs being offered.
Root Cause 2: Staff was not prioritized or effective GRPI/ plan layed out
Problem Statement 2 Areas: Demographics

Problem Statement 3: A set process tackling key skills to improve vertical alignment across grade levels in ELA
Root Cause 3: Current ELA curriculum uses very little scaffolding to address gaps in key skills for our struggling readers
Problem Statement 3 Areas: Student Learning

Problem Statement 4: Greater emphasis on writing and explaining thought process of mathematical concepts.
Root Cause 4: Prioritizing and defining specific times when the above can be done without sacrificing pace
Problem Statement 4 Areas: Student Learning

Problem Statement 5: Ongoing celebrations and recognition of teachers and staff for achieving goals and milestones.
Root Cause 5: Adult culture was not prioritized
Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: Greater emphasis on work-life balance--clear guidelines on work expectations.
Root Cause 6: Adult culture was not prioritized.
Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: Capturing parent data for campus initiatives.
Root Cause 7: No plan in place to survey parents
Problem Statement 7 Areas: Perceptions

Problem Statement 8: System breakdown when collecting data on attendance for family engagement events
Root Cause 8: No plan in place to capture attendance data
Problem Statement 8 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- 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

Student Data: Assessments

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

Student 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
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback

Employee Data

- Staff surveys and/or other feedback
- State certified and high quality staff data
- Campus leadership data
- Professional development needs assessment data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Study of best practices

Goals

Goal 1: Increase staff retention

Performance Objective 1: Horizon Vista College Prep will retain 85% of employees for the 22-23 school year.

High Priority

Evaluation Data Sources: IDEA Dashboard- Retention

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Setting up a clear process in which teachers can give feedback and input e.i specified office hours for feedback, feedback meetings for specific and relevant subjects, quarterly surveys **Strategy's Expected Result/Impact:** Employees who know they are heard are more engaged and productive. When staff members have a voice, they're willing to use it. One study found that, while companies are looking for new ways to improve, 82% of their staffers have ideas that could help achieve their goals. **Staff Responsible for Monitoring:** Lead Team **TEA Priorities:** Recruit, support, retain teachers and principals **Problem Statements:** School Processes & Programs 1, 2	50%	90%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Incentives and differentiation for varying TCP levels i.e differentiated PD opportunities, extra check-ins and support for lower TCP levels, influence and public recognition **Strategy's Expected Result/Impact:** Offering incentives and differentiated support can encourage employees to work to their full potential, and more importantly, feel appreciated. **Staff Responsible for Monitoring:** Lead Team **TEA Priorities:** Recruit, support, retain teachers and principals **Problem Statements:** School Processes & Programs 1, 2	30%	80%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: Ongoing celebrations and recognition of teachers and staff for achieving goals and milestones. **Root Cause**: Adult culture was not prioritized
Problem Statement 2: Greater emphasis on work-life balance--clear guidelines on work expectations. **Root Cause**: Adult culture was not prioritized.

Goal 2: All IDEA students matriculate to college

Performance Objective 1: 100% of IDEA scholars will be accepted to a 4 year college or university of their choice.

High Priority

Evaluation Data Sources: Horizon Vista graduation and acceptance rate in 2027

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Build a college identity. **Strategy's Expected Result/Impact:** During the middle school years, it offers students the opportunity to improve academically by creating a focused learning environment and generating a sense of pride, loyalty, and ownership. **Staff Responsible for Monitoring:** Counselor **Title I:** 2.4 **Problem Statements:** Demographics 2	15%	50%		

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: Ongoing collaboration with students and parents to share campus vision and programs being offered. **Root Cause**: Staff was not prioritized or effective GRPI/ plan layed out

Goal 2: All IDEA students matriculate to college

Performance Objective 2: 27% of the class of 2027 will pass TSI.

Evaluation Data Sources: TSI passing rates

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Identify all high performing 8th graders based on STAAR mastery and offer accelerated courses during the summer. **Strategy's Expected Result/Impact:** High performers can focus on TSI there 8th grade year **Staff Responsible for Monitoring:** Lead team and Math teachers **TEA Priorities:** Connect high school to career and college, Improve low-performing schools **Problem Statements:** Demographics 2 - Student Learning 1, 2	15%	40%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: Ongoing collaboration with students and parents to share campus vision and programs being offered. **Root Cause**: Staff was not prioritized or effective GRPI/ plan layed out

Student Learning
Problem Statement 1: A set process tackling key skills to improve vertical alignment across grade levels in ELA **Root Cause**: Current ELA curriculum uses very little scaffolding to address gaps in key skills for our struggling readers
Problem Statement 2: Greater emphasis on writing and explaining thought process of mathematical concepts. **Root Cause**: Prioritizing and defining specific times when the above can be done without sacrificing pace

Goal 3: IDEA achieves an A rating

Performance Objective 1: Horizon Vista CP achieves an overall passing rate of 90/60/30 and all available distinctions for the 22-23 school year.

High Priority

Evaluation Data Sources: State assessment data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Focus on Domain III subgroups i.e early identification and intervention, robust tracking systems, evolving goal conversations and incentive systems for growth **Strategy's Expected Result/Impact:** Domain III holds schools accountable for the growth of each individual student and broadens the focus instead of targeting one specific group of students, i.e bubble kids **Staff Responsible for Monitoring:** Asst. Principal of Instruction Principal Faculty **Title I:** 2.4 **Problem Statements:** Demographics 2 - Student Learning 1, 2	35%	75%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Data Responsive i.e exit ticket analysis per period to determine gaps in learning and tweak lessons for the following period, SWAMS, morning data huddles, data conversations 24-48 hours after exam etc... **Strategy's Expected Result/Impact:** Use a continuous flow of data to adjust instruction and provide tailored lessons for the whole group, small groups, or individual students. **Staff Responsible for Monitoring:** Asst. Principal of Instruction Principal Faculty **Title I:** 2.4 **Problem Statements:** Student Learning 1, 2	20%	75%		

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Teacher Coaching and Development i.e use the GET and Get Better Faster to determine a clear monthly and weekly coaching focus **Strategy's Expected Result/Impact:** Effective coaching keeps the focus on teaching and learning and is the most effective way to improve student outcomes. It supports teachers who need the support and encourages others to further their skill. **Staff Responsible for Monitoring:** Asst. Principal of Instruction Principal **Title I:** 2.4 - **TEA Priorities:** Recruit, support, retain teachers and principals **Problem Statements:** School Processes & Programs 2	15%	80%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: Ongoing collaboration with students and parents to share campus vision and programs being offered. **Root Cause**: Staff was not prioritized or effective GRPI/ plan layed out
Student Learning
Problem Statement 1: A set process tackling key skills to improve vertical alignment across grade levels in ELA **Root Cause**: Current ELA curriculum uses very little scaffolding to address gaps in key skills for our struggling readers
Problem Statement 2: Greater emphasis on writing and explaining thought process of mathematical concepts. **Root Cause**: Prioritizing and defining specific times when the above can be done without sacrificing pace
School Processes & Programs
Problem Statement 2: Greater emphasis on work-life balance--clear guidelines on work expectations. **Root Cause**: Adult culture was not prioritized.

Goal 3: IDEA achieves an A rating

Performance Objective 2: IDEA Horizon Vista will meet 90% of all Domain III sub pop targets.

High Priority

Evaluation Data Sources: STAAR Assessment results

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: 100% of teachers will have sub-pop trackers and be trained on aggressive monitoring of those sub-pops. **Strategy's Expected Result/Impact:** Sup pops will meet growth and academic achievement at high rates. **Staff Responsible for Monitoring:** School community **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1, 2	25%	80%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 2 Problem Statements:

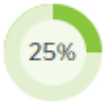
Student Learning
Problem Statement 1: A set process tackling key skills to improve vertical alignment across grade levels in ELA **Root Cause**: Current ELA curriculum uses very little scaffolding to address gaps in key skills for our struggling readers
Problem Statement 2: Greater emphasis on writing and explaining thought process of mathematical concepts. **Root Cause**: Prioritizing and defining specific times when the above can be done without sacrificing pace

Goal 4: Increase student daily attendance

Performance Objective 1: IDEA Horizon Vista College Prep will end the 22-23 school year with an average of 97% in daily attendance.

High Priority

Evaluation Data Sources: Power School Attendance Tracker
IDEA ADA Dashboard

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Build strong relationships with families and students i.e identifying a person of influence for 100% of families, committing to making one positive contact per month to 100% of families, family communication systems are monitored for use and effectiveness, incentives for teachers, students, and parents. **Strategy's Expected Result/Impact:** Strong relationships provide a foundation for student engagement and belonging. The higher the quality of the relationships students have with faculty and staff, the better their engagement in school. **Staff Responsible for Monitoring:** Asst. Principal of Operations Counselor **Problem Statements:** Demographics 2				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Effective execution of the Escalation Matrix i.e ensure that each owner is involved in the process and meetings with fidelity, norm with APO on an accountability system for follow-through, review and strategize next steps for students with chronic absences, etc. **Strategy's Expected Result/Impact:** When the Escalation Matrix is used with fidelity it holds the parents accountable for their childrens' absences and usually stops the behavior before it becomes chronic. **Staff Responsible for Monitoring:** Asst. Principal of Operations **Problem Statements:** Demographics 2				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: ADA Data Visibility i.e posted on social media, displayed in hallways, displayed on the marquee, etc.. **Strategy's Expected Result/Impact:** Data visibility brings awareness of the goal and the rationale for it. Awareness can be a tool for advocacy. It can be very powerful because it will educate parents about the topic and encourages them to participate in bringing change if change is needed. **Staff Responsible for Monitoring:** Asst. Principal of Operations Counselor **Problem Statements:** Demographics 2				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: Ongoing collaboration with students and parents to share campus vision and programs being offered. **Root Cause**: Staff was not prioritized or effective GRPI/ plan layed out

Goal 5: Increase student persistence

Performance Objective 1: IDEA Horizon Vista will welcome back 90% of its student body in the 23-24 school year and retain 90% of new enrollees.

Evaluation Data Sources: IDEA Persistence Data Dashboard
Powerschool Enrollment counts for the 23-24 school year

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Building relationships with parents i.e 100% of families will receive at minimum 1 positive contact per month, 5 contacts to parents at minimum per week from teachers, parent weekly newsletter, one family engagement event per month. **Strategy's Expected Result/Impact:** To build a shared commitment to the child's well-being and success. **Staff Responsible for Monitoring:** Counselor Asst. Principal of Operations **Problem Statements:** Demographics 2 - Perceptions 1, 2	15%	50%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Building relationships with scholars i.e celebratory assemblies recognizing exemplar scholar work and Core Values, provide opportunities for genuine student interactions with faculty and staff, etc... **Strategy's Expected Result/Impact:** Strong relationships with teachers and school staff can dramatically enhance students' level of motivation and therefore promote learning. In turn, building a sense of belonging in the school community **Problem Statements:** Demographics 2 - Perceptions 1	20%	50%		

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Weekly meetings (Grade Level Meetings, GTL/Lead Team Tactical, ADA Huddles) i.e identify scholars who are expressing ideas of leaving the school, identify scholars with excessive absences, identify scholars who are failing one or more classes. **Strategy's Expected Result/Impact:** By using tracking systems and discussing solutions through meetings for excessive absences, failures and expressions of dissatisfaction, which are all telltale signs that a student is less likely to return, we can intervene before the final decision is made to leave the school. **Staff Responsible for Monitoring:** Counselor Asst. Principal of Operations. **Problem Statements:** Demographics 1, 2	15%	55%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Lack of after school clubs to promote investment in school. **Root Cause**: Monies were not prioritized for this initiative.
Problem Statement 2: Ongoing collaboration with students and parents to share campus vision and programs being offered. **Root Cause**: Staff was not prioritized or effective GRPI/ plan layed out
Perceptions
Problem Statement 1: Capturing parent data for campus initiatives. **Root Cause**: No plan in place to survey parents
Problem Statement 2: System breakdown when collecting data on attendance for family engagement events **Root Cause**: No plan in place to capture attendance data

Goal 5: Increase student persistence

Performance Objective 2: IDEA Horizon Vista will teach 100% of middle school students conflict resolution.

Evaluation Data Sources: Master Schedule
Friday Catalyst rotations

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Present a restorative circle leson every Friday. **Strategy's Expected Result/Impact:** A decrease in office referrals due to conflict between students **Staff Responsible for Monitoring:** Homeroom Teachers **ESF Levers:** Lever 3: Positive School Culture	50%	90%		

 No Progress Accomplished Continue/Modify Discontinue

Goal 5: Increase student persistence

Performance Objective 3: 90% of students meet Fitness gram standards.

Evaluation Data Sources: Minutes logged in PE.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Weekly check-ins with PE coach to evaluate growth. **Strategy's Expected Result/Impact:** 100% of students meet their active minutes. **Staff Responsible for Monitoring:** PE coach **ESF Levers:** Lever 3: Positive School Culture				

 No Progress Accomplished Continue/Modify Discontinue

Addendums

Master CNA & SAIP Reporting Checklist

				PTG	0%	PTG	0%
DEPT	**Data Source**	**Data Tabs**	**Guidance**	**Status**	**Principal Notes or Questions**	**VP Verification**	**Notes & Next Steps**
College Prep	KEYS Tab (Tab 3)	Student Achievement Improvement Plan 2021-2022 School Year	This SAIP plan will require logging concrete initiatives put in place for student improvement, as well as their associated timelines, resources, and responsible staff. Each initiative will be tracked mid-year and at the end of the year. Mid-year assessments should be completed by each campus between December 1, 2022 and no later than January 31, 2023.	Pending		Action Required	
	Locus Dashboards: CIS STARR, AP Campus IB Reports EOY Assessments	Comprehensive Needs Assessment 2022 English Language Arts	These Pages should include the percentage of students who achieved each listed score for the 2021-2022 School Year. For each subject, list a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Pending		Action Required	
		Comprehensive Needs Assessment 2022 Math		Pending		Action Required	
		Comprehensive Needs Assessment 2022 Science		Pending		Action Required	
		Comprehensive Needs Assessment 2022 Humanities		Pending		Action Required	
	State TELPAS Report	Comprehensive Needs Assessment 2022 TELPAS	This data set will outline the percentage of students that earned proficiency in the areas of Listening, Speaking, Reading, and Writing, as indicated in the State TELPAS report. Llist a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Pending		Action Required	
	Locus Dashboards: ACT, AP, TSI Campus IB Reports Campus Matriculation Reports	100% College Matriculation 2021-2022 School Year	This page will only be applicable to campuses that had graduating classes in the Spring of 2022. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Pending		Action Required	
	Locus Dashboard: Staff Rentention	Staff Quality, Retention, & Recruitment 2021-2022 School Year	Under the %SPED Data Point, this should relfect the percentage of SPED certified teachers, compared to the overall SPED staff. Under number of teacher applicants, note how many teachers were interviewed by campus leaders for positions during the 2021-2022 School Year. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Pending		Action Required	
	Locus Dashboards: Student Persistence, Enrollment, ADA	School Culture & Climate 2021-2022 School Year	For the Withdrawals/Level 3 Offenses data point, list the number of withdrawals or offenses. All other data points should reflect percentages. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Pending		Action Required	
	Campus Academic Counselor Tracking Systems	2022 Family & Community Involvement	In addition to listing data percentages, list a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Pending		Action Required	

Campus Name

2021-22 Student Achievement Improvement Plan - College Prep

COLLEGE PREP

APO	Initiatives	Needs Assess.	Special Pops.	Person(s) Responsible	Timeline Start/End	Resources: Human/ Material/Fiscal	Documentation	Formative Evaluation
2E	Focus on Vocabulary Words/Meaning	S	ALL	Teachers and API's	8.4.22-6.11.23	HUB, STAR Master, Think-Up, IXL	Lesson Plans, Observations, Student Content Trackers	STAAR, BWA, MM, EOM
2E	Fluency Development continued in STAAR Grades	S	ALL	Teachers and API's	8.4.22-6.11.23	HUB, STAR Master, Think-Up, IXL	Lesson Plans, Observations, Student Content Trackers	STAAR, BWA, MM, EOM
2E	Novel study conducted during electives	S	ALL	Teachers and API's	8.4.22-6.11.23	HUB, Journals, Dictonaries , AR/HOTSOT	Bi-Weekly, Lesson Plan ans Observations	STAAR, BWA, MM, EOM
1A	Students will use reflection journals twice a week in every subject to prepare for TELPAS	O	ALL	Teachers and API's	8.4.22-6.11.23	Journals	Bi-Weekly, Lesson Plan ans Observations	TELPAS
2E	Homeroom teachers will be held accountable for AR/HS goals (weekly points earned and percentage) of their students by using a tracker in homeroom class	RR	ALL	AR/HOTSPOT TEACHER	8.4.22-6.11.23	AR/HOTSPOT	Accuracy Report, Word Masters, Royal Readers	AR Data Report
1A	SIOP strategies practiced in every classroom to assist ELLs	O	ELL	Teachers and API's	8.4.22-6.11.23	API's, Teacher s	Bi-Weekly, Lesson Plan ans Observations	TELPAS
1A	Students should practice creative writing weekly through Morning Meeting	S	ALL	Teachers and API's	8.4.22-6.11.23	HUB, STAR Master, Stop Poor Handwriting	Bi-Weekly, Lesson Plan ans Observations	STAAR, BWA, MM, EOM
1A	Individual academic plans in literacy will be developed for each student in need. These plans will be developed through collaboration with the grade level teams, the campus leaders and interventionists (RTI committee)	S	ALL	Teachers and API's	8.4.22-6.11.23	HUB, STAR Master, Think-Up, Dictonaries	Lesson Plans, Observations, Student Content Trackers, Exit Ticket Trackers	STAAR, BWA, MM, EOM
1A	Progress monitoring meetings will be conducted every three weeks to develop intervention and enrichment plans	S	ALL	Teachers and API's	8.4.22-6.11.23	HUB, STAR Master, Think-Up, Dictonaries,IXL	Lesson Plans, Observations, Student Content Trackers, Exit Ticket Trackers	STAAR, BWA, MM, EOM
1A	Daily exit ticket data by Subpopulations	S	ALL	Teachers and API's	8.4.22-6.11.23	HUB, STAR Master, Think-Up, Dictonaries,IXL	Lesson Plans, Observations, Student Content Trackers, Exit Ticket Trackers	STAAR, BWA, MM, EOM
1A	Track Exit tickets on white boards outside	S	ALL	Teachers and API's	8.4.22-6.11.23	HUB, STAR Master, Think-Up, Dictonaries,IXL	Lesson Plans, Observations, Student Content Trackers, Exit Ticket Trackers	STAAR, BWA, MM, EOM
1A	Published writing via Student Treasures Publishing	S	ALL	Teachers and API's	8.4.22-6.11.23	HUB, STAR Master, Stop Poor Handwriting	Bi-Weekly, Lesson Plan ans Observations	STAAR, BWA, MM, EOM

Campus Name

2021-22 Student Achievement Improvement Plan - College Prep

COLLEGE PREP

1H	CSI quarterly PTGs	S	ALL	Interventionist, API's Teachers	8.4.22-6.11.23	HUB, STAR Master, Think-Up, Dictonaries,IXL	Lesson Plans, Observations, Student Content Trackers, Exit Ticket Trackers	STAAR, BWA, MM, EOM
1E	Early start on after school tutorials	S	ALL	Interventionist, API's Teachers	8.4.22-6.11.23	HUB, STAR Master, Think-Up, Dictonaries,IXL	Lesson Plans, Observations, Student Content Trackers, Exit Ticket Trackers	STAAR, BWA, MM, EOM
1E	Intervention by based on student need	S	ALL	Interventionist, API's Teachers	8.4.22-6.11.23	HUB, STAR Master, Think-Up, Dictonaries,IXL	Lesson Plans, Observations, Student Content Trackers, Exit Ticket Trackers	STAAR, BWA, MM, EOM
1E	More planning time during half days/Conf. time		ALL	Interventionist, API's Teachers	8.4.22-6.11.23	HUB, STAR Master, Think-Up, Dictonaries	Lesson Plans, Observations, Student Content Trackers, Exit Ticket Trackers	STAAR, BWA, MM, EOM
1F	Ensure BOY placement is accurate	O	ALL	Interventionist, API's Teachers	8.4.22-6.11.23	HUB, STAR Master, Think-Up, Dictonaries,IXL	Lesson Plans, Observations, Student Content Trackers, Exit Ticket Trackers	DI Placement Testing
1E	Backwards planning is tracked throughout the year t	S	ALL	Interventionist, API's Teachers	8.4.22-6.11.23	HUB, STAR Master, Think-Up, Dictonaries,IXL	Lesson Plans, Observations, Student Content Trackers, Exit Ticket Trackers	STAAR, BWA, MM, EOM
1E	Students are held accountable for their goals by usin	S	ALL	Interventionist, API's Teachers	8.4.22-6.11.23	HUB, STAR Master, Think-Up, Dictonaries,IXL	Lesson Plans, Observations, Student Content Trackers, Exit Ticket Trackers	STAAR, BWA, MM, EOM
1E	Offer after school tutoring and access to AR Zone fo	S	ALL	Interventionist, API's Teachers	8.4.22-6.11.23	HUB, STAR Master, Think-Up, Dictonaries,IXL	Lesson Plans, Observations, Student Content Trackers, Exit Ticket Trackers	STAAR, BWA, MM, EOM
1E	Insure that struggling students are on the RTI plan ar	S	ALL	Interventionist, API's Teachers	8.4.22-6.11.23	HUB, STAR Master, Think-Up, Dictonaries,IXL	Lesson Plans, Observations, Student Content Trackers, Exit Ticket Trackers	STAAR, BWA, MM, EOM
1E	Student will use individualized data trackersto promo	S	ALL	Interventionist, API's Teachers	8.4.22-6.11.23	HUB, STAR Master, Think-Up, Dictonaries,IXL	Lesson Plans, Observations, Student Content Trackers, Exit Ticket Trackers	STAAR, BWA, MM, EOM

Campus Name

2021-22 Student Achievement Improvement Plan - College Prep

COLLEGE PREP

1E	Student portfolios will be used to track student progr	S	ALL	Interventionist, API's Teachers	8.4.22-6.11.23	HUB, STAR Master, Think-Up, Dictonaries,IXL	Lesson Plans, Observations, Student Content Trackers, Exit Ticket Trackers	STAAR, BWA, MM, EOM
1E	STAAR Resources- Teacher planning resources	S	ALL	Interventionist, API's Teachers	8.4.22-6.11.23	HUB, Lead4Ward, Think-Up, Dictonaries,IXL	Lesson Plans, Observations, Student Content Trackers, Exit Ticket Trackers	STAAR, BWA, MM, EOM
1E	Use STAAR data to provide intervention for students	S	ALL	Interventionist, API's Teachers	8.4.22-6.11.23	HUB, STAR Master, Think-Up, Dictonaries,IXL	Lesson Plans, Observations, Student Content Trackers, Exit Ticket Trackers	STAAR, BWA, MM, EOM
1E	Align instruction to TEKS and STAAR objectives	S	ALL	Interventionist, API's Teachers	8.4.22-6.11.23	HUB, STAR Master, Think-Up, Dictonaries,IXL	Lesson Plans, Observations, Student Content Trackers, Exit Ticket Trackers	STAAR, BWA, MM, EOM

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

Title I Qualifying Programs			Initiatives Status			
Internal Use Only			Mid Year		End of Year	
Supplemental Program (Y/N)	New Program (Y/N)	Budget Allocation	Outcome	Increase/Decreased by X%	Outcome	Increase/Decreased by X%

Title I Qualifying Programs			Initiatives Status			
Internal Use Only			Mid Year		End of Year	
Supplemental Program (Y/N)	New Program (Y/N)	Budget Allocation	Outcome	Increase/Decreased by X%	Outcome	Increase/Decreased by X%

Annual Performance Objectives (APO)

PRIORITY #1: Students Graduate College-Ready

1A. % of graduates who matriculate to a College or University: 100%

1B. % of graduates matriculate to a Tier I/II College or University: 15% | 25%

1C. % of Seniors accepted to a College or University: 100%

1D. % of Seniors named AP scholars | Earn IB diploma: 30% | 25%

1E. Earned State Rating: A

1F. % Basic | % Mastery | % Advanced on LEAP: 82% | 44% | 11%

1G. % Approaches | % Meets | % Masters on STAAR/EOC: 90% | 60% | 30%

1H. % Level 3 | % Level 4 | % Level 5 on FSA/FSAA: 70% | 40% | 20%

1I. % of Pre-K-2nd Students End The Year On/Above Grade Level in Reading - Year 1 Campuses | Year 2 Campuses: 80% | 90%

1J. % of students in CSI achieve 2 years growth in Reading | Math (measured by Ren STAR) 50% | 60%

1K. Average ACT score: 21

1L. % of students graduating college in 4 | 6 years: 25% | 55%

Needs Assessment

S-STAAR

D-DIBELS

E-EOC

A-ACT

RR-Reading Renaissance

ST-STAR for Math

DR-Discipline Report

AP-AP Tests

O-Other

Special Populations

All

AR-At Risk

ELL-English Language Learners

ED-Economically Disadvantaged

M-Migrant

SE-Special Education

Campus Name

Comprehensive Needs Assessment

COLLEGE PREP

Data Source: CSI

% Meeting CSI Goal	Reading CP CSI
% CSI (EOY Ren.)	23%
% of CSI Passing STAAR	
% of SPED Passing STAAR	

Data Source: STAAR

	STAAR Reading 6th	STAAR Reading 7th	STAAR Reading 8th	STAAR Writing 7th	English I EOC	English II EOC
% Approaches	73	89				
% Meets	41	68				
% Masters	17	52				
% Student Achievement Average	44	70				

Data Source: AP/IB/Electives

AP Scores	Pass AP Lit	Pass AP Lang	IB Scores	IB Group 1	% Royal Readers	% Word Master
% Score 1			% Score 1-3			
% Score 2			% Score 4-5			
% Score 3+			% Score 6-7			
					RR Goal Met/Not Met	WM Goal Met/Not Met

Reflections

Areas of Strength	Areas of Need
1. Alignment to the rigor and skill of end of year assessment.	1. Greater emphasis on academic class discussion--accountable talk.
2. Strong annotiation skills to display learning and key understanding of texts.	2. Strong, direct instruction on writing--mechanics, grammar, and textutal evidence.
3. Consistent feedback on gaps of student learning to improve understanding and outcomes.	3. "How to" process on tackling key skills to improve vertical alignment across grade levels.

32

0.375

Campus Name

Comprehensive Needs Assessment - College Prep COLLEGE PREP					
Data Source: STAAR					
	STAAR Math 6th	**STAAR Math 7th**	**STAAR Alg I**		
% Approaches	79	90			
% Meets	41	57			
% Masters	15	30			
% Student Achievement Average	59	59			
Data Source: AP/IB					
AP Scores	**Pass AP Calculus AB**	**Pass AP Calculus CD**	**Pass AP Prob. & Stats.**	**IB Scores**	**IB Group 5**
% Score 1				**% Score 1-3**	
% Score 2				**% Score 4-5**	
% Score 3+				**% Score 6-7**	

Reflections	
Areas of Strength	**Areas of Need**
1. Frequent feedback to learning gaps in student learning.	1. Stronger direct instruction on conceptual understandings of math concepts.
2. Alignment to end of year assessments.	2. Greater emphasis on writing and explaining thought process.
3. Strong routines and systems on basic arithmetic.	3. Implementation of planning learning committees to foster collaboration and alignment.

Campus Name

Comprehensive Needs Assessment COLLEGE PREP						
Data Source: Internal Assessments						
	6th Grade EOY Assessment	7th Grade EOY Assessment				
% Passing	87%	90%				
Data Source: STAAR						
	STAAR 8th Science	STAAR Biology				
% Approaches						
% Meets						
% Masters						
% Student Achievement Average						
Data Source: AP/IB						
AP Scores	Pass AP Biology	Pass AP Chemistry	Pass AP Physics (1, 2, & C)	Pass AP Env. Science	IB Scores	IB Group 4
% Score 1					% Score 1-3	
% Score 2					% Score 4-5	
% Score 3+					% Score 6-7	

Reflections	
Areas of Strength	**Areas of Need**
1. Leveraging technology to reach all learners-edpuzzle, gimkit etc.	1. Greater emphasis on rigor that align to college ready standars. □
2. Strong understanding of concepts being talk in 8th science to create a roadmap for future learning.	2. Increase the number of labs to provide real world application to concepts being learned.
3. Consistent and frequent feedback to close daily learning gaps.	3. Increased coaching on scientific class discussions--accountable talk.

Campus Name

Comprehensive Needs Assessment COLLEGE PREP							
Data Source: Internal Assessments							
	6th Grade EOY Assessment	**7th Grade EOY Assessment**					
% Passing	**95%**	**91%**					
Data Source: STAAR							
	STAAR 8th US History	**EOC US History**					
% Approaches							
% Meets							
% Masters							
% Student Achievement Average							
Data Source: AP/IB							
AP Scores	**Pass AP Human Geography**	**Pass AP World History**	**Pass AP US History**	**Pass AP Goverment**	**Pass AP Economics**	**IB Scores**	**IB Group 3**
% Score 1						**% Score 1-3**	
% Score 2						**% Score 4-5**	
% Score 3+						**% Score 6-7**	

Reflections	
Areas of Strength	**Areas of Need**
1. Leveraging technology to reach all learners-nearpod.	1. Greater emphasis on rigor that align to college ready standars.
2. Daily academic vocabulary practice.	2. Alignment to college ready humanities skills to prepare for AP courses.
3. Consistent and frequent feedback to close daily learning gaps.	3. Direct and strong teaching in argumentative writing.

Campus Name

Comprehensive Needs Assessment
COLLEGE PREP

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

	Listening	Speaking	Reading	Writing	% of ELL Students who grew one or more levels
% Beginning	3%	7%	5%	3%	39% 6th: 31 7th: 13
% Intermediate	20%	30%	23%	17%	
% Advanced	25%	50%	24%	18%	
% Advanced High	52%	14%	47%	61%	

Reflection	
Areas of Strength	**Areas of Need**
1. Proffessional development for teachers on using the PLDs to rate student writing.	1. Frequent practice and feedback on the listening component of TELPAS--leverage Summit program.
2. Embedded class time to read books at student's zone of proximal development.	2. Strong instruction of academic vocabulary.
3.Targeted instruction in the classroom to provide feedback.	3. Coaching and developing on sheltered instruction.

Campus Name

Comprehensive Needs Assessment COLLEGE PREP					
100% College Matriculation					
Matriculation %	**Matricuation % 4 year**	**Matriculation % 2 year**	**Tier 1/2 % Acceptances**	**Tier 1/2 % Matriculation**	
N/A	N/A	N/A	N/A	N/A	
Tier 1 % Matriculation	**Tier 2 % Matriculation**	**Tier 3 % Matriculation**	**Tier 4 % Matriculation**	**Senior Class CCMR %**	**Senior Class TSI Completion %**
N/A	N/A	N/A	N/A	N/A	N/A
Campus Data					
Senior Class ACT Average	**Junior Class ACT Average**	**Overall AP Scholars (3+ or more tests)**	**IB Medallion Scholars (Passing 3+ exams)**	**Overall % IB Diploma**	**Campus End of Year OTG**
N/A	N/A	N/A	N/A	N/A	N/A

Reflections	
Areas of Strength	**Areas of Need**
1	1
2	2
3	3

Campus Name

Comprehensive Needs Assessment COLLEGE PREP	
Staff Quality, Recruitment, Retention	
	Percentage
% School Lead Team Retention	60%
% Instructional Support Retention	80%
% Teacher Retention	70%
% Campus Support Retention	50%
% SPED Certified Teachers	67%
% State/National Certified Teachers	100%
% State Certified Leaders	N/A
% State/Board certified Counselors	0%
Number of teacher applicants per 2020-21 school year	25

Reflections	
Areas of Strength	**Areas of Need**
1. Quarterly temperature staff check points to gauge school climate.	1. Strong coaching and developing for special pops students--ELL and SpED.
2. Celebrations of staff birthdays to promote team building.	2. Ongoing celebrations and recognition of teachers and staff for achieving goals and milestones.
3. Opportunities to build school clubs and develop leadership	3. Greater emphasis on work-life balance--clear guidelines on work expectations.

Campus Name

Comprehensive Needs Assessment COLLEGE PREP	
Data Source: School Culture and Climate	
	Campus %
% Average Daily Attendance	93.40%
% Overall Persistence	87.92%
% New Student Persistence	81.08%
# of Admin Withdrawals/ Level 3 Offenses	0
% SPED	15.38%
% ELL	63%
% Eco Dis	73%
% Migrant	0%
% Race: American-Indian-Alaska-Native	0%
% Asian	0%
% White-Hispanic	93%
% Multi	0%
% Black-African-American	2%
% Native-Hawaiian-Pacific-Islander	0%
% White	5%
% Male	52%
% Female	48%

Data Source: School Culture and Climate	
Reflections	
Areas of Strength	**Areas of Need**
1. Frequent celebrations of student successes to promote s	1. After school clubs to promote investment in school.
2. Campus activities, such as school dances, to foster stude	2. Ongoing collaboration with students and parents to share c
3. Strong Student Council program to build character and l	3. Quarterly presentations of academic progress of students t

Campus Name

Comprehensive Needs Assessment COLLEGE PREP	
Data Source: Family and Community Involvement	
	Percentage
% Families Attended WTI	N/A
% Families Attended Curriculum Night	N/A
% Families Who Attended EOY Ceremonies	N/A
% Families who attended Fall Festival	N/A
% Families who attended Winter Festival	N/A
% Families who attended Spring Festival	N/A

Reflections	
Areas of Strength	**Areas of Need**
1. Frequent opportunities for parents to visit and engage wi	1. Capturing parent data for campus initiatives.
2. Campus tours for new families to visit the school commu	2
3. Strong social media presence to highligh campus success	3

IDEA Public Schools

Ingram Hills Academy

2022-2023 Campus Improvement Plan

Accountability Rating: A

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

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

Mission Statement

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

Vision

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

Core Values

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

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

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Comprehensive Needs Assessment

Revised/Approved: September 16, 2022

Demographics

Demographics Summary

We are a full scale Kinder through 5th grade campus located on the north west side of San Antonio. Our scholars are between ages 5-12 years old. We service scholars in special programs such as Special Education, 504, and Emerging Bilingual Program.

Demographics Strengths

See PDF in Addendum for more information.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Coding for Economically Disadvantaged students was inaccurate. **Root Cause:** Not enough accountability to ensure coding is done correctly and on time.

Problem Statement 2 (Prioritized): There is a need to increase overall student persistence (83.51%) and new student persistence (77.30%) since they were consistently below monthly benchmarks. **Root Cause:** Campus culture did not support scholars as they adjusted to the school and structure.

Student Learning

Student Learning Summary

IDEA Ingram Hills achieved a rating of 96 (A) by the TEA for the 21-22 school year and met 5 out of 5 distinctions. Most notable is an achievement of 100 in Domain 3, indicating progress for special populations. Students in pre-K through 2nd grade ended the year near grade level acheivement at 100% in Pre-K, 95% in Kinder, 89% in 1st Grade, and 98% in 2nd Grade as seen on Direct Instruction programming.

*See PDF in Addendum for more information

Student Learning Strengths

See PDF in Addendum for more information.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): There is significant data missing for Science and Humanities. **Root Cause:** Master schedule prioritized Math and ELAR instruction after the Fall semester resulting in limited exposure to Science and Humanities.

Problem Statement 2 (Prioritized): Students have shown success with multiple choice assessments only. **Root Cause:** Students have only been exposed and supported in multiple choice assessments as constructed response or writing opportunities were missing from units and lessons last year.

School Processes & Programs

School Processes & Programs Summary

Curriculum & Instruction Our school uses scripted curriculum programs such as Direct Instruction (RMT, Decoding) for reading, Eureka Math, Wit and Wisdom, and Attainment. Teachers must internalize and submit lessons with additional differentiation, strategic questioning, priority students to give formative assessments, etc. Teachers have a 30 min daily lesson rehearsal or co-planning time with a content team to further support the internalization and implementation of the given curriculum.

Professional Development Every staff member has a direct manager that coaches, gives feedback, and supports their professional development. Feedback is given on the spot in class during weekly or daily rounds and there is a 30 min one-on-one check in between manager and direct report to discuss action steps, data, and overall performance.

Communication Communication on campus is done through a weekly staff newsletter, weekly faculty meeting, schoolwide calendar, and daily Microsoft Teams chat. Feedback is given to the entire campus on selected culture areas each week such as transitions, morning meeting, uniform, cafeteria.

Extracurricular Opportunties This year, IHA has added sports and clubs on campus beginning with volleyball and dance team for girls in grades 3, 4, 5 as well as a student council.

School Processes & Programs Strengths

Curriculum & Instruction:

- At least one-third of IDEA students graduate with the "AP Scholar" designation, evidence of earning a qualifying score on at least three AP exams, demonstrating successful completion of college-level coursework prior to graduation.
- IDEA provides students access to accelerated instruction through the 1:1 technology device, including adaptive software for mathematics and literacy and access to hundreds of thousands of books in the district's digital library.
- IDEA curricular resources include high-quality instructional materials that earn the highest ratings on national evaluation measures.
- IDEA curriculum is regularly evaluated using a quality evaluation tool, ensuring alignment to the Texas Essential Knowledge and Skills and AP course standards, as well as the STAAR/EOC and AP exams.
- IDEA implements a variety of training opportunities for teachers and leadership staff with the goal of developing teachers' pedagogical content knowledge and leaders' coaching skills.
- For 15 years in a row, 100% of IDEA students have been accepted into college, demonstrating that IDEA academic programming is adequately preparing students for post-secondary education.
- In 2022, four IDEA schools were ranked in the top 10 Most Challenging Schools in the Nation and 13 were ranked in the top 1% of schools nationwide, by the Jay Mathews Challenge Index High School Rankings.

Special Programs

- IDEA exceeded the expected growth target for EL student performance on TELPAS in 2021 with 48% of ELs meeting that target.
- IDEA provide targeted research based instruction to students who have a 2.0 year gap in Reading and/or Math with the goal of closing that gap by 2.0 years during the school year with our initiative called Critical Student Intervention (CSI). During the 21-22 school year, 2,562 out of 6,632 students meet that goal for Reading and 703 out of 1,268 students met the goal for Math.
- IDEA is in Year 3 of our TEA awarded Autism Grant. Through this grant we were able to increase support for 195 students with autism in Rio Grande Valley and Austin who met the criteria outlined by TEA for this grant.

- IDEA submitted and was awarded a Dyslexia Grant by the TEA so that we will be able to provide increased professional development to teachers and leaders on working with students with dyslexia and increase the support resources for our students with dyslexia.

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 1: There needs to be an increase in the development of co-teachers to fill lead positions when vacant. **Root Cause:** Managers prioritized observations for lead teachers and co-teacher manager was not consistent during the year.

Problem Statement 2 (Prioritized): Teachers changed placements during the year and did not stay in the same content/role as when they started the school year. **Root Cause:** Lack of professional development in their content and coaching from their manager.

Problem Statement 3 (Prioritized): High turnover in RISE lead teachers and co-teachers **Root Cause:** In the last academic year, there was inconsistent management in these roles.

Perceptions

Perceptions Summary

Parent Surveys Parent survey data showed a clear area of growth in communication with campus leadership. Parents shared evidence of authentic relationships with teachers, but found that it was hard to get in direct contact with the campus lead team in times of concern. Due to COVID restrictions, many campus events were cancelled or postponed when cases rose and visitors were not allowed inside the school.

Family Communication Staff is trained in family communication through a protocol that includes listening to concerns, taking notes, responding with clear next steps and empathizing with concerns.

Staff Retention 77% of staff returned for this school year. Staff shared pride in the success of the school's academic data but cited clear feedback and an interest in being part of decision-making as important changes for the upcoming year.

New Student Persistence We track both overall and new student persistence to measure family satisfaction. This year 77% of scholars returned for the following year.

Perceptions Strengths

See PDF in Addendum for more information.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Family engagement events were cancelled or postponed throughout the last academic year. **Root Cause:** Family engagement events were not prioritized, as the focus was on academics.

Problem Statement 2: We did not hold a curriculum night to help parents understand what scholars were learning in school. **Root Cause:** Parent phone calls were used to provide homework support.

Problem Statement 3 (Prioritized): There is a weak system for parent communication in place, resulting in missing information and inadequate follow up for concerns. **Root Cause:** No clear system in place to ensure all important information is overcommunicated to families and that concerns are addressed.

Priority Problem Statements

Problem Statement 1: There is significant data missing for Science and Humanities.

Root Cause 1: Master schedule prioritized Math and ELAR instruction after the Fall semester resulting in limited exposure to Science and Humanities.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Teachers changed placements during the year and did not stay in the same content/role as when they started the school year.

Root Cause 2: Lack of professional development in their content and coaching from their manager.

Problem Statement 2 Areas: School Processes & Programs

Problem Statement 3: There is a weak system for parent communication in place, resulting in missing information and inadequate follow up for concerns.

Root Cause 3: No clear system in place to ensure all important information is overcommunicated to families and that concerns are addressed.

Problem Statement 3 Areas: Perceptions

Problem Statement 4: Coding for Economically Disadvantaged students was inaccurate.

Root Cause 4: Not enough accountability to ensure coding is done correctly and on time.

Problem Statement 4 Areas: Demographics

Problem Statement 5: There is a need to increase overall student persistence (83.51%) and new student persistence (77.30%) since they were consistently below monthly benchmarks.

Root Cause 5: Campus culture did not support scholars as they adjusted to the school and structure.

Problem Statement 5 Areas: Demographics

Problem Statement 6: Students have shown success with multiple choice assessments only.

Root Cause 6: Students have only been exposed and supported in multiple choice assessments as constructed response or writing opportunities were missing from units and lessons last year.

Problem Statement 6 Areas: Student Learning

Problem Statement 7: High turnover in RISE lead teachers and co-teachers

Root Cause 7: In the last academic year, there was inconsistent management in these roles.

Problem Statement 7 Areas: School Processes & Programs

Problem Statement 8: Family engagement events were cancelled or postponed throughout the last academic year.

Root Cause 8: Family engagement events were not prioritized, as the focus was on academics.

Problem Statement 8 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- 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
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback

- Enrollment trends

Employee Data

- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation

Goals

Goal 1: Increase staff retention to 85%

Performance Objective 1: TCP Ratings: 75% of our teachers will be Level 4 or Level 5 teachers.

High Priority

Evaluation Data Sources: We want 75% of our teachers to be Level 4 or Level 5 teachers.

GET Rubric Ratings and Weekly Student Achievement

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: APIs will provide weekly coaching and bite-sized action steps for instructional staff and coach to mastery. **Strategy's Expected Result/Impact:** Increase teacher GET ratings. **Staff Responsible for Monitoring:** APIs will implement strategy and Principal will monitor the status. **Title I:** 2.4 **- TEA Priorities:** Recruit, support, retain teachers and principals **Problem Statements:** School Processes & Programs 2	15%	15%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 2: Teachers changed placements during the year and did not stay in the same content/role as when they started the school year. **Root Cause**: Lack of professional development in their content and coaching from their manager.

Goal 1: Increase staff retention to 85%

Performance Objective 2: 90% on our GPTW Survey in the Fall

Evaluation Data Sources: We want to achieve 90% on our GPTW Survey in the Fall

Weekly check ins with teachers, celebrating staff and creating a joyful work environment

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Principal will review GPTW benchmark data and implement a plan to increase our lowest performing GPTW questions, regarding a fun workplace and having resources needed to do their job. **Strategy's Expected Result/Impact:** Increase GPTW data by creating a joyful environment and providing staff with needed materials to complete their work. **Staff Responsible for Monitoring:** Principal will implement and APIs will monitor through weekly check ins. **Title I:** 2.5 - **TEA Priorities:** Recruit, support, retain teachers and principals **Problem Statements:** School Processes & Programs 2, 3	50%	5%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 2: Teachers changed placements during the year and did not stay in the same content/role as when they started the school year. **Root Cause**: Lack of professional development in their content and coaching from their manager.
Problem Statement 3: High turnover in RISE lead teachers and co-teachers **Root Cause**: In the last academic year, there was inconsistent management in these roles.

Goal 2: Achieve 100% enrollment target

Performance Objective 1: 100% of staff will understand the impact enrollment has on the campus.

Evaluation Data Sources: 100% of staff will understand the impact enrollment has on the campus.

Properly training staff on what a successful recruitment looks like, and seeking improvement on where to recruit from staff.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Recruitment events are scheduled monthly throughout the year, staff have already signed up to attend 2 events, and we have student council beginning to serve as campus ambassadors during recruitment and give testimonials. **Strategy's Expected Result/Impact:** By February lottery, kinder applications will exceed number of available seats. **Staff Responsible for Monitoring:** APO **Title I:** 2.4 **Problem Statements:** Demographics 2				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

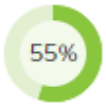
Demographics
Problem Statement 2: There is a need to increase overall student persistence (83.51%) and new student persistence (77.30%) since they were consistently below monthly benchmarks. **Root Cause**: Campus culture did not support scholars as they adjusted to the school and structure.

Goal 2: Achieve 100% enrollment target

Performance Objective 2: 100% of staff will recruit 2 times through the school year.

Evaluation Data Sources: 100% of staff will recruit 2 times through the school year.

Providing families a tour of the campus to strike their interest and build family partnership immediately. Utilizing current families to refer new families to join our campus.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Calendar for recruitment events scheduled, teachers sign up for 2 events throughout year. This year, student council will also take part in recruiting. **Strategy's Expected Result/Impact:** Ingram Hills will be on track with applications at each monthly benchmark, prioritizing new kinder scholars. **Staff Responsible for Monitoring:** Enrollment coordinator, Assistant Principal of Operations, Principal **Title I:** 2.5 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning				

 No Progress Accomplished Continue/Modify Discontinue

Goal 3: IDEA achieves an A rating

Performance Objective 1: Maintain achievement average of 56 on STAAR Reading, Math, and Science assessments.

High Priority

HB3 Goal

Evaluation Data Sources: STAAR district benchmarks, STAAR May Administration

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Monitor lesson delivery through classroom observations and ensure teachers respond to scholar data through daily exit tickets. **Strategy's Expected Result/Impact:** Scholars will achieve 56 achievement average on STAAR Reading, Math, and Science. **Staff Responsible for Monitoring:** APIs and Principal will monitor through daily observations and data tracking. **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 1, 2	55%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Implement supports for scholars achieving meets on STAAR tests to earn masters score. **Strategy's Expected Result/Impact:** Prioritize masters level in reading through achievement of Royal Readers and Word Masters. **Staff Responsible for Monitoring:** Clarissa Lopez, Vanessa Cruz **Title I:** 2.5 **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Problem Statements:** Student Learning 2 - School Processes & Programs 3 **Funding Sources:** AR Facilitator - Federal Grant - $32,456.16	20%			

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: There is significant data missing for Science and Humanities. **Root Cause**: Master schedule prioritized Math and ELAR instruction after the Fall semester resulting in limited exposure to Science and Humanities.
Problem Statement 2: Students have shown success with multiple choice assessments only. **Root Cause**: Students have only been exposed and supported in multiple choice assessments as constructed response or writing opportunities were missing from units and lessons last year.
School Processes & Programs
Problem Statement 3: High turnover in RISE lead teachers and co-teachers **Root Cause**: In the last academic year, there was inconsistent management in these roles.

Goal 3: IDEA achieves an A rating

Performance Objective 2: 90% on Grade Level in DI

High Priority

HB3 Goal

Evaluation Data Sources: Direct Instruction lesson progress, mastery tests, DIBELS testing results

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Leaders will utilize DI Command center to track data and find root causes behind scholar gaps and update interventions. **Strategy's Expected Result/Impact:** Scholars will be on track for reading in grade K-2. **Staff Responsible for Monitoring:** DI Coaches, Assistant Principal of Instruction, Principal **Title I:** 2.4 - **TEA Priorities:** Build a foundation of reading and math	25%			

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 3: IDEA achieves an A rating

Performance Objective 3: Increase 3rd STAAR performance in Reading and Math

High Priority

HB3 Goal

Evaluation Data Sources: STAAR benchmarks, STAAR May Administration

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Daily scholar work analysis meetings to identify and take action on errors and misconceptions. **Strategy's Expected Result/Impact:** Increase scholar performance in STAAR Reading and Math **Staff Responsible for Monitoring:** Principal and Assistant Principals **Title I:** 2.4 - **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 2	0%	0%		

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 2: Students have shown success with multiple choice assessments only. **Root Cause**: Students have only been exposed and supported in multiple choice assessments as constructed response or writing opportunities were missing from units and lessons last year.

Goal 3: IDEA achieves an A rating

Performance Objective 4: Increase special education STAAR achievement average to 40

High Priority

HB3 Goal

Evaluation Data Sources: Weekly assessments and cumulative module exams

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Daily scholar work analysis to determine misconceptions and targeted small group instruction using modifications and accommodations from IEPs. **Strategy's Expected Result/Impact:** Daily mastery will improve, resulting in higher STAAR scores. **Staff Responsible for Monitoring:** Special education teachers, instructional lead team, principal **Title I:** 2.6 **- ESF Levers:** Lever 5: Effective Instruction	0%	40%		

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 4: Increase student daily attendance to 97%

Performance Objective 1: Daily absences must be less than 21 scholars per day

High Priority

Evaluation Data Sources: Daily attendance at 8:00 and 10:15, ADA frequent offender list, excused vs unexcused absences.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Communicate attendance policy to families and ensure teachers/staff members reach out to scholars who are absent daily. **Strategy's Expected Result/Impact:** Increase scholar attendance through parent understanding of attendance policy. **Staff Responsible for Monitoring:** Assistant Principal of Operations will monitor and administrators will support the grade levels they manage. **Title I:** 2.5 **Problem Statements:** Perceptions 3	50%	55%		
0% No Progress 100% Accomplished Continue/Modify Discontinue				

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 3: There is a weak system for parent communication in place, resulting in missing information and inadequate follow up for concerns. **Root Cause**: No clear system in place to ensure all important information is overcommunicated to families and that concerns are addressed.

Goal 4: Increase student daily attendance to 97%

Performance Objective 2: Create and maintain a culture of physical and emotional safety

High Priority

Evaluation Data Sources: Student and family surveys

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Model safety and security program initiatives all day, every day and hold colleagues and students accountable **Strategy's Expected Result/Impact:** Imrpove campus safety and security **Staff Responsible for Monitoring:** Assistant Principal of Operations **Title I:** 2.6 **Problem Statements:** Demographics 2	60%	60%		

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: There is a need to increase overall student persistence (83.51%) and new student persistence (77.30%) since they were consistently below monthly benchmarks. **Root Cause**: Campus culture did not support scholars as they adjusted to the school and structure.

Goal 5: Increase student persistence to 90%

Performance Objective 1: Communicate clearly with parents by 1) holding staff accountable for 5 positive calls weekly 2) Publishing a family newsletter weekly with campus wide celebrations, updates, and upcoming events and 3) Utilizing ClassDojo for teacher communication and progress checks.

High Priority

Evaluation Data Sources: Grade level call logs checked weekly by direct manager, ClassDojo usage data, # of parent questions directed to the main office

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Student Success Advisor will create detailed persistence plan that will include specific dates, times, events, and stakeholders. Events will be communicated in advance with families via our communication platforms. **Strategy's Expected Result/Impact:** Increase scholar persistence and improve parent communication. **Staff Responsible for Monitoring:** Student Success Advisor will implement the plan and Principal will monitor effectiveness of plan. **Title I:** 4.2 **Problem Statements:** Perceptions 1				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: Family engagement events were cancelled or postponed throughout the last academic year. **Root Cause**: Family engagement events were not prioritized, as the focus was on academics.

Goal 5: Increase student persistence to 90%

Performance Objective 2: Increase socioemotional skills by implementing daily Move This World socioemotional curriculum with fidelity.

High Priority

Evaluation Data Sources: Morning meeting feedback and rubric scores, number of incident reports by grade level, number of scholar on counseling mission list.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Daily Morning Meeting observations by Lead Team and Grade Team Leaders to provide feedback on implementation of social emotional curriculum. **Strategy's Expected Result/Impact:** Increase social emotional learning and improve campus culture. **Staff Responsible for Monitoring:** School Counselor leads and Lead Team will monitor. **Title I:** 2.5 **- TEA Priorities:** Improve low-performing schools **Problem Statements:** Demographics 2	85%	100%	100%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Leadership team will conduct weekly rounds to observe morning meeting. Scores and next steps will be tracked and shared with the campus. **Strategy's Expected Result/Impact:** Move This World curriculum will help scholars to manage emotions and reduce incident reports and disciplinary action. **Staff Responsible for Monitoring:** Grade Team Leaders, Lead Team **Title I:** 2.5	60%	60%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

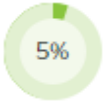
Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: There is a need to increase overall student persistence (83.51%) and new student persistence (77.30%) since they were consistently below monthly benchmarks. **Root Cause**: Campus culture did not support scholars as they adjusted to the school and structure.

Goal 5: Increase student persistence to 90%

Performance Objective 3: Ingram Hills will reach scholar fitness goals as measured by heart rate and active minutes on IHT watches.

Evaluation Data Sources: IHT watches, heart rate

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: PE teacher will create lesson plans and activities that focus on cardiovascular activity. **Strategy's Expected Result/Impact:** PE IHT active minutes will reach goal **Staff Responsible for Monitoring:** PE Teachers, Lead Team **Title I:** 2.5 **- ESF Levers:** Lever 3: Positive School Culture				

 No Progress Accomplished Continue/Modify Discontinue

Title I Personnel

Name	Position	Program	FTE
Clarissa Lopez	AR Facilitator	Title 1	1

Campus Funding Summary

Federal Grant					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	1	2	AR Facilitator		$32,456.16
				Sub-Total	$32,456.16

Addendums

Master CNA & SAIP Reporting Checklist

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

Campus Name

2021-22 Student Achievement Improvement Plan

ACADEMY

APO	Initiatives	Needs Assess.	Special Pops.	Person(s) Responsible	Timeline Start/End	Resources: Human/ Material/Fiscal	Documentation	Formative Evaluation

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

Annual Performance Objectives (APO)

PRIORITY #1: Students Graduate College-Ready

1A. % of graduates who matriculate to a College or University: 100%

1B. % of graduates matriculate to a Tier I/II College or University: 15% | 25%

1C. % of Seniors accepted to a College or University: 100%

1D. % of Seniors named AP scholars | Earn IB diploma: 30% | 25%

1E. Earned State Rating: A

1F. % Basic | % Mastery | % Advanced on LEAP: 82% | 44% | 11%

1G. % Approaches | % Meets | % Masters on STAAR/EOC: 90% | 60% | 30%

1H. % Level 3 | % Level 4 | % Level 5 on FSA/FSAA: 70% | 40% | 20%

1I. % of Pre-K-2nd Students End The Year On/Above Grade Level in Reading - Year 1 Campuses | Year 2 Campuses: 80% | 90%

1J. % of students in CSI achieve 2 years growth in Reading | Math (measured by Ren STAR) 50% | 60%

1K. Average ACT score: 21

1L. % of students graduating college in 4 | 6 years: 25% | 55%

PRIORITY #2: Build a Strong & Sustainable Organization

2A. % Teacher Retention | Employee Retention: 85% | 85%

2B. 80% composit score on GPTW: 82%

2B. %Average Daily Attendance: 97.50%

2C. New Student Persistence: 90%

2D. Operating Income: $133M

2E. FIRST Rating: A

PRIORITY #3: Achieve Mission at Scale

3A. % of students with low socio-economic status: 80%

3B. Enrollment in August 2020: 83,894

3C. Schools in operation in August 2020: 149

3D. Total Funds Raised (millions): $93M

Needs Assessment

S-STAAR

D-DIBELS

E-EOC

A-ACT

RR-Reading Renaissance

ST-STAR for Math

DR-Discipline Report

AP-AP Tests

O-Other

Special Populations

All

AR-At Risk

ELL-English Language Learners

ED-Economically Disadvantaged

M-Migrant

SE-Special Education

Campus Name

Comprehensive Needs Assessment
ACADEMY

Data Sources: Eureka Math & Electives Academy

	DISTAR Pre-K on Grade Level	Eureka Kinder on Grade Level	Eureka First on Grade Level	Eureka Second on Grade Level	% Math Masters Pk-2	Pk-2 MM Goal Met/Not Met
% Students	NA	95%	80%	98%	69%	Met

Data Source: STAAR Academy

	STAAR Math Grade 3	STAAR Math Grade 4	STAAR Math Grade 5	% Math Masters 3-5	3-5 MM Goal Met/Not Met
% Approaches	81	93	N/A	69%	Met
% Meets	56	48	N/A		
% Masters	29	20	N/A		
% Student Achievement Average	55	54	N/A		
% Meet 2 year growth	N/A	N/A	N/A		

Data Source: CSI Academy

	Math AC CSI
% CSI (EOY Ren.)	0%
% of CSI Passing STAAR	50%
% of SPED Passing STAAR	62%

Reflections	
Areas of Strength	**Areas of Need**
1. Teachers rehearsed their lessons every morning before teaching to scholars.	1. Teachers focus on scholars identifying gaps in student work to ensure Mastery is being met.
2. Teachers consistently reviewed scholar data and reviewed the most challenging question from the previous day.	2. Scholars justify their answers in various way linked to the new STAAR format.
3. Daily fluency practice on most pressing TEK/TEKs.	3. Scholars complete all tests online via EdSite to ensure they are set up for success on the new STAAR.

Campus Name

Comprehensive Needs Assessment
ACADEMY

Data Sources: DI ELA & Electives

	DI Pre-K on Grade Level	DI Kinder on Grade Level	DI First on Grade Level	DI Second on Grade Level	% Royal Readers	% Word Masters
% Students	100%	95%	89%	98%	1%	86%
					RR Goal Met/Not Met	WM Goal Met/Not Met
					Met	Met

Data Source: STAAR

	STAAR Reading Grade 3	STAAR Reading Grade 4	STAAR Writing Grade 3	STAAR Writing Grade 4
% Approaches	87	84	NA	NA
% Meets	68	55	NA	NA
% Masters	43	38	NA	NA
SAS	NA	NA	NA	NA
% Student Achievement Average	66	59	NA	NA

Data Source: CSI

% Meeting CSI Goal	Reading AC CSI
% CSI (EOY Ren.)	50%
% of CSI Passing STAAR	64%
% of SPED Passing STAAR	54%

Reflections	
Areas of Strength	**Areas of Need**
1. Teachers rehearsed their lessons every morning before teaching to scholars.	1. Teachers focus on scholars identifying where they found their text evidence to support their answer.
2. Teachers consistently reviewed scholar data and reviewed the most challenging question from the previous day.	2. Scholars justify their answers in short constructed response questions.
3. Daily dictionary skills practice.	3. Scholars complete typing lessons through clever to improve their typing ability on the new STAAR.

Campus Name

Comprehensive Needs Assessment ACADEMY						
Data Sources: Science Pk-2						
	Science Pre-K on Grade Level	**Science Kinder on Grade Level**	**Science First on Grade Level**	**Science Second on Grade Level**	**Science Third on Grade Level**	**Science Fourth on Grade Level**
% Students	**N/A**	**N/A**	**100%**	**100%**	**NA**	**NA**

Data Source: Science 3-5	
	STAAR Science Grade 5
% Approaches	NA
% Meets	NA
% Masters	NA
% Student Achievement Average	NA

Reflections	
Areas of Strength	**Areas of Need**
1. 1st and 2nd grade teachers taught Science and ensured assessments were being given.	1. Teach Science for 85 minutes daily for all scholars Kinder - 5th.
2. 1st and 2nd grade teachers taught Science and gained clarity of their content.	2. Scholars complete all tests online via EdSite to ensure they are set up for success on the new STAAR.
3. 1st and 2nd grade teachers collaborated together to ensure consistency.	3. Scholars justify their answers in short constructed response questions.

Campus Name

Comprehensive Needs Assessment ACADEMY							
Data Sources: Humanities Pk-2							
	Humanities Pre-K on Grade Level	**Humanities Kinder on Grade Level**	**Humanities First on Grade Level**	**Humanities Second on Grade Level**	**Humanities Third on Grade Level**	**Humanities Fourth on Grade Level**	**Humanities Fifth on Grade Level**
% Students	N/A	N/A	N/A	100%	NA	NA	NA

Reflections	
Areas of Strength	**Areas of Need**
1. NA	1. Teach Humanities for 85 minutes daily in grades K - 5th.
2. NA	2. Daily lesson rehearsals of content to ensure scholar mastery.
3. NA	3. Scholars justify their answers in short constructed response questions.

Campus Name

Comprehensive Needs Assessment

ACADEMY

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

	Listening	Speaking	Reading	Writing	% of ELL Students who grew one or more levels
% Beginning	4	24	30	31	31
% Intermediate	27	36	22	27	32
% Advanced	25	20	25	31	27
% Advanced High	42	20	24	9	40

Reflections	
Areas of Strength	**Areas of Need**
1. Testing Coordinator holds TELPAS tutorials for all EB scholars weekly.	1. Have teachers look at EB Scholar work more frequently to ensure they are meeting growth.
2. Scholars take a MOCK TELPAS in the Fall.	2. Have teachers create a growth tracker for EB scholars.
3. Scholars complete practice sessions for listening, speaking, and reading.	3. Teachers increase aggressive monitoring in the classroom to review EL work.

Campus Name

Comprehensive Needs Assessment	
ACADEMY	
Staff Quality, Recruitment, Retention	
	Percentage
% School Lead Team Retention	86%
% Instructional Support Retention	68%
% Teacher Retention	75%
% Campus Support Retention	100%
% SPED Teachers	100%
% State/National Certified Teachers	0%
% State Certified Leaders	0%
% State/Board certified Counselors	0%
Number of teacher applicants per 2020-21 school year	

Reflection	
Areas of Strength	**Areas of Need**
1. Lead team only lost the principal - all other members returned.	1. Higher turnover in our RISE staff and co-teachers.
2. PreK team moved to 5th grade after the program stopped, resulting in higher staff retention.	2. Development of co-teachers to fill lead positions when vacant
3. Grades 3-5 had near perfect retention, losses were mainly from grades 1-2.	3. Consistent placements for teachers (as many teachers changed content during the year last year).

Campus Name

Comprehensive Needs Assessment ACADEMY	
Data Source: School Culture and Climate	
	Campus %
% Average Daily Attendance	91.71%
% Overall Persistence	83.51%
% New Student Persistence	77.30%
# of Admin Withdrawals/ Level 3 Offenses	0.40%
% SPED	5.90%
% ELL	10.07%
% Eco Dis	44.83% ?
% Migrant	0%
% Race: American-Indian-Alaska-Native	0%
% Asian	1.21%
% White-Hispanic	81.47%
% Multi	0.67%
% Black-African-American	7.52%
% Native-Hawaiian-Pacific-Islander	0%
% White	9.13%
% Male	49.53%
% Female	50.47%

Data Source: School Culture and Climate	
Reflections	
Areas of Strength	**Areas of Need**
1 Scholar population is relatively balanced between male and female.	1 Ensure proper coding for Economically Disadvantaged students is done correctly in PowerSchool.
2 Our Average Daily Attendance is above the district expectation.	2 Campus culture to improve overall student Persistence.
3 Our campus has a low percentage of admin withdraws with only three due to attendance.	3 Campus culture to improve New To IDEA Persistence.

Campus Name

Comprehensive Needs Assessment ACADEMY	
Data Source: Family and Community Involvement	
	Percentage
% Families Attended WTI	100%
% Families Attended Curriculum Night	N/A
% Families Who Attended EOY Ceremonies	95%
% Families who attended Fall Festival	N/A
% Families who attended Winter Festival	N/A
% Families who attended Spring Festival	N/A

Reflection	
Areas of Strength	**Areas of Need**
1 100% of families were onboarded	1. Host family engagement events for all families.
2 All Families knew campus expectations	2 Host a curriculum night that will help parents. understand.
3 Strong system in place to ensure families who enrolled after dealdine are still receiving their onboarding session	3 Utilize various communication methods to over communicate

IDEA Public Schools

Ingram Hills College Prep

2022-2023 Campus Improvement Plan

Accountability Rating: B

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

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

Mission Statement

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

Vision

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

Core Values

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

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

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Comprehensive Needs Assessment

Revised/Approved: September 16, 2022

Demographics

Demographics Summary

We are IDEA Ingram Hills College Prep serving our community in the North west side of San Antonio. We are campus that currently services 6th through 10th grade, offering Special Education, Intervention, Music, Art, Athletics, and other clubs. We have strong Special Education and EL services for our students that include inclusion, intervention and specific learning plans for individuals.

Demographics Strengths

See PDF in Addendum for more information.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Our student persistence was at 70.78, so we need to drastically improve this metric. **Root Cause:** 1. School culture was weak which caused students to want to leave. 2. There was a lack of a system to try and save families when they named they wanted to leave. 3. Families felt unheard by school administration.

Problem Statement 2 (Prioritized): Ingram Hills expelled 9 students last year, and our intention is to not expel any student. **Root Cause:** 1. There were weak behavior management system. 2. There was a lack of accountability to follow the behavior management system.

Student Learning

Student Learning Summary

Idea Ingram Hills scored an overall B rating with an 89. Our domain 1 is 80, domain 2 is a 90 and domain 3 is 88. Our biggest strength has been domain 2 and closing gaps. Overall our combined math achievement score was 41, our combined ELA achievement score was 53, our combined science achievement score was 56, and humanities was 29. This data shows clear strengths and areas of growth for us to focus on this school year.

See PDF in Addendum for more information

Student Learning Strengths

See PDF in addendum for more information.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): The percent of SpEd scholars that mastered/met in 6th and 7th grade ELA was 0. **Root Cause:** Root cause is that our SpEd population has not been prioritized from the beginning of the year and individual plans have not been created to meet each student where they are.

Problem Statement 2 (Prioritized): Our achievement average in 8th grade History was only a 29. We only had 62% pass, making it the most off track subject from us hitting our academic goals. **Root Cause:** Subject/teacher was not a priority and they did not receive coaching that was driven by data.

School Processes & Programs

School Processes & Programs Summary

At IDEA Ingram Hills Colleg Prep, we know that students learn deeply when given the opportunity to independently practice the material aligned to their end of year exam and get feedback from their teachers. To ensure all of our teachers are prepared and ready to implement this learning environment, our instructional leaders give weekly feedback to lesson plans to ensure the material is aligned to the content on the end of year exam. The instructional leaders also give feedback on the amount of student practice assigned and where teachers will be zoning in to give feedback. Additionally instructional leaders observe live insturction at least once a week and give feedback to the teacher over their lesson delivery and classroom culture of achievement. The campus principal will also give feedback to the instructional leaders as they are coaching the teachers.

Weekly, the instructional team meets for 1 hour to name the campus needs, and then decide on a PD session to best meet the needs of the teachers. The principal or a member of the instructional team will facilitate the PD either during faculty meeting or during conference periods of the teachers.

See PDF in Addundum for more information.

School Processes & Programs Strengths

Curriculum & Instruction:

- At least one-third of IDEA students graduate with the "AP Scholar" designation, evidence of earning a qualifying score on at least three AP exams, demonstrating successful completion of college-level coursework prior to graduation.
- IDEA provides students access to accelerated instruction through the 1:1 technology device, including adaptive software for mathematics and literacy and access to hundreds of thousands of books in the district's digital library.
- IDEA curricular resources include high-quality instructional materials that earn the highest ratings on national evaluation measures.
- IDEA curriculum is regularly evaluated using a quality evaluation tool, ensuring alignment to the Texas Essential Knowledge and Skills and AP course standards, as well as the STAAR/EOC and AP exams.
- IDEA implements a variety of training opportunities for teachers and leadership staff with the goal of developing teachers' pedagogical content knowledge and leaders' coaching skills.
- For 15 years in a row, 100% of IDEA students have been accepted into college, demonstrating that IDEA academic programming is adequately preparing students for post-secondary education.
- In 2022, four IDEA schools were ranked in the top 10 Most Challenging Schools in the Nation and 13 were ranked in the top 1% of schools nationwide, by the Jay Mathews Challenge Index High School Rankings.

Special Programs

- IDEA exceeded the expected growth target for EL student performance on TELPAS in 2021 with 48% of ELs meeting that target.
- IDEA provide targeted research based instruction to students who have a 2.0 year gap in Reading and/or Math with the goal of closing that gap by 2.0 years during the school year with our initiative called Critical Student Intervention (CSI). During the 21-22 school year, 2,562 out of 6,632 students meet that goal for Reading and 703 out of 1,268 students met the goal for Math.
- IDEA is in Year 3 of our TEA awarded Autism Grant. Through this grant we were able to increase support for 195 students with autism in Rio Grande Valley and Austin who met the criteria outlined by TEA for this grant.
- IDEA submitted and was awarded a Dyslexia Grant by the TEA so that we will be able to provide increased professional development to teachers and leaders on working with students with dyslexia and increase the support resources for our students with dyslexia.

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

See PDF in Addundum for more information.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): 51% of the teachers from 21-22 chose not to return for the 22-23 school year. **Root Cause:** There was a lack of consistent leadership during the 21-22 school year which caused the direction of the school to shift multiple times during the school year. The teachers struggled to adapt to differing leadership styles, areas of priorities and direction of the school.

Problem Statement 2: Only 50% of the leadership team at Ingram Hills College Prep returned for the 22-23. **Root Cause:** With no consistent principal throughout the year, the leadership team did not receive quality coaching and support.

Perceptions

Perceptions Summary

See PDF in Addendum for more information.

Perceptions Strengths

See PDF in Addundum for more information.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): There was no fall, winter or spring festivals planned during the 21-22 school year. **Root Cause:** The leadership team was stretched thin and chose not to prioritize these events.

Problem Statement 2 (Prioritized): Families only got to give feedback on satisfaction with the school at the end of the year. **Root Cause:** The parent surveys were only mandatory at the end of the year, and there was not a priority on soliciting feedback from families as a consistent operating mechanism.

Priority Problem Statements

Problem Statement 1: Our student persistence was at 70.78, so we need to drastically improve this metric.

Root Cause 1: 1. School culture was weak which caused students to want to leave. 2. There was a lack of a system to try and save families when they named they wanted to leave. 3. Families felt unheard by school administration.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Ingram Hills expelled 9 students last year, and our intention is to not expel any student.

Root Cause 2: 1. There were weak behavior management system. 2. There was a lack of accountability to follow the behavior management system.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Our achievement average in 8th grade History was only a 29. We only had 62% pass, making it the most off track subject from us hitting our academic goals.

Root Cause 3: Subject/teacher was not a priority and they did not receive coaching that was driven by data.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: The percent of SpEd scholars that mastered/met in 6th and 7th grade ELA was 0.

Root Cause 4: Root cause is that our SpEd population has not been prioritized from the beginning of the year and individual plans have not been created to meet each student where they are.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: 51% of the teachers from 21-22 chose not to return for the 22-23 school year.

Root Cause 5: There was a lack of consistent leadership during the 21-22 school year which caused the direction of the school to shift multiple times during the school year. The teachers struggled to adapt to differing leadership styles, areas of priorities and direction of the school.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: There was no fall, winter or spring festivals planned during the 21-22 school year.

Root Cause 6: The leadership team was stretched thin and chose not to prioritize these events.

Problem Statement 6 Areas: Perceptions

Problem Statement 7: Families only got to give feedback on satisfaction with the school at the end of the year.

Root Cause 7: The parent surveys were only mandatory at the end of the year, and there was not a priority on soliciting feedback from families as a consistent operating mechanism.

Problem Statement 7 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- 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
- Local benchmark or common assessments data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Section 504 data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback

Employee Data

- Staff surveys and/or other feedback
- Campus leadership data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data

Goals

Goal 1: Increase staff retention

Performance Objective 1: 100% of instructional staff will be have measurable growth in their data to ensure they feel successful.

High Priority

Evaluation Data Sources: Teach boost, Edcite, STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: 100% of all instructional staff will have a weekly observation and action step from their manager. **Strategy's Expected Result/Impact:** Consistent bite sized feedback to ensure gradual growth every week. **Staff Responsible for Monitoring:** Instructional Team Members, Principal **TEA Priorities:** Recruit, support, retain teachers and principals **Problem Statements:** School Processes & Programs 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: 100% of instructional staff will have a weekly check in with their manager to coach them on their weekly action step. **Strategy's Expected Result/Impact:** Teachers show mastery on the weekly action step, leading to growth every week. **Staff Responsible for Monitoring:** Instructional Team Members, Principal **TEA Priorities:** Recruit, support, retain teachers and principals **Problem Statements:** School Processes & Programs 1				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs

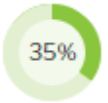
Problem Statement 1: 51% of the teachers from 21-22 chose not to return for the 22-23 school year. **Root Cause**: There was a lack of consistent leadership during the 21-22 school year which caused the direction of the school to shift multiple times during the school year. The teachers struggled to adapt to differing leadership styles, areas of priorities and direction of the school.

Goal 1: Increase staff retention

Performance Objective 2: 100% of staff members will name that Ingram Hills is a Great Place to Work

High Priority

Evaluation Data Sources: Great Places to Work Survey

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Written praise for all teachers during tactical and sent in staff weekly. **Strategy's Expected Result/Impact:** Teachers get specific praise weekly to feel successful. **Staff Responsible for Monitoring:** Instructional Team, Principal **TEA Priorities:** Recruit, support, retain teachers and principals **Problem Statements:** School Processes & Programs 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Give monthly survey to staff members for job satisfaction and resources needed. **Strategy's Expected Result/Impact:** Teachers have the resources they need to teach. Teachers can give specific feedback aligned to the great places to work survey. **Staff Responsible for Monitoring:** Principal. **TEA Priorities:** Recruit, support, retain teachers and principals **Problem Statements:** School Processes & Programs 1				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 1: 51% of the teachers from 21-22 chose not to return for the 22-23 school year. **Root Cause**: There was a lack of consistent leadership during the 21-22 school year which caused the direction of the school to shift multiple times during the school year. The teachers struggled to adapt to differing leadership styles, areas of priorities and direction of the school.

Goal 2: All IDEA students matriculate to college

Performance Objective 1: 100% of 10th graders and 80% of 9th graders will be exempt in TSI ELAR by end of school year.

High Priority

Evaluation Data Sources: TSI tracker.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Provide tutoring for TSI during Road to and through College Class **Strategy's Expected Result/Impact:** 100% of 10th graders and 80% of 9th graders pass ELAR **Staff Responsible for Monitoring:** RTTC teacher, College Counselor **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Demographics 1 **Funding Sources:** College Counselor - Federal Grant - $70,200		5%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Test all 9th and 10th grade scholars once a quarter on TSI **Strategy's Expected Result/Impact:** 100% of 10th graders and 80% of 9th graders pass ELAR **Staff Responsible for Monitoring:** RTTC teacher and College Counselor **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Demographics 1		5%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

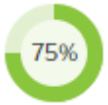
Demographics
Problem Statement 1: Our student persistence was at 70.78, so we need to drastically improve this metric. **Root Cause**: 1. School culture was weak which caused students to want to leave. 2. There was a lack of a system to try and save families when they named they wanted to leave. 3. Families felt unheard by school administration.

Goal 2: All IDEA students matriculate to college

Performance Objective 2: 98% of 8th, 9th, and 10th graders will be on track to graduate at the end of the year.

Evaluation Data Sources: OTG report, transcripts.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: College Counselor will pull low grade report weekly and send to teachers. Then monitor improvement in number of students passing their classes. **Strategy's Expected Result/Impact:** 98% of students do not can take grade level coursework and not be in credit recovery. **Staff Responsible for Monitoring:** College Counselor. **TEA Priorities:** Connect high school to career and college **Problem Statements:** Demographics 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Execute Credit Recovery days the last 3 weeks of each quarter. **Strategy's Expected Result/Impact:** Students are given a clear opportunity to submit missing work to increase their grade to passing before the end of the quarter. **Staff Responsible for Monitoring:** College Counselor, teachers **TEA Priorities:** Connect high school to career and college **Problem Statements:** Demographics 1				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Our student persistence was at 70.78, so we need to drastically improve this metric. **Root Cause**: 1. School culture was weak which caused students to want to leave. 2. There was a lack of a system to try and save families when they named they wanted to leave. 3. Families felt unheard by school administration.

Goal 3: IDEA achieves an A rating

Performance Objective 1: 100% of teachers will use daily exit tickets to drive their instructional decisions.

High Priority

Evaluation Data Sources: Internal Exit Ticket Tracker

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: 100% of teachers will report on exit ticket data daily, name student misconception and reteach plan if mastery is under 80% **Strategy's Expected Result/Impact:** Teachers make daily data driven decisions that impact student mastery. **Staff Responsible for Monitoring:** Instructional Lead Team, Teachers **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 2		30%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Use ELA interventionist to improve 6-8 Reading scores. **Strategy's Expected Result/Impact:** CSI students increase 2 years or more in their reading level. **Staff Responsible for Monitoring:** Interventionist, instructional lead team **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 1 **Funding Sources:** Interventionist - Federal Grant - $57,000		40%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: The percent of SpEd scholars that mastered/met in 6th and 7th grade ELA was 0. **Root Cause**: Root cause is that our SpEd population has not been prioritized from the beginning of the year and individual plans have not been created to meet each student where they are.
Problem Statement 2: Our achievement average in 8th grade History was only a 29. We only had 62% pass, making it the most off track subject from us hitting our academic goals. **Root Cause**: Subject/teacher was not a priority and they did not receive coaching that was driven by data.

Goal 3: IDEA achieves an A rating

Performance Objective 2: 100% of SPED teachers report on SPED exit ticket data daily, name the student misconception and reteach plan if master is under 80%.

High Priority

Evaluation Data Sources: Internal Exit Ticket Tracker

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: 100% of SPED teachers will report on SPED exit ticket data daily, name student misconception and reteach plan if mastery is under 80% **Strategy's Expected Result/Impact:** 30% of SPED Students hit meets on the STAAR **Staff Responsible for Monitoring:** SPED teachers, instructional lead team **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 1		0%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Use Interventionist to increase SPED data. **Strategy's Expected Result/Impact:** 30% of SPED Students hit meets on the STAAR **Staff Responsible for Monitoring:** Interventionist, SPED teachers, instructional team **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 1		30%		

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Use AR teacher to give reading support to all scholars in 6th and 7th grade. **Strategy's Expected Result/Impact:** ELA scores increase. **Staff Responsible for Monitoring:** AR teacher **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 1		20%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: The percent of SpEd scholars that mastered/met in 6th and 7th grade ELA was 0. **Root Cause**: Root cause is that our SpEd population has not been prioritized from the beginning of the year and individual plans have not been created to meet each student where they are.

Goal 4: Increase student daily attendance

Performance Objective 1: Invest families in being at school every day.

High Priority

Evaluation Data Sources: Ada report with notes added.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: 100% of students not on campus will receive an ADA phone call by 8:30am daily. **Strategy's Expected Result/Impact:** Families feel noticed when their scholar is absent. Families can communicate why their scholar is absent. Staff can help convince parent to bring in their scholars. **Staff Responsible for Monitoring:** Assistant Principal of Operations **TEA Priorities:** Connect high school to career and college **Problem Statements:** Perceptions 2		75%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Celebrate perfect attendance monthly with an incentive. **Strategy's Expected Result/Impact:** Students have perfect attendance monthly. **Staff Responsible for Monitoring:** Assistant Principal of Operations **TEA Priorities:** Connect high school to career and college **Problem Statements:** Perceptions 2		0%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 2: Families only got to give feedback on satisfaction with the school at the end of the year. **Root Cause**: The parent surveys were only mandatory at the end of the year, and there was not a priority on soliciting feedback from families as a consistent operating mechanism.

Goal 4: Increase student daily attendance

Performance Objective 2: 100% of students who are chronically absent follow the ADA matrix with consequences and next steps.

Evaluation Data Sources: ADA matrix tracker.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Launch tracking system for student absences that connects ADA matrix. **Strategy's Expected Result/Impact:** Leaders have a clear place to communicate absences and next steps with families. **Staff Responsible for Monitoring:** APO **TEA Priorities:** Connect high school to career and college **Problem Statements:** Perceptions 2		0%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Use weekly tactical to communicate ADA matrix next steps and support needed from entire lead team. **Strategy's Expected Result/Impact:** Grade Level administrators are able to have conferences with families who have too many absences. **Staff Responsible for Monitoring:** APO **TEA Priorities:** Connect high school to career and college **Problem Statements:** Perceptions 2		0%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 2: Families only got to give feedback on satisfaction with the school at the end of the year. **Root Cause**: The parent surveys were only mandatory at the end of the year, and there was not a priority on soliciting feedback from families as a consistent operating mechanism.

Goal 4: Increase student daily attendance

Performance Objective 3: Ensure 100% of students feel emotionally safe at school

Evaluation Data Sources: Move This World, student survey

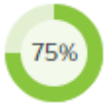
Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: All homerooms participate in move this world 4/5 days per week. **Strategy's Expected Result/Impact:** Building student capacity in self regulation and de-escalation. **Staff Responsible for Monitoring:** Iris Perales, Jordan Morrison, Grade Team Leaders	0%	40%		

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 5: Increase student persistence

Performance Objective 1: 100% of grade teams will build deep relationships with families.

Evaluation Data Sources: Admin observation weekly.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Grade Team Leaders will conduct a grade level meeting weekly to bring joy, name a culture focus and name scholar of the week. **Strategy's Expected Result/Impact:** Scholars are joyfully making deep connections with both staff and each other. **Staff Responsible for Monitoring:** Grade Team Leaders, grade level administrators. **TEA Priorities:** Connect high school to career and college **Problem Statements:** Perceptions 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: 100% of teachers make 5 positive phone calls per week. **Strategy's Expected Result/Impact:** Families hear about the great things their students are doing, building the deep connection between family and school. **Staff Responsible for Monitoring:** College Counselor **TEA Priorities:** Connect high school to career and college **Problem Statements:** Perceptions 2				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: There was no fall, winter or spring festivals planned during the 21-22 school year. **Root Cause**: The leadership team was stretched thin and chose not to prioritize these events.
Problem Statement 2: Families only got to give feedback on satisfaction with the school at the end of the year. **Root Cause**: The parent surveys were only mandatory at the end of the year, and there was not a priority on soliciting feedback from families as a consistent operating mechanism.

Goal 5: Increase student persistence

Performance Objective 2: School Counselor creates clear flowchart with persistence concerns, and 100% of teachers uphold the flowchart.

High Priority

Evaluation Data Sources: School Counselor flow chart.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: School Counselor trains teachers on steps when they hear a student potentially leaving. **Strategy's Expected Result/Impact:** Teachers have clear expectations when they hear of persistence concern. GTL and SC can take next steps to connect with families to ultimately keep them at IDEA Ingram Hills. **Staff Responsible for Monitoring:** School Counselor. **TEA Priorities:** Connect high school to career and college **Problem Statements:** Perceptions 2				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 2: Families only got to give feedback on satisfaction with the school at the end of the year. **Root Cause**: The parent surveys were only mandatory at the end of the year, and there was not a priority on soliciting feedback from families as a consistent operating mechanism.

Goal 5: Increase student persistence

Performance Objective 3: 100% of scholars in grades 6, 7, and 9 will hit 900 MVPA (Minutes of vigorous physical activity)

Evaluation Data Sources: MVPA data from the watches.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Weekly update from coaches to their manager during check ins. **Strategy's Expected Result/Impact:** Data accountability and the ability to respond to the data **Staff Responsible for Monitoring:** Jennifer Neudek	0%	80%	0%	

 No Progress Accomplished Continue/Modify Discontinue

Title I Personnel

Name	Position	Program	FTE
Angel Escalante Granados	College Counselor	Title 1	1
Melissa Caballero	Interventionist	Title 1	1

Campus Funding Summary

Federal Grant					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	1	1	College Counselor		$70,200.00
3	1	2	Interventionist		$57,000.00
				Sub-Total	$127,200.00

Addendums

Master CNA & SAIP Reporting Checklist

				PTG	0%	PTG	0%
DEPT	**Data Source**	**Data Tabs**	**Guidance**	**Status**	**Principal Notes or Questions**	**VP Verification**	**Notes & Next Steps**
College Prep	KEYS Tab (Tab 3)	Student Achievement Improvement Plan 2021-2022 School Year	This SAIP plan will require logging concrete initiatives put in place for student improvement, as well as their associated timelines, resources, and responsible staff. Each initiative will be tracked mid-year and at the end of the year. Mid-year assessments should be completed by each campus between December 1, 2022 and no later than January 31, 2023.	Pending		Action Required	
	Locus Dashboards: CIS STARR, AP Campus IB Reports EOY Assessments	Comprehensive Needs Assessment 2022 English Language Arts	These Pages should include the percentage of students who achieved each listed score for the 2021-2022 School Year. For each subject, list a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Pending		Action Required	
		Comprehensive Needs Assessment 2022 Math		Pending		Complete	
		Comprehensive Needs Assessment 2022 Science		Pending		Complete	
		Comprehensive Needs Assessment 2022 Humanities		Pending		Action Required	
	State TELPAS Report	Comprehensive Needs Assessment 2022 TELPAS	This data set will outline the percentage of students that earned proficiency in the areas of Listening, Speaking, Reading, and Writing, as indicated in the State TELPAS report. Llist a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Pending		Action Required	
	Locus Dashboards: ACT, AP, TSI Campus IB Reports Campus Matriculation Reports	100% College Matriculation 2021-2022 School Year	This page will only be applicable to campuses that had graduating classes in the Spring of 2022. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Pending		Complete	
	Locus Dashboard: Staff Rentention	Staff Quality, Retention, & Recruitment 2021-2022 School Year	Under the %SPED Data Point, this should relfect the percentage of SPED certified teachers, compared to the overall SPED staff. Under number of teacher applicants, note how many teachers were interviewed by campus leaders for positions during the 2021-2022 School Year. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Pending		Complete	
	Locus Dashboards: Student Persistence, Enrollment, ADA	School Culture & Climate 2021-2022 School Year	For the Withdrawals/Level 3 Offenses data point, list the number of withdrawals or offenses. All other data points should reflect percentages. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Pending		Action Required	
	Campus Academic Counselor Tracking Systems	2022 Family & Community Involvement	In addition to listing data percentages, list a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Pending		Complete	

Campus Name

2021-22 Student Achievement Improvement Plan - College Prep

COLLEGE PREP

APO	Initiatives	Needs Assess.	Special Pops.	Person(s) Responsible	Timeline Start/End	Resources: Human/ Material/Fiscal	Documentation	Formative Evaluation

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

Annual Performance Objectives (APO)

PRIORITY #1: Students Graduate College-Ready

1A. % of graduates who matriculate to a College or University: 100%

1B. % of graduates matriculate to a Tier I/II College or University: 15% | 25%

1C. % of Seniors accepted to a College or University: 100%

1D. % of Seniors named AP scholars | Earn IB diploma: 30% | 25%

1E. Earned State Rating: A

1F. % Basic | % Mastery | % Advanced on LEAP: 82% | 44% | 11%

1G. % Approaches | % Meets | % Masters on STAAR/EOC: 90% | 60% | 30%

1H. % Level 3 | % Level 4 | % Level 5 on FSA/FSAA: 70% | 40% | 20%

1I. % of Pre-K-2nd Students End The Year On/Above Grade Level in Reading - Year 1 Campuses | Year 2 Campuses: 80% | 90%

1J. % of students in CSI achieve 2 years growth in Reading | Math (measured by Ren STAR) 50% | 60%

1K. Average ACT score: 21

1L. % of students graduating college in 4 | 6 years: 25% | 55%

Needs Assessment

S-STAAR

D-DIBELS

E-EOC

A-ACT

RR-Reading Renaissance

ST-STAR for Math

DR-Discipline Report

AP-AP Tests

O-Other

Special Populations

All

AR-At Risk

ELL-English Language Learners

ED-Economically Disadvantaged

M-Migrant

SE-Special Education

Campus Name

Comprehensive Needs Assessment
COLLEGE PREP

Data Source: CSI

% Meeting CSI Goal	Reading CP CSI
% CSI (EOY Ren.)	1.50%
% of CSI Passing STAAR	22%
% of SPED Passing STAAR	27%

Data Source: STAAR

	STAAR Reading 6th	STAAR Reading 7th	STAAR Reading 8th	STAAR Writing 7th	English I EOC	English II EOC
% Approaches	74	74	85	n/a	73	n/a
% Meets	53	52	57	n/a	60%	n/a
% Masters	30	37	33	n/a	12%	n/a
% Student Achievement Average	52	54	58	n/a	48%	n/a

Data Source: AP/IB/Electives

AP Scores	Pass AP Lit	Pass AP Lang	IB Scores	IB Group 1	% Royal Readers	% Word Master
% Score 1			% Score 1-3			
% Score 2			% Score 4-5			
% Score 3+			% Score 6-7			

Word Master (6th,7th)	Royal Readers (6th,7th)
67%	15%

Reflections

Areas of Strength	Areas of Need
8th grade achievement average of 58	6th, 7th, Eng I approaches
7th grade masters of 37	Eng I achievement average
English lit meets of 60	Sped data for 6th 25/0/0 7th 17/0/0

Campus Name

Comprehensive Needs Assessment - College Prep COLLEGE PREP					
Data Source: STAAR					
	STAAR Math 6th	**STAAR Math 7th**	**STAAR Alg I**		
% Approaches	74	64	78		
% Meets	34	30	38		
% Masters	19	15	21		
% Student Achievement Average	42	36	46		
Data Source: AP/IB					
AP Scores	**Pass AP Calculus AB**	**Pass AP Calculus CD**	**Pass AP Prob. & Stats.**	**IB Scores**	**IB Group 5**
% Score 1				**% Score 1-3**	
% Score 2				**% Score 4-5**	
% Score 3+				**% Score 6-7**	

Reflections	
Areas of Strength	**Areas of Need**
1. EL students achieved 86/43/43 with an achievement of 57 in 6th Math.	1. 7th Math had 64% approaches
2. 7th Math had 67% of SPED students at approaches	2. Algebra 1 had 78% at approaches and 38% at meets
3. Algebra 1 had 29% of EL students at masters	3. In 6th and Algebra 1, 13% of SPED students hit meets and in 7th grade, 17% of SPED were at meets

Campus Name

Comprehensive Needs Assessment COLLEGE PREP						
Data Source: Internal Assessments						
	6th Grade EOY Assessment	**7th Grade EOY Assessment**				
% Passing	**53/16/4**	**91/68/43**				
Data Source: STAAR						
	STAAR 8th Science	**STAAR Biology**				
% Approaches		85				
% Meets		62				
% Masters		22				
% Student Achievement Average		56				
Data Source: AP/IB						
AP Scores	**Pass AP Biology**	**Pass AP Chemistry**	**Pass AP Physics (1, 2, & C)**	**Pass AP Env. Science**	**IB Scores**	**IB Group 4**
% Score 1					**% Score 1-3**	
% Score 2					**% Score 4-5**	
% Score 3+					**% Score 6-7**	

Reflections	
Areas of Strength	**Areas of Need**
1. In Biology, 62% of students hit meets	1. Biology approaches is 85%
2. In Biology, EL students out performed the gen ed population with 94/78/39	2. 41% of SPED students in Biology hit approaches
3. 7th Science performed at 91/68/43	3. 6th grade performed at 53/16/4

Campus Name

Comprehensive Needs Assessment COLLEGE PREP							
Data Source: Internal Assessments							
	6th Grade EOY Assessment	**7th Grade EOY Assessment**					
% Passing	**94/78/45**	**96/85/75**					
Data Source: STAAR							
	STAAR 8th US History	**EOC US History**					
% Approaches	62%						
% Meets	21%						
% Masters	5%						
% Student Achievement Average	29						
Data Source: AP/IB							
AP Scores	**Pass AP Human Geography**	**Pass AP World History**	**Pass AP US History**	**Pass AP Goverment**	**Pass AP Economics**	**IB Scores**	**IB Group 3**
% Score 1						**% Score 1-3**	
% Score 2						**% Score 4-5**	
% Score 3+						**% Score 6-7**	

Reflections	
Areas of Strength	**Areas of Need**
EL were at 88/31/12 and out-performed the gen ed population	Our Sped population only scored 20/10/0 in 8th Humanities
7th grade masters was at 75%	Overall approaches for 8th Humanities was 62%.
Achievement average for 7th grade was 85	8th grade Hunanities had 5% masters.

Campus Name

Comprehensive Needs Assessment COLLEGE PREP					
TELPAS Composite Rating (Listening, Speaking, Reading, Writing)					
	Listening	**Speaking**	**Reading**	**Writing**	**% of ELL Students who grew one or more levels**
% Beginning	14%	10%	2%	2%	
% Intermediate	15%	53%	22%	21%	
% Advanced	32%	36%	40%	48%	
% Advanced High	40%	1%	36%	29%	5%

Reflection	
Areas of Strength	**Areas of Need**
Advanced in writing for our overall college prep campus projected to move to high	1% scored advanced high in speaking.
Advanced high for listenting is 40%	53% of our EL scholars scored intermediate in speaking.
Advanced high for reading for our college prep scholars was at 36%	14% of our EL scholars scored beginning in listening.

Campus Name

Comprehensive Needs Assessment COLLEGE PREP					
100% College Matriculation					
Matriculation %	**Matricuation % 4 year**	**Matriculation % 2 year**	**Tier 1/2 % Acceptances**	**Tier 1/2 % Matriculation**	
Tier 1 % Matriculation	**Tier 2 % Matriculation**	**Tier 3 % Matriculation**	**Tier 4 % Matriculation**	**Senior Class CCMR %**	**Senior Class TSI Completion %**
Campus Data					
Senior Class ACT Average	**Junior Class ACT Average**	**Overall AP Scholars (3+ or more tests)**	**IB Medallion Scholars (Passing 3+ exams)**	**Overall % IB Diploma**	**Campus End of Year OTG**

Reflections	
Areas of Strength	**Areas of Need**
1	1
2	2
3	3

Campus Name

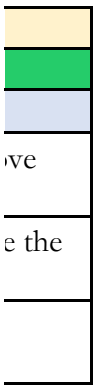
Comprehensive Needs Assessment COLLEGE PREP	
Staff Quality, Recruitment, Retention	
	Percentage
% School Lead Team Retention	50%
% Instructional Support Retention	60%
% Teacher Retention	58%
% Campus Support Retention	100%
% SPED Certified Teachers	80%
% State/National Certified Teachers	27%
% State Certified Leaders	50%
% State/Board certified Counselors	100%
Number of teacher applicants per 2021-22 school year	52.00

Reflections	
Areas of Strength	**Areas of Need**
1. 100% of our operational staff were retained for 22-23	1. Lead team retention was only 50%
2. We had 1/1 school social worker certified	2. Teacher retention was 58%
3. 100% of our SPED teacher positions were filled by certified teachers	3. We only have 27% of our lead teachers certified.

Campus Name

Comprehensive Needs Assessment College Prep	
Data Source: School Culture and Climate	
	Campus %
% Average Daily Attendance	91.69%
% Overall Persistence	75.87%
% New Student Persistence	73.39%
# of Admin Withdrawals/ Level 3 Offenses	Expulsions: 9
% SPED	18.82%
% ELL	18.21%
% Eco Dis	40%
% Migrant	0%
% Race: American-Indian-Alaska-Native	0%
% Asian	1%
% White-Hispanic	90.37%
% Multi	0%
% Black-African-American	8.64%
% Native-Hawaiian-Pacific-Islander	0%
% White	2.30%
% Male	51.60%
% Female	48.39%

Data Source: School Culture and Climate	
Reflections	
Areas of Strength	**Areas of Need**
1. Scholar population is relatively balanced between M/F.	1 Our campus needs to work on campus culture to impro scholar persistence
2. ADA in alignment with District peers.	2 Our campus needs to work on campus culture to reduc number of expulsions.
3. Diversity of student population is high with SpeD and ELL scholars.	3. Ensure proper coding within PowerSchool.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e the

Campus Name

Comprehensive Needs Assessment COLLEGE PREP	
Data Source: Family and Community Involvement	
	Percentage
% Families Attended WTI	100%
% Families Attended Curriculum Night	N/A
% Families Who Attended EOY Ceremonies	85%
% Families who attended Fall Festival	N/A
% Families who attended Winter Festival	N /A
% Families who attended Spring Festival	N/A

Reflections	
Areas of Strength	**Areas of Need**
1. 100% of our families attended an onboarding session.	1. Host family engagement events for all families.
2 Families were ready to start the school year knowing campus expectations.	2 Host a curriculum night that will help parents. understand.
3 Strong system in place for those scholars who registered after deadline to ensure those families were still onboarded.	3 Utilize various communication methods to over communicate events to families.

IDEA Public Schools

Judson Academy

2022-2023 Campus Improvement Plan

Accountability Rating: A

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

Mission Statement

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

100% of all students going to college is not just a statement at IDEA Judson, it is a promise. IDEA Judson aims to be the highest performing school in IDEA Public Schools and the best education option for the families in the Converse community. We will motivate and challenge our scholars daily to ensure they are supported academically, emotionally, and socially. At our campus we will foster a joy of learning that will create a sense of belonging to our campus. At IDEA Judson we WILL deliver on our promise of 100% of scholars going to and through a four-year university.

Vision

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

Core Values

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

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

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Comprehensive Needs Assessment

Demographics

Demographics Summary

See PDF Addendum for more information

Demographics Strengths

See PDF in Addendum for more information

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Not able to onboard 100% of families to make them aware of the expectations for both scholars and families. **Root Cause:** Tracking operating mechanism was not in place during the 21-22 school to thoroughly track all families that attended an onboarding session.

Problem Statement 2 (Prioritized): Onboarding session was not differentiated to ensure we are hitting all of our demographics, specifically military. **Root Cause:** I did not modify the district onboarding session to meet the needs of our population.

Student Learning

Student Learning Summary

See PDF Addendum for more information

Student Learning Strengths

See PDF Addendum for more information

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Focus of the year was to close the achievement gap as oppose to increasing rigor to increase the number of meets and master scholars. **Root Cause:** I did not have a clear coaching plan for teachers to efficiently close gaps.

Problem Statement 2 (Prioritized): Students need to build strength in their ability to write to explain across the content. **Root Cause:** Students are not writing in all classrooms.

Problem Statement 3 (Prioritized): Scholars need to be able to make the connection across the curriculum by more effectively using similar strategies in all of their courses. **Root Cause:** Teachers were not effectively planning together to ensure cross content alignment was strong.

Problem Statement 4: Need additional programs to assist with the speaking component to assist with our ELL learners **Root Cause:** Early intervention needs to take place to help with our ELL scholars. Additional resources will be purchased to assist during the 22-23 school year.

Problem Statement 5: Math curriculum needs to be enhanced by incorporating more rigorous TEKS based instruction. **Root Cause:** Last school year teachers mainly used one resource/curriculum.

School Processes & Programs

School Processes & Programs Summary

See Addendum for more information

School Processes & Programs Strengths

Curriculum & Instruction:

- At least one-third of IDEA students graduate with the "AP Scholar" designation, evidence of earning a qualifying score on at least three AP exams, demonstrating successful completion of college-level coursework prior to graduation.
- IDEA provides students access to accelerated instruction through the 1:1 technology device, including adaptive software for mathematics and literacy and access to hundreds of thousands of books in the district's digital library.
- IDEA curricular resources include high-quality instructional materials that earn the highest ratings on national evaluation measures.
- IDEA curriculum is regularly evaluated using a quality evaluation tool, ensuring alignment to the Texas Essential Knowledge and Skills and AP course standards, as well as the STAAR/EOC and AP exams.
- IDEA implements a variety of training opportunities for teachers and leadership staff with the goal of developing teachers' pedagogical content knowledge and leaders' coaching skills.
- For 15 years in a row, 100% of IDEA students have been accepted into college, demonstrating that IDEA academic programming is adequately preparing students for post-secondary education.
- In 2022, four IDEA schools were ranked in the top 10 Most Challenging Schools in the Nation and 13 were ranked in the top 1% of schools nationwide, by the Jay Mathews Challenge Index High School Rankings.

Special Programs

- IDEA exceeded the expected growth target for EL student performance on TELPAS in 2021 with 48% of ELs meeting that target.
- IDEA provide targeted research based instruction to students who have a 2.0 year gap in Reading and/or Math with the goal of closing that gap by 2.0 years during the school year with our initiative called Critical Student Intervention (CSI). During the 21-22 school year, 2,562 out of 6,632 students meet that goal for Reading and 703 out of 1,268 students met the goal for Math.
- IDEA is in Year 3 of our TEA awarded Autism Grant. Through this grant we were able to increase support for 195 students with autism in Rio Grande Valley and Austin who met the criteria outlined by TEA for this grant.
- IDEA submitted and was awarded a Dyslexia Grant by the TEA so that we will be able to provide increased professional development to teachers and leaders on working with students with dyslexia and increase the support resources for our students with dyslexia.

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 1 (Prioritized): Teachers need to feel have designated time for team building with their team to create lasting partnerships and effectively impact our community together. **Root Cause:** Time last year was dedicated to closing achievement gaps as oppose to creating a strong partnership amongst teacher and the community.

Problem Statement 2 (Prioritized): Teachers need mental and emotional health checks, and access to a counselor monthly due to traumas and fears that are real in education. **Root Cause:** Admin conducting daily temp checks were not implemented during the 21-22 school year.

Perceptions

Perceptions Summary

See Addendum for more information

Perceptions Strengths

See Addendum for more information

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): For academic engagement events, we need to increase the frequency of opportunities for families to come. **Root Cause:** We did not plan out monthly family engagement events at the beginning of the school year.

Problem Statement 2 (Prioritized): Traffic and lack of parking causes frustration for families when hosting campus-wide events. **Root Cause:** Strategy meeting with both campuses were not regularly scheduled to ensure the operations of events were efficient.

Problem Statement 3: We need to give more advanced notice for family engagement events to increase participation. **Root Cause:** In not publicizing events in the right timeframe, it decreased parent involvement.

Priority Problem Statements

Problem Statement 1: Not able to onboard 100% of families to make them aware of the expectations for both scholars and families.
Root Cause 1: Tracking operating mechanism was not in place during the 21-22 school to thoroughly track all families that attended an onboarding session.
Problem Statement 1 Areas: Demographics

Problem Statement 2: Students need to build strength in their ability to write to explain across the content.
Root Cause 2: Students are not writing in all classrooms.
Problem Statement 2 Areas: Student Learning

Problem Statement 3: Scholars need to be able to make the connection across the curriculum by more effectively using similar strategies in all of their courses.
Root Cause 3: Teachers were not effectively planning together to ensure cross content alignment was strong.
Problem Statement 3 Areas: Student Learning

Problem Statement 4: Focus of the year was to close the achievement gap as oppose to increasing rigor to increase the number of meets and master scholars.
Root Cause 4: I did not have a clear coaching plan for teachers to efficiently close gaps.
Problem Statement 4 Areas: Student Learning

Problem Statement 5: For academic engagement events, we need to increase the frequency of opportunities for families to come.
Root Cause 5: We did not plan out monthly family engagement events at the beginning of the school year.
Problem Statement 5 Areas: Perceptions

Problem Statement 6: Traffic and lack of parking causes frustration for families when hosting campus-wide events.
Root Cause 6: Strategy meeting with both campuses were not regularly scheduled to ensure the operations of events were efficient.
Problem Statement 6 Areas: Perceptions

Problem Statement 7: Teachers need to feel have designated time for team building with their team to create lasting partnerships and effectively impact our community together.
Root Cause 7: Time last year was dedicated to closing achievement gaps as oppose to creating a strong partnership amongst teacher and the community.
Problem Statement 7 Areas: School Processes & Programs

Problem Statement 8: Teachers need mental and emotional health checks, and access to a counselor monthly due to traumas and fears that are real in education.
Root Cause 8: Admin conducting daily temp checks were not implemented during the 21-22 school year.
Problem Statement 8 Areas: School Processes & Programs

Problem Statement 9: Onboarding session was not differentiated to ensure we are hitting all of our demographics, specifically military.

Root Cause 9: I did not modify the district onboarding session to meet the needs of our population.

Problem Statement 9 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations

Student Data: Assessments

- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Other PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Section 504 data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Parent/Community Data

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

Support Systems and Other Data

- Communications data
- Study of best practices

Goals

Goal 1: Increase staff retention

Performance Objective 1: 100% of instructional will be provided support and coaching on a weekly basis following our weekly coaching cycle.

High Priority

Evaluation Data Sources: 1) Weekly action step tracker to be reviewed during our instructional power meetings\
2) Utilize Teachboost to send teacher feedback

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Weekly joint instruction rounds with all leaders for both kinder-2nd and 3rd-5th grade **Strategy's Expected Result/Impact:** During our rounds, we will be able to norm of the highest leverage action step. **Staff Responsible for Monitoring:** All instruction administrators (assistant principals, SSA, and principal) **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals				

 No Progress Accomplished Continue/Modify Discontinue

Goal 1: Increase staff retention

Performance Objective 2: Increase teacher rapport and sense of belonging to campus with 95% of teachers

High Priority

Evaluation Data Sources: 1) Monthly staff surveys
2) Great Places to Work Survey provided by district
3) Weekly check-ins with all staff members

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Monthly teambuilding sessions with 100% of staff members **Strategy's Expected Result/Impact:** During this time, we will be able to engage with 100% of our staff members and build team and family outside of the campus. Events will also include family engagement events as well. **Staff Responsible for Monitoring:** "Sunshine Committee" (mixture of teachers and our Student Success Advisor) **Title I:** 4.1 **- TEA Priorities:** Recruit, support, retain teachers and principals				

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: All IDEA students matriculate to college

Performance Objective 1: Ensure 90% of scholars in Kinder-2nd are on grade level by the end of the school year.

High Priority

Evaluation Data Sources: 1. DI Online
2. Campus executive data tracker

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Script practice/lesson rehearsal to be held at minimum of 3 times a week. **Strategy's Expected Result/Impact:** Teacher will be fluent with lesson and will know how to provide intervention as needed. **Staff Responsible for Monitoring:** All k-2 instructional staff **Title I:** 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals				

 No Progress Accomplished Continue/Modify Discontinue

Goal 3: IDEA achieves an A rating

Performance Objective 1: Ensure all contents in grade 3rd-5th hit 90/60/30 in reading and math on STAAR

High Priority

HB3 Goal

Evaluation Data Sources: All district/campus assessments
Daily exit ticker Tracker

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: 1. Lesson alignment: teachers align curriculum to our TEKS on a daily basis. 2. Daily use of data tracking method to acquire student data (text feed w/OCS) 3. 90/30 mission meetings with all instructional staff to discuss the status of all Sped, 504, ELL, and RTI scholars. **Strategy's Expected Result/Impact:** Teacher will be able to implement data driven instruction on a daily basis. **Staff Responsible for Monitoring:** All instructional staff **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **Funding Sources:** Patrick Garza -AR Facilitator - Federal Grant - $33,311.52, Craig Grubbs- Hotspot Teacher - Federal Grant - $34,404.48	75%	70%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 3: IDEA achieves an A rating

Performance Objective 2: Daily data tracking with immediate remediation for all scholars and more specifically with our special population (special education, 504, ELL, and RTI).

High Priority

HB3 Goal

Evaluation Data Sources: 1. Daily exit ticker tracker
2. Domain 3 Tracker

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: 1. Daily use of data tracking method to acquire student data (text feed w/OCS) 2. Tracking of Domain 3 on all district assessments **Strategy's Expected Result/Impact:** Teacher will be able to implement a solution/intervention when scholars are not at mastery **Staff Responsible for Monitoring:** All instructional staff **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math	75%	50%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 4: Increase student daily attendance

Performance Objective 1: Ensure data is visible and sent to all stakeholders daily.

High Priority

Evaluation Data Sources: 1. ADA email
2. Powerschool
3. ADA report on district website

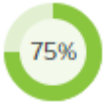
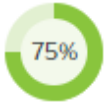
Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: 1. Share daily ADA report including PTG at GTL/Lead/Ops huddles 2. Verify Escalation Matrix fidelity during weekly check in with SIS and Principal **Strategy's Expected Result/Impact:** ADA will be higher than 97.5% and when data drops, solutions are being provided using our ADA Escalation Matrix **Staff Responsible for Monitoring:** Assistant Principal of Operations **Title I:** 2.5, 4.1, 4.2 **- TEA Priorities:** Recruit, support, retain teachers and principals	50%	50%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Invest 95% of student, staff, and families with the ADA process through incentives, communication, and monthly feedback/surveys. **Strategy's Expected Result/Impact:** Ensure that ADA is above 97.5% for the entirety of the school year. **Staff Responsible for Monitoring:** Assistant Principal of Operations and SIS **Title I:** 2.5, 4.1, 4.2 **- TEA Priorities:** Recruit, support, retain teachers and principals	50%	50%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 5: Increase student persistence

Performance Objective 1: Hold 100% of safety drills a month ahead of schedule

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Calendar all safety drills with facility manager and assistant principal of operations during weekly check-in. **Strategy's Expected Result/Impact:** Scheduling all safety drill will ensure the drills are being conducted. **Staff Responsible for Monitoring:** Principal, Assistant Principal of Operations, and Facility Manager **TEA Priorities:** Recruit, support, retain teachers and principals				

 No Progress Accomplished Continue/Modify Discontinue

Goal 5: Increase student persistence

Performance Objective 2: 90% of scholars receive 900MVPA minutes by end of school year

Evaluation Data Sources: 1. Daily PE tracker

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Ensure teacher has all the proper equipment to monitor student progress **Strategy's Expected Result/Impact:** Teacher is able to track data in real time using monitors and student tracker. **Staff Responsible for Monitoring:** PE teacher **Title I:** 2.5 **- TEA Priorities:** Recruit, support, retain teachers and principals	75%	75%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Title I Personnel

Name	Position	Program	FTE
Craig Grubs	ILEARNING HOT SPOT FACILITATOR		1
Patrick Garza	AR ZONE FACILITATOR		1

Campus Funding Summary

Federal Grant					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	1	1	Craig Grubbs- Hotspot Teacher		$34,404.48
3	1	1	Patrick Garza -AR Facilitator		$33,311.52
				Sub-Total	$67,716.00

Addendums

Master CNA & SAIP Reporting Checklist

				PTG	100%	PTG	100%
DEPT	**Data Sources**	**Data Tabs**	**Guidance**	**Status**	**Principal Notes or Questions**	**VP Verification**	**Notes & Next Steps**
ACADEMY	KEYS Tab (Tab 3)	Student Achievement Improvement Plan 2021-2022 School Year	This SAIP plan will require logging concrete initiatives put in place for student improvement, as well as their associated timelines, resoures, and responsible staff. Each initiative will be tracked mid-year and at the end of the year. Mid-year assessments should be completed by each campus between December 1, 2022 and no later than January 31, 2023.	Complete		Verified	
	Locus Dashboards: CSI, STARR, AP CampusIB Reports EOY Assessments	Comprehensive Needs Assessment 2022 English Language Arts	These pages should include the percentage of students who achieved each listed score for the 2021-2022 School Year. For each subject, list a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete		Verified	
		Comprehensive Needs Assessment 2022 Math		Complete		Verified	
		Comprehensive Needs Assessment 2022 Science		Complete		Verified	
		Comprehensive Needs Assessment 2022 Humanities		Complete		Verified	
	State TELPAS Report	Comprehensive Needs Assessment 2022 TELPAS	This data set will outline the percentage of students that earned proficiency in the areas of Listening, Speaking, Reading, and Writing, as indicated in the State TELPAS report. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete		Verified	
	Locus Dashboard: Staff Retention	Staff Quality, Rentention, & Recruitment 2021-2022 School Year	Under the %SPED Data Point, this should reflect the percentage of SPED certified teachers, compared to the overall SPED staff. Under number of teacher applicants, note how many teachers were interviewed by campus leaders for positions during the 2021-2022 School Year. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete		Verified	
	Locus Dashboards: Student Persistence, Enrollment, ADA	School Culture & Climate 2021-2022 School Year	For the Withdrawals/Level 3 Offenses data point, list the number of withdrawals or offenses. All other data points should reflect percentages. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete		Verified	
	Campus Academic Counselor Tracking Systems	2022 Family & Community Involvement	In addition to listing data percentages, list a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete		Verified	

Judson Academy

2022-23 Student Achievement Improvement Plan

ACADEMY

APO	Initiatives	Needs Assess.	Special Pops.	Person(s) Responsible	Timeline Start/End	Resources: Human/ Material/Fiscal	Documentation	Formative Evaluation
APO	Initiatives	Needs Assess.	Special Pops.	Person(s) Responsible	Timeline Start/End	Resources: Human/ Material/Fiscal	Documentation	Formative Evaluation
1I	Provide decoding intervention daily to students a year or more below grade level in Reading in 3rd-5th grade.	S	AR	3rd - 5th grade Reading Interventionists	8/8/22 - 5/26/23	Decoding Teacher Materials, Decoding student workbooks and textbooks	Decoding LPCs and STSs	STAAR
1I	Provide Literacy Intervention/Fundations to students below grade level in Reading from 1-2nd grades.	S	AR	SPED/Intervention Teachers	8/8/22 - 5/26/23	LLI Kits, Fundations Program	Reading Level Trackers,	RenStar
1I	Provide TEK-based intervention with 'IXL' in 3rd - 5th Grade students at low mastery on daily objectives.	S	AR	Math Interventionist	8/8/22 - 5/26/23	Math manipulatives, IXL program, Sirius	daily exit tickets, student trackers, BWAs	STAAR
1E	Align Wit & Wisdom English Language Arts curriculum to TEKs in 3rd-5th grade.	S	All	3rd-5th ReadingTeachers	8/8/22 - 5/26/23	3-5 Wit & Wisdom English Language Arts curriculum and manipulatives	daily exit tickets, end of unit assessments, IA/BWA assessments	STAAR
1E	Align Being a Writer curriculum to TEKs in 3rd-4th grade.	S	All	3rd-4th Writing Teacher	8/8/22 - 5/26/23	3-4 Being a Writer curriculum, Fast Focus, and Motivation	daily exit tickets, end of unit assessments, IA assessments	STAAR
1E	Provide writing intervention to students in 3rd - 5th Grade.	S	AR	3rd - 5th grade Reading Interventionists	8/8/22 - 5/26/23	Writing Curriculum resources	Student work	STAAR
1E	Use Data from 2021-2022 to create individualized trackers	S	All	Intervention Teachers	8/8/22 - 5/26/23	Data trackers	Student trackers	STAAR/Blind Exams
1E	Provide after-school tutorials and Saturday School to students below grade level in Reading, Writing and Math in 3rd - 5th Grade beginning earlier.	S	AR	3rd - 5th Grade Teachers and Interventionists	8/8/22 - 5/26/23	Sirius Math, Motivation Math, Fast Focus	Lesson Plans, Student trackers	STAAR
1A	Celebrate Word Masters, Royal Readers, Math Masters & Genie Geniuses during Assemblies to build student investment.	RR	All	Administration, Teachers	8/8/22 - 5/26/23	Word Master, Royal Reader, Math Master and Genie Genius stickers	Student Word Count trackers, Dreambox & Reasoning Mind curriculum trackers	STAR Renaissance
1I	Provide TEK-based intervention to 3rd - 5th Grade students at low mastery on daily objectives.	S	AR	Math Interventionist	8/8/22 - 5/26/23	Math manipulatives, Motivational Math	daily exit tickets, student trackers, BWAs	STAAR
1E	Align Eureka Math curriculum to TEKs in 3rd-5th grade.	S	All	3rd-5th Math Teachers	8/8/22 - 5/26/23	3-5 Eureka Math curriculum and manipulatives, Sirius Math, Motivation	daily exit tickets, end of unit assessments, IA assessments	STAAR
1E	Provide after-school tutorials to push students to Masters Level in Reading, Science, and Math in 3rd-5th.	S	All	3rd-5th Teachers	8/8/22 - 5/26/23	3-5 Storyworks, Motivation, novel study	DI, LPCs and STSs	EOY Student DI Placements
1H	Coach 2nd grade teacher to align 2nd grade Eureka instruction with STAAR TEKS.	O	All	2nd-5th Teachers	8/8/22 - 5/26/23	Lead4ward, Motivation Math	assessment data	TEK exam at end of year

Judson Academy

2022-23 Student Achievement Improvement Plan

ACADEMY

1H	Give a Reading retest to all scholars in 1st and 2nd in August to get a more accurate placement	O	All	K-2 Teachers	8/8/22 - 5/26/23	DI Teacher Kits, DI student textbooks and workbooks	DI Test sheet	DI checkout
2D	Provide after-school tutorials to students below grade level in Reading Language, Math in K-5, beginning earlier.	D	AR	K-5 Teachers	8/8/22 - 5/26/23	DI Teacher Kits, DI student textbooks and workbooks/TEKs based intervention	DI LPCs and STSs/exit ticket data	EOY Student DI Placements/STAAR
1H	Recognize K-2 students that complete a Direct Instruction program during Grade level assembly on a more consistent basis.	O	All	K-2 Teachers	8/8/22 - 5/26/23	Hallway Holler stickers	DI LPCs and STSs	Dojo reports
2D	Provide quarterly Jammin Jag celebrations.	DR	All	Academic Counselor/GTLs	8/8/22 - 5/26/23	Art activity resources, inflatible rentals, speakers for music	Dojo online system	Dojo reports on LS
2D	Provide opportunities for weekly incentive coupons.	DR	All	Administration	8/8/22 - 5/26/23	miscellaneous materials for coupon activities	Dojo online system	Dojo reports on LS
2D	Revamp morning meeting plan for year focused on teaching IDEA 55 in a 10 minute span.	DR	All	Homeroom Teachers	8/8/22 - 5/26/23	Morning Meeting Curriculum	Morning Meeting Lesson Plans	Morning Meeting Observations
2D	Revise plan for Community Circle around 55 IDEA values.	DR	All	Academic Counselor	8/8/22 - 5/26/23	Stepback Reflection	Community Circle Plan	Community Circle Observation
2C	Follow up with Attendance issues early in year and target classrooms with lower attendance.	O	All	Administration	8/8/22 - 5/26/23	Attendance Matrix	Attendance records	Less Report Card Night Meetings
1I	Train Interventionist in DISE/Rosetta Stone program and implement program for 3rd-5th ELL students	S	ELL	Administration	8/8/22 - 5/26/23	DISE Materials/Rosetta Stone	LPCs	RenStar
2A	Implement Committees so teachers have a voice for feedback on academic, social, and behavior issues at Judson A.	O		Administration	8/8/22 - 5/26/23	Committee Protocol	Google Tracker	GPTW
2A	Introduce and follow through with Judson Non-negotiables so there is fairness in staff accountability.	O		Administration	8/8/22 - 5/26/23	Non-negotiable 1 pager	1 pager	GPTW
2A	Build Team and Family by having quarterly Potlucks, other Team building activities, and content committees.	O		Administration	8/8/22 - 5/26/23	Committees Suggestions	Teacher Weekly	GPTW

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

Title I Qualifying Programs			Initiatives Status			
Internal Use Only			Mid Year		End of Year	
Supplemental Program (Y/N)	New Program (Y/N)	Budget Allocation	Outcome	Increase/Decreased by X%	Outcome	Increase/Decreased by X%

Annual Performance Objectives (APO)

PRIORITY #1: Students Graduate College-Ready

1A. % of graduates who matriculate to a College or University: 100%

1B. % of graduates matriculate to a Tier I/II College or University: 15% | 25%

1C. % of Seniors accepted to a College or University: 100%

1D. % of Seniors named AP scholars | Earn IB diploma: 30% | 25%

1E. Earned State Rating: A

1F. % Basic | % Mastery | % Advanced on LEAP: 82% | 44% | 11%

1G. % Approaches | % Meets | % Masters on STAAR/EOC: 90% | 60% | 30%

1H. % Level 3 | % Level 4 | % Level 5 on FSA/FSAA: 70% | 40% | 20%

1I. % of Pre-K-2nd Students End The Year On/Above Grade Level in Reading - Year 1 Campuses | Year 2 Campuses: 80% | 90%

1J. % of students in CSI achieve 2 years growth in Reading | Math (measured by Ren STAR) 50% | 60%

1K. Average ACT score: 21

1L. % of students graduating college in 4 | 6 years: 25% | 55%

PRIORITY #2: Build a Strong & Sustainable Organization

2A. % Teacher Retention | Employee Retention: 85% | 85%

2B. 80% composit score on GPTW: 82%

2B. %Average Daily Attendance: 97.50%

2C. New Student Persistence: 90%

2D. Operating Income: $133M

2E. FIRST Rating: A

PRIORITY #3: Achieve Mission at Scale

3A. % of students with low socio-economic status: 80%

3B. Enrollment in August 2020: 83,894

3C. Schools in operation in August 2020: 149

3D. Total Funds Raised (millions): $93M

Needs Assessment

S-STAAR

D-DIBELS

E-EOC

A-ACT

RR-Reading Renaissance

ST-STAR for Math

DR-Discipline Report

AP-AP Tests

O-Other

Special Populations

All

AR-At Risk

ELL-English Language Learners

ED-Economically Disadvantaged

M-Migrant

SE-Special Education

Judson Academy

Comprehensive Needs Assessment
ACADEMY

Data Sources: Eureka Math & Electives Academy

	DISTAR Pre-K on Grade Level	Eureka Kinder on Grade Level	Eureka First on Grade Level	Eureka Second on Grade Level	% Math Masters Pk-2	Pk-2 MM Goal Met/Not Met
% Students	n/a	98	91	89	59%	Met

Data Source: STAAR Academy

	STAAR Math Grade 3	STAAR Math Grade 4	STAAR Math Grade 5	% Math Masters 3-5	3-5 MM Goal Met/Not Met
% Approaches	83	68	85	63%	Met
% Meets	50	35	51		
% Masters	19	14	21		
% Student Achievement Average	51	39	52		
% Meet 2 year growth	NA	NA	NA		

Data Source: CSI Academy

	Math AC CSI
% CSI (EOY Ren.)	37%
% of CSI Passing STAAR	68%
% of SPED Passing STAAR	47%

Reflections

Areas of Strength	Areas of Need
and made adjustments to the curriculum as needed.	1 Teachers need to plan into the curriculum ways to always include fact practices, drills, and quick hit quizzes.
2 Students engaged in discourse and discussion 3-4x weekly.	2 Teachers need to create a schedule and stronger plan of action to ensure Sped scholars & CSI scholars receive additional practice.
3 Teachers provided in the moment feedback to scholars on their strengths and areas for improvement.	3 Teachers need time to meet with any group that is not at mastery on a daily basis.

Judson Academy

Comprehensive Needs Assessment
ACADEMY

Data Sources: DI ELA & Electives

	DI Pre-K on Grade Level	DI Kinder on Grade Level	DI First on Grade Level	DI Second on Grade Level	% Royal Readers	% Word Masters
% Students	n/a	95%	54%	94%	9%	91%

RR Goal Met/Not Met	WM Goal Met/Not Met
Met	Met

Data Source: STAAR

	STAAR Reading Grade 3	STAAR Reading Grade 4	STAAR Reading Grade 5	STAAR Writing Grade 4
% Approaches	89	71	88	n/a
% Meets	61	50	64	n/a
% Masters	30	20	40	n/a
SAS	60	47	45	n/a
% Student Achievement Average	60	47	45	n/a

Data Source: CSI

% Meeting CSI Goal	Reading AC CSI
% CSI (EOY Ren.)	56%
% of CSI Passing STAAR	54%
% of SPED Passing STAAR	47%

Reflections

Areas of Strength	Areas of Need
1 Strong fidelity to the curriculum and STAAR success lesson.	curriculum with the TEKS and the way they will be tested on the new STAAR.
2 Teachers engaged 80-90% of scholars each class period through turn and talks and discourse.	2 Students need to build strength in their ability to write to explain across the content.
reading. Which gave them practice in more challenging text.	curriculum by more effectively using similar strategies in all of their courses.

Judson Academy

Comprehensive Needs Assessment ACADEMY						
Data Sources: Science Pk-2						
	Science Pre-K on Grade Level	**Science Kinder on Grade Level**	**Science First on Grade Level**	**Science Second on Grade Level**	**Science Third on Grade Level**	**Science Fourth on Grade Level**
% Students	**n/a**	**98**	**95**	**97**	**91**	**86**

Data Source: Science 3-5	
	STAAR Science Grade 5
% Approaches	85
% Meets	56
% Masters	21
% Student Achievement Average	54

Reflections	
Areas of Strength	**Areas of Need**
1 Students were able to experience more hands on experiments with their lessons.	1 The teachers across the grade levels need time to plan for the gaps that may exist from one grade level to the next.
Science vocabulary and background knowledge based on previous gaps.	2 Students need to use background knowledge and vocab strategies to build their connection between content.
3 Scholars were expected to defend their answer and perspective through discourse and writing.	the most important information in the curriculum and focus on the more challenging TEKS more frequently throughout the

Judson Academy

Comprehensive Needs Assessment ACADEMY							
Data Sources: Humanities Pk-2							
	Humanities Pre-K on Grade Level	**Humanities Kinder on Grade Level**	**Humanities First on Grade Level**	**Humanities Second on Grade Level**	**Humanities Third on Grade Level**	**Humanities Fourth on Grade Level**	**Humanities Fifth on Grade Level**
% Students	n/a	99	98	96	75	86	100

Reflections	
Areas of Strength	**Areas of Need**
1 The content allowed for scholars to have true interest in history and geographical regions.	1 Teachers have a lot of complex reading to engage children in, and need creative ways to build the scholars capacity.
and worked to internalize what the scholars truly needed to know.	2 Teachers need to be able to align the TEKS for the content with other contents to deepen the layers of understanding.
3 Scholars engaged in discussion, discourse and group projects together throughout the year.	experiences in History that allow them to better gain background knowledge.

Judson Academy

Comprehensive Needs Assessment
ACADEMY

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

	Listening	Speaking	Reading	Writing	% of ELL Students who grew one or more levels
% Beginning	4%	12%	8%	8%	54%
% Intermediate	35%	46%	35%	34%	x
% Advanced	36%	31%	21%	30%	x
% Advanced High	55%	9%	34%	27%	x

Reflections	
Areas of Strength	**Areas of Need**
1) ELL support is across all contents	1) Purchase additonal programs to assist with the speaking component.
2) Strong emphasis on vocabulary development	2) Early interventions with Roseta Stone for scholars that have significant gaps in language.
3) Daily practice with listening, speaking, reading, and writing.	3) Additonal tutoring for our sturggling ELL scholars

Judson Academy

Comprehensive Needs Assessment	
ACADEMY	
Staff Quality, Recruitment, Retention	
	Percentage
% School Lead Team Retention	100%
% Instructional Support Retention	81%
% Teacher Retention	81%
% Campus Support Retention	91%
% SPED Teachers	100%
% State/National Certified Teachers	75%
% State Certified Leaders	33%
% State/Board certified Counselors	0%
Number of teacher applicants per 2020-21 school year	21

Reflection	
Areas of Strength	**Areas of Need**
1) Judson retained all Teachers and leaders throughout the school year until the last quarter of the year.	1) Teachers need to know how to balance powering off after 5 to refuel and refresh themselves.
2) 85% or more of staff at IDEA Judson plan to return.	2) Teachers need to feel have designated time for team building with their team to create lasting partnerships and effectively impact our community together.
3) Teacher and leader collaboration throughout the pandemic helped strengthen social emotional needs, and academic needs of our scholars.	3) Teachers need mental and emotional health checks, and access to a counselor monthly due to traumas and fears that are real in education.

Judson Academy

Comprehensive Needs Assessment ACADEMY	
Data Source: School Culture and Climate	
	Campus %
% Average Daily Attendance	94%
% Overall Persistence	85%
% New Student Persistence	81%
# of Admin Withdrawals/ Level 3 Offenses	0
% SPED	6.92%
% ELL	17.29%
% Eco Dis	69.31%
% Migrant	0
% Race: American-Indian-Alaska-Native	0
% Asian	1.73%
% White-Hispanic	63.83%
% Multi	1.87%
% Black-African-American	19.88%
% Native-Hawaiian-Pacific-Islander	0.43%
% White	12.25%
% Male	53.46%
% Female	46.54%

Data Source: School Culture and Climate	
Reflections	
Areas of Strength	**Areas of Need**
1 Judson remained above the Persistence goal up until the Christmas Holiday	1 Providing some onboarding for military families that helps them identify if our school will be the best fit based on their potential family relocation.
2 Every teacher and leader remained connected with families and remained consistent in responding quickly to potential leavers needs.	2 Development of a system that will assist with persistence losses now that there is a rolling enrollment, and scholars can end up enrolling at a challenging time of the year.

3 Our SSA continued to partner with the College Prep to minimize potential sibling hits as much as possible.	3 Parent partnership with teachers and leaders that help families feel a part of what is happening at the school now

Judson Academy

Comprehensive Needs Assessment ACADEMY	
Data Source: Family and Community Involvement	
	Percentage
% Families Attended WTI	100%
% Families Attended Curriculum Night	45%
% Families Who Attended EOY Ceremonies	90%
% Families who attended Fall Festival	n/a
% Families who attended Winter Festival	n/a
% Families who attended Spring Festival	n/a

Reflection	
Areas of Strength	**Areas of Need**
1. There is strong participation for celebratory events hosted on campus.	1. Traffic and lack of parking causes frustration for families when hosting campus-wide events.
2. We had strong participation from parent volunteers	2. For academic engagement events, we need to increase the frequency of opportunities for families to come.
3. Feedback received from parents was positive overall from events hosted in person.	3. We need to give more advanced notice for family engagement events to increase participation.

IDEA Public Schools

Judson College Prep

2022-2023 Campus Improvement Plan

Accountability Rating: B

Distinction Designations:
Academic Achievement in Social Studies
Top 25 Percent: Comparative Academic Growth

Board Approval Date: October 21, 2022
Public Presentation Date: September 7, 2022

Mission Statement

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

Vision

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

Core Values

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

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

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Comprehensive Needs Assessment

Demographics

Demographics Summary

See Addendum for more information

Demographics Strengths

See PDF in Addendum for more information

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Consistent SEL implementation through restorative practices to improve campus culture **Root Cause:** I was not able to provide the resources and school age appropriate SEL curriculum/training for teachers

Problem Statement 2 (Prioritized): Lack of family support with restorative and SEL implementation at the campus level **Root Cause:** I did not execute consistent workshops to educate and provide families with appropriate tools for implementation

Student Learning

Student Learning Summary

See PDF in Addendum for more information.

Student Learning Strengths

See PDF in Addendum for more information.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Failed to consistently track specific domain 3 data in core content subjects **Root Cause:** I did not hold leaders and teachers accountable to implement tools and resources needed to appropriately and consistently track domain 3 data.

Problem Statement 2 (Prioritized): Failed to Consistently provide ongoing support from content lead teachers to coach and support math teachers. **Root Cause:** I did not plan ahead to purchase the resources needed to provide aligned and rigorous curriculum

School Processes & Programs

School Processes & Programs Summary

See PDF Addendum for more information.

School Processes & Programs Strengths

Curriculum & Instruction:

- At least one-third of IDEA students graduate with the "AP Scholar" designation, evidence of earning a qualifying score on at least three AP exams, demonstrating successful completion of college-level coursework prior to graduation.
- IDEA provides students access to accelerated instruction through the 1:1 technology device, including adaptive software for mathematics and literacy and access to hundreds of thousands of books in the district's digital library.
- IDEA curricular resources include high-quality instructional materials that earn the highest ratings on national evaluation measures.
- IDEA curriculum is regularly evaluated using a quality evaluation tool, ensuring alignment to the Texas Essential Knowledge and Skills and AP course standards, as well as the STAAR/EOC and AP exams.
- IDEA implements a variety of training opportunities for teachers and leadership staff with the goal of developing teachers' pedagogical content knowledge and leaders' coaching skills.
- For 15 years in a row, 100% of IDEA students have been accepted into college, demonstrating that IDEA academic programming is adequately preparing students for post-secondary education.
- In 2022, four IDEA schools were ranked in the top 10 Most Challenging Schools in the Nation and 13 were ranked in the top 1% of schools nationwide, by the Jay Mathews Challenge Index High School Rankings.

Special Programs

- IDEA exceeded the expected growth target for EL student performance on TELPAS in 2021 with 48% of ELs meeting that target.
- IDEA provide targeted research based instruction to students who have a 2.0 year gap in Reading and/or Math with the goal of closing that gap by 2.0 years during the school year with our initiative called Critical Student Intervention (CSI). During the 21-22 school year, 2,562 out of 6,632 students meet that goal for Reading and 703 out of 1,268 students met the goal for Math.
- IDEA is in Year 3 of our TEA awarded Autism Grant. Through this grant we were able to increase support for 195 students with autism in Rio Grande Valley and Austin who met the criteria outlined by TEA for this grant.
- IDEA submitted and was awarded a Dyslexia Grant by the TEA so that we will be able to provide increased professional development to teachers and leaders on working with students with dyslexia and increase the support resources for our students with dyslexia.

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 1 (Prioritized): For the school year 21-22, new student persistence ended at 65%. **Root Cause:** I failed to provide consistent operating mechanism to ensure campus communication was streamlined.

Problem Statement 2 (Prioritized): For the school year 21-22, ADA ended at 96.5%. **Root Cause:** I failed to execute the ADA matrix consistently with grade team leads and lead team.

Perceptions

Perceptions Summary

See PDF Addendum for more information.

Perceptions Strengths

See PDF Addendum for more information.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Following the return of all students transitioning back to the building, we saw an increase in social emotional concerns and behavioral issues. **Root Cause:** I failed to provide the training and curriculum for teachers needed to execute consistent implementation and follow through for students throughout the year.

Problem Statement 2 (Prioritized): Failed to focus on consistent coaching to mastery for core content teachers. **Root Cause:** I did not provide the appropriate training for new leaders to effectively coach teachers to mastery.

Priority Problem Statements

Problem Statement 1: Failed to consistently track specific domain 3 data in core content subjects
Root Cause 1: I did not hold leaders and teachers accountable to implement tools and resources needed to appropriately and consistently track domain 3 data.
Problem Statement 1 Areas: Student Learning

Problem Statement 2: Consistent SEL implementation through restorative practices to improve campus culture
Root Cause 2: I was not able to provide the resources and school age appropriate SEL curriculum/training for teachers
Problem Statement 2 Areas: Demographics

Problem Statement 3: Lack of family support with restorative and SEL implementation at the campus level
Root Cause 3: I did not execute consistent workshops to educate and provide families with appropriate tools for implementation
Problem Statement 3 Areas: Demographics

Problem Statement 4: Failed to Consistently provide ongoing support from content lead teachers to coach and support math teachers.
Root Cause 4: I did not plan ahead to purchase the resources needed to provide aligned and rigorous curriculum
Problem Statement 4 Areas: Student Learning

Problem Statement 5: For the school year 21-22, new student persistence ended at 65%.
Root Cause 5: I failed to provide consistent operating mechanism to ensure campus communication was streamlined.
Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: For the school year 21-22, ADA ended at 96.5%.
Root Cause 6: I failed to execute the ADA matrix consistently with grade team leads and lead team.
Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: Following the return of all students transitioning back to the building, we saw an increase in social emotional concerns and behavioral issues.
Root Cause 7: I failed to provide the training and curriculum for teachers needed to execute consistent implementation and follow through for students throughout the year.
Problem Statement 7 Areas: Perceptions

Problem Statement 8: Failed to focus on consistent coaching to mastery for core content teachers.
Root Cause 8: I did not provide the appropriate training for new leaders to effectively coach teachers to mastery.
Problem Statement 8 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- HB3 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
- Accountability Distinction Designations

Student Data: Assessments

- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Other PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Section 504 data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Parent/Community Data

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

Support Systems and Other Data

- Communications data
- Study of best practices

Goals

Goal 1: Increase staff retention

Performance Objective 1: 100% of instructional staff will be provided support and coaching on a weekly basis

High Priority

Evaluation Data Sources: Weekly action step tracker to be reviewed during our instructional coaching meetings
Utilize Teachboost to provide teacher feedback

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Weekly joint instructional rounds with all leaders for 6-8 and 9-12th grade. **Strategy's Expected Result/Impact:** During rounds we will be able to identify highest leverage action step. **Staff Responsible for Monitoring:** All instructional administrators. **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals				

 No Progress Accomplished Continue/Modify Discontinue

Goal 1: Increase staff retention

Performance Objective 2: 100% of resources and trainings targeted towards differentiated development for teacher improvement on TCP pathway.

Evaluation Data Sources: Utilize Teachboost to provide feedback
Teacher surveys following training and PD

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Identified resources and differentiated planning built for yearlong calendar to target development **Strategy's Expected Result/Impact:** Identify resources and trainings aligned to teacher growth and development on TCP pathway **Staff Responsible for Monitoring:** All instructional administrators **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals				

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: All IDEA students matriculate to college

Performance Objective 1: 100% of seniors are TSI exempt in Math and Reading by December 2022

High Priority

Evaluation Data Sources: TSI Senior math and reading tracker
TSI assessment

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Implement targeted TSI intervention groups for math and reading during RTTC and after school tutoring **Strategy's Expected Result/Impact:** Seniors participate in targeted TSI intervention groups to become exempt by December **Staff Responsible for Monitoring:** DCC, CCs, RTTC teachers, Math and Reading intervention teachers. **Title I:** 2.5, 2.6 **- TEA Priorities:** Connect high school to career and college				

 No Progress Accomplished Continue/Modify Discontinue

Goal 3: IDEA achieves an A rating

Performance Objective 1: 100% of instructional and lead team members will implement daily exit ticket sorts to identify quality student work.

Evaluation Data Sources: Student work and exit ticket tracker

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Conduct daily exit ticket sorts to identify misconceptions, lowest scored TEK, and targeted reteach plan for the following day. **Strategy's Expected Result/Impact:** Improve student data on a daily and weekly basis. **Staff Responsible for Monitoring:** Instructional staff and lead team members **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math				

 No Progress Accomplished Continue/Modify Discontinue

Goal 3: IDEA achieves an A rating

Performance Objective 2: 100% of Sped students receive targeted intervention for reading and math

High Priority

Evaluation Data Sources: Domain 3 tracking data tracking for exams, assignments, and quizzes on a daily basis.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: 100% of instructional staff will track domain 3 data on a daily basis to identify priority students for intervention groups. **Strategy's Expected Result/Impact:** 70% of Special pops students approaches on STAAR for reading and math **Staff Responsible for Monitoring:** 100% Instructional staff and lead team members **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- Targeted Support Strategy - Additional Targeted Support Strategy**				

 No Progress Accomplished Continue/Modify Discontinue

Goal 4: Increase student daily attendance

Performance Objective 1: 100% of instructional staff will implement and update ADA matrix on a daily basis

High Priority

Evaluation Data Sources: ADA Matrix
Grade level Teams Chat

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Homeroom teachers in middle school and 1st period teachers in high school will complete ADA phone calls for students that are absent **Strategy's Expected Result/Impact:** Improve ADA each quarter by .10% **Staff Responsible for Monitoring:** 100% of instructional staff and lead team members **Title I:** 2.6				

 No Progress Accomplished Continue/Modify Discontinue

Goal 5: Increase student persistence

Performance Objective 1: 100% of instructional staff will implement Anti-Bullying presentation by the end of quarter 2.

High Priority

Evaluation Data Sources: Workshop implementation tracker

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: 100% of instructional staff will conduct Anti-Bullying coping mechanisms through Move this world curriculum and ruler methods during Homeroom. **Strategy's Expected Result/Impact:** Increase social emotional awareness and promote Anti-Bullying zone. **Staff Responsible for Monitoring:** All instructional staff and lead team members **Title I:** 2.5, 2.6 - **Targeted Support Strategy - Additional Targeted Support Strategy** **Funding Sources:** Brandi Shaler, School Counselor - Federal Grant - $66,040				

 No Progress Accomplished Continue/Modify Discontinue

Goal 5: Increase student persistence

Performance Objective 2: 90% of scholars receive 900 MVPA minutes by end of school year

Evaluation Data Sources: Daily PE tracker

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Weekly benchmarks created to reach at least 50 MVPA minutes by the end of each week. **Strategy's Expected Result/Impact:** 50 MVPA minutes tracked for 90% of scholars on PE tracker every week **Staff Responsible for Monitoring:** Instructional staff **Title I:** 2.4				

 No Progress Accomplished Continue/Modify Discontinue

Title I Personnel

Name	Position	Program	FTE
Brandi Shaler	SCHOOL COUNSELOR	Counseling	1

Campus Funding Summary

Federal Grant					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
5	1	1	Brandi Shaler, School Counselor		$66,040.00
				Sub-Total	$66,040.00

Addendums

Master CNA & SAIP Reporting Checklist

				PTG	100%	PTG	100%
DEPT	**Data Source**	**Data Tabs**	**Guidance**	**Status**	**Principal Notes or Questions**	**VP Verification**	**Notes & Next Steps**
College Prep	KEYS Tab (Tab 3)	Student Achievement Improvement Plan 2021-2022 School Year	This SAIP plan will require logging concrete initiatives put in place for student improvement, as well as their associated timelines, resources, and responsible staff. Each initiative will be tracked mid-year and at the end of the year. Mid-year assessments should be completed by each campus between December 1, 2022 and no later than January 31, 2023.	Complete		Verified	
	Locus Dashboards: CIS STARR, AP Campus IB Reports EOY Assessments	Comprehensive Needs Assessment 2022 English Language Arts	These Pages should include the percentage of students who achieved each listed score for the 2021-2022 School Year. For each subject, list a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete		Verified	
		Comprehensive Needs Assessment 2022 Math		Complete		Verified	
		Comprehensive Needs Assessment 2022 Science		Complete		Verified	
		Comprehensive Needs Assessment 2022 Humanities		Complete		Verified	
	State TELPAS Report	Comprehensive Needs Assessment 2022 TELPAS	This data set will outline the percentage of students that earned proficiency in the areas of Listening, Speaking, Reading, and Writing, as indicated in the State TELPAS report. Llist a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete		Verified	
	Locus Dashboards: ACT, AP, TSI Campus IB Reports Campus Matriculation Reports	100% College Matriculation 2021-2022 School Year	This page will only be applicable to campuses that had graduating classes in the Spring of 2022. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete	N/A	Verified	
	Locus Dashboard: Staff Rentention	Staff Quality, Retention, & Recruitment 2021-2022 School Year	Under the %SPED Data Point, this should relfect the percentage of SPED certified teachers, compared to the overall SPED staff. Under number of teacher applicants, note how many teachers were interviewed by campus leaders for positions during the 2021-2022 School Year. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete		Verified	
	Locus Dashboards: Student Persistence, Enrollment, ADA	School Culture & Climate 2021-2022 School Year	For the Withdrawals/Level 3 Offenses data point, list the number of withdrawals or offenses. All other data points should reflect percentages. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete		Verified	
	Campus Academic Counselor Tracking Systems	2022 Family & Community Involvement	In addition to listing data percentages, list a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete		Verified	

Campus Name

2021-22 Student Achievement Improvement Plan - College Prep

COLLEGE PREP

APO	Initiatives	Needs Assess.	Special Pops.	Person(s) Responsible	Timeline Start/End	Resources: Human/ Material/Fiscal	Documentation	Formative Evaluation
1D All content areas	Implement the use of Special Pops lists in all classrooms. Use a 3:1 ratio of Special Pops to non-Special Pops students	S	All	All Teachers	8/8-5/26	Mock results for 2021-2022 school year; BWA/Unit Test/Mock results 22-23	"Walk-throughs with posted lists displayed on all walls of the classroom "	2022-23 Staar Benchmark tests
1A Read	Quarterly Book Study for Instructional Staff focused 75% on mindset and 25% on Joy.	S	All	Teachers Administration	8/8-5/26	"Books of Study: Your First Year: How to Survive and Thrive as a New Teacher by Whitaker- 16 Troublemakers by Carla Shalaby- 15 the 17 indisputable laws of teamwork by John Maxwell- 15 Home of the Brave by Katherine Applegate- 15"	Comprehension Packets; key take away anchor charts; key points for book study jigsaw share out.	2022-23 Staar Benchmark tests
1D All Content	Exit Ticket Tracking	S	All	All Teachers	8/8-5/26	"Teachers Resource Teachers Sp. Ed Dept"	Classroom wall trackers; online master tracker	2022-23 Staar Benchmark tests
1D Writing Math Read	Weekly Tutorials for M/R/W	S	All	Teachers Administration	8/8-5/26	"Teachers Administration Collaborative Training"	"Anecdotal records Teacher Observation Lesson Plans"	2022-23 Staar Benchmark tests
1D Math Read	Whole Group intervention M/R	S	All	Teachers Administration	8/8-5/26	Eureka Math	"Observations ET Tracking Benchmark Assessments "	2022-23 Staar Benchmark tests
1A R&M	CSI groups created for math and reading at the beginning of the year/placement testing done in June/July	S	All	Teachers Administration/CSI Point Person	8/8-5/26	DI Program Ren Staar Program	"Walk-throughs Lesson Progress Lesson Mastery Weekly Data Tracker "	2022-23 Staar Benchmark tests Renn Staar Benchmark Tests

Campus Name

2021-22 Student Achievement Improvement Plan - College Prep

COLLEGE PREP

1D Math & Rdng	"Supplement the District Math/ELA Program with additional math/reading experiences to increase math computation skills, problem solving strategies, comprehension, and writing skills appropriate to grade level through: Lifework (6th-9th) After school tutoring (6th-9th) IXL Math/Reading (6th-9th) STAAR (6th-9th) STAAR Master (6th-9th) STAAR Ready (6th-9th)" Mentoring Minds (6-8)	S	All	Math Team/ELA Team	8/8-5/26	"Administration Math Department District Scope & Sequence Students' work BWA/Unit Tests/Mock Assessments"	"Benchmarks Weekly Tests Progress Reports Lesson Plans"	2022-23 Staar Benchmark tests
2B	Quarterly ADA Incentives	O	All	Lead Team & Advisory Teachers	8/8-5/26	"Administration Teachers "	Attendance Log	Weekly Attendance Report
2B	Make home visits for those students who have three or more absences and impelement ADA Matrix.	O	All	Administration, Attendance Clerk, Teachers	8/8-5/26	"Administration Teachers Community Aide"	Attendance Log	Weekly Attendance Report
2B	"Take legal action for those students who are truant according to Attendance Policy: 3 or more days unexcused absences within a 4 week period 10 unexcused absences for the year."	O	All	Administration, Attendance Clerk, Teachers	8/8-5/26	"Attendance Clerk | APO | Vice President of Schools"	"Attendance Clerk Support Staff"	"Attendance Reports Weekly Attendance Report"
2B	Make daily phone calls for those students who are absent.	O	All	Administration, Attendance Clerk, Teachers, School Counselor	8/8-5/26	"Front Office | Academic Counselor | Advisory Teacher"	"Attendance Clerk Support Staff"	"Attendance Reports Weekly Attendance Report"
2D	School counselor will organize and faciltiate monthly parent workshops/townhalls to build social emotional skills within our scholars and families.	0	All	Ms. Brandi	8/8-5/26	Administration	Sign-in Logs	Parent/Student surveys

Campus Name

2021-22 Student Achievement Improvement Plan - College Prep

COLLEGE PREP

2D	Activities that will help student achievement: 1. Conduct Reading/Math/Science Workshops for parents to increase success of At-Risk students. 2. Conduct STAAR Parent Study Guide Workshops using TEA Guides to encourage student achievement. 3. Host Parent-Teacher-Student Compact Conferences, Parent Orientation, Meet the Teacher Night, Open House, school meetings, OTG meetings, Persistence meetings, and Coffee w/Administration. 4. Encourage parents to visit and participate in the campus Parent Resource Center, learn about Title 1 Programs, and make and take home materials that will promote student success."	0	All	"Administration Parental Inv. Coordinator Parent Liaison Teachers Parental Staff"	8/8-5/26	"TASB/TEA Family Frameworks Curriculum STAAR Study Guides Administration Teachers Parent Liaison"	"Parent surveys Six-Weeks Reports Pre/Post ESL Assessments Sign-In Logs"	"Parent Survey, Evaluations Title 1 Funds STAAR Reading and Math Scores Staff Development Evaluations"

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

Title I Qualifying Programs			Initiatives Status			
Internal Use Only			Mid Year		End of Year	
Supplemental Program (Y/N)	New Program (Y/N)	Budget Allocation	Outcome	Increase/Decreased by X%	Outcome	Increase/Decreased by X%

Title I Qualifying Programs			Initiatives Status			
Internal Use Only			Mid Year		End of Year	
Supplemental Program (Y/N)	New Program (Y/N)	Budget Allocation	Outcome	Increase/Decreased by X%	Outcome	Increase/Decreased by X%

Annual Performance Objectives (APO)

PRIORITY #1: Students Graduate College-Ready

1A. % of graduates who matriculate to a College or University: 100%

1B. % of graduates matriculate to a Tier I/II College or University: 15% | 25%

1C. % of Seniors accepted to a College or University: 100%

1D. % of Seniors named AP scholars | Earn IB diploma: 30% | 25%

1E. Earned State Rating: A

1F. % Basic | % Mastery | % Advanced on LEAP: 82% | 44% | 11%

1G. % Approaches | % Meets | % Masters on STAAR/EOC: 90% | 60% | 30%

1H. % Level 3 | % Level 4 | % Level 5 on FSA/FSAA: 70% | 40% | 20%

1I. % of Pre-K-2nd Students End The Year On/Above Grade Level in Reading - Year 1 Campuses | Year 2 Campuses: 80% | 90%

1J. % of students in CSI achieve 2 years growth in Reading | Math (measured by Ren STAR) 50% | 60%

1K. Average ACT score: 21

1L. % of students graduating college in 4 | 6 years: 25% | 55%

Needs Assessment

S-STAAR

D-DIBELS

E-EOC

A-ACT

RR-Reading Renaissance

ST-STAR for Math

DR-Discipline Report

AP-AP Tests

O-Other

Special Populations

All

AR-At Risk

ELL-English Language Learners

ED-Economically Disadvantaged

M-Migrant

SE-Special Education

Campus Name

Comprehensive Needs Assessment
COLLEGE PREP

Data Source: CSI

% Meeting CSI Goal	Reading CP CSI
% CSI (EOY Ren.)	62
% of CSI Passing STAAR	
% of SPED Passing STAAR	

Data Source: STAAR

	STAAR Reading 6th	STAAR Reading 7th	STAAR Reading 8th	STAAR Writing 7th	English I EOC	English II EOC
% Approaches	68	85	84		79	74%
% Meets	45	65	56		66%	59%
% Masters	24	38	37		15%	10%
% Student Achievement Average	46	62	59		53%	48%

Data Source: AP/IB/Electives

AP Scores	Pass AP Lit	Pass AP Lang	IB Scores	IB Group 1	% Royal Readers	% Word Master
% Score 1	X	79.00%	% Score 1-3		11	73
% Score 2	X	19%	% Score 4-5			
% Score 3+	X	2.40%	% Score 6-7			
					RR Goal Met/Not Met	WM Goal Met/Not Met

Reflections	
Areas of Strength	**Areas of Need**
1 Content knowledge, lesson planning and data analysis to improve meets and masters	1 Specific domain 3 tracking consistently
2 Teacher dedication and passion	2 Daily implementation of exit tickets aligned to STAAR Residesign
3	3 Aligned and strong first teach aligned to new STAAR format

Campus Name

Comprehensive Needs Assessment - College Prep COLLEGE PREP					
Data Source: STAAR					
	STAAR Math 6th	**STAAR Math 7th**	**STAAR Alg I**		
% Approaches	77	61	87		
% Meets	37	33	53		
% Masters	16	14	29		
% Student Achievement Average	41	32	56		
Data Source: AP/IB					
AP Scores	**Pass AP Calculus AB**	**Pass AP Calculus CD**	**Pass AP Prob. & Stats.**	**IB Scores**	**IB Group 5**
% Score 1	X	X	X	**% Score 1-3**	
% Score 2	X	X	X	**% Score 4-5**	
% Score 3+	X	X	X	**% Score 6-7**	

Reflections	
Areas of Strength	**Areas of Need**
1. Ongoing and consistent coaching from APIs to classroom teachers.	1. Daily implementation of new STAAR design formats within exit tickets.
grade level, which made them familiar with the content.	2. TEKS, Lead4Ward, and exit ticket alignment.
3. Domain 3 focus within tutoring and additional supports.	3. Consistent ongoing support from content lead teachers to coach and support math teachers.

Campus Name

Comprehensive Needs Assessment

COLLEGE PREP

Data Source: Internal Assessments

	6th Grade EOY Assessment	7th Grade EOY Assessment
% Passing	65	96

Data Source: STAAR

	STAAR 8th Science	STAAR Biology
% Approaches	94	100
% Meets	71	52
% Masters	29	24
% Student Achievement Average	65	59

Data Source: AP/IB

AP Scores	Pass AP Biology	Pass AP Chemistry	Pass AP Physics (1, 2, & C)	Pass AP Env. Science	IB Scores	IB Group 4
% Score 1	50%	N/A	N/A	N/A	% Score 1-3	
% Score 2	35%				% Score 4-5	
% Score 3+	15%				% Score 6-7	

Reflections

Areas of Strength	Areas of Need
1 Effective use of technology to delivery Bio labs	1 Internalization of AP writing tasks aligned to AP rubric
2	2
3	3

Campus Name

Comprehensive Needs Assessment COLLEGE PREP							
Data Source: Internal Assessments							
	6th Grade EOY Assessment	**7th Grade EOY Assessment**					
% Passing	**98**	**100**					
Data Source: STAAR							
	STAAR 8th US History	**EOC US History**					
% Approaches	57	91					
% Meets	26	73					
% Masters	11	42					
% Student Achievement Average	31	69					
Data Source: AP/IB							
AP Scores	**Pass AP Human Geography**	**Pass AP World History**	**Pass AP US History**	**Pass AP Goverment**	**Pass AP Economics**	**IB Scores**	**IB Group 3**
% Score 1	77%	66%	90%	N/A	N/A	**% Score 1-3**	
% Score 2	12%	24%	7%			**% Score 4-5**	
% Score 3+	11%	10%	2%			**% Score 6-7**	

Reflections	
Areas of Strength	**Areas of Need**
1. Level of rigor within content.	1. Daily implementation of new STAAR design question types within exit tickets.
2. Teacher provided ongoing support for student mastery.	2. Cross-curricular use of reading strategies.
3. Backwards planning for effective lesson planning.	3. Content, lesson planning, and background building for teachers with 0-1 years experience.

Campus Name

Comprehensive Needs Assessment COLLEGE PREP					
TELPAS Composite Rating (Listening, Speaking, Reading, Writing)					
	Listening	**Speaking**	**Reading**	**Writing**	**% of ELL Students who grew one or more levels**
% Beginning	2%	10%	10%	10%	
% Intermediate	16%	39%	31%	28%	
% Advanced	36%	47%	38%	35%	
% Advanced High	33%	34%	33%	32%	32%

Reflection	
Areas of Strength	**Areas of Need**
1 EL students understanding and navigating online system	1 Consistent practice navigating online system for EL students
2 Teacher and leader investment in EL program and implementing in classrooms	2 Consistent practice with speaking and writing online system
3	3

Campus Name

Comprehensive Needs Assessment COLLEGE PREP					
100% College Matriculation					
Matriculation %	**Matricuation % 4 year**	**Matriculation % 2 year**	**Tier 1/2 % Acceptances**	**Tier 1/2 % Matriculation**	
N/A	**NA**	**NA**	**NA**	**NA**	
Tier 1 % Matriculation	**Tier 2 % Matriculation**	**Tier 3 % Matriculation**	**Tier 4 % Matriculation**	**Senior Class CCMR %**	**Senior Class TSI Completion %**
N/A	NA	NA	NA	NA	NA
Campus Data					
Senior Class ACT Average	**Junior Class ACT Average**	**Overall AP Scholars (3+ or more tests)**	**IB Medallion Scholars (Passing 3+ exams)**	**Overall % IB Diploma**	**Campus End of Year OTG**
N/A	18%	NA	NA	NA	NA

Reflections	
Areas of Strength	**Areas of Need**
1 Teacher collaboration for implementing Math and English problems during Do Now	1 Consistent support from ELA teachers to implement practice problems through Mastery Prep
2 Implementation of Mastery Prep	2 Data analysis and tracking progress throughout the year
3	3

Campus Name

Comprehensive Needs Assessment COLLEGE PREP	
Staff Quality, Recruitment, Retention	
	Percentage
% School Lead Team Retention	100%
% Instructional Support Retention	100%
% Teacher Retention	91%
% Campus Support Retention	91%
% SPED Certified Teachers	80%
% State/National Certified Teachers	18%
% State Certified Leaders	0%
% State/Board certified Counselors	25%
Number of teacher applicants per 2020-21 school year	15%

Reflections	
Areas of Strength	**Areas of Need**
1 Retained staff are highly motivated to build on past success and find new ones and driven towards hitting A	1 Onboarding new teachers to ensure smooth transition into role
2 Strong team of staff that support one another and invested in our mission and vision	2
3	3

Campus Name

Comprehensive Needs Assessment College Prep	
Data Source: School Culture and Climate	
	Campus %
% Average Daily Attendance	96.5
% Overall Persistence	85.55
% New Student Persistence	78.36
# of Admin Withdrawals/ Level 3 Offenses	0
% SPED	11.03
% ELL	22.82
% Eco Dis	75.34
% Migrant	0
% Race: American-Indian-Alaska-Native	0.31
% Asian	1.84
% White-Hispanic	68.3
% Multi	1.23
% Black-African-American	14.7
% Native-Hawaiian-Pacific-Islander	0.61
% White	13.02
% Male	54.36
% Female	45.64

Data Source: School Culture and Climate	
Reflections	
Areas of Strength	**Areas of Need**
1 New Staff hired show a strong positivity-focused mindse	1 Consistent SEL implementation through restorative practic
2 Inclusivity apparent through SEL implementation	2 Family support to streamline restorative and SEL implemer
3	3

Campus Name

Comprehensive Needs Assessment COLLEGE PREP	
Data Source: Family and Community Involvement	
	Percentage
% Families Attended WTI	100%
% Families Attended Curriculum Night	40%
% Families Who Attended EOY Ceremonies	83%
% Families who attended Fall Festival	N/A
% Families who attended Winter Festival	N/A
% Families who attended Spring Festival	N/A

Reflections	
Areas of Strength	**Areas of Need**
1 Onboarding 100% of families prior to the FDOS	1 Consistent family communication with teacher investme
2 Creating joy through family engagement activities	2 Creating incentives targeted towards student persistence
3	3

IDEA Public Schools

Kyle Academy

2022-2023 Campus Improvement Plan

Accountability Rating: B

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

Mission Statement

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

Vision

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

Core Values

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

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

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Comprehensive Needs Assessment

Revised/Approved: September 9, 2022

Demographics

Demographics Summary

IDEA Kyle Academy is an open enrollment tuition-free charter school. We offer kinder through 5th-grade instruction.
IDEA Kyle offers Special Education in all grade levels and Critical Student Intervention for scholars in 3-5th grade who are two or more years behind in reading.

See the addendum for more information.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Inconsistent communication between Teachers and Parents **Root Cause:** No accountability for teachers to communicate with parents.

Problem Statement 2 (Prioritized): Inconsistent ADA Matrix follow through. **Root Cause:** No accountability/ tracking system for following through.

Student Learning

Student Learning Strengths

See PDF in Addendum for more information.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Students did not meet growth goals in Math **Root Cause:** Tracking started in April

Problem Statement 2 (Prioritized): EL students had little to no growth in TELPAS **Root Cause:** Teachers did not receive appropriate training around EL scholars.

School Processes & Programs

School Processes & Programs Strengths

Curriculum & Instruction:

- At least one-third of IDEA students graduate with the "AP Scholar" designation, evidence of earning a qualifying score on at least three AP exams, demonstrating successful completion of college-level coursework prior to graduation.
- IDEA provides students access to accelerated instruction through the 1:1 technology device, including adaptive software for mathematics and literacy and access to hundreds of thousands of books in the district's digital library.
- IDEA curricular resources include high-quality instructional materials that earn the highest ratings on national evaluation measures.
- IDEA curriculum is regularly evaluated using a quality evaluation tool, ensuring alignment to the Texas Essential Knowledge and Skills and AP course standards, as well as the STAAR/EOC and AP exams.
- IDEA implements a variety of training opportunities for teachers and leadership staff with the goal of developing teachers' pedagogical content knowledge and leaders' coaching skills.
- For 15 years in a row, 100% of IDEA students have been accepted into college, demonstrating that IDEA academic programming is adequately preparing students for post-secondary education.
- In 2022, four IDEA schools were ranked in the top 10 Most Challenging Schools in the Nation and 13 were ranked in the top 1% of schools nationwide, by the Jay Mathews Challenge Index High School Rankings.

Special Programs

- IDEA exceeded the expected growth target for EL student performance on TELPAS in 2021 with 48% of ELs meeting that target.
- IDEA provide targeted research based instruction to students who have a 2.0 year gap in Reading and/or Math with the goal of closing that gap by 2.0 years during the school year with our initiative called Critical Student Intervention (CSI). During the 21-22 school year, 2,562 out of 6,632 students meet that goal for Reading and 703 out of 1,268 students met the goal for Math.
- IDEA is in Year 3 of our TEA awarded Autism Grant. Through this grant we were able to increase support for 195 students with autism in Rio Grande Valley and Austin who met the criteria outlined by TEA for this grant.
- IDEA submitted and was awarded a Dyslexia Grant by the TEA so that we will be able to provide increased professional development to teachers and leaders on working with students with dyslexia and increase the support resources for our students with dyslexia.

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 1 (Prioritized): Teachers were not recognized or celebrated when students made accomplishments. **Root Cause:** We did not prioritize teacher celebrations

Problem Statement 2 (Prioritized): Teachers were not invested in big goals **Root Cause:** Leadership team did not properly track teacher goals

Priority Problem Statements

Problem Statement 1: Inconsistent communication between Teachers and Parents
Root Cause 1: No accountability for teachers to communicate with parents.
Problem Statement 1 Areas: Demographics

Problem Statement 2: Inconsistent ADA Matrix follow through.
Root Cause 2: No accountability/ tracking system for following through.
Problem Statement 2 Areas: Demographics

Problem Statement 3: Students did not meet growth goals in Math
Root Cause 3: Tracking started in April
Problem Statement 3 Areas: Student Learning

Problem Statement 4: EL students had little to no growth in TELPAS
Root Cause 4: Teachers did not receive appropriate training around EL scholars.
Problem Statement 4 Areas: Student Learning

Problem Statement 5: Teachers were not recognized or celebrated when students made accomplishments.
Root Cause 5: We did not prioritize teacher celebrations
Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: Teachers were not invested in big goals
Root Cause 6: Leadership team did not properly track teacher goals
Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: We didn't have events for our families to feel part of our school
Root Cause 7: We lacked IN PERSON events.
Problem Statement 7 Areas: Perceptions

Problem Statement 8: Our families did not feel connected to our school
Root Cause 8: Lack of positive communication from teachers and leaders
Problem Statement 8 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

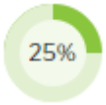
Improvement Planning Data

- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Goals

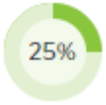
Goal 1: Increase staff retention

Performance Objective 1: Provide teachers times where teachers can meet with me if they need to.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Celebrate staff and create a culture of joy.				
No Progress Accomplished Continue/Modify Discontinue				

Goal 2: 100% Student enrollment on FDOS

Performance Objective 1: Coach and develop my APO around recruitment.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Have weekly check-ins with APO to go over our numbers.				

  No Progress Accomplished Continue/Modify Discontinue

Goal 3: IDEA achieves an A rating

Performance Objective 1: 90/60/30 in 3rd grade ELA and Math

HB3 Goal

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Track scholars daily on exit tickets and pride remediation/tutoring.	25%	50%		

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 3: IDEA achieves an A rating

Performance Objective 2: 82% of SPED populations will meet their growth goals.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Talk to scholars about their goals and support with tracking.	25%	50%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 4: Increase student daily attendance

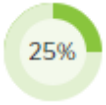
Performance Objective 1: Celebrate scholars who have perfect attendance and creat a culture of joy on campus.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Work with APO nad SIS to create a plan to celebrate scholars through out the year.	25%	50%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 5: Increase student persistence

Performance Objective 1: Cstag prevention test and campus crisis team meeting.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Monthly meetings with the campus crisis team.				

  No Progress Accomplished Continue/Modify Discontinue

Goal 5: Increase student persistence

Performance Objective 2: 85% 1st -5th-grade scholars will become fitness ambassadors.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Coach will track all scholars during PE class.	25%	50%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Addendums

Master CNA & SAIP Reporting Checklist

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

Campus Name

2021-22 Student Achievement Improvement Plan

ACADEMY

APO	Initiatives	Needs Assess.	Special Pops.	Person(s) Responsible	Timeline Start/End	Resources: Human/ Material/Fiscal	Documentation	Formative Evaluation
1A	Individual academic plans in literacy will be developed for each student in need. These plans will be developed through collaboration with the grade level teams, the campus leaders and interventionists (RTI committee)	S	ALL	Teachers and API's	8.4.22-6.14.22	HUB, STAR Master, Think-Up, Dictonaries	Lesson Plans, Observations, Student Content Trackers, Exit Ticket Trackers	STAAR, BWA, MM, EOM
1A	Daily exit ticket data by Subpopulations	S	ALL	Teachers and API's	8.4.22-6.14.22	HUB, STAR Master, Think-Up, Dictonaries,IXL	Lesson Plans, Observations, Student Content Trackers, Exit Ticket Trackers	STAAR, BWA, MM, EOM
1A	Track Exit tickets	S	ALL	Teachers and API's	8.4.22-6.14.22	HUB, STAR Master, Think-Up, Dictonaries,IXL	Lesson Plans, Observations, Student Content Trackers, Exit Ticket Trackers	STAAR, BWA, MM, EOM
1A	Writing small group instruction	S	ALL	Teachers and API's	8.4.22-6.14.22	HUB, STAR Master, Stop Poor Handwriting	Bi-Weekly, Lesson Plan ans Observations	STAAR, BWA, MM, EOM
1E	Early start on after school tutorials	S	ALL	Interventionist, API's Teachers	8.24.22-6.14.22	HUB, STAR Master, Think-Up, Dictonaries,IXL	Lesson Plans, Observations, Student Content Trackers, Exit Ticket Trackers	STAAR, BWA, MM, EOM
1E	Intervention by based on student need	S	ALL	Interventionist, API's Teachers	8.24.22-6.14.22	HUB, STAR Master, Think-Up, Dictonaries,IXL	Lesson Plans, Observations, Student Content Trackers, Exit Ticket Trackers	STAAR, BWA, MM, EOM
1F	Homework is prescriptive and aligned to DI	O	ALL	Interventionist, API's Teachers, Nifdi	8.4.22-6.14.22	NIFDI Resources	Lesson Plans, Observations, Student Content Trackers, Exit Ticket Trackers	PSS Report, DI Online, Benchmark
1F	Hands on resources aligned with DI	O	ALL	Interventionist, API's Teachers, Nifdi	8.4.22-6.14.22	NIFDI Resources	Lesson Plans, Observations, Student Content Trackers, Exit Ticket Trackers	PSS Report, DI Online, Benchmark
1F	DI Data is used to identify students in need and provide interve		ALL	Interventionist, API's Teachers,Nifdi	8.4.22-6.14.22	NIFDI Resources	Lesson Plans, Observations, Student Content Trackers, Exit Ticket Trackers	PSS Report, DI Online, Benchmark
1E	Backwards planning is tracked throughout the year t	S	ALL	Interventionist, API's Teachers	8.4.22-6.14.22	HUB, STAR Master, Think-Up, Dictonaries,IXL	Lesson Plans, Observations, Student Content Trackers, Exit Ticket Trackers	STAAR, BWA, MM, EOM

Campus Name

2021-22 Student Achievement Improvement Plan

ACADEMY

1E	Students are held accountable for their goals by using	S	ALL	Interventionist, API's Teachers	8.4.22-6.14.22	HUB, STAR Master, Think-Up, Dictonaries,IXL	Lesson Plans, Observations, Student Content Trackers, Exit Ticket Trackers	STAAR, BWA, MM, EOM
1E	Offer after school tutoring and access to AR Zone for	S	ALL	Interventionist, API's Teachers	8.4.22-6.14.22	HUB, STAR Master, Think-Up, Dictonaries,IXL	Lesson Plans, Observations, Student Content Trackers, Exit Ticket Trackers	STAAR, BWA, MM, EOM

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

Title I Qualifying Programs			Initiatives Status			
Internal Use Only			Mid Year		End of Year	
Supplemental Program (Y/N)	New Program (Y/N)	Budget Allocation	Outcome	Increase/Decreased by X%	Outcome	Increase/Decreased by X%

Annual Performance Objectives (APO)

PRIORITY #1: Students Graduate College-Ready

1A. % of graduates who matriculate to a College or University: 100%

1B. % of graduates matriculate to a Tier I/II College or University: 15% | 25%

1C. % of Seniors accepted to a College or University: 100%

1D. % of Seniors named AP scholars | Earn IB diploma: 30% | 25%

1E. Earned State Rating: A

1F. % Basic | % Mastery | % Advanced on LEAP: 82% | 44% | 11%

1G. % Approaches | % Meets | % Masters on STAAR/EOC: 90% | 60% | 30%

1H. % Level 3 | % Level 4 | % Level 5 on FSA/FSAA: 70% | 40% | 20%

1I. % of Pre-K-2nd Students End The Year On/Above Grade Level in Reading - Year 1 Campuses | Year 2 Campuses: 80% | 90%

1J. % of students in CSI achieve 2 years growth in Reading | Math (measured by Ren STAR) 50% | 60%

1K. Average ACT score: 21

1L. % of students graduating college in 4 | 6 years: 25% | 55%

PRIORITY #2: Build a Strong & Sustainable Organization

2A. % Teacher Retention | Employee Retention: 85% | 85%

2B. 80% composit score on GPTW: 82%

2B. %Average Daily Attendance: 97.50%

2C. New Student Persistence: 90%

2D. Operating Income: $133M

2E. FIRST Rating: A

PRIORITY #3: Achieve Mission at Scale

3A. % of students with low socio-economic status: 80%

3B. Enrollment in August 2020: 83,894

3C. Schools in operation in August 2020: 149

3D. Total Funds Raised (millions): $93M

Needs Assessment

S-STAAR

D-DIBELS

E-EOC

A-ACT

RR-Reading Renaissance

ST-STAR for Math

DR-Discipline Report

AP-AP Tests

O-Other

Special Populations

All

AR-At Risk

ELL-English Language Learners

ED-Economically Disadvantaged

M-Migrant

SE-Special Education

Campus Name

Comprehensive Needs Assessment ACADEMY						
Data Sources: Eureka Math & Electives Academy						
	DISTAR Pre-K on Grade Level	**Eureka Kinder on Grade Level**	**Eureka First on Grade Level**	**Eureka Second on Grade Level**	**% Math Masters Pk-2**	**Pk-2 MM Goal Met/Not Met**
% Students						
Data Source: STAAR Academy						
	STAAR Math Grade 3	**STAAR Math Grade 4**	**STAAR Math Grade 5**	**% Math Masters 3-5**	**3-5 MM Goal Met/Not Met**	
% Approaches	67	59	63	47%	Not Met	
% Meets	31	21	27			
% Masters	15	6	11			
% Student Achievement Average	38	29	34			
% Meet 2 year growth	NA	NA	NA			
Data Source: CSI Academy						
	Math AC CSI					
% CSI (EOY Ren.)	NA					
% of CSI Passing STAAR	NA					
% of SPED Passing STAAR	NA					

Reflections	
Areas of Strength	**Areas of Need**
1	1
2	2
3	3

Campus Name

Comprehensive Needs Assessment ACADEMY						
Data Sources: DI ELA & Electives						
	DI Pre-K on Grade Level	**DI Kinder on Grade Level**	**DI First on Grade Level**	**DI Second on Grade Level**	**% Royal Readers**	**% Word Masters**
% Students	**NA**	**71**	**38**	**90**	87%	92%
					RR Goal Met/Not Met	**WM Goal Met/Not Met**
					Not Met	Met
Data Source: STAAR						
	STAAR Reading Grade 3	**STAAR Reading Grade 4**	**STAAR Reading Grade 5th**	**STAAR Writing Grade 4**		
% Approaches	86%	70	88	NA		
% Meets	45%	47	61	NA		
% Masters	19%	21	43	NA		
SAS	NA	NA	NA	NA		
% Student Achievement Average	48	46	64			
Data Source: CSI						
% Meeting CSI Goal	**Reading AC CSI**					
% CSI (EOY Ren.)	51%					
% of CSI Passing STAAR	53%					
% of SPED Passing STAAR	82%					

Reflections	
Areas of Strength	**Areas of Need**
1 CSI student met goal	1 Majority of the year 3-5th ELA was one of the loswest in the district
2 5th grade was one of the highest in the district	2 4th grade was my lowest performers in 3-5th
3 Major improvement from MOCK in march	3Student work analysis meetings were not conducted unti the second semester giving less oppertunity for immediate reteach or

Campus Name

Comprehensive Needs Assessment ACADEMY						
Data Sources: Science Pk-2						
	Science Pre-K on Grade Level	**Science Kinder on Grade Level**	**Science First on Grade Level**	**Science Second on Grade Level**	**Science Third on Grade Level**	**Science Fourth on Grade Level**
% Students	**NA**	**88**	**92**	**94**	**90**	**91**

Data Source: Science 3-5		
	STAAR Science Grade 5	
% Approaches	80	
% Meets	47	
% Masters	23	
% Student Achievement Average	50	

Reflections	
Areas of Strength	**Areas of Need**
1 Student Engagement of Lesson Content; teachers cerated hands on activities for student learning.	1. Lessons must be aligned to the TEKs and vertically aligned to 5th grade.
2. Teacher created science club where students did science activities througout the semester.	2. Teachers must be providing additional rigorus practice as obly 50% of students were on grade level for 1st, 2nd, and 3rd grade.
3. Teacher celebrated science masters on EOY awards.	3 Small Groups of Instruction to close gaps did not occur during the school year.

Campus Name

Comprehensive Needs Assessment ACADEMY							
Data Sources: Humanities Pk-2							
	Humanities Pre-K on Grade Level	**Humanities Kinder on Grade Level**	**Humanities First on Grade Level**	**Humanities Second on Grade Level**	**Humanities Third on Grade Level**	**Humanities Fourth on Grade Level**	**Humanities Fifth on Grade Level**
% Students	NA	100	100	100	78%	83%	85%

Reflections	
Areas of Strength	**Areas of Need**
1 Have materials and resources available to support instruction.	1 Increase observations, coaching, and feedback needed to support teachers.
2 Students provided multiple opportunities to internalize content through partner work, projects, and other tasks.	2 Increase the level of questioning and critical thinking skills based on Blooms.
3 Teachers effectively internalized lesson plans during course collaborations.	3 Implement more strategies for ELs and Sped students to ensure all students are learning content.

Campus Name

Comprehensive Needs Assessment ACADEMY					
TELPAS Composite Rating (Listening, Speaking, Reading, Writing)					
	Listening	**Speaking**	**Reading**	**Writing**	**% of ELL Students who grew one or more levels**
% Beginning	6%	20%	23%	19%	29%
% Intermediate	19%	34%	33%	47%	
% Advanced	41%	24%	22%	24%	
% Advanced High	34%	15%	18%	10%	

Reflections	
Areas of Strength	**Areas of Need**
1Many teachers are bilingual and are able give directions in multiply ways and include accomodations for EL students	1. Need additional support in writting for beginners.
2 Students had multiple opportunities for multicultural celebrations on campus and learning opportunities	2. Teachers must be aware of our ELs to provide consistent support with these scholars.
3 The majority of students grew the most listening	3. We had the lowest growth from Advanced level to Adva

Campus Name

Comprehensive Needs Assessment	
ACADEMY	
Staff Quality, Recruitment, Retention	
	Percentage
% School Lead Team Retention	90%
% Instructional Support Retention	82.14%
% Teacher Retention	84%
% Campus Support Retention	50%
% SPED Teachers	66%
% State/National Certified Teachers	83%
% State Certified Leaders	NA
% State/Board certified Counselors	NA
Number of teacher applicants per 2020-21 school year	1562

Reflection	
Areas of Strength	**Areas of Need**
1. Our lead Sped teachers reurned this yr, this will allow for strong consistency in student support.	1. Due to inconsistent communication, teachers left the organization. We must improve our communication skills.
2. 100% of campus support are continuing with our campus next school year.	2. Many teachers included on their exit survey that they had left due to school culture. We must create an environment that has high expectations but also sees teachers as people first, then educators
3. 4/4 teachers that were hired from January remainded with us into the next school year. This means that the teachers that we onboarded since our start time, remaind with us	3. Investing teachers in big goals as well as celebrating them for their accomplishments.

Campus Name

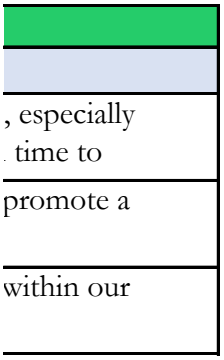
Comprehensive Needs Assessment ACADEMY	
Data Source: School Culture and Climate	
	Campus %
% Average Daily Attendance	86.83%
% Overall Persistence	86.06%
% New Student Persistence	87%
# of Admin Withdrawals/ Level 3 Offenses	0
% SPED	10%
% ELL	24%
% Eco Dis	61%
% Migrant	0%
% Race: American-Indian-Alaska-Native	0%
% Asian	1%
% White-Hispanic	73%
% Multi	0%
% Black-African-American	5%
% Native-Hawaiian-Pacific-Islander	0%
% White	18%
% Male	53%
% Female	47%

Data Source: School Culture and Climate	
Reflections	
Areas of Strength	**Areas of Need**
1. Increase parental engement at the end of the semester. spring fest and EOY awards celebration.	1. Strong communicaiton amongst lead team so that onboarding plans can be stronger for new families.
2. 4th grade had the highest ADA in Academy at 88.79%	2 Incorporate ADA celebrations (follow-through)
3. Kinder had the highest persistence in K-3rd grade.	3. Improve communication between teachers and families, wee

Campus Name

Comprehensive Needs Assessment ACADEMY	
Data Source: Family and Community Involvement	
	Percentage
% Families Attended WTI	76%
% Families Attended Curriculum Night	na
% Families Who Attended EOY Ceremonies	na
% Families who attended Fall Festival	na
% Families who attended Winter Festival	na
% Families who attended Spring Festival	na

Reflection	
Areas of Strength	**Areas of Need**
1. High parental engement through out the year	1. Communication - using various forms Facebook Live (parents are given enough
2. High percentage on EOY celebrations	2. Monthly parent engagement events to cohesive partenership.
3. Almost 80% of our families attenended WTI in person. The remainder attended an asynchronous WTI.	3. Starting our PTO to promote support community.


, especially
time to
promote a
within our

IDEA Public Schools

Kyle College Prep

2022-2023 Campus Improvement Plan

Accountability Rating: B

Distinction Designations:
Academic Achievement in Mathematics
Postsecondary Readiness

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

Mission Statement

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

Vision

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

Core Values

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

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

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Comprehensive Needs Assessment

Demographics

Demographics Summary

IDEA Kyle College Prep is a diverse school of approximately 510 scholars of many ethnicities, nationalities, religions, and orientations. The greater Kyle community is an economically diverse area, with multi-million homes adjacent to homes a fraction of the value. IDEA Kyle College Prep families include approximately 5 different home languages. Our staff is representative of our student population, including Hispanic, Caucasion, Middle-Eastern, and Black staff members. The campus focuses heavily on core instruction in middle school with the goal of moving all scholars to grade level or above in reading and mathematics by 8th grade, when students begin career-tech ed courses and other student-centered electives. Campus life offers a variety of clubs and athletics to ensure all scholars find their passion and an adult champion on campus. (See PDF in addendum for more information.)

Demographics Strengths

(See PDF in Addendum for more information.)

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): 33% of EL writing scores are beginning or intermediate **Root Cause:** Writing supports for EL students focusing on grammatical structure and academic vocab and spelling/staar writing support

Problem Statement 2 (Prioritized): ECODIS percentage decreasing **Root Cause:** Recruitment focusing on proximity

Student Learning

Student Learning Summary

IDEA Kyle CP earned an 84 on the State of Texas Accountability Report Card, while last year's rating was an A internally. Math was our biggest opportunity for growth this year, both on local and state assessments. SpEd scholars lagged behind their peers on the state assessments. (See PDF in Addendum for more information.)

Student Learning Strengths

(See PDF in Addendum for more information.)

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Campus math scores too low. **Root Cause:** Teachers not coached tightly.

Problem Statement 2 (Prioritized): SpEd achievement scores lowest demographic. **Root Cause:** SpEd teachers did not provide support that increased learning outcomes.

School Processes & Programs

School Processes & Programs Summary

IDEA Kyle College Prep has strong coaching systems in place. With a predominantly new team of teachers for the 22-23 school year, our instructional leadership team is observing teachers, providing real-time coaching, and monitoring action steps daily. High leverage lesson plan feedback is provided every week, and teacher are held accountable for turning around feedback by Friday. Weekly check ins with new teachers include pedagogy, data analysis, lesson plans, and culture building. Expecations, due dates, deliverables, and time lines are clear. (See PDF in Addendum for more information.)

School Processes & Programs Strengths

Curriculum & Instruction:

- At least one-third of IDEA students graduate with the "AP Scholar" designation, evidence of earning a qualifying score on at least three AP exams, demonstrating successful completion of college-level coursework prior to graduation.
- IDEA provides students access to accelerated instruction through the 1:1 technology device, including adaptive software for mathematics and literacy and access to hundreds of thousands of books in the district's digital library.
- IDEA curricular resources include high-quality instructional materials that earn the highest ratings on national evaluation measures.
- IDEA curriculum is regularly evaluated using a quality evaluation tool, ensuring alignment to the Texas Essential Knowledge and Skills and AP course standards, as well as the STAAR/EOC and AP exams.
- IDEA implements a variety of training opportunities for teachers and leadership staff with the goal of developing teachers' pedagogical content knowledge and leaders' coaching skills.
- For 15 years in a row, 100% of IDEA students have been accepted into college, demonstrating that IDEA academic programming is adequately preparing students for post-secondary education.
- In 2022, four IDEA schools were ranked in the top 10 Most Challenging Schools in the Nation and 13 were ranked in the top 1% of schools nationwide, by the Jay Mathews Challenge Index High School Rankings.

Special Programs

- IDEA exceeded the expected growth target for EL student performance on TELPAS in 2021 with 48% of ELs meeting that target.
- IDEA provide targeted research based instruction to students who have a 2.0 year gap in Reading and/or Math with the goal of closing that gap by 2.0 years during the school year with our initiative called Critical Student Intervention (CSI). During the 21-22 school year, 2,562 out of 6,632 students meet that goal for Reading and 703 out of 1,268 students met the goal for Math.
- IDEA is in Year 3 of our TEA awarded Autism Grant. Through this grant we were able to increase support for 195 students with autism in Rio Grande Valley and Austin who met the criteria outlined by TEA for this grant.
- IDEA submitted and was awarded a Dyslexia Grant by the TEA so that we will be able to provide increased professional development to teachers and leaders on working with students with dyslexia and increase the support resources for our students with dyslexia.

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

(See PDF in addendum for more information.)

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): ADA approximately 10% below goal **Root Cause:** ADA call process not followed to fidelity

Problem Statement 2 (Prioritized): Student persistence 87% **Root Cause:** Low family engagement both in proactive communication and events.

Perceptions

Perceptions Summary

Staff retention was 56% in the 21-22 school year. Between a new lead team, health and safety concerns, and staff moving out of state due to cost of living, Kyle CP staff retention was its lowest. Staff ADA was also extremely low. Teachers tested positive for COVID at high rates, and substitute teacher vacancy fill rate was 24%, requiring present staff members to cover classes during their planning period. This caused a high burnout rate for teachers. Constant staff feedback surveys were offered. Most feedback involved "too much work...not enough time to get it all done." Teachers onboarded mid-year were required to be ready to teach immediately. Seven of eight STAAR tested subjects were taught by first-year teachers hired in January or later. At MOCK exams, Kyle CP was a projected D rated school with a 64; Kyle College Prep ended the school year with 84% (B).

Perceptions Strengths

"See PDF in Addendum for more information.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): High teacher turnover **Root Cause:** Teachers cited staff culture and work expectations/work-life balance as reasons for leaving.

Problem Statement 2 (Prioritized): The school does not partner with parents **Root Cause:** Inconsistent home communication

Priority Problem Statements

Problem Statement 1: 33% of EL writing scores are beginning or intermediate
Root Cause 1: Writing supports for EL students focusing on grammatical structure and academic vocab and spelling/staar writing support
Problem Statement 1 Areas: Demographics

Problem Statement 2: ECODIS percentage decreasing
Root Cause 2: Recruitment focusing on proximity
Problem Statement 2 Areas: Demographics

Problem Statement 3: The school does not partner with parents
Root Cause 3: Inconsistent home communication
Problem Statement 3 Areas: Perceptions

Problem Statement 4: High teacher turnover
Root Cause 4: Teachers cited staff culture and work expectations/work-life balance as reasons for leaving.
Problem Statement 4 Areas: Perceptions

Problem Statement 5: Campus math scores too low.
Root Cause 5: Teachers not coached tightly.
Problem Statement 5 Areas: Student Learning

Problem Statement 6: SpEd achievement scores lowest demographic.
Root Cause 6: SpEd teachers did not provide support that increased learning outcomes.
Problem Statement 6 Areas: Student Learning

Problem Statement 7: ADA approximately 10% below goal
Root Cause 7: ADA call process not followed to fidelity
Problem Statement 7 Areas: School Processes & Programs

Problem Statement 8: Student persistence 87%
Root Cause 8: Low family engagement both in proactive communication and events.
Problem Statement 8 Areas: School Processes & Programs

Goals

Goal 1: Increase staff retention

Performance Objective 1: Instill culture of joy among all staff

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Soliciting feedback from teachers weekly	25%	100%	100%	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 2: All IDEA students matriculate to college

Performance Objective 1: 90% of sophomores are TSI exempt in Reading

HB3 Goal

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: College Counselor is prioritizing data visibility, ownership, and investment in student progress	25%			

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 3: IDEA achieves an A rating

Performance Objective 1: 60% SPED students attain "approaches" on STAAR

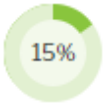
Evaluation Data Sources: District Assessments, Semster Exams, Mock Exams

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: SpEd Team is joining Instructional Rounds and are planning alongside teachers to ensure implementation of instructional accommodations **Funding Sources:** - Federal Grant - $34,024.32, - Federal Grant - $57,250				

 No Progress Accomplished Continue/Modify Discontinue

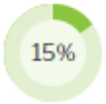
Goal 4: Increase student daily attendance

Performance Objective 1: Implement ADA Matrix with fidelity

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: APO/P Check-ins have a standing agenda item to review progress on the Escalation Matrix				
No Progress Accomplished Continue/Modify Discontinue				

Goal 5: Increase student persistence

Performance Objective 1: 90% of students enrolled in PE will earn Fitness Ambassador status

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Hold consistent check-ins with the PE coach and celebrate small and big wins				

  No Progress Accomplished Continue/Modify Discontinue

Goal 5: Increase student persistence

Performance Objective 2: Facilitate monthly Campus Crisis Team meetings and facilitate the CSTAG process once a safety threat is initiated

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Hold monthly CCT meetings with fidelity	0%			

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Title I Personnel

Name	Position	Program	FTE
	ILEARNING HOT SPOT FACILITATOR		1
	INTERVENTIONIST		1

Campus Funding Summary

Federal Grant					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	1	1			$57,250.00
3	1	1			$34,024.32
				Sub-Total	$91,274.32

Addendums

Master CNA & SAIP Reporting Checklist

				PTG	0%	PTG	0%
DEPT	**Data Source**	**Data Tabs**	**Guidance**	**Status**	**Principal Notes or Questions**	**VP Verification**	**Notes & Next Steps**
College Prep	KEYS Tab (Tab 3)	Student Achievement Improvement Plan 2021-2022 School Year	This SAIP plan will require logging concrete initiatives put in place for student improvement, as well as their associated timelines, resources, and responsible staff. Each initiative will be tracked mid-year and at the end of the year. Mid-year assessments should be completed by each campus between December 1, 2022 and no later than January 31, 2023.	Pending		Action Required	
	Locus Dashboards: CIS STARR, AP Campus IB Reports EOY Assessments	Comprehensive Needs Assessment 2022 English Language Arts	These Pages should include the percentage of students who achieved each listed score for the 2021-2022 School Year. For each subject, list a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Pending		Action Required	
		Comprehensive Needs Assessment 2022 Math		Pending		Action Required	
		Comprehensive Needs Assessment 2022 Science		Pending		Action Required	
		Comprehensive Needs Assessment 2022 Humanities		Pending		Action Required	
	State TELPAS Report	Comprehensive Needs Assessment 2022 TELPAS	This data set will outline the percentage of students that earned proficiency in the areas of Listening, Speaking, Reading, and Writing, as indicated in the State TELPAS report. Llist a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Pending		Action Required	
	Locus Dashboards: ACT, AP, TSI Campus IB Reports Campus Matriculation Reports	100% College Matriculation 2021-2022 School Year	This page will only be applicable to campuses that had graduating classes in the Spring of 2022. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Pending		Action Required	
	Locus Dashboard: Staff Rentention	Staff Quality, Retention, & Recruitment 2021-2022 School Year	Under the %SPED Data Point, this should relfect the percentage of SPED certified teachers, compared to the overall SPED staff. Under number of teacher applicants, note how many teachers were interviewed by campus leaders for positions during the 2021-2022 School Year. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Pending		Action Required	
	Locus Dashboards: Student Persistence, Enrollment, ADA	School Culture & Climate 2021-2022 School Year	For the Withdrawals/Level 3 Offenses data point, list the number of withdrawals or offenses. All other data points should reflect percentages. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Pending		Action Required	
	Campus Academic Counselor Tracking Systems	2022 Family & Community Involvement	In addition to listing data percentages, list a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Pending		Action Required	

Kyle College Prep

2021-22 Student Achievement Improvement Plan - College Prep

COLLEGE PREP

APO	Initiatives	Needs Assess.	Special Pops.	Person(s) Responsible	Timeline Start/End	Resources: Human/ Material/Fiscal	Documentation	Formative Evaluation
1A	TSI Extra Units	O	All	Jolynne	Aug 8, 2022 - May 26, 2023	Fiscal	B.C. Check-In/Budget	District Reports/Locus
1K	PSAT	O	All	Jolynne	Aug 8, 2022 - May 26, 2023	Fiscal	B.C. Check-In/Budget	District Reports/Locus
1D	External Training/seminars for AP teachers	AP	All	APIs	Aug 8, 2022 - May 26, 2023	Fiscal	Training Certificates	% of Trainings per quarter
1K	ACT Units	A	All	Jolynne	Aug 8, 2022 - May 26, 2023	Fiscal	B.C. Check-In/Budget	District Reports/Locus
1E	Summit Education	O	ELL	Amanda	Aug 8, 2022 - May 26, 2023	Fiscal	B.C. Check-In/Budget	District Reports/Locus
1E	Rosetta Stone	O	ELL	Macias	Aug 8, 2022 - May 26, 2023	Fiscal	B.C. Check-In/Budget	District Reports/Locus
1G	Quill	S	All	Flores	Aug 8, 2022 - May 26, 2023	Fiscal	B.C. Check-In/Budget	District Reports/Locus
1E	Guest Speakers	O	All	Clark	Aug 8, 2022 - May 26, 2023	Fiscal	B.C. Check-In/Budget	GPTW

Kyle College Prep

2021-22 Student Achievement Improvement Plan - College Prep

COLLEGE PREP

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

Title I Qualifying Programs			Initiatives Status			
Internal Use Only			Mid Year		End of Year	
Supplemental Program (Y/N)	New Program (Y/N)	Budget Allocation	Outcome	Increase/Decreased by X%	Outcome	Increase/Decreased by X%

Annual Performance Objectives (APO)

PRIORITY #1: Students Graduate College-Ready

1A. % of graduates who matriculate to a College or University: 100%

1B. % of graduates matriculate to a Tier I/II College or University: 15% | 25%

1C. % of Seniors accepted to a College or University: 100%

1D. % of Seniors named AP scholars | Earn IB diploma: 30% | 25%

1E. Earned State Rating: A

1F. % Basic | % Mastery | % Advanced on LEAP: 82% | 44% | 11%

1G. % Approaches | % Meets | % Masters on STAAR/EOC: 90% | 60% | 30%

1H. % Level 3 | % Level 4 | % Level 5 on FSA/FSAA: 70% | 40% | 20%

1I. % of Pre-K-2nd Students End The Year On/Above Grade Level in Reading - Year 1 Campuses | Year 2 Campuses: 80% | 90%

1J. % of students in CSI achieve 2 years growth in Reading | Math (measured by Ren STAR) 50% | 60%

1K. Average ACT score: 21

1L. % of students graduating college in 4 | 6 years: 25% | 55%

Needs Assessment

S-STAAR

D-DIBELS

E-EOC

A-ACT

RR-Reading Renaissance

ST-STAR for Math

DR-Discipline Report

AP-AP Tests

O-Other

Special Populations

All

AR-At Risk

ELL-English Language Learners

ED-Economically Disadvantaged

M-Migrant

SE-Special Education

Kyle College Prep

Comprehensive Needs Assessment

COLLEGE PREP

Data Source: CSI

% Meeting CSI Goal	Reading CP CSI
% CSI (EOY Ren.)	36%
% of CSI Passing STAAR	30%
% of SPED Passing STAAR	39%

Data Source: STAAR

	STAAR Reading 6th	STAAR Reading 7th	STAAR Reading 8th	STAAR Writing 7th	English I EOC	English II EOC
% Approaches	73	90	84		80	
% Meets	52	68	56		61%	
% Masters	30	49	34		17%	
% Student Achievement Average	52	66	58		53%	

Data Source: AP/IB/Electives

AP Scores	Pass AP Lit	Pass AP Lang	IB Scores	IB Group 1	% Royal Readers	% Word Master
% Score 1			% Score 1-3		60%	26%
% Score 2			% Score 4-5			
% Score 3+			% Score 6-7			
					RR Goal Met/Not Met	WM Goal Met/Not Met
					MET	MET

Reflections	
Areas of Strength	**Areas of Need**
1. Prewriting in 9th now needs to be applied to all grade levels	1. Prewriting/ grammar for new open responses in 2023
2. Analyze the author's use of print and graphic features to achieve specific purposes.	2. utilizing the different question choices now available
3. Analyze characteristics and structures of argumentative text by:(i)identifying the claim.	3.Informational text that apply to the standards in Science and Social Studies teks for that

Kyle College Prep

Comprehensive Needs Assessment - College Prep COLLEGE PREP					
Data Source: STAAR					
	STAAR Math 6th	**STAAR Math 7th**	**STAAR Alg I**		
% Approaches	70	59	81		
% Meets	40	33	44		
% Masters	21	16	27		
% Student Achievement Average	43	36	50		
Data Source: AP/IB					
AP Scores	**Pass AP Calculus AB**	**Pass AP Calculus CD**	**Pass AP Prob. & Stats.**	**IB Scores**	**IB Group 5**
% Score 1				**% Score 1-3**	
% Score 2				**% Score 4-5**	
% Score 3+				**% Score 6-7**	

Reflections	
Areas of Strength	**Areas of Need**
1 Coaching teachers	1 Staff retention
2 Culture of achievement	2 Special pops services
3 Teaching to all levels	3 Accelerating to Meets

Kyle College Prep

Comprehensive Needs Assessment
COLLEGE PREP

Data Source: Internal Assessments

	6th Grade EOY Assessment	7th Grade EOY Assessment
% Passing	68	77

Data Source: STAAR

	STAAR 8th Science	STAAR Biology
% Approaches	68	90
% Meets	40	70
% Masters	16	21
% Student Achievement Average	41	60

Data Source: AP/IB

AP Scores	Pass AP Biology	Pass AP Chemistry	Pass AP Physics (1, 2, & C)	Pass AP Env. Science	IB Scores	IB Group 4
% Score 1					% Score 1-3	
% Score 2					% Score 4-5	
% Score 3+					% Score 6-7	

Reflections	
Areas of Strength	**Areas of Need**
1 Culture of achievement	1 Hands-on learning experiences (labs)
2 Strong hybrid teacher	2 Staff retention (lost 8th & possibly 9th)
3 Strong relationships	3 Vertical planning

Kyle College Prep

Comprehensive Needs Assessment
COLLEGE PREP

Data Source: Internal Assessments

	6th Grade EOY Assessment	7th Grade EOY Assessment
% Passing	97%	100%

Data Source: STAAR

	STAAR 8th US History	EOC US History
% Approaches	49	
% Meets	15	
% Masters	6	
% Student Achievement Average	23	

Data Source: AP/IB

AP Scores	Pass AP Human Geography	Pass AP World History	Pass AP US History	Pass AP Goverment	Pass AP Economics	IB Scores	IB Group 3
% Score 1	76%					% Score 1-3	
% Score 2	24%					% Score 4-5	
% Score 3+	15%					% Score 6-7	

Reflections	
Areas of Strength	**Areas of Need**
Analyze the westward growth of the nation, including the Louisia	1. The student understands individuals, issues, and events of the Civil War.
Analyze how the U.S. Constitution reflects the principles of limite	2. 8.1.5.D: Explain the causes, important events, and effects of the War of 1812;
3Analyze the relationship between the arts and continuity and change in the American way of life	3 Summarize arguments regarding protective tariffs, taxation, and the banking system

Kyle College Prep

Comprehensive Needs Assessment
COLLEGE PREP

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

	Listening	Speaking	Reading	Writing	% of ELL Students who grew one or more levels
% Beginning	0.50%	16%	1.50%	3%	pending
% Intermediate	16%	39%	33%	30%	pending
% Advanced	31%	42%	29%	40%	pending
% Advanced High	52%	3%	37%	28%	pending

Reflection	
Areas of Strength	**Areas of Need**
1 Family engagement	1. Speaking opportunities around academic vocabulary
2 Onboarded EL coordinator for 22-23	2. Writing supports for EL students focusing on grammatical structure and academic vocab and spelling/staar writing support
3 Met the 36% short-term goal	3 Data-tracking

Kyle College Prep

Comprehensive Needs Assessment COLLEGE PREP					
100% College Matriculation					
Matriculation %	**Matricuation % 4 year**	**Matriculation % 2 year**	**Tier 1/2 % Acceptances**	**Tier 1/2 % Matriculation**	
NA	NA	NA	NA	NA	
Tier 1 % Matriculation	**Tier 2 % Matriculation**	**Tier 3 % Matriculation**	**Tier 4 % Matriculation**	**Senior Class CCMR %**	**Senior Class TSI Completion %**
NA	NA	NA	NA	NA	NA
Campus Data					
Senior Class ACT Average	**Junior Class ACT Average**	**Overall AP Scholars (3+ or more tests)**	**IB Medallion Scholars (Passing 3+ exams)**	**Overall % IB Diploma**	**Campus End of Year OTG**
NA	NA	NA	NA	NA	NA

Reflections	
Areas of Strength	**Areas of Need**
1 90% scholars attended college visit field lesson	1 More college events for families
2 Grades 6, 8, and 9 attended college signing day	2 Increase parent education events
3 RTTC and CC team well together and are increasing presence of college throughout the day	3 Greater presence of college attendance throughout the building

Kyle College Prep

Comprehensive Needs Assessment COLLEGE PREP	
Staff Quality, Recruitment, Retention	
	Percentage
% School Lead Team Retention	71%
% Instructional Support Retention	100%
% Teacher Retention	57%
% Campus Support Retention	50%
% SPED Certified Teachers	100%
% State/National Certified Teachers	50%
% State Certified Leaders	47%
% State/Board certified Counselors	0%
Number of teacher applicants per 2020-21 school year	156200%

Reflections	
Areas of Strength	**Areas of Need**
1 Content experts	1 Build team and family
2 Coach teachers to mastery	2 Make KCP a GPTW
3 Staff-student relationships	3 Increase teacher voice

Kyle College Prep

Comprehensive Needs Assessment	
Data Source: School Culture and Climate	
	Campus %
% Average Daily Attendance	88.95
% Overall Persistence	87.02
% New Student Persistence	90.48
# of Admin Withdrawals/ Level 3 Offenses	0
% SPED	11
% ELL	21
% Eco Dis	64
% Migrant	1
% Race: American-Indian-Alaska-Native	0
% Asian	0.8
% White-Hispanic	73
% Multi	5.5
% Black-African-American	4.7
% Native-Hawaiian-Pacific-Islander	0
% White	16.4
% Male	48
% Female	51

Data Source: School Culture and Climate	
Reflections	
Areas of Strength	**Areas of Need**
1 Core of very loyal families	1 More family engagement activities
2 Motivated scholars	2 More celebrations of individual accomplishments, group, grade-level, and school to increase pride
3 Adding 10th grade	3 More local competition

Kyle College Prep

Comprehensive Needs Assessment COLLEGE PREP	
Data Source: Family and Community Involvement	
	Percentage
% Families Attended WTI	7800%
% Families Attended Curriculum Night	N/A
% Families Who Attended EOY Ceremonies	N/A
% Families who attended Fall Festival	N/A
% Families who attended Winter Festival	N/A
% Families who attended Spring Festival	N/A

Reflections	
Areas of Strength	**Areas of Need**
1 Small group of highly involved parents	1 Increase number of involved parents
2 Communication platforms	2 Getting parents to sign up for and regularly access platfo
3 Principal/SSA have strong presence with parent community	3 Systems for gathering and codifying parent input

IDEA Public Schools

La Joya Academy

2022-2023 Campus Improvement Plan

Accountability Rating: Not Rated

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

Mission Statement

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

Campus Pillars

I. Excellence: Be implacable with your work every day, always do your best and implement lessons learned from your setback and wins.

II. Empathy: Be committed to listening, be aware of your environment, respect everyone's beliefs and never judge.

III. Resiliency: Be committed to always push against adversity and don't allow any situation or problem hold you back from impacting your life and community.

Vision

VISION

At IDEA La Joya, we are committed to academically prepare scholars for college, and develop them to become productive, responsible, and compassionate

citizens. Every student's future will be cultivated by having high expectations for all stakeholders, and forge a strong trust relationship between teachers, parents, students and leaders to guarantee a successful path to and through college.

Former President Barack Obama said the best antipoverty program around is a world class education. Statistics show that only 22% of students in the Rio Grande Valley graduate from college. Statistics also show that only 85% of students graduate from High School in the La Joya area with only 22% of them graduating with a college degree. For the past 15 years, IDEA Public Schools has kept its promise of sending 100% of students to college with a 4 year degree graduation rate of 50%. These rates are significantly above the Rio Grande Valley and the Nation. At IDEA we are united by our shared belief that a College degree is our nation's best antipoverty solution, indeed, we believe in and have become witness to the power of education to transform lives and communities.

As the campus principal I know to be true that if the adults in the system get it right, students win. I have experienced how building nurturing relationships with students leads to confidence in them and how that can transform into a world of possibilities for our students. I believe that background does not equal destiny and that STRONGER TOGETHER, we can be the change our student need.

SCHOOL MOTTO

"Las Jabalinas unidas hasta terminar la universidad. Javelinas united to and through college."

Core Values

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

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

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Comprehensive Needs Assessment

Revised/Approved: September 14, 2022

Demographics

Demographics Summary

IDEA La Joya Academy is currently a year 2 campus. We opened our doors to the community on August 2021. We currently offer grades Kinder, 1st, 2nd and 3rd grade, serving a total of **379 students**. We currently have a total of 16 K-3rd grade teachers, 7 K-2nd co-teachers, 3 special education teachers, 5 support staff members and 2 reading intervention teachers. Our campus consists of 7 leadership team members including 1 principal, 3 assistant principals, 1 school counselor, 1 testing coordinator and 1 administrative asssistance. We have a total of **40 instructional staff** members. We serve the community of L**a Joya TX, Penitas, Mission, Sullivan and La Grulla.**

Our student demographics consits of **98% Hispanics and 2% White.** 54% of our student population are males and 45% females. **Our daily average attendance for the 2021-2022 school year was at a 90%**. Our campus had 0 administrative withdraws and 0 out of school suspensions. Our special program population conists of **9% special education students, 94% economically disadvantage students and 45% Emergent Bilingual students.** Our overall student persistance for the 21-22 school year was at a 90% and teacher retention ended at a 94%. Our teacher to student ratios are 25:1 in 1st to 3rd grade and 10:1 in Kindergarden.

Demographics Strengths

See PDF in Addendum for more information.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): There is a need to increase parent communication specifically regarding student progress to increase parent accountability towards students daily attendance. **Root Cause:** 1. Lack of planning academic progress meetings for all parents. 2. Lack of follow ups in teacher/parent contact logs.

Problem Statement 2 (Prioritized): There is a need to focus on student morning meetings routines to increase joy and social emotional well being for 100% of students. **Root Cause:** 1. Lack of a minute by minute campus wide routine with set expectations on what should take place from 7:25-8:00 am. 2. Lack of follow ups and feedback during morning meeting routines to ensure the following are being nurtured: a. student joy b. parent ADA communication c. Social Emotional lessons

Student Learning

Student Learning Summary

This school year we bagan with 13% of students on level in Reading and ended the year at **81% of students on level**. We were able to **grow a total of +68% on students reading levels.** In end of year blind assessments in grades K-2nd, we were able to average a **92/74/55 with an achievement score of a 74** putting our campus on the top 3 schools in the RGV on student academic achievement as per district bling assessments. 7**4% of our Emergent Bilingual students showed growth** or scored Advanced High in TELPAS state assessment. **100% of our Special Education students** met IEP goals and we were able to surpass our mainstream goal as per district guidelines. Our SPED students were also able to surpass the 25+ achievent score in end of year assessments.

Our campus did not get scored on any accountability domain ratings by the state as we did not serviced 3rd grade students this past year.

See PDF in Addendum for more information

Student Learning Strengths

See PDF in Addendum for more information

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): The percent of our 1st grade students reading on level is significantly lower than any other grade level. **Root Cause:** 1.Instruction to student and teacher gaps was not corrected immediately as learning gaps were taking place because we did not prioritize analyzing specific student and teacher gaps earlier in the school year. 2. Student independent centers were not aligned to student learning instructional gaps.

Problem Statement 2 (Prioritized): 52% of Emergent Bilingual students are at the Beginning level in Writing as per TELPAS reports. **Root Cause:** 1. Writing instruction was not prioritized as per our instructional plans because we did not have an inclusive Writing curriculum for students in K-2nd.

School Processes & Programs

School Processes & Programs Summary

Every campus instructional leader is developed following an individualized scope and sequence based on year of experience in the role and previous year proficiency ratings in our School Leadership Levers. Instructional leaders receive formal coaching on a weekly basis and work on the field is done together during campus mechanisms such as joined instructional rounds. Roles and responsibilities for each leader are established at the beginning of the year through a campus long year roadmap.

Professional development is established in a campus specific scope and sequence that is designed to address campus priorities established through our data points.

A weekly coaching cycle mechanism is established with 100% of teachers to ensure teacher receive coaching in the areas of lesson planning, instructional delivery, monitoring student learning and disecting student data. Coaching frequency is determined by student outcomes. Aside from frequence coaching interactions, teachers are coached on the spot as well though follow up weekly classroom rounds.

The programs that are established at our campus to support learning, a safe environment and highe expecations are: Reading intervention programs, Accelerated Reader elective program, Hot Spot Math Elective labs, Physical Education, Move this World Social Emotional program, campus wide culture rubric focused on student joy, culture of achievement and high expecations.

See PDF in Addendum for more information.

School Processes & Programs Strengths

Curriculum & Instruction:

- At least one-third of IDEA students graduate with the "AP Scholar" designation, evidence of earning a qualifying score on at least three AP exams, demonstrating successful completion of college-level coursework prior to graduation.
- IDEA provides students access to accelerated instruction through the 1:1 technology device, including adaptive software for mathematics and literacy and access to hundreds of thousands of books in the district's digital library.
- IDEA curricular resources include high-quality instructional materials that earn the highest ratings on national evaluation measures.
- IDEA curriculum is regularly evaluated using a quality evaluation tool, ensuring alignment to the Texas Essential Knowledge and Skills and AP course standards, as well as the STAAR/EOC and AP exams.
- IDEA implements a variety of training opportunities for teachers and leadership staff with the goal of developing teachers' pedagogical content knowledge and leaders' coaching skills.
- For 15 years in a row, 100% of IDEA students have been accepted into college, demonstrating that IDEA academic programming is adequately preparing students for post-secondary education.
- In 2022, four IDEA schools were ranked in the top 10 Most Challenging Schools in the Nation and 13 were ranked in the top 1% of schools nationwide, by the Jay Mathews Challenge Index High School Rankings.

Special Programs

- IDEA exceeded the expected growth target for EL student performance on TELPAS in 2021 with 48% of ELs meeting that target.
- IDEA provide targeted research based instruction to students who have a 2.0 year gap in Reading and/or Math with the goal of closing that gap by 2.0 years during the school year with our initiative called Critical Student Intervention (CSI). During the 21-22 school year, 2,562 out of 6,632 students meet that goal for Reading and 703 out of 1,268 students met the goal for Math.
- IDEA is in Year 3 of our TEA awarded Autism Grant. Through this grant we were able to increase support for 195 students with autism in Rio Grande Valley and Austin who met the criteria outlined by TEA for this grant.
- IDEA submitted and was awarded a Dyslexia Grant by the TEA so that we will be able to provide increased professional development to teachers and leaders on working with students with dyslexia and increase the support resources for our students with dyslexia.

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

See PDF Addendum for more information.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Our staff retention strategy is not comprehensive as has caused our campus to meet teacher retention targets but not co-teacher retention. **Root Cause:** 1. Staff work life balanced has not been prioritized to ensure staff stay in the same role. 2. Teachers & co-teachers have instructional, operational, social and other tasks that are added to their work load. This unrealistic to do lists does not allow our staff to fully enjoy their roles and plan to stay in their roles for a long time. The time invested at work is unsustainable.

Problem Statement 2 (Prioritized): Co-teacher retention ratio is significantly lower than teacher retention ratios. **Root Cause:** 1. Co-teachers did not have enough planning time to execute coaching expectations. 2. Co-teacher salary is significantly lower than teachers yet the lesson planning responsibilities and expectations are has high for co-teachers than

teachers. 3. Strong developmental plans that allow co-teachers to see their future goals attainable have not been clear towards co-teachers.

Perceptions

Perceptions Summary

Our overall staff retention rate for the 2021-2022 school year ended at 81%. Our teacher retention rate ended at 94%. Our co-teacher retention rate has been significantly higher than our teacher turn over rate. Our staff member's average absences for the school year is 3 absences. Survey results have indicated that our staff feels valued and appreciates the development provided by all instructional coaches. 93% of our staff members have agreed that IDEA La Joya Academy is a great place to work. Our lowest scored statement in our official campus survey was maintaining a work life balance at a 70%.

Our campus event participation has been significantly low for most parent events. 1/4 of our parents participate in cofee with principal events and parent professional development opportunities. High participation rates have occurred with events such as Winter Fesitval and EOY Awards Ceremonies. A main barrier on parent involvement in campus events is transportation, immigration status and working parents.

See PDF in Addendum for more information

Perceptions Strengths

See PDF in Addendum for more information

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Less than 30% of families attended WTI or student progress meetings. **Root Cause:** 1. Campus did not planned and scheduled curriculum nights that aligned to student progress meetings. 2. Campus did not plan to align our campus curriculum nights and student progress nights to parent wants such as a student performance or family fun time.

Problem Statement 2 (Prioritized): Families that do not attend campus wide family and community involvement events are families with a high social economic need. **Root Cause:** 1. Our families are in need of transportation to get to campus for community campus events. 2. We have not invested our parents in our campus culture of high achievement by stamping clear expectations.

Priority Problem Statements

Problem Statement 1: There is a need to increase parent communication specifically regarding student progress to increase parent accountability towards students daily attendance.

Root Cause 1: 1. Lack of planning academic progress meetings for all parents. 2. Lack of follow ups in teacher/parent contact logs.

Problem Statement 1 Areas: Demographics

Problem Statement 2: There is a need to focus on student morning meetings routines to increase joy and social emotional well being for 100% of students.

Root Cause 2: 1. Lack of a minute by minute campus wide routine with set expectations on what should take place from 7:25-8:00 am. 2. Lack of follow ups and feedback during morning meeting routines to ensure the following are being nurtured: a. student joy b. parent ADA communication c. Social Emotional lessons

Problem Statement 2 Areas: Demographics

Problem Statement 3: The percent of our 1st grade students reading on level is significantly lower than any other grade level.

Root Cause 3: 1.Instruction to student and teacher gaps was not corrected immediately as learning gaps were taking place because we did not prioritize analyzing specific student and teacher gaps earlier in the school year. 2. Student independent centers were not aligned to student learning instructional gaps.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: 52% of Emergent Bilingual students are at the Beginning level in Writing as per TELPAS reports.

Root Cause 4: 1. Writing instruction was not prioritized as per our instructional plans because we did not have an inclusive Writing curriculum for students in K-2nd.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Our staff retention strategy is not comprehensive as has caused our campus to meet teacher retention targets but not co-teacher retention.

Root Cause 5: 1. Staff work life balanced has not been prioritized to ensure staff stay in the same role. 2. Teachers & co-teachers have instructional, operational, social and other tasks that are added to their work load. This unrealistic to do lists does not allow our staff to fully enjoy their roles and plan to stay in their roles for a long time. The time invested at work is unsustainable.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: Co-teacher retention ratio is significantly lower than teacher retention ratios.

Root Cause 6: 1. Co-teachers did not have enough planning time to execute coaching expectations. 2. Co-teacher salary is significantly lower than teachers yet the lesson planning responsibilities and expectations are has high for co-teachers than teachers. 3. Strong developmental plans that allow co-teachers to see their future goals attainable have not been clear towards co-teachers.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: Less than 30% of families attended WTI or student progress meetings.

Root Cause 7: 1. Campus did not planned and scheduled curriculum nights that aligned to student progress meetings. 2. Campus did not plan to align our campus curriculum nights and student progress nights to parent wants such as a student performance or family fun time.

Problem Statement 7 Areas: Perceptions

Problem Statement 8: Families that do not attend campus wide family and community involvement events are families with a high social economic need.

Root Cause 8: 1. Our families are in need of transportation to get to campus for community campus events. 2. We have not invested our parents in our campus culture of high achievement by stamping clear expectations.

Problem Statement 8 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Other PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

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

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Enrollment trends

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Professional development needs assessment data

Parent/Community Data

- Parent surveys and/or other feedback

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

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation

Goals

Goal 1: Increase staff retention

Performance Objective 1: By August 2023, 85% of IDEA La Joya Academy staff will continue to be employed by IDEA Public Schools as measured by staff retention report.

High Priority

Evaluation Data Sources: Staff retention yearly report

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Staff Celebration, Appreciation & Listening Tours Scope and Sequence will be created and executed for the 22-23 school year. There will be a monthly, quarterly and yearly celebratory mechanism as identified in our campus scope and sequence plan to celebrate growth, staff achievements and to listen to feedback. Based on feedback received from staff, we will be executing changes to work specifically on improving the work- life balance of staff members. **Strategy's Expected Result/Impact:** 85% Staff Retention **Staff Responsible for Monitoring:** Belinda Gonzales **TEA Priorities:** Recruit, support, retain teachers and principals **Problem Statements:** School Processes & Programs 1				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: Our staff retention strategy is not comprehensive as has caused our campus to meet teacher retention targets but not co-teacher retention. **Root Cause**: 1. Staff work life balanced has not been prioritized to ensure staff stay in the same role. 2. Teachers & co-teachers have instructional, operational, social and other tasks that are added to their work load. This unrealistic to do lists does not allow our staff to fully enjoy their roles and plan to stay in their roles for a long time. The time invested at work is unsustainable.

Goal 1: Increase staff retention

Performance Objective 2: By August 2023, at least 50% of IDEA La Joya Academy co-teachers will be promoted to teacher roles as measured by 23-24 campus roster.

Evaluation Data Sources: 2023-2024 campus roster

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Hiring committee will hold a pre-interview strategy meeting to determine new hire non-negotiables as per role and campus pillars. **Strategy's Expected Result/Impact:** Recruiting highly effective teachers leading to 85% teacher retention **Staff Responsible for Monitoring:** Belinda Gonzales **TEA Priorities:** Recruit, support, retain teachers and principals **Problem Statements:** School Processes & Programs 2				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 2: Co-teacher retention ratio is significantly lower than teacher retention ratios. **Root Cause**: 1. Co-teachers did not have enough planning time to execute coaching expectations. 2. Co-teacher salary is significantly lower than teachers yet the lesson planning responsibilities and expectations are has high for co-teachers than teachers. 3. Strong developmental plans that allow co-teachers to see their future goals attainable have not been clear towards co-teachers.

Goal 1: Increase staff retention

Performance Objective 3: By February 2023, 90% of IDEA La Joya staff members will agree that IDEA La Joya Academy is a Great Place to Work as measured by Great Places to Work Survey.

High Priority

Evaluation Data Sources: Great Places to Work Survey

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: IDEA La Joya leadership team (Principal & Grade Team Leaders) will hold a quarterly one to one touchpoint with all staff members to listen for feedback on areas of improvement to make IDEA La Joya the best place to work. **Strategy's Expected Result/Impact:** 90% average on Great Places to Work survey **Staff Responsible for Monitoring:** Belinda Gonzales, Denney Trevino, Marisol Schultz, Jaclyn Rios, Samantha Olivarez, Daisy Rodriguez, Monica Gonzalez and Grace Roa. **TEA Priorities:** Recruit, support, retain teachers and principals **Problem Statements:** School Processes & Programs 1	100%			

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 3 Problem Statements:

School Processes & Programs
Problem Statement 1: Our staff retention strategy is not comprehensive as has caused our campus to meet teacher retention targets but not co-teacher retention. **Root Cause**: 1. Staff work life balanced has not been prioritized to ensure staff stay in the same role. 2. Teachers & co-teachers have instructional, operational, social and other tasks that are added to their work load. This unrealistic to do lists does not allow our staff to fully enjoy their roles and plan to stay in their roles for a long time. The time invested at work is unsustainable.

Goal 2: All IDEA students matriculate to college
For Campuses with No Seniors: Student Enrollment Met.

Performance Objective 1: 100% student enrollment met by 11th day of 2023-2024 school year as measured by Power School.

High Priority

Evaluation Data Sources: Student Enrollment Power School Reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Create and execute a backwards enrollment plan that will close enrollment gaps for current school year and for next school year. Backwards plan will include: a. 80% of the time in the field recruiting in every area that we serve b. Community event recruitment efforts c. Social Media Spotlights to attract new families. **Strategy's Expected Result/Impact:** 100% enrollment met for every grade level. **Staff Responsible for Monitoring:** Diego Zavala **Problem Statements:** Perceptions 2	100%			

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 2: Families that do not attend campus wide family and community involvement events are families with a high social economic need. **Root Cause**: 1. Our families are in need of transportation to get to campus for community campus events. 2. We have not invested our parents in our campus culture of high achievement by stamping clear expectations.

Goal 2: All IDEA students matriculate to college
For Campuses with No Seniors: Student Enrollment Met.

Performance Objective 2: 2:1 application ratio for Kinder (240 applications) 1st-3rd (200 applications) by 1st day of lottery as measured by Stream.

High Priority

Evaluation Data Sources: Stream application report

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: 80% of time will be spend on the field recruiting from September to February. Weekly benchmark goals will be tracked using campus backwards plan data tracker. If benchmark is not met for the week, plan will be modified to meet weekly target. **Strategy's Expected Result/Impact:** 2:1 applications per vacant seat. Kinder: 240 1st-3rd: 200 applications **Staff Responsible for Monitoring:** Diego Zavala **Problem Statements:** Perceptions 2				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 2: Families that do not attend campus wide family and community involvement events are families with a high social economic need. **Root Cause**: 1. Our families are in need of transportation to get to campus for community campus events. 2. We have not invested our parents in our campus culture of high achievement by stamping clear expectations.

Goal 3: IDEA achieves an A rating

Performance Objective 1: By June 2023 IDEA La Joya Academy will be an A rated campus as measured by STAAR assessment. 3rd Grade Math & Reading will achieve a 54 Student Achievement Score in Domain 1. 3rd Grade Math & Reading will achieve meet 100% of Domain 3 targets.

High Priority

HB3 Goal

Evaluation Data Sources: STAAR 2023

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Every teacher, leader and students will track towards Path to an A: a. Leader: Weekly Leader Board & Path to an A Tracker for UE. b. Teacher: Subpop Daily ET Tracker & Daily ET Class Mastery & Path to an A Tracker for TQ & UE. C. Students: Daily ET Tracking / Daily TEKS based tracking / Path to an A tracking for TQ & UE **Strategy's Expected Result/Impact:** A rated campus through a 54 Achievement Score for Domain 1 **Staff Responsible for Monitoring:** Belinda Gonzales Marisol Schultz **Title I:** 2.4, 2.6 **- TEA Priorities:** Improve low-performing schools **Problem Statements:** Student Learning 1, 2				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Every teacher and leader will engage in a "Know your Data" BOY professional development session to backwards plan towards 90/60/30. **Strategy's Expected Result/Impact:** A rated campus through a 54 Achievement Score for Domain 1 and Domain 3 **Staff Responsible for Monitoring:** Belinda Gonzales Marisol Schultz **Title I:** 2.4 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **Problem Statements:** Student Learning 1, 2				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Every 2nd grade teacher will supplement Eureka & WW with STAAR Ready foundational skills during a 45 minute intervention block. **Strategy's Expected Result/Impact:** A rated campus through a 54 Achievement Score for Domain 1 **Staff Responsible for Monitoring:** Denney Trevino **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **Problem Statements:** Student Learning 1				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: The percent of our 1st grade students reading on level is significantly lower than any other grade level. **Root Cause**: 1.Instruction to student and teacher gaps was not corrected immediately as learning gaps were taking place because we did not prioritize analyzing specific student and teacher gaps earlier in the school year. 2. Student independent centers were not aligned to student learning instructional gaps.
Problem Statement 2: 52% of Emergent Bilingual students are at the Beginning level in Writing as per TELPAS reports. **Root Cause**: 1. Writing instruction was not prioritized as per our instructional plans because we did not have an inclusive Writing curriculum for students in K-2nd.

Goal 3: IDEA achieves an A rating

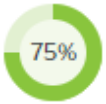
Performance Objective 2: By May 2023 60% of SPED students will reach an Approaches Level and 23% of SPED students will reach a Meets Level as measured by STAAR

High Priority

HB3 Goal

Evaluation Data Sources: STAAR Domain 3 reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Monthly SPED and General Teacher collaboration meetings to plan supplemental material needed to ensure SPED students reach grade level mastery. **Strategy's Expected Result/Impact:** A rating in Doman 3: 60% SPED students reach approaches in STAAR and 23% SPED students reach Meets in STAAR. **Staff Responsible for Monitoring:** Monica Gonzalez Belinda Gonzales Marisol Schultz **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **Problem Statements:** Student Learning 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Bi-weekly instructional rounds focused on SPED students instructional supports. **Strategy's Expected Result/Impact:** A rating in Doman 3: 60% SPED students reach approaches in STAAR and 23% SPED students reach Meets in STAAR. **Staff Responsible for Monitoring:** Monica Gonzalez Belinda Gonzales Marisol Schultz **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **Problem Statements:** Student Learning 1				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Any student that is 2 years below grade level, will receive Critical Student intervention services to accelerate instruction during a 45-90 minutes intervention block. **Strategy's Expected Result/Impact:** A rating in Doman 3: 60% SPED students reach approaches in STAAR and 23% SPED students reach Meets in STAAR. **Staff Responsible for Monitoring:** Monica Gonzalez Isabel Hinojosa Belinda Gonzales Marisol Schultz **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **Problem Statements:** Student Learning 1 **Funding Sources:** Intervention Teacher - Federal Grant	100%	✕	✕	

0% No Progress | 100% Accomplished | → Continue/Modify | ✕ Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: The percent of our 1st grade students reading on level is significantly lower than any other grade level. **Root Cause**: 1.Instruction to student and teacher gaps was not corrected immediately as learning gaps were taking place because we did not prioritize analyzing specific student and teacher gaps earlier in the school year. 2. Student independent centers were not aligned to student learning instructional gaps.

Goal 3: IDEA achieves an A rating

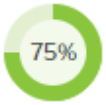
Performance Objective 3: By May 2023, 40% of Emergent Bilingual students will reach a Meets Level as measured by STAAR

High Priority

HB3 Goal

Evaluation Data Sources: STAAR Domain 3 Reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Daily In class support will be provided to all students in 3rd grade Math & Reading to increase skill mastery. **Strategy's Expected Result/Impact:** 40% of Emergent Bilingual students will reach a Meets Level as measured by STAAR. A rating in Domain 3 **Staff Responsible for Monitoring:** Monica Gonzalez Vacancy - 3rd grade intervention teacher Belinda Gonzales Marisol Schultz **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 2 **Funding Sources:** Intervention Teacher - Federal Grant				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Teachers will receive training 1st teach best practices: Interactive Journals, Interactive Anchor Charts & Interactive Word Walls **Strategy's Expected Result/Impact:** 40% of Emergent Bilingual students will reach a Meets Level as measured by STAAR. A rating in Domain 3 **Staff Responsible for Monitoring:** Belinda Gonzales Marisol Schultz **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **Problem Statements:** Student Learning 2				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Explicit Writing Instruction & Summit will be utilized daily through Academic Block. **Strategy's Expected Result/Impact:** 40% of Emergent Bilingual students will reach a Meets Level as measured by STAAR. A rating in Domain 3 **Staff Responsible for Monitoring:** Denney Trevino **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **Problem Statements:** Student Learning 2				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 2: 52% of Emergent Bilingual students are at the Beginning level in Writing as per TELPAS reports. **Root Cause**: 1. Writing instruction was not prioritized as per our instructional plans because we did not have an inclusive Writing curriculum for students in K-2nd.

Goal 4: Increase student daily attendance

Performance Objective 1: IDEA La Joya Academy will reach a 97% Average Daily Attendance as measured by end of the year PEIMS reporting.

High Priority

Evaluation Data Sources: PEIMS reporting

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Daily parent ADA contact by 3 groups of stakeholders from 7:30-8:45 am.: Teachers, Administrators and Support Staff **Strategy's Expected Result/Impact:** 97% Average Daily Attendance **Staff Responsible for Monitoring:** Diego Zavala **Title I:** 2.5, 4.1 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **Problem Statements:** Demographics 1	100%			

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: There is a need to increase parent communication specifically regarding student progress to increase parent accountability towards students daily attendance. **Root Cause**: 1. Lack of planning academic progress meetings for all parents. 2. Lack of follow ups in teacher/parent contact logs.

Goal 4: Increase student daily attendance

Performance Objective 2: IDEA La Joya Academy ADA escalation matrix will be executed 90% of the time as measured by campus escalation matrix reporting.

High Priority

Evaluation Data Sources: Campus ADA escalation matrix report.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Daily data review through ADA huddles on families of concern with 3 or more unexcused absences. Weekly homevisits by Counselor, Assistant Principal and Principal for any family with over 7 unexcused absences. **Strategy's Expected Result/Impact:** 90% execution of ADA escalation matrix **Staff Responsible for Monitoring:** Diego Zavala **Title I:** 4.1, 4.2 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **Problem Statements:** Demographics 1	100%	✕	✕	

0% No Progress | 100% Accomplished | → Continue/Modify | ✕ Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: There is a need to increase parent communication specifically regarding student progress to increase parent accountability towards students daily attendance. **Root Cause**: 1. Lack of planning academic progress meetings for all parents. 2. Lack of follow ups in teacher/parent contact logs.

Goal 4: Increase student daily attendance

Performance Objective 3: By May 2022, 75% of 1st & 2nd grade students will reach or exceed 1,200 minutes in Moderate to Vigorous Physical Activity as measured by Individual Learning district dashboard.

Evaluation Data Sources: Individualized learning district dashboard.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Every teacher, leader and student will review student progress during leader/teacher check ins and student/ teacher check ins. **Strategy's Expected Result/Impact:** 75% of 1st & 2nd grade students will reach or exceed 1,200 minutes in Moderate to Vigorous Physical Activity **Staff Responsible for Monitoring:** Marco Valladares Marisol Schultz **Problem Statements:** Demographics 2	100%	✗	✗	

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Host an Elective Night Parent Meeting to review physical education goals, at home healthy habits to increase excersice and good eating habits and review student progress. Meeting will take place in October 12th. **Strategy's Expected Result/Impact:** 75% of 1st & 2nd grade students will reach or exceed 1,200 minutes in Moderate to Vigorous Physical Activity **Staff Responsible for Monitoring:** Marco Valladares Marisol Schultz **Title I:** 4.1, 4.2 **Problem Statements:** Demographics 1, 2 - Perceptions 2	75%	✗	✗	

0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: There is a need to increase parent communication specifically regarding student progress to increase parent accountability towards students daily attendance. **Root Cause**: 1. Lack of planning academic progress meetings for all parents. 2. Lack of follow ups in teacher/parent contact logs.

Demographics

Problem Statement 2: There is a need to focus on student morning meetings routines to increase joy and social emotional well being for 100% of students. **Root Cause**: 1. Lack of a minute by minute campus wide routine with set expectations on what should take place from 7:25-8:00 am. 2. Lack of follow ups and feedback during morning meeting routines to ensure the following are being nurtured: a. student joy b. parent ADA communication c. Social Emotional lessons

Perceptions

Problem Statement 2: Families that do not attend campus wide family and community involvement events are families with a high social economic need. **Root Cause**: 1. Our families are in need of transportation to get to campus for community campus events. 2. We have not invested our parents in our campus culture of high achievement by stamping clear expectations.

Goal 5: Increase student persistence

Performance Objective 1: IDEA La Joya Academy will reach 90% students persistence by 11th day of 23-24 school year as measured by final audited persistence reporting.

High Priority

Evaluation Data Sources: Final audited region student persistence report.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Coach & develop GTLs in creating a yearly calendar backwards plan for Persistence incentives by September 1ST on: Student Incentives & Celebrations for good behavior, academic improvement and daily attendance. **Strategy's Expected Result/Impact:** 90% students persistence **Staff Responsible for Monitoring:** Jaclyn Rios Samantha Garza Daisy Rodriguez Monica Gonzalez Grace Roa Zoila Soliz **Problem Statements:** Demographics 2	100%			

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: There is a need to focus on student morning meetings routines to increase joy and social emotional well being for 100% of students. **Root Cause**: 1. Lack of a minute by minute campus wide routine with set expectations on what should take place from 7:25-8:00 am. 2. Lack of follow ups and feedback during morning meeting routines to ensure the following are being nurtured: a. student joy b. parent ADA communication c. Social Emotional lessons

Goal 5: Increase student persistence

Performance Objective 2: Student referrals on violence/physical aggression will decrease by 50% as measured by campus disciplinary reports.

Evaluation Data Sources: Campus Disciplinary Referral Reports
22-22 data: 90% of referrals were aligned to physical aggression

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Develop and executing a Responding to Behavior system and allows all stakeholders to appropriate respond to behavior. Train 100% of staff members on the development of student behavior plans and how to deescalate behaviors that could lead to physical aggression. **Strategy's Expected Result/Impact:** Decrease of 50% referrals on physical aggression. **Staff Responsible for Monitoring:** Zoila Solis **Problem Statements:** Demographics 2	75%	✗	✗	

0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: There is a need to focus on student morning meetings routines to increase joy and social emotional well being for 100% of students. **Root Cause**: 1. Lack of a minute by minute campus wide routine with set expectations on what should take place from 7:25-8:00 am. 2. Lack of follow ups and feedback during morning meeting routines to ensure the following are being nurtured: a. student joy b. parent ADA communication c. Social Emotional lessons

Goal 5: Increase student persistence

Performance Objective 3: Parent participation on family engagement & student progress parent events will increase by 30% as measured by campus sign in reports.

High Priority

Evaluation Data Sources: Campus Sign In Reports
21-22 average data- 30%
Goal: 60%

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Campus yearly plan on family engagement events. Events were selected to fit our demographics needs and to allow families to have quarterly reports on students academic progress. **Strategy's Expected Result/Impact:** Increase by 30% on family engagement with a goal of 60%. **Staff Responsible for Monitoring:** Zoila Solis **Title I:** 4.1, 4.2 **Problem Statements:** Demographics 1 - Perceptions 1, 2	95%			

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: There is a need to increase parent communication specifically regarding student progress to increase parent accountability towards students daily attendance. **Root Cause**: 1. Lack of planning academic progress meetings for all parents. 2. Lack of follow ups in teacher/parent contact logs.

Perceptions
Problem Statement 1: Less than 30% of families attended WTI or student progress meetings. **Root Cause**: 1. Campus did not planned and scheduled curriculum nights that aligned to student progress meetings. 2. Campus did not plan to align our campus curriculum nights and student progress nights to parent wants such as a student performance or family fun time.
Problem Statement 2: Families that do not attend campus wide family and community involvement events are families with a high social economic need. **Root Cause**: 1. Our families are in need of transportation to get to campus for community campus events. 2. We have not invested our parents in our campus culture of high achievement by stamping clear expectations.

Title I Personnel

Name	Position	Program	FTE
	INTERVENTIONIST		1

2021-2022 Grade Team Leaders

Committee Role	Name	Position
Administrator	Belinda Gonzalez	Principal
Administrator	Denney Trevino	Assistant Principal
Administrator	Marisol Schultz	Assistant Principal
Administrator	Zoila Solis	Counselor
Administrator	Diego Zavala	Assistant Principal
Classroom Teacher	Jaclyn Rios	K Grade Team Leader
Classroom Teacher	Samantha Olivarez	1st Grade Team Leader
Classroom Teacher	Daisy Rodriguez	2nd Grade Team Leader
Classroom Teacher	Monica Gonzalez	3rd Grade Team Leader
Classroom Teacher	Grace Ligaya Roa	Special Programs Grade Team Leader

Campus Funding Summary

Federal Grant					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	2	3	Intervention Teacher		$0.00
3	3	1	Intervention Teacher		$0.00
				Sub-Total	$0.00

Addendums

Annual Performance Objectives (APO)

PRIORITY #1: Students Graduate College-Ready

1A. % of graduates who matriculate to a College or University: 100%

1B. % of graduates matriculate to a Tier I/II College or University: 15% | 25%

1C. % of Seniors accepted to a College or University: 100%

1D. % of Seniors named AP scholars | Earn IB diploma: 30% | 25%

1E. Earned State Rating: A

1F. % Basic | % Mastery | % Advanced on LEAP: 82% | 44% | 11%

1G. % Approaches | % Meets | % Masters on STAAR/EOC: 90% | 60% | 30%

1H. % Level 3 | % Level 4 | % Level 5 on FSA/FSAA: 70% | 40% | 20%

1I. % of Pre-K-2nd Students End The Year On/Above Grade Level in Reading - Year 1 Campuses | Year 2 Campuses: 80% | 90%

1J. % of students in CSI achieve 2 years growth in Reading | Math (measured by Ren STAR) 50% | 60%

1K. Average ACT score: 21

1L. % of students graduating college in 4 | 6 years: 25% | 55%

PRIORITY #2: Build a Strong & Sustainable Organization

2A. % Teacher Retention | Employee Retention: 85% | 85%

2B. 80% composit score on GPTW: 82%

2B. %Average Daily Attendance: 97.50%

2C. New Student Persistence: 90%

2D. Operating Income: $133M

2E. FIRST Rating: A

PRIORITY #3: Achieve Mission at Scale

3A. % of students with low socio-economic status: 80%

3B. Enrollment in August 2020: 83,894

3C. Schools in operation in August 2020: 149

3D. Total Funds Raised (millions): $93M

Needs Assessment

S-STAAR

D-DIBELS

E-EOC

A-ACT

RR-Reading Renaissance

ST-STAR for Math

DR-Discipline Report

AP-AP Tests

O-Other

Special Populations

All

AR-At Risk

ELL-English Language Learners

ED-Economically Disadvantaged

M-Migrant

SE-Special Education

IDEA La Joya AC

Comprehensive Needs Assessment ACADEMY						
Data Sources: Eureka Math & Electives Academy						
	DISTAR Pre-K on Grade Level	**Eureka Kinder on Grade Level**	**Eureka First on Grade Level**	**Eureka Second on Grade Level**	**% Math Masters 1-2**	**% Math Genious 1-2**
% Students	**NA**	**100/93/84**	**99/90/71**	**97/93/67**	**81%**	47%
Data Source: STAAR Academy -NA						
Data Source: CSI Academy- NA						

Reflections	
Areas of Strength	**Areas of Need**
1 Teacher side by side planning	1Hotspot TEK alignment
2 Quality Planning - Interactive Anchor Charts	2 Interactive Journals
3 Incentives with hotspot/math teachers	3 CFS/ Aligning expectations campus wide

IDEA La Joya AC

Comprehensive Needs Assessment ACADEMY						
Data Sources: DI ELA & Electives						
	DI Pre-K on Grade Level	**DI Kinder on Grade Level**	**DI First on Grade Level**	**DI Second on Grade Level**	**% Royal Readers**	**% Word Masters**
% Students	**NA**	**92%**	**66%**	**82%**	NA	79%
					RR Goal Met/Not Met	**WM Goal Met/Not Met**
					NA	Yes
Data Source: STAAR NA						
Data Source: CSI NA						

Reflections	
Areas of Strength	**Areas of Need**
1 Practice sessions with WHAT & HOW	1Responding to gaps - new pillar
2 Focusing on foundation - Differentiate W&W time vs. DI based on need.	2 Growth path for DI teachers
3 Backwards plan whole campus	3 Purposeful Independent work

IDEA La Joya AC

Comprehensive Needs Assessment ACADEMY						
Data Sources: Science Pk-2						
	Science Pre-K on Grade Level	**Science Kinder on Grade Level**	**Science First on Grade Level**	**Science Second on Grade Level**	**Science Third on Grade Level**	**Science Fourth on Grade Level**
% Students	**NA**	**99/88/88**	**96/91/87**	**96/87/73**	**NA**	**NA**
Data Source: Science 3-5 NA						

Reflections	
Areas of Strength	**Areas of Need**
1Lesson planning- creating project oppounities	1 5th Vertical alignment in K-3rd
2 Side by Side planning	2 Aggressively monitoring
3 Engaging powerpoints - collaboration	3 Change the lens of subject priority

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Comprehensive Needs Assessment ACADEMY							
Data Sources: Humanities Pk-2							
	Humanities Pre-K on Grade Level	**Humanities Kinder on Grade Level**	**Humanities First on Grade Level**	**Humanities Second on Grade Level**	**Humanities Third on Grade Level**	**Humanities Fourth on Grade Level**	**Humanities Fifth on Grade Level**
% Students	NA	100/100/100	100/99/99	100/99/99	NA	NA	NA

Reflections	
Areas of Strength	**Areas of Need**
1Lesson planning- creating project oppounities	1 5th Vertical alignment in K-3rd
2 Side by Side planning	2 Aggressively monitoring
3 Engaging powerpoints - collaboration	3 Change the lens of subject priority

IDEA La Joya AC

Comprehensive Needs Assessment ACADEMY					
TELPAS Composite Rating (Listening, Speaking, Reading, Writing)					
	Listening	**Speaking**	**Reading**	**Writing**	**% of ELL Students who grew one or more levels**
% Beginning	16%	26%	38%	52%	Kinder NA
% Intermediate	34$%	51%	32%	29%	1st 54%
% Advanced	36%	18%	20%	15%	2nd 60%
% Advanced High	14%	6%	10%	5%	Overall 51% Overall 75%

Reflections	
Areas of Strength	**Areas of Need**
1 Scope and sequence plan	1Starting BOY vs 8 weeks only
2 Summit in student schedule	2 Teacher instructional time
3 High Expectations - goal investment	3 Number of students at a time / Grouping by level

IDEA La Joya AC

Comprehensive Needs Assessment	
ACADEMY	
Staff Quality, Recruitment, Retention	
	Percentage
% School Lead Team Retention	100%
%Certified Teachers	Data Not Available
% Teacher Retention	94% (14/16)
% Campus Support Retention (All)	81% (27/33) 3 Co-teachers 2 Techers 1 Testing Co
Hiring Pipeline	315 applicants
% SPED Teachers	100%

Reflection	
Areas of Strength	**Areas of Need**
1 Teacher Development	1 Lessen the days that Teachers stay late. (ex: tutoring rotations, strong 1st time teach during the day, PD part of Faculty Meeting)
2 93% of great places to work survey	2 Start and End on Time: Dismissal Times at 3:45 rotations, GTL Meetings starting Earlier
3 Teacher Celebtration | WOW planning (full day)	3 Evaluate Teachers Asks monthly during LT Tactical 4. Communication - 3 weeks in advance

IDEA La Joya AC

Comprehensive Needs Assessment ACADEMY	
Data Source: School Culture and Climate	
	Campus %
% Average Daily Attendance	90%
% Overall Persistence	95%
% New Student Persistence	94%
# of Admin Withdrawals/ Level 3 Offenses	NA
% SPED	9%
% ELL	45%
% Eco Dis	94%
% Migrant	NA
% Race: American-Indian-Alaska-Native	NA
% Asian	NA
% White-Hispanic	98%
% Multi	NA
% Black-African-American	NA
% Native-Hawaiian-Pacific-Islander	NA
% White	2%
% Male	54%
% Female	45%

Data Source: School Culture and Climate	
Reflections	
Areas of Strength	**Areas of Need**
1Student Celebrations (Kite day)	1 Follow-through on parent log - Initial from Counselor
2 Parent Communication Wonderful Wedsnesday	2 Retention Meetings (Starting them early)
3. Student planners	3 Morning meeting/ Progress towards goals night

IDEA La Joya AC

Comprehensive Needs Assessment ACADEMY	
Data Source: Family and Community Involvement	
	Percentage
% Families Attended WTI	30%
% Families Attended Curriculum Night	Did not have one
% Families Who Attended EOY Ceremonies	90%
% Families who attended Fall Festival	70%
% Families who attended Winter Festival	90%
% Families who attended Spring Festival	Did not have one

Reflection	
Areas of Strength	**Areas of Need**
1 Monthly Events	1Progress towards goals nights- Raffle/F Events (Truck or treat, Spring Festival, T Daughter Dances- Mom/Son)
2 Teacher/Student Relationships	2 Communication Process of Events

1
ood/Awards/During BIG alent Show/Picnic/Father

IDEA Public Schools

La Joya College Prep

2022-2023 Campus Improvement Plan

Accountability Rating: B

Distinction Designations:
Academic Achievement in English Language Arts/Reading
Academic Achievement in Mathematics
Top 25 Percent: Comparative Academic Growth

Board Approval Date: October 21, 2022
Public Presentation Date: September 7, 2022

Mission Statement

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

Vision

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

School:

At IDEA La Joya, we are committed to academically prepare scholars for college, and develop them to become productive, responsible, and compassionate citizens. Every student's future will be cultivated by having high expectations for all stakeholders, and forge a strong trust relationship between teachers, parents, students and leaders to guarantee a successful path to and through college.

Core Values

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

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

School Pillars:

Excellence *(Exelencia)*: Be implacable with your work every day, always do your best and implement lessons learned from your setback and wins.

Empathy *(Empatia):* **Be committed to listening, be aware of your environment, respect everyone's beliefs and never judge**.

Resiliency *(Fortaleza)***: Be committed to always push against adversity and don't allow any situation or problem hold you back from impacting your life and community.**

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Comprehensive Needs Assessment

Revised/Approved: August 31, 2022

Demographics

Demographics Summary

My campus is a middle school serving 6th graders in the community of La Joya, TX, Palmview, TX and Sullivan City, TX. We had an enrollment of 80 students, which 100% of them were Hispanics.

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	91.94%
% Overall Persistence	94.50%
% New Student Persistence	94%
# of Admin Withdrawals/ Level 3 Offenses	0%
% SPED	23%
% ELL	70%
% Eco Dis	95%
% Migrant	1.25%
% Race: American-Indian-Alaska-Native	0
% Asian	0

IDEA La Joya	
% White-Hispanic	100%
% Multi	0
% Black-African-American	0
% Native-Hawaiian-Pacific-Islander	0
% White	0
% Male	46%
% Female	54%

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): The campus reached a 91.94% attendance below the goal of a 97% attendance. **Root Cause:** Lack of implementing the attendance matrix.

Problem Statement 2 (Prioritized): The campus persistence was not on track during the year, reaching a 94% before summer break and ending with a persistence of 88% below the goal by 2% points. **Root Cause:** Lack of creating a culture of joy and high expectations for students.

Student Learning

Student Learning Summary

Below is the data for ELA STAAR reuslts annd RENSTAR exam (internal lexile exam):

% Meeting CSI Goal	Reading CP CSI
% CSI (EOY Ren.)	56%
% of CSI Passing STAAR	42%
% of SPED Passing STAAR	72%

	STAAR Reading 6th
% Approaches	65%
% Meets	31%
% Masters	16%
% Student Achievement Average	37%

Consequnetly, below is the data for STAAR math results:

	STAAR Math 6th
% Approaches	71%
% Meets	36%
% Masters	13%
% Student Achievement Average	40

Further, here are the results from our internal end of year exams for science and world cultures:

	6th Grade EOY Assessment
% Passing	92%

	6th Grade EOY Assessment
% Passing	60%

Moreover, below are the results of the TELPAS exam:

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

	Listening	Speaking	Reading	Writing	% of ELL Students who grew one or more levels
% Beginning	6%	4%	10%	8%	
% Intermediate	29%	44%	40%	37%	
% Advanced	30%	48%	35%	38%	25%
% Advanced High	35%	4%	15%	17%	

Overall preliminary accountability data for the different domains:

Domain 1 (53)	Reading	Math	SAS	Letter Grade
Score	65|31|16 (37)	71|35|11 (39)	38	71 (C)

Domain 1 (53)	Reading	Math	SAS	Letter Grade
Doamin 2	Reading Met Growth	Math Met Growth	Score	Letter Grade
Score	75% (21/28)	92% (58/63)	86	94 (A)
Doamin 2 RP (48%)	SAS	% Eco Dis.		Letter Grade
Score	38	95%		82 (B)

	Academic Achievement: 30% (MEETS above)						10% TELPAS					10% Student Ach.
Domain 3	ALL (80 students) ELA: 44% Math: 46%	Hispanic (70 Students) ELA: 37% Math: 40%	Eco Dis (78 students) ELA: 33% Math: 36%	SPED (20 students) ELA: 19% Math: 23%	EL (59 students) ELA: 29% Math: 40%	Non-Cont. (79 students) ELA: 42% Math: 45%	59 students (24 students (40%))	ALL 47%	Hispanic 41%	SPED 23%	EL 37%	Non-Co Enrolle 45%
ELA	31%	31%	30%	44%	25%	32%	25%	38%	38%	51	36%	38%
MATH	35%	35%	36%	55%	32%	36%						

Student Learning Strengths

Now we will review the stregth of each section above. Lets begin with English language arts STAAR strengths:

Areas of Strength

1 We met the AR goal by motivating kiddos, providing PTG weekly and providing incentives for meeting goal.

2 ELA growth from Mock to STAAR evident by more than 32% points.

3 75% of students met their reading growth goal.

Consequently, here are the strength for math STAAR:

Areas of Strength

1. Growth met from student was at a 92% and passing growth from mock to STAAR was 53% points.

2. Trackng growth and mastery of TEKS on a daily basis.

3 Math teachers were proficient at delivery and aggressive monitoring.

Moreover, here are the strength for science and world cultures end of year exam:

Areas of Strength: Science

1 Create strong annotation system for students.

2 Students recevied various checkpoints during the lessons.

Areas of Strength: World Cultures

1 Students practice the content and read over the content daily.

2 Teacher reviewed content using various delivery forms.

3. Teacher created cornell notes for students to annotate as she lecture in class.

Finally, here are the strengths for TELPAS results:

Areas of Strength

1 Implemented summit k-12 to support all EB students.

2 Provided EB student with reading intervention, such as decoding and DISE.

3 Provided EB students with graphic organizers and EB accommodations.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Campus lesson progress was below the goal of 4 lessons a week, ending with an average of 3 lessons per week. **Root Cause:** Lack of fidelity to the DI program and provide opportunities for students to master lessons.

Problem Statement 2 (Prioritized): Students weren't push to have reading and writing rigor in every content area. **Root Cause:** Increase the reading and writing rigor in all classes by implementing cross content reading and writing strategies during the year.

Problem Statement 3 (Prioritized): Alignment of the curriculum to TEKs to provide students to master a skill on a daily basis. **Root Cause:** Provide students with TEK aligned curriculum opportunities on a daily basis. Students will struggle with exam format; therefore, we must provide similar new format.

Problem Statement 4 (Prioritized): Start with basic math reteach during academic block starting in August. **Root Cause:** We didn't address math gaps early in the year. We must push for students to gain or master basic math content.

Problem Statement 5 (Prioritized): Didn't provide many experimental opportunities for students hands-on. **Root Cause:** We didn't provide hands on opportunity for student to comprehend science content.

Problem Statement 6 (Prioritized): Provide more practice time for students to master content. **Root Cause:** Teachers are using more of the time to lecture and missing time for students to practice science content. Therefore, they don't have fidelity to the time stamps of practice.

Problem Statement 7 (Prioritized): Monitor summit k-12 program with fidelity and provide feedback to teachers on implementation. **Root Cause:** We implemented the Summit k-12 program but lack to monitor progress of students by teacher and students.

Problem Statement 8 (Prioritized): Lack the implementation of literacy skills, such as think-write-discuss and accountable talk. **Root Cause:** Students lacked reading abilities; therefore, we prioritize reading strategies but must implement writing and speaking techniques.

Problem Statement 9 (Prioritized): Students need more primary and secondary source reading and annotations. **Root Cause:** Students had a lot of guided reading instruction; however, they need to be push to be doing the reading on a daily basis.

School Processes & Programs

School Processes & Programs Summary

Programs offered in the school are:

1. Math-We use the district math curriculum and supplement with All things math

2. English- We use wit and wisdom. We also provide small group support using I-Ready.

3. Math enrichment-Dreabox

4. AR program for reading comprehension and fluecy

5. Move this world for social emotional

6. Measuirng up and Forde-Ferrier -for TEK practice

7. Direct Instruction for reading intervention

8. Rosetta Stone, Direct instruction for Spanish

9. Science and English-We used district curriculum

We provide professinal development for our staff on a weekly basis. See our calendar below:

2021 -2022 IDEA La Joya College Prep PD Calendar

FALL SEMESTER

Date	Meeting	Topic	Priority Aligment	Presenter(s)
7/31/2021	Teacher Workday	Review Checklist	Culture of Joy & High Expectations	Ms. Canales
8/2/2021	BOY Professional Development	Culture + Planning	Teacher Development	ILJCP Lead Team
8/3/2021	BOY Professional Development	Culture + Planning & HS Meet the Teacher	Teacher Development	ILJCP Lead Team
8/4/2021	BOY Professional Development	Course Collaboration #1 + Back 2 School Bash	Teacher Development	HQ
8/5/2021	BOY Professional Development	OPS & MS Meet the Teacher	Teacher Development	ILJCP Lead Team

SPRING SEMESTER

Date	Meeting	Topic
1/3/2022	Professional Development	Course Collaboration #3
1/10/2022	Faculty Meeting	Remediation & Re-teaching
1/18/2022	TELPAS	TELPAS Writing PD
1/24/2022	Faculty Meeting	Remediation & Re-teaching #2
1/31/2022	Faculty Meeting	SWAMs

2021 -2022 IDEA La Joya College Prep PD Calendar

8/6/2021	BOY Professional Development	Culture Camp	Teacher Development & Culture of Joy & High Expectations	ILJCP Lead Team	2/7/2022	TELPAS	Calibration #1
8/9/2021	Week 1 PD	Reflection of 1st Day of School + Setting Clear Expectations Clinic	Teacher Development	Mr. Facio	2/14/2022	STAAR/EOC	SWAMs 2.0
8/10/2021	Week 1 PD	Reflection of 2nd Day of School -TCP Placement + Teachboost Log-in	Teacher Development	Mr. Facio	2/21/2022	Faculty Meeting	Mastery Machine
8/11/2021	Week 1 PD	Setting Teacher Goals	Teacher Development	Mr. Facio	2/28/2022	STAAR/EOC	STAAR/EOC Security Training
8/12/2021	Week 1 PD	Lesson Planning	Teacher Development	Mr. Facio	3/11/2022	Professional Development	Course Collaboration #4
8/13/2021	Week 1 PD	Lesson Planning	Teacher Development	Mr. Facio	3/21/2022	Content Meeting	Mastery Machine #2
8/16/2021	Faculty Meeting	Key Points	Teacher Development	Mr. Facio	3/28/2022	Faculty Meeting	STAAR/EOC Security Training
8/23/2021	Faculty Meeting	Fostering a Love of Literacy: Aligned Annotation Skills	Literacy	Mr. Facio	4/4/2022	Faculty Meeting	Last Push
9/2/2021	Javelina Night	Bowling	Culture of Joy	Ms. Canales & Ms. Tamez	4/11/2022	Faculty Meeting	Mastery Machine Tracking
9/7/2021	Faculty Meeting	Monitor Student Learning #1	Teacher Development	Mr. Facio	4/18/2022	Faculty Meeting	Mastery Machine Tracking
9/13/2021	Faculty Meeting	Annotations 2.0	Literacy	Mr. Facio	4/25/2022	Faculty Meeting	Mastery Machine Tracking
9/20/2021	Faculty Meeting	Monitor Student Learning #2	Teacher Development	Mr. Facio	5/2/2022	Faculty Meeting	STAAR Prep
9/27/2021	Faculty Meeting	Vocabulary	Literacy	Mr. Facio	5/9/2022	Faculty Meeting	Team Builder
10/5/2021	Faculty Meeting	Fostering a Love of Literacy: Read, Write, Discuss, Record	Literacy	Mr. Facio	5/16/2022	Content Meeting	EOY Checklist
10/8/2021	Professional Development	Course Collaboration #2	Teacher Development	HQ	5/23/2022	Faculty Meeting	La Joya CP StepBack
10/18/2021	Faculty Meeting	Vertically Aligned Key Points	Teacher Development	Mr. Facio	5/27/2022	Teacher Workday	EOY Checklist & Meeting with Mr. Facio
10/25/2021	Javelina Night	Movies	Culture of Joy	Ms. Canales & Ms. Tamez			

11/1/2020	Faculty Meeting	Responds to Gaps in Student Learning: Data Huddles	Teacher Development	Mr. Facio
11/8/2020	Faculty Meeting	Fostering a Love of Literacy: Building Habits of Discussion	Literacy	Mr. Facio
11/18/2021	Javelina Night	Thanksgiving Dinner	Culture of Joy	Ms. Canales & Ms. Tamez
11/29/2021	Faculty Meeting	Testing Procedures & Logistics	Culture of High Expectations	TC
12/6/2021	Faculty Meeting	Data Analysis Meetings	Teacher Development	Mr. Facio
12/13/2021	Faculty Meeting	Data Analysis Meeting Work Time	Teacher Development	Mr. Facio

Below is our master schuedle for 21-22:

GRADE	TEACHER	College House	AB	RM	COURSE	7:45-8:00	8:00-9:30	9:33-11:03 (10:15 OATT)	11:06-12:06
	K. Hernandez	Yale	AB	404	Science/Soc. Stud. (60min: Content | 30min: Language Live) Science(xADV0306060)/ Soc. Stud. (xADV0266006)	Homeroom (x2060000)	Yale	Harvard	Academic Block* (x80900000)
	E. Valades	Harvard	AB	405	ELA ELA (xADV0280000)	Homeroom (x2060000)	Harvard	Yale	Academic Block* (x80900000)
6TH									
	A. Guerrero	Cornell (SPED |CSI)	AB	407	Math Math (xADV0264006)	Homeroom (x2060000)	Cornell	Columbia	Academic Block* (x80900000)
	J. Barrera	Columbia (CSI)	A	414	AR (x808000016)	Homeroom (x2060000)	Columbia	Cornell	Academic Block* (x80900000)
	J. Barrera	Columbia (CSI)	B	412	Hotspot (x850009096)	Homeroom (x2060000)	Columbia	Cornell	Academic Block* (x80900000)
	I. Santisteban	Columbia (CSI)	C	GYM	PE (x02530003)	Homeroom (x2060000)	Columbia	Cornell	Academic Block* (x80900000)

School Processes & Programs Strengths

Curriculum & Instruction:

- At least one-third of IDEA students graduate with the "AP Scholar" designation, evidence of earning a qualifying score on at least three AP exams, demonstrating successful completion of college-level coursework prior to graduation.
- IDEA provides students access to accelerated instruction through the 1:1 technology device, including adaptive software for mathematics and literacy and access to hundreds of thousands of books in the district's digital library.
- IDEA curricular resources include high-quality instructional materials that earn the highest ratings on national evaluation measures.
- IDEA curriculum is regularly evaluated using a quality evaluation tool, ensuring alignment to the Texas Essential Knowledge and Skills and AP course standards, as well as the STAAR/EOC and AP exams.
- IDEA implements a variety of training opportunities for teachers and leadership staff with the goal of developing teachers' pedagogical content knowledge and leaders' coaching skills.
- For 15 years in a row, 100% of IDEA students have been accepted into college, demonstrating that IDEA academic programming is adequately preparing students for post-secondary education.
- In 2022, four IDEA schools were ranked in the top 10 Most Challenging Schools in the Nation and 13 were ranked in the top 1% of schools nationwide, by the Jay Mathews Challenge Index High School Rankings.

Special Programs

- IDEA exceeded the expected growth target for EL student performance on TELPAS in 2021 with 48% of ELs meeting that target.
- IDEA provide targeted research based instruction to students who have a 2.0 year gap in Reading and/or Math with the goal of closing that gap by 2.0 years during the school year with our initiative called Critical Student Intervention (CSI). During the 21-22 school year, 2,562 out of 6,632 students meet that goal for Reading and 703 out of 1,268 students met the goal for Math.
- IDEA is in Year 3 of our TEA awarded Autism Grant. Through this grant we were able to increase support for 195 students with autism in Rio Grande Valley and Austin who met the criteria outlined by TEA for this grant.
- IDEA submitted and was awarded a Dyslexia Grant by the TEA so that we will be able to provide increased professional development to teachers and leaders on working with students with dyslexia and increase the support resources for our students with dyslexia.

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 1 (Prioritized): Students scored a 60% passing on the STAAR reading exam. **Root Cause:** Master schedule is missing a time for students to receive a reading and writing intervention.

Problem Statement 2 (Prioritized): Teacher struggle with lesson planning. **Root Cause:** Teachers had a planning until the EOD. Therefore, making it hard for them to plan after going all day teaching.

Problem Statement 3: Students didn't experience all year a TEK based curriculum. **Root Cause:** Lack of TEK resources to provide intervention to students in math and reading.

Perceptions

Perceptions Summary

Here is the summary of our IDEA La Joya College prep adult and student culture:

Comprehensive Needs Assessment

College Prep

Data Source: School Culture and Climate

	Campus %
% Average Daily Attendance	91.94%
% Overall Persistence	94.50%
% New Student Persistence	94%
# of Admin Withdrawals/ Level 3 Offenses	0%
% SPED	23%
% ELL	70%
% Eco Dis	95%
% Migrant	1.25%
% Race: American-Indian-Alaska-Native	0
% Asian	0
% White-Hispanic	100%
% Multi	0
% Black-African-American	0
% Native-Hawaiian-Pacific-Islander	0
% White	0

% Male	46%
% Female	54%

IDEA La Joya

Comprehensive Needs Assessment

COLLEGE PREP

Data Source: Family and Community Involvement

	Percentage
% Families Attended WTI	54%
% Families Attended Curriculum Night	48%
% Families Who Attended EOY Ceremonies	90%
% Families who attended Fall Festival	56%
% Families who attended Winter Festival	52%
% Families who attended Spring Festival	81%

IDEA La Joya

Comprehensive Needs Assessment

COLLEGE PREP

Staff Quality, Recruitment, Retention

	Percentage

IDEA La Joya

% School Lead Team Retention	100%
% Instructional Support Retention	100%
% Teacher Retention	100%
% Campus Support Retention	100%
% SPED Certified Teachers	100%
% State/National Certified Teachers	28%
% State Certified Leaders	50%
% State/Board certified Counselors	100%
Number of teacher applicants per 2020-21 school year	35

Great places to work survey for staff: 92% of staff said IDEA La Joya College Prep was a great place to work.

Perceptions Strengths

Below are the strengths for each seciton of our student and adult climate and culture:

Areas of Strength

1. We had afterschool programs for all students.

2 We had a strong culture of achievement and strong whole wide procedures.

3 We offered monthly events for families and parents to build school culture and relationship with our families.

Moreover, here is the strengths for family and community culture:

Areas of Strength

1 We hosted monthly events for parents from fall festival to coffee with the principal.

2 Promotion of events was send in various forms, such as remind, facebook and student flyer.

3 We had teacher invesment on supporting with the event and build relationship with parents.

Finally, here are several strengths for the seciton of staff culture:

Areas of Strength

1. Building trust with relationships and coaching teachers with fidelity every week.

2. Provide all the resources needed for the teacher, including modeling and co-planning.

3 Have listening tours every quarter to capture feedback for the school.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): An area of growth is to increase parent attendance to events by HR calling each family. **Root Cause:** Teachers would send mass message via remind; however, several of our parents don't remind install or signal is poor in our community. Therefore, owning the invitation by calling will allow for us to reach more parents.

Problem Statement 2 (Prioritized): We need to increase the amount of promotional time of the event. **Root Cause:** We didn't promote events for a long time on social media and on all the forms of communication with students and families.

Problem Statement 3 (Prioritized): Have surveys for parents and students and ask if they liked the event and how we can make them better. **Root Cause:** Lack of survey on what we did good and what we can change for the next event.

Problem Statement 4 (Prioritized): We need to improve our parent communication by using a parent communication log. **Root Cause:** We didn't have a parent communication log to document all our parent outreach/support.

Problem Statement 5 (Prioritized): We need to train all teachers on how to handle all types of behavior and de-escalation. **Root Cause:** We didn't monitor during culture rounds if teachers could de-escalate situations and retrain if needed or provided clinics to address situation.

Problem Statement 6 (Prioritized): Celebrate the success of the team on a weekly basis in the teacher weekly and during staff PDs. **Root Cause:** Lack of celebrating the teachers during PD and teacher weekly.

Problem Statement 7 (Prioritized): Access the trust level of each lead team member by using a trust survey. **Root Cause:** We didn't have a trust survey for staff at various points of the week to determine what we need to change.

Problem Statement 8 (Prioritized): Student ADA was below than normal. IDEA schools typically end at a 97.5%. However, this year we landed at a 91%. **Root Cause:** Various students were out due to COVID infection and we didn't have solid ADA procedures.

Problem Statement 9 (Prioritized): We ended that year at a 94% persistence and begin the year at a 88% persistence. Missing the goal by 2 percent points. **Root Cause:** Lack a robust afterschool program and building Javelina pride on campus.

Priority Problem Statements

Problem Statement 1: An area of growth is to increase parent attendance to events by HR calling each family.

Root Cause 1: Teachers would send mass message via remind; however, several of our parents don't remind install or signal is poor in our community. Therefore, owning the invitation by calling will allow for us to reach more parents.

Problem Statement 1 Areas: Perceptions

Problem Statement 2: We need to increase the amount of promotional time of the event.

Root Cause 2: We didn't promote events for a long time on social media and on all the forms of communication with students and families.

Problem Statement 2 Areas: Perceptions

Problem Statement 3: We need to improve our parent communication by using a parent communication log.

Root Cause 3: We didn't have a parent communication log to document all our parent outreach/support.

Problem Statement 3 Areas: Perceptions

Problem Statement 4: Have surveys for parents and students and ask if they liked the event and how we can make them better.

Root Cause 4: Lack of survey on what we did good and what we can change for the next event.

Problem Statement 4 Areas: Perceptions

Problem Statement 5: Celebrate the success of the team on a weekly basis in the teacher weekly and during staff PDs.

Root Cause 5: Lack of celebrating the teachers during PD and teacher weekly.

Problem Statement 5 Areas: Perceptions

Problem Statement 6: We need to train all teachers on how to handle all types of behavior and de-escalation.

Root Cause 6: We didn't monitor during culture rounds if teachers could de-escalate situations and retrain if needed or provided clinics to address situation.

Problem Statement 6 Areas: Perceptions

Problem Statement 7: Access the trust level of each lead team member by using a trust survey.

Root Cause 7: We didn't have a trust survey for staff at various points of the week to determine what we need to change.

Problem Statement 7 Areas: Perceptions

Problem Statement 8: Student ADA was below than normal. IDEA schools typically end at a 97.5%. However, this year we landed at a 91%.

Root Cause 8: Various students were out due to COVID infection and we didn't have solid ADA procedures.

Problem Statement 8 Areas: Perceptions

Problem Statement 9: We ended that year at a 94% persistence and begin the year at a 88% persistence. Missing the goal by 2 percent points.

Root Cause 9: Lack a robust afterschool program and building Javelina pride on campus.

Problem Statement 9 Areas: Perceptions

Problem Statement 10: Students need more primary and secondary source reading and annotations.

Root Cause 10: Students had a lot of guided reading instruction; however, they need to be push to be doing the reading on a daily basis.

Problem Statement 10 Areas: Student Learning

Problem Statement 11: Lack the implementation of literacy skills, such as think-write-discuss and accountable talk.

Root Cause 11: Students lacked reading abilities; therefore, we prioritize reading strategies but must implement writing and speaking techniques.

Problem Statement 11 Areas: Student Learning

Problem Statement 12: Monitor summit k-12 program with fidelity and provide feedback to teachers on implementation.

Root Cause 12: We implemented the Summit k-12 program but lack to monitor progress of students by teacher and students.

Problem Statement 12 Areas: Student Learning

Problem Statement 13: Provide more practice time for students to master content.

Root Cause 13: Teachers are using more of the time to lecture and missing time for students to practice science content. Therefore, they don't have fidelity to the time stamps of practice.

Problem Statement 13 Areas: Student Learning

Problem Statement 14: Didn't provide many experimental opportunities for students hands-on.

Root Cause 14: We didn't provide hands on opportunity for student to comprehend science content.

Problem Statement 14 Areas: Student Learning

Problem Statement 15: Start with basic math reteach during academic block starting in August.

Root Cause 15: We didn't address math gaps early in the year. We must push for students to gain or master basic math content.

Problem Statement 15 Areas: Student Learning

Problem Statement 16: Alignment of the curriculum to TEKs to provide students to master a skill on a daily basis.

Root Cause 16: Provide students with TEK aligned curriculum opportunities on a daily basis. Students will struggle with exam format; therefore, we must provide similar new format.

Problem Statement 16 Areas: Student Learning

Problem Statement 17: Students weren't push to have reading and writing rigor in every content area.
Root Cause 17: Increase the reading and writing rigor in all classes by implementing cross content reading and writing strategies during the year.
Problem Statement 17 Areas: Student Learning

Problem Statement 18: Campus lesson progress was below the goal of 4 lessons a week, ending with an average of 3 lessons per week.
Root Cause 18: Lack of fidelity to the DI program and provide opportunities for students to master lessons.
Problem Statement 18 Areas: Student Learning

Problem Statement 19: Teacher struggle with lesson planning.
Root Cause 19: Teachers had a planning until the EOD. Therefore, making it hard for them to plan after going all day teaching.
Problem Statement 19 Areas: School Processes & Programs

Problem Statement 20: Students scored a 60% passing on the STAAR reading exam.
Root Cause 20: Master schedule is missing a time for students to receive a reading and writing intervention.
Problem Statement 20 Areas: School Processes & Programs

Problem Statement 21: The campus persistence was not on track during the year, reaching a 94% before summer break and ending with a persistence of 88% below the goal by 2% points.
Root Cause 21: Lack of creating a culture of joy and high expectations for students.
Problem Statement 21 Areas: Demographics

Problem Statement 22: The campus reached a 91.94% attendance below the goal of a 97% attendance.
Root Cause 22: Lack of implementing the attendance matrix.
Problem Statement 22 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading 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
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Class size averages by grade and subject

Employee Data

- Staff surveys and/or other feedback
- State certified and high quality staff data

Parent/Community Data

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

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data

Goals

Goal 1: Increase staff retention

Performance Objective 1: Retain 85% of our teacher and staff at IDEA La Joya College Prep for the 22-23 academic year.

Evaluation Data Sources: Quarter teacher retention.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Listening tours every quarter to capture teacher/staff needs and create an action plan. **Strategy's Expected Result/Impact:** Teacher feel heard **Staff Responsible for Monitoring:** Principal, API, and Counselor **TEA Priorities:** Recruit, support, retain teachers and principals **Problem Statements:** Perceptions 7	100%	80%	80%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Celebrate teachers via PD, Teacher career Pathway, and team and family celebrations and events. **Strategy's Expected Result/Impact:** Retain all teachers and they feel appreciated **Staff Responsible for Monitoring:** Principal, API, APO, and Counselor **TEA Priorities:** Recruit, support, retain teachers and principals **Problem Statements:** Perceptions 6	50%			

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 6: Celebrate the success of the team on a weekly basis in the teacher weekly and during staff PDs. **Root Cause**: Lack of celebrating the teachers during PD and teacher weekly.
Problem Statement 7: Access the trust level of each lead team member by using a trust survey. **Root Cause**: We didn't have a trust survey for staff at various points of the week to determine what we need to change.

Goal 2: IDEA will achieve full enrollment

Performance Objective 1: IDEA La Joya will be 100% enrolled by the 11 day of school

High Priority

Evaluation Data Sources: Receive 100% of applications needed by February, Complete 100% of registrations needed by June and meet enrollment on first day.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Execute all the highest leverage recruitment strategies by February, such as block walking, super recruitment, recruitment community events and promotion of events for all the community. **Strategy's Expected Result/Impact:** Meet 100% of aplications and registatrtions needed to be 100% enrolled at IDEA La Joya College Prep. **Staff Responsible for Monitoring:** Principal and APO **Problem Statements:** Perceptions 2	95%			

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 2: We need to increase the amount of promotional time of the event. **Root Cause**: We didn't promote events for a long time on social media and on all the forms of communication with students and families.

Goal 3: IDEA achieves an A rating

Performance Objective 1: IDEA La Joya College Prep will earn an A TEA Rating for the 2022-2023 academic year.

High Priority

Evaluation Data Sources: Unit exams and semester exams and end of year STAAR scores

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Implement literacy professional development (5 skills) **Strategy's Expected Result/Impact:** Teacher will implement 5 high leverage literacy skills **Staff Responsible for Monitoring:** Principal, API **Title I:** 2.4 - **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 2	50%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Breakdown unit or content data to focus on reteaching lowest performing objectives. **Strategy's Expected Result/Impact:** Increase our D1 data by 20 points **Staff Responsible for Monitoring:** Principal, API and teachers **Title I:** 2.4 - **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 3, 4, 6	80%			

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 2: Students weren't push to have reading and writing rigor in every content area. **Root Cause**: Increase the reading and writing rigor in all classes by implementing cross content reading and writing strategies during the year.
Problem Statement 3: Alignment of the curriculum to TEKs to provide students to master a skill on a daily basis. **Root Cause**: Provide students with TEK aligned curriculum opportunities on a daily basis. Students will struggle with exam format; therefore, we must provide similar new format.

Student Learning

Problem Statement 4: Start with basic math reteach during academic block starting in August. **Root Cause**: We didn't address math gaps early in the year. We must push for students to gain or master basic math content.

Problem Statement 6: Provide more practice time for students to master content. **Root Cause**: Teachers are using more of the time to lecture and missing time for students to practice science content. Therefore, they don't have fidelity to the time stamps of practice.

Goal 3: IDEA achieves an A rating

Performance Objective 2: 50% of critical student intervention students will grow 2 years in reading RENSTAR exam by the end of the 22-23 academic year.

High Priority

Evaluation Data Sources: End of Year RenSTAR Exam

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Implement the DI program with fidelity to complete 4 lessons a week at mastery. **Strategy's Expected Result/Impact:** 2 year growth in Reading RENSTAR exam. **Staff Responsible for Monitoring:** Interventionist, Principal and Assistant Principal **Title I:** 2.4 **- TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 1 **Funding Sources:** Interventionist - Federal Grant				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: Campus lesson progress was below the goal of 4 lessons a week, ending with an average of 3 lessons per week. **Root Cause**: Lack of fidelity to the DI program and provide opportunities for students to master lessons.

Goal 3: IDEA achieves an A rating

Performance Objective 3: Have 42% of ELs grow at least one composite score year over year

High Priority

Evaluation Data Sources: TELPAS Scores at the end of year

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Fidelity to summit k-12 program for EB students **Strategy's Expected Result/Impact:** 42% of EL students will increase a composite scores in TELPAS Exam **Staff Responsible for Monitoring:** Principal, teacher, assistant principal. testing coordinator and school counselor **Title I:** 2.6 **- TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 7, 8	45%			

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 7: Monitor summit k-12 program with fidelity and provide feedback to teachers on implementation. **Root Cause**: We implemented the Summit k-12 program but lack to monitor progress of students by teacher and students.
Problem Statement 8: Lack the implementation of literacy skills, such as think-write-discuss and accountable talk. **Root Cause**: Students lacked reading abilities; therefore, we prioritize reading strategies but must implement writing and speaking techniques.

Goal 3: IDEA achieves an A rating

Performance Objective 4: 90% of our HB4545 student meet their growth goals in math and reading STAAR.

High Priority

HB3 Goal

Evaluation Data Sources: Unit Exams, semester exams

Goal 3: IDEA achieves an A rating

Performance Objective 5: 100% of our HB4545 students will receive all their intervention hours before our 2023 STAAR.

High Priority

HB3 Goal

Evaluation Data Sources: PowerSchool Tracking

Goal 3: IDEA achieves an A rating

Performance Objective 6: Reach a 23 SAS score for our special education students on the math and reading STAAR.

High Priority

Evaluation Data Sources: Unit Exams, Semester exams and STAAR exam.

Goal 4: Increase student daily attendance

Performance Objective 1: At the end of the 2022-2023 school year, IDEA La Joya College Prep will achieve a 97% average daily attendance.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Implement and monitor the escalation matrix for students with excessive absences. **Strategy's Expected Result/Impact:** Increase ADA students and respond to excessive absences. **Staff Responsible for Monitoring:** Principal, Assistant Principal of Operations, Teachers, SIS, API **Title I:** 2.4, 2.6 **Problem Statements:** Perceptions 8	70%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Daily ADA mechanism by homeroom: Teacher Calls & ADA Student Tracking on bulletin board. **Strategy's Expected Result/Impact:** 100% of the time HR teachers will call their HR students to follow-up on why they haven't arrive to HR. **Staff Responsible for Monitoring:** Principal, SIS, APO, Teachers and API **Title I:** 2.4 **- TEA Priorities:** Improve low-performing schools **Problem Statements:** Perceptions 8	80%			

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: ADA Incentives, such as giveaways every quarter of the year. **Strategy's Expected Result/Impact:** Students feel motivated because they are receiving an award for coming everyday to school. We will monitor using printing the attendance daily report. Student will also monitor on the ADA tracker their monthly ADA. **Staff Responsible for Monitoring:** Principal, SIS, APO, Teachers and API **Title I:** 2.4 **Problem Statements:** Perceptions 8	100%	100%	100%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 8: Student ADA was below than normal. IDEA schools typically end at a 97.5%. However, this year we landed at a 91%. **Root Cause**: Various students were out due to COVID infection and we didn't have solid ADA procedures.

Goal 4: Increase student daily attendance

Performance Objective 2: At the end of the 2022-2023 school year, IDEA La Joya College Prep will achieve a 97% average daily attendance.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Weekly Javelina Pride Meetings & Monthly Jungle Calls to celebrate homeroom with highest attendance and celebrate our perfect attendance students. **Strategy's Expected Result/Impact:** 97% weekly daily attendance. **Staff Responsible for Monitoring:** Principal, APO, API, SIS and teachers **Title I:** 2.4 **Problem Statements:** Perceptions 8	100%	85%	100%	

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 8: Student ADA was below than normal. IDEA schools typically end at a 97.5%. However, this year we landed at a 91%. **Root Cause**: Various students were out due to COVID infection and we didn't have solid ADA procedures.

Goal 5: Increase student persistence

Performance Objective 1: At the end of the 2022-2023 School Year, IDEA la Joya College Prep will have a 90% of students persist in IDEA La Joya College Prep into the 2023-2024 school year.

High Priority

Evaluation Data Sources: Overall persistence weekly, monthly and yearly.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Robust and well planned afterschool program. -Folkloriko, Dance Team, Art Club, Cheer, Band, Robotics, -Athletics **Strategy's Expected Result/Impact:** Increase the persistence by 5% points from last year. **Staff Responsible for Monitoring:** Principal, Counselor, API, APO, afterschool program coordinator **Title I:** 2.4 - **TEA Priorities:** Improve low-performing schools **Problem Statements:** Perceptions 9				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Build Javelina Pride Via: Weekly Javelina Pride Meetings & Monthly Jungle Calls w/ spirit stick **Strategy's Expected Result/Impact:** 5% increase from last year persistence **Staff Responsible for Monitoring:** Principal, Counselor, API, APO and teachers **Title I:** 2.4 **Problem Statements:** Perceptions 9				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Conduct parent meetings on a monthly basis **Strategy's Expected Result/Impact:** 65% attendance from parents during academics parent meetings, about 15min more. **Staff Responsible for Monitoring:** Principal and Counselor and teachers **Title I:** 4.2 **Problem Statements:** Perceptions 2				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4: 1 Monthly family engagement events **Strategy's Expected Result/Impact:** 65% attendance from parents during academics parent meetings, about 15min more. **Staff Responsible for Monitoring:** Principal, Counselor, API and APO and teachers **Title I:** 4.2 **- TEA Priorities:** Recruit, support, retain teachers and principals **Problem Statements:** Perceptions 2, 3	80%			

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 2: We need to increase the amount of promotional time of the event. **Root Cause**: We didn't promote events for a long time on social media and on all the forms of communication with students and families.
Problem Statement 3: Have surveys for parents and students and ask if they liked the event and how we can make them better. **Root Cause**: Lack of survey on what we did good and what we can change for the next event.
Problem Statement 9: We ended that year at a 94% persistence and begin the year at a 88% persistence. Missing the goal by 2 percent points. **Root Cause**: Lack a robust afterschool program and building Javelina pride on campus.

Title I Personnel

Name	Position	Program	FTE
Lynnette Hernandez	INTERVENTIONIST	Direct Instruction	1

Campus Funding Summary

Federal Grant					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	2	1	Interventionist		$0.00
				Sub-Total	$0.00

Addendums

IDEA La Joya

2021-22 Student Achievement Improvement Plan - College Prep

COLLEGE PREP

									Title I Qualifying Programs			Initiatives Status			
									Internal Use Only			Mid Year		End of Year	
									Supplemental Program (Y/N)	New Program (Y/N)	Budget Allocation	Outcome	Increase/Decreased by X%	Outcome	Increase/Decreased by X%
APO	Initiatives	Needs Assess.	Special Pops.	Person(s) Responsible	Timeline Start/End	Resources: Human/ Material/Fiscal	Documentation	Formative Evaluation	Budget Allocations only need to be entered for programs that are BOTH Supplemental & New			Use these columns to assess your strategy progress at the middle and end of the year			
1E	Track Daily ET on Monthy Trackers and Growth Goal track starting on August	S-STAAR	ALL	Principal & Assistant Principal	8/15-5/26	Instructional Coach	Javelina Tracker	STAAR Assessment	Y	N					
1J	DI Curriculum	RR	ALL	Interventionist	8/8 - 5/26	Instructional Coach	Progress Reports	STAAR Assessment	Y	N					
1E	Saturday School-Work on Level III groups to become tuturs and support the rest of students	S-STAAR	ALL	All Teachers	8/8 - 5/26	Instructional Coach	Progress Reports	STAAR Assessment	Y	N					
1G	Blended Learning - Imagine Math	S-STAAR	ALL	Math Department & API	8/8 - 5/26	Instructional Coach	Progress Reports	STAR Assessment	Y	N					
1E	Getting Better Faster training for all teachers	S-STAAR	ALL	All Teachers	8/8 - 5/26	Instructional Coach	Progress Reports	STAAR Assessment	Y	N					
1E	ADA Challenge for all students	S-STAAR	All	Lead Team	8/8 - 5/26	Rewards for students	Tracker Principal Board	EOY Attendance	Y	N					
1E	Home Visits for excessive absences	S-STAAR	All	Assitant Principal of Operations	8/8 - 5/26	Attendance Log	Attendance Log	EOY ADA	Y	N					
1G	AR Zone	S-STAAR	All	AR Zone Facilitator	8/8 - 5/26	Instructional Coach	Progress Reports	STAR Assessment	Y	N					
1E	Implement Inclusion and Content Mastery Support	S-STAAR	SE	SPED Teacher	8/8 - 5/26	Teachers; SPED Dept	IEPs, Teacher Observations	STAAR Assessment	Y	N					
1G	Increase vocabulary through various research-based strategies	S-STAAR	All	All Teachers	8/8 - 5/26	Vocabulary Focus	Walk throughs, Word Walls, Lesson Plans	STAAR Assessment	Y	N					
1E	Academic Block once daily for 6th - 7th	S-STAAR	All	Instructional Coaches	8/8 - 5/26	Teachers; SPED Dept	Data Trackers	STAAR/EOC Assessment	Y	N					
1E	Summit K-12 for EL support	S-STAAR	EL	Social-Emotional Counselor	8/8 - 5/26	Teachers; Summit k-12 Licences	Data Trackers	TELPAS	Y	N					

Annual Performance Objectives (APO)

PRIORITY #1: Students Graduate College-Ready

1A. % of graduates who matriculate to a College or University: 100%

1B. % of graduates matriculate to a Tier I/II College or University: 15% | 25%

1C. % of Seniors accepted to a College or University: 100%

1D. % of Seniors named AP scholars | Earn IB diploma: 30% | 25%

1E. Earned State Rating: A

1F. % Basic | % Mastery | % Advanced on LEAP: 82% | 44% | 11%

1G. % Approaches | % Meets | % Masters on STAAR/EOC: 90% | 60% | 30%

1H. % Level 3 | % Level 4 | % Level 5 on FSA/FSAA: 70% | 40% | 20%

1I. % of Pre-K-2nd Students End The Year On/Above Grade Level in Reading - Year 1 Campuses | Year 2 Campuses: 80% | 90%

1J. % of students in CSI achieve 2 years growth in Reading | Math (measured by Ren STAR) 50% | 60%

1K. Average ACT score: 21

1L. % of students graduating college in 4 | 6 years: 25% | 55%

Needs Assessment

S-STAAR

D-DIBELS

E-EOC

A-ACT

RR-Reading Renaissance

ST-STAR for Math

DR-Discipline Report

AP-AP Tests

O-Other

Special Populations

All

AR-At Risk

ELL-English Language Learners

ED-Economically Disadvantaged

M-Migrant

SE-Special Education

IDEA La Joya College Prep

Comprehensive Needs Assessment

COLLEGE PREP

Data Source: CSI

% Meeting CSI Goal	Reading CP CSI
% CSI (EOY Ren.)	56%
% of CSI Passing STAAR	42%
% of SPED Passing STAAR	72%

Data Source: STAAR

	STAAR Reading 6th	STAAR Reading 7th	STAAR Reading 8th	STAAR Writing 7th	English I EOC	English II EOC
% Approaches	65%	NA	NA	NA	NA	NA
% Meets	31%	NA	NA	NA	NA	NA
% Masters	16%	NA	NA	NA	NA	NA
% Student Achievement Average	37%	NA	NA	NA	NA	NA

Data Source: AP/IB/Electives

AP Scores	Pass AP Lit	Pass AP Lang	IB Scores	IB Group 1	% Royal Readers	% Word Master
% Score 1	NA	NA	% Score 1-3	NA	11%	71%
% Score 2	NA	NA	% Score 4-5	NA		
% Score 3+	NA	NA	% Score 6-7	NA		
					RR Goal Met/Not Met	WM Goal Met/Not Met
					MET	MET

Reflections

Areas of Strength	Areas of Need
1 We met the AR goal by motivating kiddos, providing PTG weekly and providing incentives for meeting goal.	1 Increase fidelity to the DI program and provide opportunities for students to master lessons.
2 ELA growth from Mock to STAAR evident by more than 32% points.	2 Increase the reading and writing rigor in all classes by implementing cross content reading and writing strategies.
3 75% of students met their reading growth goal.	3 Provide students with TEK aligned curriculum opportunities on a daily basis. Students will struggle with exam format; therefore, we must provide similar new reading format.

IDEA La Joya

Comprehensive Needs Assessment - College Prep COLLEGE PREP					
Data Source: STAAR					
	STAAR Math 6th	**STAAR Math 7th**	**STAAR Alg I**		
% Approaches	71%	NA	NA		
% Meets	36%	NA	NA		
% Masters	13%	NA	NA		
% Student Achievement Average	40	NA	NA		
Data Source: AP/IB					
AP Scores	**Pass AP Calculus AB**	**Pass AP Calculus CD**	**Pass AP Prob. & Stats.**	**IB Scores**	**IB Group 5**
% Score 1	NA	NA	NA	**% Score 1-3**	NA
% Score 2	NA	NA	NA	**% Score 4-5**	NA
% Score 3+	NA	NA	NA	**% Score 6-7**	NA

Reflections	
Areas of Strength	**Areas of Need**
1. Growth met from student was at a 92% and passing growth from mock to STAAR was 53% points.	1 Start with basic math reteach during academic block starting in August.
2. Trackng growth and mastery of TEKS on a daily basis.	2. Increase the amount of practice aligned to STAAR during Q1.
3 Math teachers were proficient at delivery and aggressive monitoring.	3 Lack of lesson alignment and rehearsals of math department.

IDEA La Joya

Comprehensive Needs Assessment COLLEGE PREP						
Data Source: Internal Assessments						
	6th Grade EOY Assessment	7th Grade EOY Assessment				
% Passing	60%	NA				
Data Source: STAAR						
	STAAR 8th Science	STAAR Biology				
% Approaches	NA	NA				
% Meets	NA	NA				
% Masters	NA	NA				
% Student Achievement Average	NA	NA				
Data Source: AP/IB						
AP Scores	Pass AP Biology	Pass AP Chemistry	Pass AP Physics (1, 2, & C)	Pass AP Env. Science	IB Scores	IB Group 4
% Score 1	NA	NA	NA	NA	% Score 1-3	NA
% Score 2	NA	NA	NA	NA	% Score 4-5	NA
% Score 3+	NA	NA	NA	NA	% Score 6-7	NA

Reflections	
Areas of Strength	**Areas of Need**
1 Create strong annotation system for students.	1 Didn't provide many experimental opportunities for students hands-on.
2 Students recevied various checkpoints during the lessons.	2 Provide more practice time for students to master content.
3	3

IDEA La Joya

Comprehensive Needs Assessment
COLLEGE PREP

Data Source: Internal Assessments

	6th Grade EOY Assessment	7th Grade EOY Assessment
% Passing	92%	NA

Data Source: STAAR

	STAAR 8th US History	EOC US History
% Approaches	NA	NA
% Meets	NA	NA
% Masters	NA	NA
% Student Achievement Average	NA	NA

Data Source: AP/IB

AP Scores	Pass AP Human Geography	Pass AP World History	Pass AP US History	Pass AP Goverment	Pass AP Economics	IB Scores	IB Group 3
% Score 1	NA	NA	NA	NA	NA	% Score 1-3	NA
% Score 2	NA	NA	NA	NA	NA	% Score 4-5	NA
% Score 3+	NA	NA	NA	NA	NA	% Score 6-7	NA

Reflections	
Areas of Strength	**Areas of Need**
1 Students practice the content and read over the content daily.	1 Lack of open-ended questions for students to practice their writing.
2 Teacher reviewed content using various delivery forms.	2 Needed more healthy whole group discussion and implement accountable talk in humanities classroom.
3. Teacher created cornell notes for students to annotate as she lecture in class.	3 Students need more primary and secondary source reading and annotation.

IDEA La Joya

Comprehensive Needs Assessment
COLLEGE PREP

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

	Listening	Speaking	Reading	Writing	% of ELL Students who grew one or more levels
% Beginning	6%	4%	10%	8%	25%
% Intermediate	29%	44%	40%	37%	
% Advanced	30%	48%	35%	38%	
% Advanced High	35%	4%	15%	17%	

Reflection

Areas of Strength	Areas of Need
1 Implemented summit k-12 to support all EB students.	1 Monitor summit k-12 program with fidelity and provide feedback to teachers on implementation.
2 Provided EB student with reading intervention, such as decoding and DISE.	2 Lack the implementation of literacy skills, such as think-write-discuss and accountable talk.
3 Provided EB students with graphic organizers and EB accommodations.	3 Push for writing in all classes and teachers lack to provide feedback on the writing components.

IDEA La Joya

Comprehensive Needs Assessment COLLEGE PREP					
100% College Matriculation					
Matriculation %	**Matricuation % 4 year**	**Matriculation % 2 year**	**Tier 1/2 % Acceptances**	**Tier 1/2 % Matriculation**	
NA	NA	NA	NA	NA	
Tier 1 % Matriculation	**Tier 2 % Matriculation**	**Tier 3 % Matriculation**	**Tier 4 % Matriculation**	**Senior Class CCMR %**	**Senior Class TSI Completion %**
NA	NA	NA	NA	NA	NA
Campus Data					
Senior Class ACT Average	**Junior Class ACT Average**	**Overall AP Scholars (3+ or more tests)**	**IB Medallion Scholars (Passing 3+ exams)**	**Overall % IB Diploma**	**Campus End of Year OTG**
NA	NA	NA	NA	NA	NA

Reflections	
Areas of Strength	**Areas of Need**
NA	NA
NA	NA
NA	NA

IDEA La Joya

Comprehensive Needs Assessment COLLEGE PREP	
Staff Quality, Recruitment, Retention	
	Percentage
% School Lead Team Retention	100%
% Instructional Support Retention	100%
% Teacher Retention	100%
% Campus Support Retention	100%
% SPED Certified Teachers	100%
% State/National Certified Teachers	28%
% State Certified Leaders	50%
% State/Board certified Counselors	100%
Number of teacher applicants per 2020-21 school year	35

Reflections	
Areas of Strength	**Areas of Need**
1. Building trust with relationships and coaching teachers with fidelity every week.	1 Establish consistent team builders with staff on a monthly basis.
2. Provide all the resources needed for the teacher, including modeling and co-planning.	2. Celebrate the success of the team on a weekly basis in the teacher weekly and during staff PDs.
3 Have listening tours every quarter to capture feedback for the school.	3 Access the trust level of each lead team member by using a trust survey.

IDEA La Joya

Comprehensive Needs Assessment College Prep	
Data Source: School Culture and Climate	
	Campus %
% Average Daily Attendance	91.94%
% Overall Persistence	94.50%
% New Student Persistence	94%
# of Admin Withdrawals/ Level 3 Offenses	0%
% SPED	23%
% ELL	70%
% Eco Dis	95%
% Migrant	1.25%
% Race: American-Indian-Alaska-Native	0
% Asian	0
% White-Hispanic	100%
% Multi	0
% Black-African-American	0
% Native-Hawaiian-Pacific-Islander	0
% White	0
% Male	46%
% Female	54%

Data Source: School Culture and Climate	
Reflections	
Areas of Strength	**Areas of Need**
1. We had afterschool programs for all students.	1 We need to improve our parent communication by using a parent com
2 We had a strong culture of achievement and strong whole wide procedures.	2 We need to train all teachers on how to handle all types of behavior an
3 We offered monthly events for families and parents to build school culture and relationship with our families.	3 We had difficulty with implementing the behavior point system with all students.

IDEA La Joya

Comprehensive Needs Assessment COLLEGE PREP	
Data Source: Family and Community Involvement	
	Percentage
% Families Attended WTI	54%
% Families Attended Curriculum Night	48%
% Families Who Attended EOY Ceremonies	90%
% Families who attended Fall Festival	56%
% Families who attended Winter Festival	52%
% Families who attended Spring Festival	81%

Reflections	
Areas of Strength	**Areas of Need**
1 We hosted monthly events for parents from fall festival to coffee with the principal.	1 An area of growth is increase parent attendance to evens by HR calling each family.
2 Promotion of events was send in various forms, such as remind, facebook and student flyer.	2 We need to increase the amount of promotional time of the event.
3 We had teacher invesment on supporting with the event and build relationship with parents.	3 Have surveys for parents and students and ask if they liked the event and how we can make them better.

IDEA Public Schools

Lake Houston Academy

2022-2023 Campus Improvement Plan

Accountability Rating: Not Rated

Board Approval Date: October 21, 2022
Public Presentation Date: September 13, 2022

Mission Statement

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

Vision

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

Core Values

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

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

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Comprehensive Needs Assessment

Revised/Approved: November 3, 2022

Demographics

Demographics Summary

IDEA Lake Houston Academy is a public charter school located in Houston, TX. The population of students that we serve are below:

- 86% Economically Disadvantaged
- 65% ELL
- 34% African-American
- 64% Hispanic
- 2% White
- 5% Special Education
- 39% Male
- 61% Female

Demographics Strengths

See PDF in Addendum for more information.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): High number of leavers (71/111) due to movers, transportation, or operations. **Root Cause:** High number of mobile families leaving the area for other opportunities and transportation issues.

Problem Statement 2: 49% of ELL students were reading on/above grade level. **Root Cause:** Not implementing reading, speaking, listening, and writing strategies consistently to support student needs.

Student Learning

Student Learning Summary

As a launching campus, we did not have a STAAR assessment. Please see TELPAS and math assessment data is below for K-2:

IA Lake Houston

Comprehensive Needs Assessment

ACADEMY

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

	Listening	Speaking	Reading	Writing	% of ELL Students who grew one or more levels
% Beginning	15.70%	22.30%	19.67%	17.67%	16%
% Intermediate	33.33%	46.67%	42%	60%	45%
% Advanced	42%	25.33%	36%	21.30%	36%
% Advanced High	9.70%	12.30%	2.30%	1.67%	3%

IA Lake Houston

Comprehensive Needs Assessment

ACADEMY

Data Sources: Eureka Math & Electives Academy

	DISTAR Pre-K on Grade Level	Eureka Kinder on Grade Level	Eureka First on Grade Level	Eureka Second on Grade Level	% Math Masters Pk-2	Pk-2 MM Goal Met/Not Met
% Students	n/a	91%	69%	79%	28%	Not Met

Student Learning Strengths

See PDF in Addendum for more information.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 80% of K-2 students met Approaches on the final math assessment. **Root Cause:** Lack of differentiated learning for special populations.

Problem Statement 2: 75% of ELL scholars grew two or more levels on TELPAS exams. **Root Cause:** Lack of feedback on lesson planning and rehearsals to incorporate listening, speaking, writing, and reading skills in math.

School Processes & Programs

School Processes & Programs Summary

IA Lake Houston develops instructional leaders by real-time coaching (RTC) during instructional walks, tactical and check-in meetings, huddles, and during coaching academies. Leaders are clear with what is expected of them because they receive feedback that is aligned with the School Leader Levers (SLLs).

Professional development is provided when patterns of behavior are trended due to a lack of knowledge or skill in specific areas that are aligned to the most pressing need at the time.

To support powerful teaching and learning our teachers and leaders are recognized for their leadership moves and best practices.

See PDF in Addendum for more information.

School Processes & Programs Strengths

See PDF in Addendum for more information.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Leaders lacked support with math and special populations from the region (less than five visits from math coach and less than five visits from special populations program manager). **Root Cause:** Lack of resources from regional leaders (math coach, special populations program manager, and DLD).

Perceptions

Perceptions Summary

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"

IA Lake Houston	
Comprehensive Needs Assessment	
ACADEMY	
Staff Quality, Recruitment, Retention	
	Percentage
% School Lead Team Retention	100%
% Instructional Support Retention	78.57%
% Teacher Retention	86.67%
% Campus Support Retention	100%
% SPED Teachers	66%
% State/National Certified Teachers	n/a
% State Certified Leaders	n/a
% State/Board certified Counselors	100%
Number of teacher applicants per 2020-21 school year	n/a

Perceptions Strengths

See PDF in Addendum for more information.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): 19/111 leavers cited a lack of communication from the school. **Root Cause:** Lack of communication from teachers and leaders regarding student progress, discipline, and engagement activities.

Problem Statement 2: Zero parent surveys were sent to families for feedback. **Root Cause:** Lack of knowledge of the platform used from the national team to administer the survey.

Priority Problem Statements

Problem Statement 1: High number of leavers (71/111) due to movers, transportation, or operations.

Root Cause 1: High number of mobile families leaving the area for other opportunities and transportation issues.

Problem Statement 1 Areas: Demographics

Problem Statement 2: 80% of K-2 students met Approaches on the final math assessment.

Root Cause 2: Lack of differentiated learning for special populations.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Leaders lacked support with math and special populations from the region (less than five visits from math coach and less than five visits from special populations program manager).

Root Cause 3: Lack of resources from regional leaders (math coach, special populations program manager, and DLD).

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: 19/111 leavers cited a lack of communication from the school.

Root Cause 4: Lack of communication from teachers and leaders regarding student progress, discipline, and engagement activities.

Problem Statement 4 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)

Student Data: Assessments

- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Texas approved PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Enrollment trends

Employee Data

- Staff surveys and/or other feedback
- State certified and high quality staff data
- Campus leadership data

Parent/Community Data

- Parent engagement rate

Support Systems and Other Data

- Organizational structure data
- Communications data
- Study of best practices

Goals

Goal 1: Increase staff retention

Performance Objective 1: By the beginning of the 2023-24 school year, IDEA Lake Houston Academy will maintain at least 85% of staff by having performance managers complete weekly check-ins with their direct reports, as well as conducting Fun Fridays on the first Friday of each month to recognize Gators of the Month, daily shoutouts, and highlights of a staff meeting or exceeding specific goals and exhibiting our core values.

High Priority

Evaluation Data Sources: OneNote for weekly check-ins,
Teams for shoutouts
Locus Dashboard for data retrieval

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Who: Direct managers When: Weekly What: Check-ins with direct reports, shout outs Who: Principals When: Weekly What: Report out data on staff retention in Data Brief **Strategy's Expected Result/Impact:** Maintain 85% staff retention **Staff Responsible for Monitoring:** Principal, APIs, APO, and School Counselor **Title I:** 2.5 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Perceptions 1	20%	35%		

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

Perceptions

Problem Statement 1: 19/111 leavers cited a lack of communication from the school. **Root Cause**: Lack of communication from teachers and leaders regarding student progress, discipline, and engagement activities.

Goal 2: All IDEA students matriculate to college

Performance Objective 1: By the end of the 2022-23 school year, IDEA Lake Houston Academy will receive an A-rating from TEA in Domains I and III by scholars achieving the Approaches/Meets/Masters goals for our campus as well as 60% of SpEd scholars earn Approaches, including but not limited to scholars that qualify for HB4545 in math and reading.

High Priority

HB3 Goal

Evaluation Data Sources: ALC meeting
Small group intervention
Track number of Masters scholars
Scripted higher-order thinking questions in lesson plans
Strategic grouping of students based on full-scale assessments

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Who: Teachers and Leaders When: Daily What: Real-time coach the most pressing need (academics and culture) **Strategy's Expected Result/Impact:** Receive a distinction in post-secondary readiness by TEA. **Staff Responsible for Monitoring:** Principal and APIs **Title I:** 2.4, 2.5, 2.6 **- 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 5: Effective Instruction **Problem Statements:** Student Learning 1 - School Processes & Programs 1	0%	10%		

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: 80% of K-2 students met Approaches on the final math assessment. **Root Cause**: Lack of differentiated learning for special populations.

School Processes & Programs

Problem Statement 1: Leaders lacked support with math and special populations from the region (less than five visits from math coach and less than five visits from special populations program manager). **Root Cause**: Lack of resources from regional leaders (math coach, special populations program manager, and DLD).

Goal 3: IDEA achieves an A rating

Performance Objective 1: By the end of the 2022-23 school year, IDEA Lake Houston Academy will receive an A-rating from TEA in Domains I and III by scholars achieving the Approaches/Meets/Masters goals for our campus as well as 60% of SpEd scholars earn Approaches, including but not limited to scholars that qualify for HB4545 in math and reading.

High Priority

HB3 Goal

Evaluation Data Sources: ALC Meeting
Small group intervention
Daily individual student tracking
Whole group tracking
Daily observations and real-time coaching using Teachboost
Differentiated instruction based on student work analysis meetings

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Who: Teachers and Leaders When: Daily What: Real-time coach the most pressing need (academics and culture) **Strategy's Expected Result/Impact:** Receive an A-rating from TEA. **Staff Responsible for Monitoring:** Principal and APIs. **Title I:** 2.4, 2.5, 2.6 **- 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 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1 - School Processes & Programs 1	5%	5%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Use Interventionist to improve 3rd-grade reading performance. **Funding Sources:** Interventionist - Federal Grant	5%	10%		

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Who: 3rd grade reading inteventionist When: Conduct small group instruction to students reading below grade level **Strategy's Expected Result/Impact:** 60% of scholars meeting goals in CSI **Staff Responsible for Monitoring:** Interventionist teacher and API **Title I:** 2.4, 2.5, 2.6, 4.2 **- 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 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** School Processes & Programs 1 - Perceptions 1				

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: 80% of K-2 students met Approaches on the final math assessment. **Root Cause**: Lack of differentiated learning for special populations.
School Processes & Programs
Problem Statement 1: Leaders lacked support with math and special populations from the region (less than five visits from math coach and less than five visits from special populations program manager). **Root Cause**: Lack of resources from regional leaders (math coach, special populations program manager, and DLD).
Perceptions
Problem Statement 1: 19/111 leavers cited a lack of communication from the school. **Root Cause**: Lack of communication from teachers and leaders regarding student progress, discipline, and engagement activities.

Goal 4: Increase student daily attendance

Performance Objective 1: By the end of the 2022-23 school year, IDEA Lake Houston Academy will receive a minimum of 97% of average daily attendance.

High Priority

HB3 Goal

Evaluation Data Sources: Daily tracking of absences
Monthly ADA incentives
ADA escalation matrix

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Who: APO, SIS Coordinator, Registrar, School Counselor, Teachers, APIs, Principal When: Daily What: Operating mechanism for daily attendance protocol fidelity **Strategy's Expected Result/Impact:** Maintain an average of 15 scholars absent per day. **Staff Responsible for Monitoring:** Principal, APO, School Counselor **Title I:** 2.4, 2.5, 2.6 **- 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 5: Effective Instruction **Problem Statements:** Student Learning 1	5%	10%		

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: 80% of K-2 students met Approaches on the final math assessment. **Root Cause**: Lack of differentiated learning for special populations.

Goal 5: Increase student persistence

Performance Objective 1: By the eleventh day of the 2023-24 school year, IDEA Lake Houston Academy will maintain a minimum of 90% of student persistence.

High Priority

Evaluation Data Sources: Scheduled drills and crisis team meetings
Quarterly family engagement events
Daily and weekly student incentives
Weekly grade-level celebrations
Check-ins with students of concern
Extra-curricular activities

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Who: All Staff When: Daily What: Build a strong, positive customer service experience with all stakeholders **Strategy's Expected Result/Impact:** Maintain at least 90% student persistence year over year **Staff Responsible for Monitoring:** School Counselor, APO, Principal **Title I:** 2.4, 2.5, 2.6, 4.1, 4.2 **- 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 **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Demographics 1 - Perceptions 1	0%	0%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: High number of leavers (71/111) due to movers, transportation, or operations. **Root Cause**: High number of mobile families leaving the area for other opportunities and transportation issues.

Perceptions

Problem Statement 1: 19/111 leavers cited a lack of communication from the school. **Root Cause**: Lack of communication from teachers and leaders regarding student progress, discipline, and engagement activities.

Goal 5: Increase student persistence

Performance Objective 2: By the eleventh day of the 2023-24 school year, IDEA Lake Houston Academy will have 100% of its Staff complete BOY Crisis Management / Emergency Response Training.

Evaluation Data Sources: Roadmap training from district
Campus crisis team meeting

Summative Evaluation: Exceeded Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Who: All staff What: Complete BOY compliance training **Strategy's Expected Result/Impact:** Completion of all modules Application of skills **Staff Responsible for Monitoring:** Performance Managers **Title I:** 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy** **Problem Statements:** Student Learning 1 - School Processes & Programs 1 - Perceptions 1	5%	10%		

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: 80% of K-2 students met Approaches on the final math assessment. **Root Cause**: Lack of differentiated learning for special populations.
School Processes & Programs
Problem Statement 1: Leaders lacked support with math and special populations from the region (less than five visits from math coach and less than five visits from special populations program manager). **Root Cause**: Lack of resources from regional leaders (math coach, special populations program manager, and DLD).
Perceptions
Problem Statement 1: 19/111 leavers cited a lack of communication from the school. **Root Cause**: Lack of communication from teachers and leaders regarding student progress, discipline, and engagement activities.

Goal 5: Increase student persistence

Performance Objective 3: By the end of 22-23 school year, IDEA Lake Houston Academy will be named America's Healthiest Schools.

Evaluation Data Sources: Fitness Gram
CNP Audits
Health Station Audits

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Who: School leaders (CNP manager, Principal, APO) and teachers What: Complete CNP audits **Strategy's Expected Result/Impact:** Passing score on all CNP audits **Staff Responsible for Monitoring:** Cafeteria manager, APO **Title I:** 2.4, 2.5, 2.6, 4.1 **- 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 3: Positive School Culture **Problem Statements:** Student Learning 1 - School Processes & Programs 1 - Perceptions 1	5%	5%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 1: 80% of K-2 students met Approaches on the final math assessment. **Root Cause**: Lack of differentiated learning for special populations.
School Processes & Programs
Problem Statement 1: Leaders lacked support with math and special populations from the region (less than five visits from math coach and less than five visits from special populations program manager). **Root Cause**: Lack of resources from regional leaders (math coach, special populations program manager, and DLD).
Perceptions
Problem Statement 1: 19/111 leavers cited a lack of communication from the school. **Root Cause**: Lack of communication from teachers and leaders regarding student progress, discipline, and engagement activities.

Targeted Support Strategies

Goal	Objective	Strategy	Description
5	2	1	Who: All staff What: Complete BOY compliance training

Additional Targeted Support Strategies

Goal	Objective	Strategy	Description
5	2	1	Who: All staff What: Complete BOY compliance training

Title I Personnel

Name	Position	Program	FTE
	AR ZONE FACILITATOR		1
	INTERVENTIONIST		1
Amanda Stanzel	Interventionist	Title 1	1

Campus Funding Summary

Federal Grant					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	1	2	Interventionist		$0.00
				Sub-Total	$0.00

Addendums

Master CNA & SAIP Reporting Checklist

				PTG	100%	PTG	0%
DEPT	**Data Sources**	**Data Tabs**	**Guidance**	**Status**	**Principal Notes or Questions**	**VP Verification**	**Notes & Next Steps**
ACADEMY	KEYS Tab (Tab 3)	Student Achievement Improvement Plan 2021-2022 School Year	This SAIP plan will require logging concrete initiatives put in place for student improvement, as well as their associated timelines, resources, and responsible staff. Each initiative will be tracked mid-year and at the end of the year. Mid-year assessments should be completed by each campus between December 1, 2022 and no later than January 31, 2023.	Complete		Complete	
	Locus Dashboards: CSI, STARR, AP CampusIB Reports EOY Assessments	Comprehensive Needs Assessment 2022 English Language Arts	These pages should include the percentage of students who achieved each listed score for the 2021-2022 School Year. For each subject, list a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete		Complete	
		Comprehensive Needs Assessment 2022 Math		Complete		Complete	
		Comprehensive Needs Assessment 2022 Science		Complete		Complete	
		Comprehensive Needs Assessment 2022 Humanities		Complete		Complete	
	State TELPAS Report	Comprehensive Needs Assessment 2022 TELPAS	This data set will outline the percentage of students that earned proficiency in the areas of Listening, Speaking, Reading, and Writing, as indicated in the State TELPAS report. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete		Complete	
	Locus Dashboard: Staff Retention	Staff Quality, Retention, & Recruitment 2021-2022 School Year	Under the %SPED Data Point, this should reflect the percentage of SPED certified teachers, compared to the overall SPED staff. Under number of teacher applicants, note how many teachers were interviewed by campus leaders for positions during the 2021-2022 School Year. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete		Complete	
	Locus Dashboards: Student Persistence, Enrollment, ADA	School Culture & Climate 2021-2022 School Year	For the Withdrawals/Level 3 Offenses data point, list the number of withdrawals or offenses. All other data points should reflect percentages. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete		Complete	
	Campus Academic Counselor Tracking Systems	2022 Family & Community Involvement	In addition to listing data percentages, list a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete		Complete	

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2021-22 Student Achievement Improvement Plan

ACADEMY

APO	Initiatives	Needs Assess.	Special Pops.	Person(s) Responsible	Timeline Start/End	Resources: Human/ Material/Fiscal	Documentation	Formative Evaluation	Title I Qualifying Programs – Internal Use Only: Supplemental Program (Y/N)	Title I Qualifying Programs – Internal Use Only: New Program (Y/N)	Title I Qualifying Programs – Internal Use Only: Budget Allocation	Initiatives Status – Mid Year: Outcome	Initiatives Status – Mid Year: Increase/Decreased by X%	Initiatives Status – End of Year: Outcome	Initiatives Status – End of Year: Increase/Decreased by X%
									Budget Allocations only need to be entered for programs that are BOTH Supplemental & New			Use these columns to assess your strategy progress at the middle and end of the year			
1E	Earned State Rating: A	STAAR	All	L. May	8/4/22-5/25/23	Software- Study Island, IXL, ALEKS Resources- Measuring Up, Sirius STAAR workbooks									
1J	% of students in CSI achieve 2 years growth in Reading | Math (measured by Ren STAR) 50% | 60%	STAAR	AR, EL, SpEd, ED	V. Sanchez	8/4/22-5/25/23	Decoding Resources Rosetta Stone Manipulatives SIOPs training									

Annual Performance Objectives (APO)

PRIORITY #1: Students Graduate College-Ready

1A. % of graduates who matriculate to a College or University: 100%

1B. % of graduates matriculate to a Tier I/II College or University: 15% | 25%

1C. % of Seniors accepted to a College or University: 100%

1D. % of Seniors named AP scholars | Earn IB diploma: 30% | 25%

1E. Earned State Rating: A

1F. % Basic | % Mastery | % Advanced on LEAP: 82% | 44% | 11%

1G. % Approaches | % Meets | % Masters on STAAR/EOC: 90% | 60% | 30%

1H. % Level 3 | % Level 4 | % Level 5 on FSA/FSAA: 70% | 40% | 20%

1I. % of Pre-K-2nd Students End The Year On/Above Grade Level in Reading - Year 1 Campuses | Year 2 Campuses: 80% | 90%

1J. % of students in CSI achieve 2 years growth in Reading | Math (measured by Ren STAR) 50% | 60%

1K. Average ACT score: 21

1L. % of students graduating college in 4 | 6 years: 25% | 55%

PRIORITY #2: Build a Strong & Sustainable Organization

2A. % Teacher Retention | Employee Retention: 85% | 85%

2B. 80% composite score on GPTW: 82%

2B. %Average Daily Attendance: 97.50%

2C. New Student Persistence: 90%

2D. Operating Income: $133M

2E. FIRST Rating: A

PRIORITY #3: Achieve Mission at Scale

3A. % of students with low socio-economic status: 80%

3B. Enrollment in August 2020: 83,894

3C. Schools in operation in August 2020: 149

3D. Total Funds Raised (millions): $93M

Needs Assessment

S-STAAR

D-DIBELS

E-EOC

A-ACT

RR-Reading Renaissance

ST-STAR for Math

DR-Discipline Report

AP-AP Tests

O-Other

Special Populations

All

AR-At Risk

ELL-English Language Learners

ED-Economically Disadvantaged

M-Migrant

SE-Special Education

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Comprehensive Needs Assessment ACADEMY						
Data Sources: Eureka Math & Electives Academy						
	DISTAR Pre-K on Grade Level	**Eureka Kinder on Grade Level**	**Eureka First on Grade Level**	**Eureka Second on Grade Level**	**% Math Masters Pk-2**	**Pk-2 MM Goal Met/Not Met**
% Students	**n/a**	**91%**	**69%**	**79%**	**28%**	Not Met
Data Source: STAAR Academy						
	STAAR Math Grade 3	**STAAR Math Grade 4**	**STAAR Math Grade 5**	**% Math Masters 3-5**	**3-5 MM Goal Met/Not Met**	
% Approaches						
% Meets						
% Masters						
% Student Achievement Average						
% Meet 2 year growth						
Data Source: CSI Academy						
	Math AC CSI					
% CSI (EOY Ren.)						
% of CSI Passing STAAR						
% of SPED Passing STAAR						

Reflections	
Areas of Strength	**Areas of Need**
1 - Alignment to DI on-track reading placement.	1 - Lesson plan feedback and alignment to standard.
2 - Consistent growth in grades 1st and 2nd.	2 - Differentiated learning for special populations.
3 - Maintained growth in Kinder.	3 - Incorporation of modeling and manipulatives during instruction.

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Comprehensive Needs Assessment
ACADEMY

Data Sources: DI ELA & Electives

	DI Pre-K on Grade Level	DI Kinder on Grade Level	DI First on Grade Level	DI Second on Grade Level	% Royal Readers	% Word Masters
% Students		71%	66%	75%	0%	25%
					RR Goal Met/Not Met	WM Goal Met/Not Met
					Not Met	Not Met

Data Source: STAAR

	STAAR Reading Grade 3	STAAR Reading Grade 4	STAAR Writing Grade 3	STAAR Writing Grade 4
% Approaches				
% Meets				
% Masters				
SAS				
% Student Achievement Average				

Data Source: CSI

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

Reflections	
Areas of Strength	**Areas of Need**
1 - Consistent growth in lesson progress and mastery.	1 - Collaboration with DIPM.
2 - Error correction procedure implementation.	2 - CFS for delayed mastery test from DIPM.
3 - Lesson internalizations, rehearsals (skills and formats).	3 - Tracking of progress (student and teacher).

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Comprehensive Needs Assessment ACADEMY					
Data Sources: Science Pk-2					
	Science Pre-K on Grade Level	Science Kinder on Grade Level	Science First on Grade Level	Science Second on Grade Level	
% Students					
Data Source: Science 3-5					
	STAAR Science Grade 5				
% Approaches					
% Meets					
% Masters					
% Student Achievement Average					

Reflections	
Areas of Strength	Areas of Need

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Comprehensive Needs Assessment ACADEMY				
Data Sources: Humanities Pk-2				
	Humanities Pre-K on Grade Level	Humanities Kinder on Grade Level	Humanities First on Grade Level	Humanities Second on Grade Level
% Students				

Reflections	
Areas of Strength	Areas of Need

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Comprehensive Needs Assessment ACADEMY					
TELPAS Composite Rating (Listening, Speaking, Reading, Writing)					
	Listening	**Speaking**	**Reading**	**Writing**	**% of ELL Students who grew one or more levels**
% Beginning	15.70%	22.30%	19.67%	17.67%	16%
% Intermediate	33.33%	46.67%	42%	60%	45%
% Advanced	42%	25.33%	36%	21.30%	36%
% Advanced High	9.70%	12.30%	2.30%	1.67%	3%

Reflections	
Areas of Strength	**Areas of Need**
1 - Opportunities for speaking English during instruction during DI classes.	1 - Differentiated instruction for all areas.
2 - Peer tutoring and support.	2 - More opportunities for writing in all subject areas.
3 - Implementing accommodations for EL scholars.	3 - More opportunities for discourse.

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Comprehensive Needs Assessment	
ACADEMY	
Staff Quality, Recruitment, Retention	
	Percentage
% School Lead Team Retention	100%
% Instructional Support Retention	78.57%
% Teacher Retention	86.67%
% Campus Support Retention	100%
% SPED Teachers	66%
% State/National Certified Teachers	n/a
% State Certified Leaders	n/a
% State/Board certified Counselors	100%
Number of teacher applicants per 2020-21 school year	n/a

Reflection	
Areas of Strength	**Areas of Need**
1 - Providing clarity of expectations and modeling of expectations.	1 - Specific questions during interview.
2 - Consistent real-time coaching and feedback; able to see growth in direct reports and communicate it.	2 - Align with regional team during screening process.
3 - Team and Family through transparency and vulnerability.	3 - Create staff culture of growth and development through real time coaching and feedback.

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Comprehensive Needs Assessment ACADEMY	
Data Source: School Culture and Climate	
	Campus %
% Average Daily Attendance	90.46%
% Overall Persistence	86.34%
% New Student Persistence	86.33%
# of Admin Withdrawals/ Level 3 Offenses	0
% SPED	5%
% ELL	65%
% Eco Dis	86%
% Migrant	0%
% Race: American-Indian-Alaska-Native	0%
% Asian	0%
% White-Hispanic	0%
% Multi	0.00%
% Black-African-American	34%
% Native-Hawaiian-Pacific-Islander	0.00%
% White	2%
% Male	39%
% Female	61%

Data Source: School Culture and Climate	
Reflections	
Areas of Strength	**Areas of Need**
1 - Increased modes of communication to parents over the year.	1 - High level of movers and transportation issues.
2 - Student engagement activities for inclusivity.	2 - Systems for ADA
3 - Celebrations of student growth and achievement.	3 - Communication to parents

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Comprehensive Needs Assessment ACADEMY	
Data Source: Family and Community Involvement	
	Percentage
% Families Attended WTI	100%
% Families Attended Curriculum Night	n/a
% Families Who Attended EOY Ceremonies	98%
% Families who attended Fall Festival	n/a
% Families who attended Winter Festival	n/a
% Families who attended Spring Festival	n/a

Reflection	
Areas of Strength	**Areas of Need**
1 - Advertising (flyers, Facebook, Remind messaging)	1 - Tracking system for attendees (QR codes or MS Forms)
2 - Weekly newsletters to families.	2 - 100% of teachers communicate student progress weekly.
3 - Engaging community stakeholders	3 - Advertise community activities.

IDEA Public Schools

Lake Houston College Prep

2022-2023 Campus Improvement Plan

Accountability Rating: B

Distinction Designations:
Academic Achievement in English Language Arts/Reading
Academic Achievement in Mathematics
Top 25 Percent: Comparative Academic Growth
Postsecondary Readiness

Board Approval Date: October 21, 2022
Public Presentation Date: September 23, 2022

Mission Statement

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

Vision

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

Core Values

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

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

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Comprehensive Needs Assessment

Revised/Approved: September 13, 2022

Demographics

Demographics Summary

Lake Houston CP was founded in 2021-2022 and currently serves students in grades 6-12. 38% of our students are ELs and in the 21-22 school year we earned a distinction for ELAR as well as met TELPAS.

	Campus %
% Average Daily Attendance	93.26
% Overall Persistence	92.13
% New Student Persistence	92.8
# of Admin Withdrawals/ Level 3 Offenses	3
% SPED	12
% ELL	38
% Eco Dis	82
% Migrant	0
% Race: American-Indian-Alaska-Native	3
% Asian	0.8
% White-Hispanic	79
% Multi	0
% Black-African-American	24

	Campus %
% Native-Hawaiian-Pacific-Islander	0
% White	72
% Male	45
% Female	55

Demographics Strengths

See PDF in Addendum for more information.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): There is opportunity to close the gap for our African American students in math. **Root Cause:** Math scores were lower than reading this year across the board. Math teacher was new in 6th grade. Math STAAR success mechanisms and data tracking began late, with a focus on Domain III.

Problem Statement 2: There is a need to increase student persistence. **Root Cause:** High number of mobile families leaving the area due to transportation and other extracurricular opportunities.

Student Learning

Student Learning Summary

78	**91**	**83**	**89 (B)**

Campus Name	TEA Accountability Distinctions
Lake Houston CP	ELAR, Math, Comparative Academic Growth, and Postsecondary Readiness (4)

Student Learning Strengths

See PDF in Addendum for more informaiton.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): To get to an A, we must hit the Domain III cut point of 90, and this past year we were at 83. **Root Cause:** We started late with ensuring accommodations were being implemented consistently and ensuring effective interventions were in place.

Problem Statement 2: We did not hit our TELPAS Composite Score of 42%. **Root Cause:** EL training for accommodations have not been readily available and opportunities for speaking and writing were minimal.

School Processes & Programs

School Processes & Programs Summary

We develop our leaders through daily real time coaching, classroom management and culture walks, SPED ACC audits, and coaching academy. We also ensure roles and responsibilities are clear by ensuring calendars are informed by data based priorities and check-ins.

School Processes & Programs Strengths

See PDF and addendum for more information.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Our leader retention is an area for improvement across the region and at our campus. **Root Cause:** Leader onboarding and clarity of role at point of hire have been gaps.

Perceptions

Perceptions Summary

We conduct quarterly Great Places to Work surveys to staff, have regular check-ins to set a clear priority for the upcoming week and to build connection. Our regional values are Comptentence, Care, Connect, Clarity. We had the hightest Great Places to Work data at 83% staff satisfaction.

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"

Perceptions Strengths

See PDF in Addendum for more information.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: 0 parent surveys administered to families for feedback. **Root Cause:** Lack of knowledge of the platform used from the national team to administer the survey.

Problem Statement 2 (Prioritized): Parents stated there was a lack of communication from the school and our campus was too strict. **Root Cause:** Lack of communication from teachers and leaders from discipline.

Priority Problem Statements

Problem Statement 1: There is opportunity to close the gap for our African American students in math.

Root Cause 1: Math scores were lower than reading this year across the board. Math teacher was new in 6th grade. Math STAAR success mechanisms and data tracking began late, with a focus on Domain III.

Problem Statement 1 Areas: Demographics

Problem Statement 2: To get to an A, we must hit the Domain III cut point of 90, and this past year we were at 83.

Root Cause 2: We started late with ensuring accommodations were being implemented consistently and ensuring effective interventions were in place.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Our leader retention is an area for improvement across the region and at our campus.

Root Cause 3: Leader onboarding and clarity of role at point of hire have been gaps.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Parents stated there was a lack of communication from the school and our campus was too strict.

Root Cause 4: Lack of communication from teachers and leaders from discipline.

Problem Statement 4 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Enrollment trends

Employee Data

- Staff surveys and/or other feedback

- State certified and high quality staff data
- Campus leadership data

Parent/Community Data

- Parent engagement rate

Support Systems and Other Data

- Organizational structure data
- Communications data
- Study of best practices

Goals

Goal 1: Increase staff retention

Performance Objective 1: By the beginning of the 23-24 school year, IDEA Lake Houston College Preparatory, will maintain at least 85% of staff by having performance managers complete check-ins with direct reports weekly; as well as conducting Fun Fridays on the first Friday of each month to recognized Gators of the Month, daily shout outs, and highlights of staff meeting or exceeding specific goals and exhibiting IDEA's core values.

High Priority

HB3 Goal

Evaluation Data Sources: One Note for Weekly Check-ins
Teams for shout outs
Locus dashboard for data retrieval

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Who: Direct Managers When: Weekly What: Check-ins with direct reports, shout outs Who: Principals When: Weekly What: Report out data on staff retention in Data Brief **Strategy's Expected Result/Impact:** Maintain 85% staff retention **Staff Responsible for Monitoring:** Principal, API, APO, SC **Title I:** 2.5 - **TEA Priorities:** Recruit, support, retain teachers and principals - **Problem Statements:** School Processes & Programs 1				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs

Problem Statement 1: Our leader retention is an area for improvement across the region and at our campus. **Root Cause**: Leader onboarding and clarity of role at point of hire have been gaps.

Goal 2: All IDEA students matriculate to college

Performance Objective 1: By the end of the 22-23 school year, IDEA Lake Houston College Preparatory will receive an A- rating in Domains 1 and 3 by scholars achieving the Approaches/Meets/Masters goals for our campus

High Priority

HB3 Goal

Evaluation Data Sources: Track number of Masters scholars
Scripted HOT questions in LPs
Strategic grouping of students based on full scale assessments

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Who: Leaders and Teachers When: Daily What: Real-time coach the most pressing need (academics and culture) **Strategy's Expected Result/Impact:** Receive a distinction in Post secondary readiness by TEA **Staff Responsible for Monitoring:** Principal and APIs **Title I:** 2.4, 2.5, 2.6 **- 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 5: Effective Instruction **Problem Statements:** Demographics 1		20%		

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: There is opportunity to close the gap for our African American students in math. **Root Cause**: Math scores were lower than reading this year across the board. Math teacher was new in 6th grade. Math STAAR success mechanisms and data tracking began late, with a focus on Domain III.

Goal 2: All IDEA students matriculate to college

Performance Objective 2: By the end of the 22-23 school year, IDEA Lake Houston College Preparatory will visit at least 1 local university.

Evaluation Data Sources: Field Lesson GRPI

Summative Evaluation: No progress made toward meeting Objective

Goal 3: IDEA achieves an A rating

Performance Objective 1: By the end of the 22-23 school year, IDEA Lake Houston College Preparatory will receive an A- rating in Domains 1 -3 by scholars achieving the Approaches/Meets/Masters goals for our campus

High Priority

HB3 Goal

Evaluation Data Sources: Daily individual student tracking
Whole group tracking
Daily observations and real time coaching using Teachboost
Differentiated instruction based on student work analysis meetings

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Who: Leaders and Teachers When: Daily What: Real-time coach the most pressing need (academics and culture) based on data Use AR/HS Facilitator to improve Reading performance for 6th and 7th grade. **Strategy's Expected Result/Impact:** Receive an A rating from TEA **Staff Responsible for Monitoring:** Principal and APIs **Title I:** 2.4, 2.5, 2.6 **- 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 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1 **Funding Sources:** AR/HS Facilitator - Federal Grant		0%		

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: To get to an A, we must hit the Domain III cut point of 90, and this past year we were at 83. **Root Cause**: We started late with ensuring accommodations were being implemented consistently and ensuring effective interventions were in place.

Goal 3: IDEA achieves an A rating

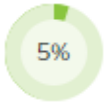
Performance Objective 2: By the end of 22-23 school year, IDEA Lake Houston College Preparatory will receive an A-rating on Domain 3 by focusing on our special populations: SpEd, non-continuously enrolled, continuously enrolled, HB4545, and ELs

High Priority

HB3 Goal

Evaluation Data Sources: Domain 3 scholar identification
Special pops tracking
Daily ET huddle reports

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Who: Instructional Leaders and Teachers What: Track domain 3 scholars who fall under 3+ categories of sub pops Who: Math Intervention Teacher & Reading Intervention Teacher What: Implement SGI daily for 6th and 7th grade scholars **Strategy's Expected Result/Impact:** 60% of SpEd scholars will meet approaches on Math and Reading STAAR Domain 3 scholars will meet their targeted goal by the end of the school year **Staff Responsible for Monitoring:** Who: SpEd teachers, Gen Ed teachers, and Leaders **Title I:** 2.4, 2.5, 2.6 **- 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 5: Effective Instruction **Problem Statements:** Demographics 1 - Student Learning 1 **Funding Sources:** AR/HS Facilitator - Federal Grant				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: There is opportunity to close the gap for our African American students in math. **Root Cause**: Math scores were lower than reading this year across the board. Math teacher was new in 6th grade. Math STAAR success mechanisms and data tracking began late, with a focus on Domain III.

Student Learning

Problem Statement 1: To get to an A, we must hit the Domain III cut point of 90, and this past year we were at 83. **Root Cause**: We started late with ensuring accommodations were being implemented consistently and ensuring effective interventions were in place.

Goal 4: Increase student daily attendance

Performance Objective 1: By the end of the 22-23 school year, IDEA Lake Houston College Preparatory will receive a minimum of 97% of average daily attendance.

High Priority

HB3 Goal

Evaluation Data Sources: Daily tracking of absences
Monthly ADA incentives
ADA escalation matrix

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Who: APO, SIS Coordinator, Registrar, SC, Teachers, APIs, Principal When: Daily What: Operating mechanism for daily attendance protocol fidelity **Strategy's Expected Result/Impact:** Maintain an average of 6 scholars absent per day **Staff Responsible for Monitoring:** Principal, APO, SC **Title I:** 2.4, 2.5, 2.6 **- 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 5: Effective Instruction **Problem Statements:** Student Learning 1		0%		

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: To get to an A, we must hit the Domain III cut point of 90, and this past year we were at 83. **Root Cause**: We started late with ensuring accommodations were being implemented consistently and ensuring effective interventions were in place.

Goal 5: Increase student persistence

Performance Objective 1: By the 11th day of the 23-24 school year, IDEA Lake Houston College Preparatory will maintain a minimum of 90% student persistence.

High Priority

Evaluation Data Sources: Quarterly family engagement events
Daily and weekly student incentives
Check-ins with students of concern
Weekly grade level celebrations
Extra-curricular activities

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Who: All Staff When: Daily What: Build a strong positive customer service experience with all stakeholders **Strategy's Expected Result/Impact:** Maintain a minimum of 90% of scholars persist with LH by the 11th day of 23-24 school year. **Staff Responsible for Monitoring:** APO, SC, and Principal **Title I:** 2.4, 2.5, 2.6, 4.1, 4.2 **- 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 **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Perceptions 2		0%		

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 2: Parents stated there was a lack of communication from the school and our campus was too strict. **Root Cause**: Lack of communication from teachers and leaders from discipline.

Goal 5: Increase student persistence

Performance Objective 2: 100% of Staff complete BOY Crisis Management / Emergency Response Training by the FWOS

High Priority

Evaluation Data Sources: Road map training, Campus Crisis Team Meeting, Intruder Assessment o Physical Building Safety o Climate & Culture SS Staff, Students, Families o Compliance SS Training, Facility Safety, Execution

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Who: Campus Crisis Team What: Administer safety audit walks and implement a safe schools plan **Strategy's Expected Result/Impact:** 100% Safety Drill Execution o Monthly, Quarterly, Annually Rated Proficient or higher by the end of the year on the Campus Safety Score (Regional & National Aggregate) **Staff Responsible for Monitoring:** Campus Crisis Team **Title I:** 2.5, 4.1 **- 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 **Problem Statements:** Perceptions 2		20%		

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 2: Parents stated there was a lack of communication from the school and our campus was too strict. **Root Cause**: Lack of communication from teachers and leaders from discipline.

Goal 5: Increase student persistence

Performance Objective 3: By the end of 22-23 school year, IDEA Lake Houston College Preparatory will be named America's Healthiest Schools.

Evaluation Data Sources: Fitness Gram
CNP Audits
Health Station Audits

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Who: PE Coaches, Health Aide, CNP Manager What: Administer quarterly healthy audits **Strategy's Expected Result/Impact:** 100% of our scholars will meet the expectation of healthy kids. **Staff Responsible for Monitoring:** PE Coaches, Health Aide, CNP Manger, Leaders **Title I:** 2.4, 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Perceptions 2		0%		

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 3 Problem Statements:

Perceptions
Problem Statement 2: Parents stated there was a lack of communication from the school and our campus was too strict. **Root Cause**: Lack of communication from teachers and leaders from discipline.

Title I Personnel

Name	Position	Program	FTE
Trinara Hutchinson	AR/HS Facilitator	Title 1	1

Campus Funding Summary

Federal Grant					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	1	1	AR/HS Facilitator		$0.00
3	2	1	AR/HS Facilitator		$0.00
				Sub-Total	$0.00

Addendums

IDEA Lake Houston College Preparatory

Comprehensive Needs Assessment COLLEGE PREP	
Data Source: Family and Community Involvement	
	Percentage
% Families Attended WTI	100%
% Families Attended Curriculum Night	
% Families Who Attended EOY Ceremonies	45%
% Families who attended Fall Festival	
% Families who attended Winter Festival	
% Families who attended Spring Festival	

Reflections	
Areas of Strength	**Areas of Need**
1 Comms of mandatory meeting	1 Specfic scripts and rehearsal time for communicating wit
2 Staff investment	2 PTA/PTO- group of parent involvement
3	3 Funds for setting up and purchasing resources for family

Master CNA & SAIP Reporting Checklist

				PTG		PTG	
					0%		0%
DEPT	**Data Source**	**Data Tabs**	**Guidance**	**Status**	**Principal Notes or Questions**	**VP Verification**	**Notes & Next Steps**
College Prep	KEYS Tab (Tab 3)	Student Achievement Improvement Plan 2021-2022 School Year	This SAIP plan will require logging concrete initiatives put in place for student improvement, as well as their associated timelines, resources, and responsible staff. Each initiative will be tracked mid-year and at the end of the year. Mid-year assessments should be completed by each campus between December 1, 2022 and no later than January 31, 2023.	Pending		Action Required	
	Locus Dashboards: CIS STARR, AP Campus IB Reports EOY Assessments	Comprehensive Needs Assessment 2022 English Language Arts	These Pages should include the percentage of students who achieved each listed score for the 2021-2022 School Year. For each subject, list a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Pending		Action Required	
		Comprehensive Needs Assessment 2022 Math		Pending		Action Required	
		Comprehensive Needs Assessment 2022 Science		Pending		Action Required	
		Comprehensive Needs Assessment 2022 Humanities		Pending		Action Required	
	State TELPAS Report	Comprehensive Needs Assessment 2022 TELPAS	This data set will outline the percentage of students that earned proficiency in the areas of Listening, Speaking, Reading, and Writing, as indicated in the State TELPAS report. Llist a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Pending		Action Required	
	Locus Dashboards: ACT, AP, TSI Campus IB Reports Campus Matriculation Reports	100% College Matriculation 2021-2022 School Year	This page will only be applicable to campuses that had graduating classes in the Spring of 2022. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Pending		Action Required	
	Locus Dashboard: Staff Rentention	Staff Quality, Retention, & Recruitment 2021-2022 School Year	Under the %SPED Data Point, this should relfect the percentage of SPED certified teachers, compared to the overall SPED staff. Under number of teacher applicants, note how many teachers were interviewed by campus leaders for positions during the 2021-2022 School Year. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Pending		Action Required	
	Locus Dashboards: Student Persistence, Enrollment, ADA	School Culture & Climate 2021-2022 School Year	For the Withdrawals/Level 3 Offenses data point, list the number of withdrawals or offenses. All other data points should reflect percentages. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Pending		Action Required	
	Campus Academic Counselor Tracking Systems	2022 Family & Community Involvement	In addition to listing data percentages, list a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Pending		Action Required	

IDEA Lake Houston College Preparatory

2021-22 Student Achievement Improvement Plan - College Prep

COLLEGE PREP

									Title I Qualifying Programs			Initiatives Status			
									Internal Use Only			Mid Year		End of Year	
									Supplemental Program (Y/N)	New Program (Y/N)	Budget Allocation	Outcome	Increase/Decreased by X%	Outcome	Increase/Decreased by X%
APO	Initiatives	Needs Assess.	Special Pops.	Person(s) Responsible	Timeline Start/End	Resources: Human/ Material/Fiscal	Documentation	Formative Evaluation	Budget Allocations only need to be entered for programs that are BOTH Supplemental & New			Use these columns to assess your strategy progress at the middle and end of the year			
1E	Earned State Rating: A	STAAR	All	M. Garza	8/4/22-5/25/23	Software- Study Island, IXL, ALEKS Resources- Meausring Up, Sirius STAAR workbooks									
1J	% of students in CSI achieve 2 years growth in Reading | Math (measured by Ren STAR) 50% | 60%	STAAR	AR, EL, SpEd, ED	K. Pinkard	8/4/22-5/25/23	Decoding Resources Rosetta Stone Manipulatives SIOPs training									

Annual Performance Objectives (APO)

PRIORITY #1: Students Graduate College-Ready

1A. % of graduates who matriculate to a College or University: 100%

1B. % of graduates matriculate to a Tier I/II College or University: 15% | 25%

1C. % of Seniors accepted to a College or University: 100%

1D. % of Seniors named AP scholars | Earn IB diploma: 30% | 25%

1E. Earned State Rating: A

1F. % Basic | % Mastery | % Advanced on LEAP: 82% | 44% | 11%

1G. % Approaches | % Meets | % Masters on STAAR/EOC: 90% | 60% | 30%

1H. % Level 3 | % Level 4 | % Level 5 on FSA/FSAA: 70% | 40% | 20%

1I. % of Pre-K-2nd Students End The Year On/Above Grade Level in Reading - Year 1 Campuses | Year 2 Campuses: 80% | 90%

1J. % of students in CSI achieve 2 years growth in Reading | Math (measured by Ren STAR) 50% | 60%

1K. Average ACT score: 21

1L. % of students graduating college in 4 | 6 years: 25% | 55%

Needs Assessment

S-STAAR

D-DIBELS

E-EOC

A-ACT

RR-Reading Renaissance

ST-STAR for Math

DR-Discipline Report

AP-AP Tests

O-Other

Special Populations

All

AR-At Risk

ELL-English Language Learners

ED-Economically Disadvantaged

M-Migrant

SE-Special Education

IDEA Lake Houston College Preparatory

Comprehensive Needs Assessment

COLLEGE PREP

Data Source: CSI

% Meeting CSI Goal	Reading CP CSI
% CSI (EOY Ren.)	13
% of CSI Passing STAAR	36
% of SPED Passing STAAR	17

Data Source: STAAR

	STAAR Reading 6th	STAAR Reading 7th	STAAR Reading 8th	STAAR Writing 7th	English I EOC	English II EOC
% Approaches	75					
% Meets	48					
% Masters	25					
% Student Achievement Average	49					

Data Source: AP/IB/Electives

AP Scores	Pass AP Lit	Pass AP Lang	IB Scores	IB Group 1	% Royal Readers	% Word Master
% Score 1			% Score 1-3		8	68
% Score 2			% Score 4-5			
% Score 3+			% Score 6-7			
					RR Goal Met/Not Met	WM Goal Met/Not Met

Reflections	
Areas of Strength	**Areas of Need**
1 Daily Reading, SpEd Teacher/Leader exemplar sparring; Look-fors: scripted CFUs, for ELs, and aligned to the rigor of the assessment item, academic vocabulary, and annotations/work of all assessment items	1 Strategies training targeting individualized small groups of sub pops
2 Daily Lesson Rehearsals with Reading and SpEd Teacher stamping key points, misconceptions, and targeted skills for our lowest performing pods	2 Daily ET Huddles after every pd with Leader, Gen Ed, and SpEd teacher to identify misconception and re-teach same day

3 Real time tight loop coaching in Reading (1st teacher/2nd teach)	3 Creating a strategic teacher pathway to provide RTF for students in every class with clear look-fors

IDEA Lake Houston College Preparatory

Comprehensive Needs Assessment - College Prep COLLEGE PREP					
Data Source: STAAR					
	STAAR Math 6th	**STAAR Math 7th**	**STAAR Alg I**		
% Approaches	73				
% Meets	36				
% Masters	18				
% Student Achievement Average	42				
Data Source: AP/IB					
AP Scores	**Pass AP Calculus AB**	**Pass AP Calculus CD**	**Pass AP Prob. & Stats.**	**IB Scores**	**IB Group 5**
% Score 1				**% Score 1-3**	
% Score 2				**% Score 4-5**	
% Score 3+				**% Score 6-7**	

Reflections	
Areas of Strength	**Areas of Need**
1 Daily Math & SpEd Teacher/Leader exemplar sparring; Look-fors: scripted CFUs, for ELs, and	1 Differentiation in SGI focus was scholars who were being pushed to meets and masters not on critical
2 Daily Lesson Rehearsals with Math and SpEd Teacher stamping key points, misconceptions, and	2 T struggled with knowing how to create a strategic teacher pathway to provide RTF for students in every
3 Daily real time tight loop coaching in Math (1st teacher/2nd teach)	3 Did not leverage Hotspot to incorporate Study Island for TEKS Readiness aligned STAAR practice in Math

IDEA Lake Houston College Preparatory

Comprehensive Needs Assessment COLLEGE PREP						
Data Source: Internal Assessments						
	6th Grade EOY Assessment	7th Grade EOY Assessment				
% Passing	67					
Data Source: STAAR						
	STAAR 8th Science	STAAR Biology				
% Approaches						
% Meets						
% Masters						
% Student Achievement Average						
Data Source: AP/IB						
AP Scores	Pass AP Biology	Pass AP Chemistry	Pass AP Physics (1, 2, & C)	Pass AP Env. Science	IB Scores	IB Group 4
% Score 1					% Score 1-3	
% Score 2					% Score 4-5	
% Score 3+					% Score 6-7	

Reflections	
Areas of Strength	**Areas of Need**
1 Scholars had previous Science knowledge	1 Limited resources for hands on activities
2 T followed model of TM, GP, IP, and assessment to check for mastery	2 Aligned material to TEKS: more Reading, Writing, Discussing
3	3 Curriculum Corner resources limited

IDEA Lake Houston College Preparatory

Comprehensive Needs Assessment COLLEGE PREP							
Data Source: Internal Assessments							
	6th Grade EOY Assessment	7th Grade EOY Assessment					
% Passing	94						
Data Source: STAAR							
	STAAR 8th US History	EOC US History					
% Approaches							
% Meets							
% Masters							
% Student Achievement Average							
Data Source: AP/IB							
AP Scores	Pass AP Human Geography	Pass AP World History	Pass AP US History	Pass AP Goverment	Pass AP Economics	IB Scores	IB Group 3
% Score 1						% Score 1-3	
% Score 2						% Score 4-5	
% Score 3+						% Score 6-7	

Reflections	
Areas of Strength	**Areas of Need**
1 Hands on instruction	1 Updated informational text to apply foundations of R, W, D
2 Aligned LPs to the TEKs	2 Levels of questions
3 Student Driven Instruction	3 Trainings on delivery of instruction by bringing the joy

IDEA Lake Houston College Preparatory

Comprehensive Needs Assessment
COLLEGE PREP

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

	Listening	Speaking	Reading	Writing	% of ELL Students who grew one or more levels
% Beginning	11	16	18	14	9
% Intermediate	25	50	27	20	34
% Advanced	20	34	23	30	34
% Advanced High	43	0	32	36	23

Reflection	
Areas of Strength	**Areas of Need**
1 CSI program focused on reading fluency	1 Programs such as Rosetta Stone and DISE are needed
2 SGI supported Els	2 More aligned student practice to TELPAS
3 Sentence starters	3 SIOPs/ Bilingual training for staff

IDEA Lake Houston College Preparatory

Comprehensive Needs Assessment COLLEGE PREP					
100% College Matriculation					
Matriculation %	**Matricuation % 4 year**	**Matriculation % 2 year**	**Tier 1/2 % Acceptances**	**Tier 1/2 % Matriculation**	
Tier 1 % Matriculation	**Tier 2 % Matriculation**	**Tier 3 % Matriculation**	**Tier 4 % Matriculation**	**Senior Class CCMR %**	**Senior Class TSI Completion %**
Campus Data					
Senior Class ACT Average	**Junior Class ACT Average**	**Overall AP Scholars (3+ or more tests)**	**IB Medallion Scholars (Passing 3+ exams)**	**Overall % IB Diploma**	**Campus End of Year OTG**

Reflections	
Areas of Strength	Areas of Need
1	1
2	2
3	3

IDEA Lake Houston College Preparatory

Comprehensive Needs Assessment COLLEGE PREP	
Staff Quality, Recruitment, Retention	
	Percentage
% School Lead Team Retention	67%
% Instructional Support Retention	73%
% Teacher Retention	75%
% Campus Support Retention	100%
% SPED Certified Teachers	100%
% State/National Certified Teachers	
% State Certified Leaders	
% State/Board certified Counselors	
Number of teacher applicants per 2020-21 school year	

Reflections	
Areas of Strength	**Areas of Need**
1	1
2	2
3	3

A Lake Houston College Prepar

Comprehensive Needs Assessment College Preparatory	
Data Source: School Culture and Climate	
	Campus %
% Average Daily Attendance	93.26
% Overall Persistence	92.13
% New Student Persistence	92.8
# of Admin Withdrawals/ Level 3 Offenses	3
% SPED	12
% ELL	38
% Eco Dis	82
% Migrant	0
% Race: American-Indian-Alaska-Native	3
% Asian	0.8
% White-Hispanic	79
% Multi	0
% Black-African-American	24
% Native-Hawaiian-Pacific-Islander	0
% White	72
% Male	45
% Female	55

Data Source: School Culture and Climate	
Reflections	
Areas of Strength	**Areas of Need**
1 CMC Training throughout the year	1 Clear behavioral and ADA matrix and consequences
2 Staff members assigned to make phone calls for ADA	2 Community resources for families and incentives for ADA
3 Clear student code of conduct	3 Trainings for accomodations in SpEd and Els

IDEA Lake Houston College Preparatory

Comprehensive Needs Assessment COLLEGE PREP	
Data Source: Family and Community Involvement	
	Percentage
% Families Attended WTI	100%
% Families Attended Curriculum Night	
% Families Who Attended EOY Ceremonies	45%
% Families who attended Fall Festival	
% Families who attended Winter Festival	
% Families who attended Spring Festival	

Reflections	
Areas of Strength	**Areas of Need**
1 Comms of mandatory meeting	1 Specfic scripts and rehearsal time for communicating wi
2 Staff investment	2 PTA/PTO- group of parent involvement
3	3 Funds for setting up and purchasing resources for family

IDEA Public Schools

Los Encinos Academy

2022-2023 Campus Improvement Plan

Accountability Rating: B

Distinction Designations:
Academic Achievement in Mathematics
Top 25 Percent: Comparative Closing the Gaps
Postsecondary Readiness

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

Mission Statement

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

Vision

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

Core Values

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

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

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Comprehensive Needs Assessment

Revised/Approved: September 14, 2022

Demographics

Demographics Summary

Our campus serves 764 students in Pre-Kinder to 4th grade and opened in August 2019. We have over 50 staff members (6 Instructional Leaders, 29 teachers, 18 teacher support, and 3 campus support members. We have 89.36% of staff persistence for 21-22.

Demographics Strengths

See PDF in Addendum for more information

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): An area of need is a focus on parent and student academic events to increase attendance to 90% attendance for families. **Root Cause:** Not all families have remind app as communication and phone numbers are not always updated on a timely manner.

Problem Statement 2 (Prioritized): An area of need is support for student social emotional behavior support for students to help develop strong student relationships. **Root Cause:** Students had gaps in social behavior supports that developed over virtual learning that caused for students to experience separation anxiety and other emotional barriers.

Student Learning

Student Learning Summary

Our campus rated at a B with an 89 average. We scored a 70/43/26 for 3rd grade Reading and a 76/53/30 for 3rd grade Math.

SPED STAAR scores for Reading and math: 60/40/0

EL STAAR scores for reading: 70/43/25 (46) Math: 77/53/33 (55)

Pk-2nd grade students On Track for DI Reading Instruction 100% PK, 100% Kinder, 90% 1st Grade, and 95% for 2nd Grade.

Student Learning Strengths

see PDF in addendum for more information

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): An area of need in reading is rigorous aligned instruction with effective use of higher order thinking questions. **Root Cause:** There is a need for more effective professional development for teachers and leaders in lesson planning that focuses on rigor and higher order thinking questions.

Problem Statement 2 (Prioritized): An area of need in math is student release and student practice that helps promote for students to become independent thinkers. **Root Cause:** Students did not have enough practice time independently due to more time being given to guided practice part of lesson.

Problem Statement 3 (Prioritized): There was a low attendance daily average rate for our students last year (Overall ADA: 90.78%) Grade Team totals: PK: 87.59% Kinder: 90.61% 1st: 89.84% 2nd: 91.67% 3rd: 92.52% **Root Cause:** There were a high number of absences in all grades throughout the school due to personal/family illnesses. Campus did not follow ADA matrix with fidelity to track and follow up consistently.

School Processes & Programs

School Processes & Programs Summary

Our campus develops instructional leaders by having bi-weekly, quarter, and yearly trainings that are lead by content eperts and leaders. In addition, leaders get training on our feedback platform that is Teachboost. Leaders conduct weekly observations for teachers and give weekly feedback and follow up to help them get to mastery of action items. Some of the methods used for coaching include side by side feedback, model, lesson rehearsals, and coaching practice. Our teachers attend lesson rehearsals between 2-3 times a week beside their content leader and API manager.

See PDF in Addendum for more information

School Processes & Programs Strengths

Curriculum & Instruction:

- At least one-third of IDEA students graduate with the "AP Scholar" designation, evidence of earning a qualifying score on at least three AP exams, demonstrating successful completion of college-level coursework prior to graduation.
- IDEA provides students access to accelerated instruction through the 1:1 technology device, including adaptive software for mathematics and literacy and access to hundreds of thousands of books in the district's digital library.
- IDEA curricular resources include high-quality instructional materials that earn the highest ratings on national evaluation measures.
- IDEA curriculum is regularly evaluated using a quality evaluation tool, ensuring alignment to the Texas Essential Knowledge and Skills and AP course standards, as well as the STAAR/EOC and AP exams.
- IDEA implements a variety of training opportunities for teachers and leadership staff with the goal of developing teachers' pedagogical content knowledge and leaders' coaching skills.
- For 15 years in a row, 100% of IDEA students have been accepted into college, demonstrating that IDEA academic programming is adequately preparing students for post-secondary education.
- In 2022, four IDEA schools were ranked in the top 10 Most Challenging Schools in the Nation and 13 were ranked in the top 1% of schools nationwide, by the Jay Mathews Challenge Index High School Rankings.

Special Programs

- IDEA exceeded the expected growth target for EL student performance on TELPAS in 2021 with 48% of ELs meeting that target.
- IDEA provide targeted research based instruction to students who have a 2.0 year gap in Reading and/or Math with the goal of closing that gap by 2.0 years during the school year with our initiative called Critical Student Intervention (CSI). During the 21-22 school year, 2,562 out of 6,632 students meet that goal for Reading and 703 out of 1,268 students met the goal for Math.
- IDEA is in Year 3 of our TEA awarded Autism Grant. Through this grant we were able to increase support for 195 students with autism in Rio Grande Valley and Austin who met the criteria outlined by TEA for this grant.
- IDEA submitted and was awarded a Dyslexia Grant by the TEA so that we will be able to provide increased professional development to teachers and leaders on working with students with dyslexia and increase the support resources for our students with dyslexia.

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

See PDF in addendum for more information.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): An area of need is to increase the engagement and quality of relationships across all campus staff. **Root Cause:** Most events/meetings were held virtually at the start of the year and there were minimal opportunities for connecting due to safety recommendations.

Problem Statement 2 (Prioritized): An area of need is to help increase teachers that are state certified at our campus to help target and support EL, SPED, and gen ed students. **Root Cause:** There are currently very few certified teachers on our staff. (less than 5)

Perceptions

Perceptions Summary

IDEA RGV Overall: GPTW	78
IDEA RGV Avg. of All Scores	71
Los Encinos Academy	
# of Responses	43
Overall: GPTW *+1 pts higher than fall GPTW results (76*)	77
Avg. of All Scores *+4 pts higher than fall GPTW results (76)*	80

Perceptions Strengths

See PDF in Addendum for more information

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Afterschool programs were started late in the school year and did not allow to have the maximum amount of students to participate from each classroom. **Root Cause:** Due to covid cases and mitigating spread, we opted to open our AS programs during the 3rd & 4th quarter of the year which decreased the amount of available days open for students .

Problem Statement 2 (Prioritized): We do not have 100% of parent communication due to several families not having the REMIND app or social media applications to follow campus pages or events. **Root Cause:** Not all families like or use social media or applications when communicating. They prefer phone calls, paper notices, or in person meetings to be informed as well as needing a spanish translation of information for events.

Priority Problem Statements

Problem Statement 1: An area of need in reading is rigorous aligned instruction with effective use of higher order thinking questions.

Root Cause 1: There is a need for more effective professional development for teachers and leaders in lesson planning that focuses on rigor and higher order thinking questions.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: An area of need is to help increase teachers that are state certified at our campus to help target and support EL, SPED, and gen ed students.

Root Cause 2: There are currently very few certified teachers on our staff. (less than 5)

Problem Statement 2 Areas: School Processes & Programs

Problem Statement 3: An area of need is support for student social emotional behavior support for students to help develop strong student relationships.

Root Cause 3: Students had gaps in social behavior supports that developed over virtual learning that caused for students to experience separation anxiety and other emotional barriers.

Problem Statement 3 Areas: Demographics

Problem Statement 4: We do not have 100% of parent communication due to several families not having the REMIND app or social media applications to follow campus pages or events.

Root Cause 4: Not all families like or use social media or applications when communicating. They prefer phone calls, paper notices, or in person meetings to be informed as well as needing a spanish translation of information for events.

Problem Statement 4 Areas: Perceptions

Problem Statement 5: An area of need in math is student release and student practice that helps promote for students to become independent thinkers.

Root Cause 5: Students did not have enough practice time independently due to more time being given to guided practice part of lesson.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: Afterschool programs were started late in the school year and did not allow to have the maximum amount of students to participate from each classroom.

Root Cause 6: Due to covid cases and mitigating spread, we opted to open our AS programs during the 3rd & 4th quarter of the year which decreased the amount of available days open for students .

Problem Statement 6 Areas: Perceptions

Problem Statement 7: An area of need is a focus on parent and student academic events to increase attendance to 90% attendance for families.

Root Cause 7: Not all families have remind app as communication and phone numbers are not always updated on a timely manner.

Problem Statement 7 Areas: Demographics

Problem Statement 8: An area of need is to increase the engagement and quality of relationships across all campus staff.

Root Cause 8: Most events/meetings were held virtually at the start of the year and there were minimal opportunities for connecting due to safety recommendations.

Problem Statement 8 Areas: School Processes & Programs

Problem Statement 9: There was a low attendance daily average rate for our students last year (Overall ADA: 90.78%) Grade Team totals: PK: 87.59% Kinder: 90.61% 1st: 89.84% 2nd: 91.67% 3rd: 92.52%

Root Cause 9: There were a high number of absences in all grades throughout the school due to personal/family illnesses. Campus did not follow ADA matrix with fidelity to track and follow up consistently.

Problem Statement 9 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Local Accountability Systems (LAS) data

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

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

- Section 504 data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices
- Other additional data

Goals

Goal 1: Increase staff retention

Performance Objective 1: 90% of Los Encinos staff will be retained to and throughout the 2022-2023 school year

High Priority

Evaluation Data Sources: GPTW, Staff Retention %, and staff evaluations

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Monthly temperature checks with staff to get input/feedback on campus systems and supports **Strategy's Expected Result/Impact:** help open communication and supports that are provided to teachers **Staff Responsible for Monitoring:** Principal/AA **Title I:** 2.5 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture	0%	50%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Consistent follow up of coaching system for staff members **Strategy's Expected Result/Impact:** Staff will feel supported and successful in their teaching and work through consistent, frequent feedback from managers. **Staff Responsible for Monitoring:** Principal/API/Lead Team **Title I:** 2.5 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools	0%	50%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 2: 100% of enrollment will be meet at IDEA Los Encinos

Performance Objective 1: 90% students will be onboarded and persist with LE Academy to and through PK-5th Grade

High Priority

Evaluation Data Sources: Yearly Persistence

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Track student new and overall persistence weekly/monthly to backwards plan for benchmark goals. **Strategy's Expected Result/Impact:** Support students and families to be retained at Idea Los Encinos through frequent checks and communication. **Staff Responsible for Monitoring:** AC **Title I:** 4.1, 4.2 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture	0%	30%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Work with partner school (CP) to focus on campus overall persistence through AC/APO monthly meetings/ collaborations **Strategy's Expected Result/Impact:** help keep our families that have students in both campuses at our school and norm on campus systems **Staff Responsible for Monitoring:** APO/AC/SA **Title I:** 4.1, 4.2 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture	0%	35%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 2: 100% of enrollment will be meet at IDEA Los Encinos

Performance Objective 2: 90% of 5th grade students will bridge to CP to the start of their 6th grade year in 2023-2024 school year

Evaluation Data Sources: persistence

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Track our current 4th grade students throughout the year as well as track our founding students to share with CP each year **Strategy's Expected Result/Impact:** students will want to persist with IDEA from pk-12th grade **Staff Responsible for Monitoring:** APO/AC/SA				

 No Progress Accomplished Continue/Modify Discontinue

Goal 3: IDEA achieves an A rating

Performance Objective 1: 90/60/30 will be reached for 3rd/4th grade reading and math staar performance.

High Priority

HB3 Goal

Evaluation Data Sources: Staar assessments, semester exams, and internal content exams

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Exit ticket data focus, student data tracking, teacher data tracking for all STAAR tested subjects **Strategy's Expected Result/Impact:** track and increase overall scores for students in 3rd and 4th grade through aggressive tracking of data **Staff Responsible for Monitoring:** Principal/Assistant Principals **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction	0%	35%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: 97% of Student attendance through daily phone calls, parent meetings, support in tutorials for students that are impacted due to illness **Strategy's Expected Result/Impact:** students will be in school learning and closing gaps **Staff Responsible for Monitoring:** Principal/APO/Lead team **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction	0%	40%		

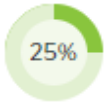
0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 3: IDEA achieves an A rating

Performance Objective 2: 50% of SPED students will pass STAAR assessment with an approaches or higher rating for 22-23 school year.

HB3 Goal

Evaluation Data Sources: Staar assessments, semester exams, and internal content exams

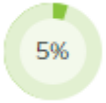
Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Focus on IEP for SPED students and accommodations needed in classrooms to help set them up for success **Strategy's Expected Result/Impact:** SPED students score meets /masters on state assessments **Staff Responsible for Monitoring:** Principal/SPED Teachers **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

 No Progress Accomplished Continue/Modify Discontinue

Goal 3: IDEA achieves an A rating

Performance Objective 3: 100% of Pre-Kinder students will be on or above grade level in DI Reading & math for the 22-23 school year.

Evaluation Data Sources: DI data weekly reports; EOY final data report

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: 97% student attendance in PK classrooms to ensure that students are on grade level or above **Strategy's Expected Result/Impact:** students will be able to stay on track for weekly/daily lessons for DI Program **Staff Responsible for Monitoring:** Principal/Assistant Principal **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 3 **Funding Sources:** PK Teachers - Federal Grant - $109,750				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 3: There was a low attendance daily average rate for our students last year (Overall ADA: 90.78%) Grade Team totals: PK: 87.59% Kinder: 90.61% 1st: 89.84% 2nd: 91.67% 3rd: 92.52% **Root Cause**: There were a high number of absences in all grades throughout the school due to personal/family illnesses. Campus did not follow ADA matrix with fidelity to track and follow up consistently.

Goal 4: Increase student daily attendance

Performance Objective 1: 90% of students in 3rd & 4th grade will reach Fitness ambassador goal for Physical Education for the 22-23 school year

Evaluation Data Sources: fitness gram data, active minutes report

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: track minutes of Fitness goal for students 1st-4th grade **Strategy's Expected Result/Impact:** motivate students to stay fit and healthy to avoid sickness **Staff Responsible for Monitoring:** Assistant Principal/PE Coach **Title I:** 2.4, 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Processes & Programs 2	0%	65%		

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 2: An area of need is to help increase teachers that are state certified at our campus to help target and support EL, SPED, and gen ed students. **Root Cause**: There are currently very few certified teachers on our staff. (less than 5)

Goal 4: Increase student daily attendance

Performance Objective 2: 97% of overall ADA will be reached campus wide for PK-4th grade for the 22-23 school year

High Priority

Evaluation Data Sources: ADA daily, weekly, monthly, and YTD reports by HR, grade level, and campus

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Daily ADA support for teachers, grade teams, and campus by assigned LT member to each grade, making daily calls with notes embedded on campus tracker , follow up 2nd call from LT-first call from teachers , and ADA Matrix implemented and followed **Strategy's Expected Result/Impact:** increase ADA for students on a daily, weekly, and monthly level **Staff Responsible for Monitoring:** Principal, Assistant Principal of Operations, and Student information systems clerk	0%	50%		

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 5: Increase student persistence

Performance Objective 1: 90% of PK-4th grade classrooms will complete and participate in Move this world 15 min. daily compliance during homeroom period for the 22-23 school year.

High Priority

Evaluation Data Sources: MTW reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Observations of MTW block weekly to track and view implementation of program for students and the focus on social-emotional support **Strategy's Expected Result/Impact:** students will feel safe to share feelings and emotions with teacher and classroom students **Staff Responsible for Monitoring:** Academic Counselor/Teachers **Title I:** 2.5, 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture	0%	50%		

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 5: Increase student persistence

Performance Objective 2: 100% compliance with campus safety and security checklist for the 22-23 school year

Evaluation Data Sources: safety drill monthly compliances, safety/security checklists monthly update

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Monthly tracking and compliance with safety drills on campus for security and safety **Strategy's Expected Result/Impact:** Students and staff will be better prepared to act in case of an emergency. They will feel secure and safe at school. **Staff Responsible for Monitoring:** principal, assistant principal of operations, facilities manager **Title I:** 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools	0%	80%		

 No Progress Accomplished Continue/Modify Discontinue

Title I Personnel

Name	Position	Program	FTE
Amanda Cepeda	PRE-KINDERGARTEN TEACHER		1
Ana Gonzalez Garza	PRE-KINDERGARTEN TEACHER		1
John Martinez	AR ZONE FACILITATOR		1

Campus Funding Summary

Federal Grant					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	3	1	PK Teachers		$109,750.00
				Sub-Total	$109,750.00

Addendums

Master CNA & SAIP Reporting Checklist

		PTG	100%	PTG	0%

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

Los Encinos Academy

2021-22 Student Achievement Improvement Plan

ACADEMY

									Title I Qualifying Programs			Initiatives Status			
									Internal Use Only			Mid Year		End of Year	
									Supplemental Program (Y/N)	New Program (Y/N)	Budget Allocation	Outcome	Increase/Decreased by X%	Outcome	Increase/Decreased by X%
APO	Initiatives	Needs Assess.	Special Pops.	Person(s) Responsible	Timeline Start/End	Resources: Human/ Material/Fiscal	Documentation	Formative Evaluation	Budget Allocations only need to be entered for programs that are BOTH Supplemental & New			Use these columns to assess your strategy progress at the middle and end of the year			
1E	Writing Campus Wide Initative	O	ALL	APIs	AUG-MAY	H/M/F	MONTHLY	TELPAS							
2B	ADA INITIATIVES	S	ALL	APO	AUG-MAY	H/M/F	MONTHLY	ADA %							
2B	STAFF MONTHLY VOM RECOGNITION	0	NA	PRINCIPAL	AUG-MAY	H/M/F	MONTHLY	STAFF GPTW							
1E	STUDENT TUTORIALS	S	ALL	APIs	SEPT-MAY	H/M/F	WEEKLY/MONTHLY	QUARTER SCORES							
2C	NEW STUDENT PERSISTENCE EVENTS	0	ALL	AC	AUG-MAY	H/M/F	MONTHLY	NEW ST. PERS.							
2C	AFTER SCHOOL PROGRAMS	0	ALL	APO/AS COORDINATOR	AUG-MAY	H/M/F	MONTHLY	PARTICIPATION							

Annual Performance Objectives (APO)

PRIORITY #1: Students Graduate College-Ready

1A. % of graduates who matriculate to a College or University: 100%

1B. % of graduates matriculate to a Tier I/II College or University: 15% | 25%

1C. % of Seniors accepted to a College or University: 100%

1D. % of Seniors named AP scholars | Earn IB diploma: 30% | 25%

1E. Earned State Rating: A

1F. % Basic | % Mastery | % Advanced on LEAP: 82% | 44% | 11%

1G. % Approaches | % Meets | % Masters on STAAR/EOC: 90% | 60% | 30%

1H. % Level 3 | % Level 4 | % Level 5 on FSA/FSAA: 70% | 40% | 20%

1I. % of Pre-K-2nd Students End The Year On/Above Grade Level in Reading - Year 1 Campuses | Year 2 Campuses: 80% | 90%

1J. % of students in CSI achieve 2 years growth in Reading | Math (measured by Ren STAR) 50% | 60%

1K. Average ACT score: 21

1L. % of students graduating college in 4 | 6 years: 25% | 55%

PRIORITY #2: Build a Strong & Sustainable Organization

2A. % Teacher Retention | Employee Retention: 85% | 85%

2B. 80% composit score on GPTW: 82%

2B. %Average Daily Attendance: 97.50%

2C. New Student Persistence: 90%

2D. Operating Income: $133M

2E. FIRST Rating: A

PRIORITY #3: Achieve Mission at Scale

3A. % of students with low socio-economic status: 80%

3B. Enrollment in August 2020: 83,894

3C. Schools in operation in August 2020: 149

3D. Total Funds Raised (millions): $93M

Needs Assessment

S-STAAR

D-DIBELS

E-EOC

A-ACT

RR-Reading Renaissance

ST-STAR for Math

DR-Discipline Report

AP-AP Tests

O-Other

Special Populations

All

AR-At Risk

ELL-English Language Learners

ED-Economically Disadvantaged

M-Migrant

SE-Special Education

Los Encinos Academy

Comprehensive Needs Assessment
ACADEMY

Data Sources: Eureka Math & Electives Academy

	DISTAR Pre-K on Grade Level	Eureka Kinder on Grade Level	Eureka First on Grade Level	Eureka Second on Grade Level	% Math Masters Pk-2	Pk-2 MM Goal Met/Not Met
% Students	100%	99/87/68 (85)	68/36/14 (39)	88/54/17 (53)	84%	217 met

Data Source: STAAR Academy

	STAAR Math Grade 3	STAAR Math Grade 4	STAAR Math Grade 5	% Math Masters 3-5	3-5 MM Goal Met/Not Met
% Approaches	76			69%	75
% Meets	53				
% Masters	30				
% Student Achievement Average	53				
% Meet 2 year growth	NA				

Data Source: CSI Academy

	Math AC CSI
% CSI (EOY Ren.)	NA
% of CSI Passing STAAR	48%
% of SPED Passing STAAR	25%

Reflections

Areas of Strength	Areas of Need
1 Strong content planning & internalization	1 Manipulative Use for Student Practice
2 Met Hot Spot Honor Roll Goal	2 Student Release and Practice
3EOM mastery after each module for K/1 met 90/60/30 goal	3 Vocabulary Embedded

Los Encinos Academy

Comprehensive Needs Assessment ACADEMY						
Data Sources: DI ELA & Electives						
	DI Pre-K on Grade Level	**DI Kinder on Grade Level**	**DI First on Grade Level**	**DI Second on Grade Level**	**% Royal Readers**	**% Word Masters**
% Students	**100%**	**100%**	**81%**	**91%**	18 RR	80%
					RR Goal Met/Not Met	**WM Goal Met/Not Met**
					Met	Met
Data Source: STAAR						
	STAAR Reading Grade 3	**STAAR Reading Grade 4**	**STAAR Writing Grade 3**	**STAAR Writing Grade 4**		
% Approaches	70					
% Meets	43					
% Masters	26					
SAS	46					
% Student Achievement Average						
Data Source: CSI						
% Meeting CSI Goal	**Reading AC CSI**					
% CSI (EOY Ren.)	65%					
% of CSI Passing STAAR	26%					
% of SPED Passing STAAR	50%					

Reflections	
Areas of Strength	**Areas of Need**
1 Student prior knowledge/ teacher content knowledge	1 Differentiation in student needs/lesson delivery
2 Teacher practice- exit ticket huddles/ lesson internalization	2 Rigorous aligned instruction/ higher order thinking-questions
3 Progress monitoring/accountability	3 Resources/time

Los Encinos Academy

Comprehensive Needs Assessment ACADEMY						
Data Sources: Science Pk-2						
	Science Pre-K on Grade Level	**Science Kinder on Grade Level**	**Science First on Grade Level**	**Science Second on Grade Level**	**Science Third on Grade Level**	**Science Fourth on Grade Level**
% Students	**100%**	**100%**	**100%**	**90%**	**39/9/0 (16)**	**-**
Data Source: Science 3-5						
	STAAR Science Grade 5					
% Approaches	NA					
% Meets						
% Masters						
% Student Achievement Average						

Reflections	
Areas of Strength	**Areas of Need**
1.Curriculum Flexiblity	1. Resourses (kits and items needed and bought out of pocket, and inventory to share, materials on time, acess to funds)
2. Engage Families	2. Insuficeient time
3. Visuals and hands on	3. Feild lessons/Science Fair

Los Encinos Academy

Comprehensive Needs Assessment ACADEMY							
Data Sources: Humanities Pk-2							
	Humanities Pre-K on Grade Level	**Humanities Kinder on Grade Level**	**Humanities First on Grade Level**	**Humanities Second on Grade Level**	**Humanities Third on Grade Level**	**Humanities Fourth on Grade Level**	**Humanities Fifth on Grade Level**
% Students	NA	99/98/87 (95)	92/78/60 (77)	94/86/81 (87)	NA		

Reflections	
Areas of Strength	**Areas of Need**
1) parent communication	1) parent / student events aligned to SS- celebrating and showcasing work
2) visuals and anchor charts	2) organization of lesson plans/test internalization
3)group projects enhanced learning6	3) implementation of SS in PreK and rise

Los Encinos Academy

Comprehensive Needs Assessment
ACADEMY

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

	Listening	Speaking	Reading	Writing	% of ELL Students who grew one or more levels
% Beginning	24%	38%	46%	51%	73%
% Intermediate	33%	31%	29%	34%	53%
% Advanced	24%	26%	17%	13%	41%
% Advanced High	19%	6%	8%	3%	N/A

Reflections	
Areas of Strength	**Areas of Need**
1 The new RMT program was successful in writing it incorporated isolated words for spelling which build the english language writing portion	1 Workshops for parents on how to support their child at home and curriculums for parents to help build their English language as well.
2 Bilingual program with mixed linguistic students in core classroom setting- supported Spanish only speaking student to collaborate with English only speaking students	2 Professional developments on differentiating instruction for our EL students and models and practice time, how use different accommodations.
3 The use of bilingual dictionaries throughout the school year. Teachers incorporated lessons on how to use a bilingual dictionary	3 After school program with dual language support where the teacher will teach students the core components of the English language- Reading, Listening, Speaking, and Writing
4	4 Create more visuals for students with sight words and add to lesson plan to identify misconceptions prior to the lesson to target them during the lesson

Los Encinos Academy

Comprehensive Needs Assessment ACADEMY	
Data Source: School Culture and Climate	
	Campus %
% Average Daily Attendance	90.78
% Overall Persistence	92.31
% New Student Persistence	90.63
# of Admin Withdrawals/ Level 3 Offenses	0
% SPED	5.50%
% ELL	78%
% Eco Dis	91%
% Migrant	0
% Race: American-Indian-Alaska-Native	0.34%
% Asian	0.84%
% White-Hispanic	92.44%
% Multi	0
% Black-African-American	0
% Native-Hawaiian-Pacific-Islander	0
% White	6.39%
% Male	50.25%
% Female	49.75%

Data Source: School Culture and Climate	
Reflections	
Areas of Strength	**Areas of Need**
1) parent communication	1) parent/ student events
2) student focus	2) organization / timely management
3) priorities	3) student uniform / school standards

Los Encinos Academy

Comprehensive Needs Assessment	
ACADEMY	
Staff Quality, Recruitment, Retention	
	Percentage
% School Lead Team Retention	100%
% Instructional Support Retention	92.16%
% Teacher Retention	96%
% Campus Support Retention	67%
% SPED Teachers	100%
% State/National Certified Teachers	25%
% State Certified Leaders	33%
% State/Board certified Counselors	100%
Number of teacher applicants per 2020-21 school year	292

Reflection	
Areas of Strength	**Areas of Need**
Feed Back Staff Support, Staff Incentives, Love the Water,	Team Building Activity So Staff May Build Stroger Staff Releationships, Would Like More Detailed staff Logistics.
Positive Enviorment, Safe Space to Speak,	Staff Outing's (Staff wouldn't Mind Paying) Being Together Outside of Campus, More time to Prepare for Events So they Provide Better Customer Service to Parents.
Staff Snacks and Making Staff Comfort at Work	No Distratcions or Interruptions when Meeting So that Staff May Speak Freely So they Know they are Hard , More Involment and Participation from Staff..

Los Encinos Academy

Comprehensive Needs Assessment ACADEMY	
Data Source: Family and Community Involvement	
	Percentage
% Families Attended WTI	98%
% Families Attended Curriculum Night	60%
% Families Who Attended EOY Ceremonies	90%
% Families who attended Fall Festival	60%
% Families who attended Winter Festival	60%
% Families who attended Spring Festival	NA

Reflection	
Areas of Strength	**Areas of Need**
1. effective communication via REMIND, whatsapp, regular text messaging, verbal, in person.	1. After school programs - equal amount of kids from each classroom. Try outs.
2. Event planning - in person and virtual	2. Early planning of sports and activities - requesting of. Early comunication with teachers about afterschool
3. After School programs -	
4. Fall festival -	3. Early communucation of events with teachers.
	4. games more engaging
	5. Turkey Trot and fall festival together, costume contest, prizes
	6. Zumbathon - Both in Fall and Spring
	7. time of events
	8. Parent Volunteers
	9. Problems with REMIND,
	10. 2 separarte FACEBOOK Accounts

IDEA Public Schools

Los Encinos College Prep

2022-2023 Campus Improvement Plan

Accountability Rating: A

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

Board Approval Date: October 21, 2022
Public Presentation Date: September 14, 2022

Mission Statement

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

Vision

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

Core Values

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

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

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Comprehensive Needs Assessment

Demographics

Demographics Summary

6th- 8th grades

Open enrollment charter school

Located: McAllen, TX

"See PDF in Addendum for more information

Demographics Strengths

"See PDF in Addendum for more information

Problem Statements Identifying Demographics Needs

Problem Statement 1: Students who are Y1 in the US schools are lagging behind in Reading. **Root Cause:** 1) Language acquisition takes time

Problem Statement 2 (Prioritized): Students in SPED did not progress on the State exams **Root Cause:** 1) Inconsistent quality support for students in SPED

Problem Statement 3 (Prioritized): Students having low ADA. **Root Cause:** 1) COVID health-related absences 2) Lack of investment with ADA vs student well being

Student Learning

Student Learning Summary

Student achievement- 87; School progress- 95; Closing the gaps- 100

ELA:

	STAAR Reading 6th	STAAR Reading 7th	STAAR Reading 8th
% Approaches	64	70	86
% Meets	43	52	66
% Masters	16	36	50
% Student Achievement Average	41	53	67

Math:

	STAAR Math 6th	STAAR Math 7th	STAAR Alg I
% Approaches	75	85	90
% Meets	42	58	63
% Masters	27	28	39
% Student Achievement Average	48	57	64

Science:

	STAAR Biology
% Approaches	90
% Meets	63
% Masters	22

	STAAR Biology
% Student Achievement Average	58

Humanities:

	STAAR 8th US History
% Approaches	69
% Meets	39
% Masters	24
% Student Achievement Average	44

TELPAS:

	Listening	Speaking	Reading	Writing	% of ELL Students who grew one or more levels
% Beginning	8%	6%	11%	9%	
% Intermediate	26%	47%	21%	26%	59%
% Advanced	20%	43%	25%	32%	
% Advanced High	46%	4%	43%	33%	

We met all eligible distinctions. While comparing with the demographics (Eco dis) we scored a 92/100

“See PDF in Addendum for more information

Student Learning Strengths

See PDF in Addendum for more information.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Lack of reading and writing across all contents. **Root Cause:** 1) Lack of open-ended responses as alignment to STAAR (MC) was the focus 2) No writing on the STAAR test

Problem Statement 2 (Prioritized): Lower performance for students in IEP compared to gened. **Root Cause:** 1) Lack of quality in class support for individualized support 2) lack of quality individualized support from gened teacher

School Processes & Programs

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 Exam, 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 ensuring coaching to mastery.

Students participate in accelerated reader, Dreambox, imagine learning/reading and imagine math for further individualized support. Students who are behind more than two grade levels participate in critical student intervention program using direct instruction to get them on grade level.

See PDF in Addendum for more information

School Processes & Programs Strengths

Curriculum & Instruction:

- At least one-third of IDEA students graduate with the "AP Scholar" designation, evidence of earning a qualifying score on at least three AP exams, demonstrating successful completion of college-level coursework prior to graduation.
- IDEA provides students access to accelerated instruction through the 1:1 technology device, including adaptive software for mathematics and literacy and access to hundreds of thousands of books in the district's digital library.
- IDEA curricular resources include high-quality instructional materials that earn the highest ratings on national evaluation measures.
- IDEA curriculum is regularly evaluated using a quality evaluation tool, ensuring alignment to the Texas Essential Knowledge and Skills and AP course standards, as well as the STAAR/EOC and AP exams.
- IDEA implements a variety of training opportunities for teachers and leadership staff with the goal of developing teachers' pedagogical content knowledge and leaders' coaching skills.
- For 15 years in a row, 100% of IDEA students have been accepted into college, demonstrating that IDEA academic programming is adequately preparing students for post-secondary education.
- In 2022, four IDEA schools were ranked in the top 10 Most Challenging Schools in the Nation and 13 were ranked in the top 1% of schools nationwide, by the Jay Mathews Challenge Index High School Rankings.

Special Programs

- IDEA exceeded the expected growth target for EL student performance on TELPAS in 2021 with 48% of ELs meeting that target.
- IDEA provide targeted research based instruction to students who have a 2.0 year gap in Reading and/or Math with the goal of closing that gap by 2.0 years during the school year with our initiative called Critical Student Intervention (CSI). During the 21-22 school year, 2,562 out of 6,632 students meet that goal for Reading and 703 out of 1,268

students met the goal for Math.

- IDEA is in Year 3 of our TEA awarded Autism Grant. Through this grant we were able to increase support for 195 students with autism in Rio Grande Valley and Austin who met the criteria outlined by TEA for this grant.
- IDEA submitted and was awarded a Dyslexia Grant by the TEA so that we will be able to provide increased professional development to teachers and leaders on working with students with dyslexia and increase the support resources for our students with dyslexia.

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

See PDF in Addendum for more information.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Lack of effective intervention for students at-risk of repeating grade level **Root Cause:** 1)Not enough intervention teachers to support ALL students 2) Programming needs to support majority of the students

Problem Statement 2 (Prioritized): Lack of Equitable coaching and growth for all teachers **Root Cause:** 1) Too many teachers to coach for each leader 2) Some teachers required intense coaching 3) Student discipline takes a lot of time

Perceptions

Perceptions Summary

Our campus is only 6th through 8th grade, yet. We have zero percent dropout rate. Our Social worker works with students for socio-emotional support, peer mediation, and parent involvement. All first year teacher get a mentor assigned. Teachers with mentors surpassed the SAS needed to attain an A rating. Last year, we met teacher retention with 3 teacher leavers. 90% staff members agree that IDEA Los Encinos CP is a great place to work.

We used teams/bluejeans call for parent attendance for events. After 1st semester, parents would sign in for events. Barriers were use of technology and COVID related health concerns. For EOY awards assembly, we used the certificates to track attendance.

See PDF in Addendum for more information.

Perceptions Strengths

See PDF in Addendum for more information.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Lack of parent volunteers and involvement **Root Cause:** 1) COVID related health protocols 2) Lack of protocols to onboard volunteers

Problem Statement 2 (Prioritized): Lack of parent investment in new families **Root Cause:** 1) Onboarding did not have communication systems as a check list 2) Parents did not have orientation on systems for campus related to basic IDEA tactics.

Priority Problem Statements

Problem Statement 1: Students in SPED did not progress on the State exams
Root Cause 1: 1) Inconsistent quality support for students in SPED
Problem Statement 1 Areas: Demographics

Problem Statement 2: Lack of reading and writing across all contents.
Root Cause 2: 1) Lack of open-ended responses as alignment to STAAR (MC) was the focus 2) No writing on the STAAR test
Problem Statement 2 Areas: Student Learning

Problem Statement 3: Lower performance for students in IEP compared to gened.
Root Cause 3: 1) Lack of quality in class support for individualized support 2) lack of quality individualized support from gened teacher
Problem Statement 3 Areas: Student Learning

Problem Statement 4: Lack of effective intervention for students at-risk of repeating grade level
Root Cause 4: 1)Not enough intervention teachers to support ALL students 2) Programming needs to support majority of the students
Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: Lack of parent volunteers and involvement
Root Cause 5: 1) COVID related health protocols 2) Lack of protocols to onboard volunteers
Problem Statement 5 Areas: Perceptions

Problem Statement 6: Lack of Equitable coaching and growth for all teachers
Root Cause 6: 1) Too many teachers to coach for each leader 2) Some teachers required intense coaching 3) Student discipline takes a lot of time
Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: Students having low ADA.
Root Cause 7: 1) COVID health-related absences 2) Lack of investment with ADA vs student well being
Problem Statement 7 Areas: Demographics

Problem Statement 8: Lack of parent investment in new families
Root Cause 8: 1) Onboarding did not have communication systems as a check list 2) Parents did not have orientation on systems for campus related to basic IDEA tactics.
Problem Statement 8 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- 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

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 Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates

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
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data
- Discipline records
- Enrollment trends

Employee Data

- Staff surveys and/or other feedback
- State certified and high quality staff data
- Campus leadership data

Parent/Community Data

- Parent engagement rate

Support Systems and Other Data

- Budgets/entitlements and expenditures data

Goals

Goal 1: Increase staff retention

Performance Objective 1: 85% of teachers retained

High Priority

Evaluation Data Sources: End of Year retention report

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Proper support for lesson planning and delivery from BOY PD **Strategy's Expected Result/Impact:** Equitable support through coaching clinics and rehearsals to impact student achievement **Staff Responsible for Monitoring:** Principal: Raj Desai **TEA Priorities:** Recruit, support, retain teachers and principals **Problem Statements:** School Processes & Programs 2 **Funding Sources:** - Federal Grant	75%	100%	100%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Recruit highly qualified individuals for their roles **Strategy's Expected Result/Impact:** Teachers are successful in implementing curriculum **Staff Responsible for Monitoring:** Raj Desai **TEA Priorities:** Recruit, support, retain teachers and principals **Problem Statements:** School Processes & Programs 2 **Funding Sources:** - Federal Grant	100%	100%	100%	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 2: Lack of Equitable coaching and growth for all teachers **Root Cause**: 1) Too many teachers to coach for each leader 2) Some teachers required intense coaching 3) Student discipline takes a lot of time

Goal 2: Increase enrollment in all grade levels

Performance Objective 1: Meet enrollment of 125 each grade level

High Priority

Evaluation Data Sources: enrollment and app dasboards

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Quality apps and outreach **Strategy's Expected Result/Impact:** Students persistent to first day of school **Staff Responsible for Monitoring:** APO- Sheila Flores	65%	100%	100%	

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 3: IDEA achieves an A rating

Performance Objective 1: Achieve a minimum student achievement score of a 60.

High Priority

Evaluation Data Sources: Domain 1 and Domain 2 report

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Data-informed instruction through tracking and responding to data **Strategy's Expected Result/Impact:** Teachers and leaders are aware of data and adjust instruction and support daily. **Staff Responsible for Monitoring:** API: Vanessa Avendano and Michael Garcia **Title I:** 2.6 **Problem Statements:** School Processes & Programs 1	75%	100%	100%	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: Lack of effective intervention for students at-risk of repeating grade level **Root Cause**: 1)Not enough intervention teachers to support ALL students 2) Programming needs to support majority of the students

Goal 3: IDEA achieves an A rating

Performance Objective 2: 100% of the students in SPED achieve approaches or higher

Evaluation Data Sources: STAAR data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Track students in SPED from day 1 with a sped teacher support in all classes **Strategy's Expected Result/Impact:** Students in SPED get daily support beyond the min requirement **Staff Responsible for Monitoring:** API: Michael Garcia **Title I:** 2.4 **Problem Statements:** Demographics 2 **Funding Sources:** Interventionist- Monica Reyna - Federal Grant - $57,700	60%	100%	100%	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: Students in SPED did not progress on the State exams **Root Cause**: 1) Inconsistent quality support for students in SPED

Goal 4: Increase student daily attendance

Performance Objective 1: 97% of students will have an average daily attendance

High Priority

Evaluation Data Sources: ADA report from PS

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Use the escalation matrix with fidelity **Strategy's Expected Result/Impact:** 100% of students go through the escalation matrix for support. **Staff Responsible for Monitoring:** APO: Sheila Flores **Title I:** 2.6 **Problem Statements:** Demographics 3 **Funding Sources:** - Federal Grant	75%			

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 3: Students having low ADA. **Root Cause**: 1) COVID health-related absences 2) Lack of investment with ADA vs student well being

Goal 4: Increase student daily attendance

Performance Objective 2: 100% of the students in PE earn their MVPA min

Evaluation Data Sources: Fitness data for MVPA minutes

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: INvestment from campus and parents for PE goals **Strategy's Expected Result/Impact:** 100% of the students in PE get their real-time MVPA min **Staff Responsible for Monitoring:** Atheltics Coordinator: Moses Stokes **Problem Statements:** School Processes & Programs 2 **Funding Sources:** - Federal Grant	85%			

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 2: Lack of Equitable coaching and growth for all teachers **Root Cause**: 1) Too many teachers to coach for each leader 2) Some teachers required intense coaching 3) Student discipline takes a lot of time

Goal 5: Increase student persistence

Performance Objective 1: 90% of our students persist into the next school year

High Priority

Evaluation Data Sources: Persistence reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Parent investment and onboarding **Strategy's Expected Result/Impact:** Parents trust the campus and stay with us **Staff Responsible for Monitoring:** Juan Carlos Garcia **Problem Statements:** Perceptions 1 **Funding Sources:** - Federal Grant	75%			

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: Lack of parent volunteers and involvement **Root Cause**: 1) COVID related health protocols 2) Lack of protocols to onboard volunteers

Goal 5: Increase student persistence

Performance Objective 2: 100% of lead facilitators deliver Move This World with fidelity (3 days a week)

Evaluation Data Sources: MWT report from the district

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: MWT implementation and tracking **Strategy's Expected Result/Impact:** violence prevention and intervention with support for students **Staff Responsible for Monitoring:** SW: Jacqueline Torres **Title I:** 2.6 **Problem Statements:** School Processes & Programs 1 **Funding Sources:** - Federal Grant	75%			

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 1: Lack of effective intervention for students at-risk of repeating grade level **Root Cause**: 1)Not enough intervention teachers to support ALL students 2) Programming needs to support majority of the students

Goal 5: Increase student persistence

Performance Objective 3: 100% implementation of Behavior threat assessment and/or CSTAG

High Priority

Evaluation Data Sources: Social worker dashboard and monthly meetings with CCT

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Implement BTA and train CCT team members **Strategy's Expected Result/Impact:** 100% of the students screened to provide appropriate internvention **Staff Responsible for Monitoring:** Social worker **Title I:** 2.6 **Problem Statements:** School Processes & Programs 1	100%	100%	100%	

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

School Processes & Programs
Problem Statement 1: Lack of effective intervention for students at-risk of repeating grade level **Root Cause**: 1)Not enough intervention teachers to support ALL students 2) Programming needs to support majority of the students

Goal 6: Increase % students meeting CCMR indicators

Performance Objective 1: 90% of the students met CCMR components.

HB3 Goal

Evaluation Data Sources: STAAR data and accountability dashboards

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Tracking student data through AP and CCMR components **Strategy's Expected Result/Impact:** meeting CCMR indicators **Staff Responsible for Monitoring:** Michael Garcia and Esteban Rodriguez **Title I:** 2.4 **Problem Statements:** Student Learning 1 **Funding Sources:** College Counselor- Esteban Rodriguez - Federal Grant - $68,893.73	50%			

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Lack of reading and writing across all contents. **Root Cause**: 1) Lack of open-ended responses as alignment to STAAR (MC) was the focus 2) No writing on the STAAR test

Title I Personnel

Name	Position	Program	FTE
Esteban Rodriguez	College Counselor	Federal	1
Monica Reyna	Interventionist	Federal	1

Campus Funding Summary

Federal Grant					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1			$0.00
1	1	2			$0.00
3	2	1	Interventionist- Monica Reyna		$57,700.00
4	1	1			$0.00
4	2	1			$0.00
5	1	1			$0.00
5	2	1			$0.00
6	1	1	College Counselor- Esteban Rodriguez		$68,893.73
				Sub-Total	$126,593.73

Addendums

Master CNA & SAIP Reporting Checklist

				PTG	100%	PTG	0%
DEPT	**Data Source**	**Data Tabs**	**Guidance**	**Status**	**Principal Notes or Questions**	**VP Verification**	**Notes & Next Steps**
College Prep	KEYS Tab (Tab 3)	Student Achievement Improvement Plan 2021-2022 School Year	This SAIP plan will require logging concrete initiatives put in place for student improvement, as well as their associated timelines, resources, and responsible staff. Each initiative will be tracked mid-year and at the end of the year. Mid-year assessments should be completed by each campus between December 1, 2022 and no later than January 31, 2023.	Complete		Action Required	
	Locus Dashboards: CIS STARR, AP Campus IB Reports EOY Assessments	Comprehensive Needs Assessment 2022 English Language Arts	These Pages should include the percentage of students who achieved each listed score for the 2021-2022 School Year. For each subject, list a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete		Action Required	
		Comprehensive Needs Assessment 2022 Math		Complete		Action Required	
		Comprehensive Needs Assessment 2022 Science		Complete		Action Required	
		Comprehensive Needs Assessment 2022 Humanities		Complete		Action Required	
	State TELPAS Report	Comprehensive Needs Assessment 2022 TELPAS	This data set will outline the percentage of students that earned proficiency in the areas of Listening, Speaking, Reading, and Writing, as indicated in the State TELPAS report. Llist a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete		Action Required	
	Locus Dashboards: ACT, AP, TSI Campus IB Reports Campus Matriculation Reports	100% College Matriculation 2021-2022 School Year	This page will only be applicable to campuses that had graduating classes in the Spring of 2022. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete		Action Required	
	Locus Dashboard: Staff Rentention	Staff Quality, Retention, & Recruitment 2021-2022 School Year	Under the %SPED Data Point, this should relfect the percentage of SPED certified teachers, compared to the overall SPED staff. Under number of teacher applicants, note how many teachers were interviewed by campus leaders for positions during the 2021-2022 School Year. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete		Action Required	
	Locus Dashboards: Student Persistence, Enrollment, ADA	School Culture & Climate 2021-2022 School Year	For the Withdrawals/Level 3 Offenses data point, list the number of withdrawals or offenses. All other data points should reflect percentages. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete	Pending Finalized Persistence Data	Action Required	
	Campus Academic Counselor Tracking Systems	2022 Family & Community Involvement	In addition to listing data percentages, list a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete		Action Required	

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2021-22 Student Achievement Improvement Plan - College Prep

COLLEGE PREP

APO	Initiatives	Needs Assess.	Special Pops.	Person(s) Responsible	Timeline Start/End	Resources: Human/ Material/Fiscal	Documentation
1E. Earned State Rating: A	Rigorous planning and execution of lessons Individual student trackers towards PTG	ALL	ALL	API	8/10-6/2	Individual Student Trackers	Individual Student Trackers
1H. % of students in CSI achieve 2 years growth in Reading | Math (measured by Ren STAR) 50% | 60%	Scheduling and placing student son their needs Recognition and celebration Making a priority	ALL	ALL	Interventionist	8/10-6/2	DI Mastery tracker	DI Mastery tracker
2A. % Teacher Retention | Employee Retention: 85% | 85%	Shout outs Support thorugh PD	ALL	ALL	Principal	8/10-6/2	Thank you cards/ surveys/	Thank you cards/ surveys/
2B. 80% composit score on GPTW	More work time and planning time Focus groups and committees	ALL	ALL	Lead Team	8/10-6/2	Calendar events and organize committees	Calendar events and organize committees
2B. %Average Daily Attendance | # Average Daily Attendance: 97.50% |	student incentive Parent investment Matrix	ALL	ALL	APO	8/10-6/2	Rewards and calendar events	Rewards and calendar events
2C. Student Persistence: 90%	Use of Matrix; mechanism for reporting and following up on potential leavers	ALL	ALL	SSA?SW	8/10-6/2	Tracker	Tracker
3B. Enrollment in August 2021: 365	Weekly strategy meetings	ALL	ALL	APO	8/10-6/2	Enrollment plan	Enrollment plan

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2021-22 Student Achievement Improvement Plan - College Prep

COLLEGE PREP

	Title I Qualifying Programs			Initiatives Status			
	Internal Use Only			Mid Year		End of Year	
	Supplemental Program (Y/N)	New Program (Y/N)	Budget Allocation	Outcome	Increase/Decreased by X%	Outcome	Increase/Decreased by X%
Formative Evaluation	Budget Allocations only need to be entered for programs that are BOTH Supplemental & New			Use these columns to assess your strategy progress at the middle and end of the year			
A Rating							
A Rating							
EOY							
GPTW survey							
EOY ADA							
BOY Persistence							
BOY Enrollment							

	Title I Qualifying Programs			Initiatives Status			
	Internal Use Only			Mid Year		End of Year	
	Supplemental Program (Y/N)	New Program (Y/N)	Budget Allocation	Outcome	Increase/Decreased by X%	Outcome	Increase/Decreased by X%

Annual Performance Objectives (APO)

PRIORITY #1: Students Graduate College-Ready

1A. % of graduates who matriculate to a College or University: 100%

1B. % of graduates matriculate to a Tier I/II College or University: 15% | 25%

1C. % of Seniors accepted to a College or University: 100%

1D. % of Seniors named AP scholars | Earn IB diploma: 30% | 25%

1E. Earned State Rating: A

1F. % Basic | % Mastery | % Advanced on LEAP: 82% | 44% | 11%

1G. % Approaches | % Meets | % Masters on STAAR/EOC: 90% | 60% | 30%

1H. % Level 3 | % Level 4 | % Level 5 on FSA/FSAA: 70% | 40% | 20%

1I. % of Pre-K-2nd Students End The Year On/Above Grade Level in Reading - Year 1 Campuses | Year 2 Campuses: 80% | 90%

1J. % of students in CSI achieve 2 years growth in Reading | Math (measured by Ren STAR) 50% | 60%

1K. Average ACT score: 21

1L. % of students graduating college in 4 | 6 years: 25% | 55%

Needs Assessment

S-STAAR

D-DIBELS

E-EOC

A-ACT

RR-Reading Renaissance

ST-STAR for Math

DR-Discipline Report

AP-AP Tests

O-Other

Special Populations

All

AR-At Risk

ELL-English Language Learners

ED-Economically Disadvantaged

M-Migrant

SE-Special Education

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Comprehensive Needs Assessment

COLLEGE PREP

Data Source: CSI

% Meeting CSI Goal	Reading CP CSI
% CSI (EOY Ren.)	21%
% of CSI Passing STAAR	32.80%
% of SPED Passing STAAR	43%

Data Source: STAAR

	STAAR Reading 6th	STAAR Reading 7th	STAAR Reading 8th	STAAR Writing 7th	English I EOC	English II EOC
% Approaches	64	70	86	n/a	n/a	n/a
% Meets	43	52	66	n/a	n/a	n/a
% Masters	16	36	50	n/a	n/a	n/a
% Student Achievement Average	41	53	67	n/a	n/a	n/a

Data Source: AP/IB/Electives

AP Scores	Pass AP Lit	Pass AP Lang	IB Scores	IB Group 1	% Royal Readers	% Word Master
% Score 1	n/a	n/a	% Score 1-3	n/a	13%	75%
% Score 2	n/a	n/a	% Score 4-5	n/a		
% Score 3+	n/a	n/a	% Score 6-7	n/a		
					RR Goal Met/Not Met	WM Goal Met/Not Met
					Met	Met

Reflections

Areas of Strength	Areas of Need
1 Content Knowledge	1 Support for students with IEP
2 Curriculum Implementation	2 Support for students who are Y1 in US schools
3 Collaboration among teachers	3 Quality Writing

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Comprehensive Needs Assessment - College Prep COLLEGE PREP					
Data Source: STAAR					
	STAAR Math 6th	**STAAR Math 7th**	**STAAR Alg I**		
% Approaches	75	85	90		
% Meets	42	58	63		
% Masters	27	28	39		
% Student Achievement Average	48	57	64		
Data Source: AP/IB					
AP Scores	**Pass AP Calculus AB**	**Pass AP Calculus CD**	**Pass AP Prob. & Stats.**	**IB Scores**	**IB Group 5**
% Score 1	n/a	n/a	n/a	**% Score 1-3**	
% Score 2	n/a	n/a	n/a	**% Score 4-5**	
% Score 3+	n/a	n/a	n/a	**% Score 6-7**	

Reflections	
Areas of Strength	**Areas of Need**
1 Content Knowledge	1 Support for Student with IEP
2 Student Practice	2 Conceptual Understanding for students
3 Curriculum	3 Collaboration for vertical alignment

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Comprehensive Needs Assessment COLLEGE PREP						
Data Source: Internal Assessments						
	6th Grade EOY Assessment	**7th Grade EOY Assessment**				
% Passing	**77%**	**86%**				
Data Source: STAAR						
	STAAR 8th Science	**STAAR Biology**				
% Approaches	n/a	90				
% Meets	n/a	63				
% Masters	n/a	22				
% Student Achievement Average	n/a	58				
Data Source: AP/IB						
AP Scores	**Pass AP Biology**	**Pass AP Chemistry**	**Pass AP Physics (1, 2, & C)**	**Pass AP Env. Science**	**IB Scores**	**IB Group 4**
% Score 1	n/a	n/a	n/a	n/a	**% Score 1-3**	n/a
% Score 2	n/a	n/a	n/a	n/a	**% Score 4-5**	n/a
% Score 3+	n/a	n/a	n/a	n/a	**% Score 6-7**	n/a

Reflections	
Areas of Strength	**Areas of Need**
1 Content Knowledge	1 Support for students with IEP
2 Student Practice	2 Hands on Labs
3 Use of technology	3 Research and presentation skills

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Comprehensive Needs Assessment COLLEGE PREP							
Data Source: Internal Assessments							
	6th Grade EOY Assessment	**7th Grade EOY Assessment**					
% Passing	**90%**	**95%**					
Data Source: STAAR							
	STAAR 8th US History	**EOC US History**					
% Approaches	69	n/a					
% Meets	39	n/a					
% Masters	24	n/a					
% Student Achievement Average	44	n/a					
Data Source: AP/IB							
AP Scores	**Pass AP Human Geography**	**Pass AP World History**	**Pass AP US History**	**Pass AP Goverment**	**Pass AP Economics**	**IB Scores**	**IB Group 3**
% Score 1	n/a	n/a	n/a	n/a	n/a	**% Score 1-3**	n/a
% Score 2	n/a	n/a	n/a	n/a	n/a	**% Score 4-5**	n/a
% Score 3+	n/a	n/a	n/a	n/a	n/a	**% Score 6-7**	n/a

Reflections	
Areas of Strength	**Areas of Need**
1Student engagement, enhance critical thinking skills, lesson alignment	1 Tracking Student growth, parental involvement, sped tracking.
2 Project based activities, Content Knowledge of Teachers, Diverse resources for instruction	2 Support for upcoming EL students and SpEd students consistently, Content Meetings to collaborate and exchange best practices and discuss areas for lower grades to focus on during their lectures so students are familiar with topic when discussed in later grade, literacy and ability to analyze documents effectively, field trips to enhance historical learning
3 It was helpful that I had some flexibility with instruction, so that it could be adapted to student needs.	3 Collaboration for vertical alignment

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Comprehensive Needs Assessment
COLLEGE PREP

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

	Listening	Speaking	Reading	Writing	% of ELL Students who grew one or more levels
% Beginning	8%	6%	11%	9%	59%
% Intermediate	26%	47%	21%	26%	
% Advanced	20%	43%	25%	32%	
% Advanced High	46%	4%	43%	33%	

Reflection	
Areas of Strength	**Areas of Need**
1 Use of Imagine learning and CSI	1Tracking from day 1
2 Curriculum for ELA	2 Tutorials dedicated for TELPAS from beginning
3 Fidelity and investment for TELPAS on campus	3 Speaking and writing across all contents

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Comprehensive Needs Assessment COLLEGE PREP					
100% College Matriculation					
Matriculation %	**Matricuation % 4 year**	**Matriculation % 2 year**	**Tier 1/2 % Acceptances**	**Tier 1/2 % Matriculation**	
n/a	n/a	n/a	n/a	n/a	
Tier 1 % Matriculation	**Tier 2 % Matriculation**	**Tier 3 % Matriculation**	**Tier 4 % Matriculation**	**Senior Class CCMR %**	**Senior Class TSI Completion %**
n/a	n/a	n/a	n/a	n/a	n/a
Campus Data					
Senior Class ACT Average	**Junior Class ACT Average**	**Overall AP Scholars (3+ or more tests)**	**IB Medallion Scholars (Passing 3+ exams)**	**Overall % IB Diploma**	**Campus End of Year OTG**
n/a	n/a	n/a	n/a	n/a	n/a

Reflections	
Areas of Strength	**Areas of Need**
n/a	n/a
n/a	n/a
n/a	n/a

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Comprehensive Needs Assessment COLLEGE PREP	
Staff Quality, Recruitment, Retention	
	Percentage
% School Lead Team Retention	100%
% Instructional Support Retention	100%
% Teacher Retention	94%
% Campus Support Retention	100%
% SPED Certified Teachers	100%
% State/National Certified Teachers	41%
% State Certified Leaders	0%
% State/Board certified Counselors	50%
Number of teacher applicants per 2020-21 school year	2558

Reflections	
Areas of Strength	**Areas of Need**
Celebrating achievements	Social Emotional support
Diversity, compensation, promotions	Training on feedback/growth mindset for staff.
Step ladder Pay scale	3Consisten method for handling discipline (documentation and detailed reporting)"

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Comprehensive Needs Assessment CP	
Data Source: School Culture and Climate	
	Campus %
% Average Daily Attendance	91.85%
% Overall Persistence	91.64%
% New Student Persistence	89.06%
# of Admin Withdrawals/ Level 3 Offenses	0
% SPED	6.54%
% ELL	EB-86.38% ESL-25.07%
% Eco Dis	91.28%
% Migrant	0%
% Race: American-Indian-Alaska-Native	0%
% Asian	0.27%
% White-Hispanic	99.73%
% Multi	0%
% Black-African-American	0%
% Native-Hawaiian-Pacific-Islander	0%
% White	0%
% Male	50.68%
% Female	49.32%

Data Source: School Culture and Climate	
Reflections	
Areas of Strength	**Areas of Need**
1 Strong student/parent investment	1 Student culture
2 Support for social emotional (SW/MTW)	2 Consistency in uniforms
3After school programming and athletics	3 ADA

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Comprehensive Needs Assessment COLLEGE PREP	
Data Source: Family and Community Involvement	
	Percentage
% Families Attended WTI	100%
% Families Attended Curriculum Night	n/a
% Families Who Attended EOY Ceremonies	98%
% Families who attended Fall Festival	60%
% Families who attended Winter Festival	n/a
% Families who attended Spring Festival	n/a

Reflections	
Areas of Strength	**Areas of Need**
1 Parent communication and investment	1 More community event with student volenteers
2 Parents attending on campus events	2 Events for parent education- ESL classes
3 Parent satisfaction	3 Events for soci0-emotional learning

IDEA Public Schools

Mays Academy

2022-2023 Campus Improvement Plan

Accountability Rating: A

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

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

Mission Statement

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

Vision

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

Core Values

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

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

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Comprehensive Needs Assessment

Revised/Approved: September 9, 2022

Demographics

Demographics Summary

IDEA Mays Academy is an elementary school on the West Side of San Antonio serving 700+ students in grades K-5. IDEA Mays opened up in 2016 and has continuously grown since then. IDEA Mays is an open enrollment public charter school that prides itself in rigorous academics for underserved communities. IDEA Mays Academy also currently has 3 Special Education Classrooms for more severe scholars. IDEA Mays Academy was most recently ranked as an A Campus (96) by the TEA; one of the highest in the IDEA Public School District.

See PDF Addendum for more information.

Demographics Strengths

“See PDF in Addendum for more information."

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Lack of consistent ADA follow up protocol **Root Cause:** Systems and procedures not followed by Academy Lead Team.

Problem Statement 2 (Prioritized): Lack of celebrations for ADA/Persistence **Root Cause:** Breakdown in roll out of celebrations when SIS transitioned off campus.

Student Learning

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.

“See PDF in Addendum for more information.”

Student Learning Strengths

“See PDF in Addendum for more information.”

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Lack of consistent data tracking on a class by class level **Root Cause:** Teachers and leaders did not have one consistent place to track data

Problem Statement 2 (Prioritized): Lack of consistent intervention groups based on data **Root Cause:** Intervention/SpEd teachers getting pulled for coverage

School Processes & Programs

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.

“See PDF in Addendum for more information.”

School Processes & Programs Strengths

Curriculum & Instruction:

- At least one-third of IDEA students graduate with the "AP Scholar" designation, evidence of earning a qualifying score on at least three AP exams, demonstrating successful completion of college-level coursework prior to graduation.
- IDEA provides students access to accelerated instruction through the 1:1 technology device, including adaptive software for mathematics and literacy and access to hundreds of thousands of books in the district's digital library.
- IDEA curricular resources include high-quality instructional materials that earn the highest ratings on national evaluation measures.
- IDEA curriculum is regularly evaluated using a quality evaluation tool, ensuring alignment to the Texas Essential Knowledge and Skills and AP course standards, as well as the STAAR/EOC and AP exams.
- IDEA implements a variety of training opportunities for teachers and leadership staff with the goal of developing teachers' pedagogical content knowledge and leaders' coaching skills.
- For 15 years in a row, 100% of IDEA students have been accepted into college, demonstrating that IDEA academic programming is adequately preparing students for post-secondary education.
- In 2022, four IDEA schools were ranked in the top 10 Most Challenging Schools in the Nation and 13 were ranked in the top 1% of schools nationwide, by the Jay Mathews Challenge Index High School Rankings.

Special Programs

- IDEA exceeded the expected growth target for EL student performance on TELPAS in 2021 with 48% of ELs meeting that target.
- IDEA provide targeted research based instruction to students who have a 2.0 year gap in Reading and/or Math with the goal of closing that gap by 2.0 years during the school year with our initiative called Critical Student Intervention (CSI). During the 21-22 school year, 2,562 out of 6,632 students meet that goal for Reading and 703 out of 1,268 students met the goal for Math.
- IDEA is in Year 3 of our TEA awarded Autism Grant. Through this grant we were able to increase support for 195 students with autism in Rio Grande Valley and Austin who met the criteria outlined by TEA for this grant.
- IDEA submitted and was awarded a Dyslexia Grant by the TEA so that we will be able to provide increased professional development to teachers and leaders on working with students with dyslexia and increase the support resources for our students with dyslexia.

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 1 (Prioritized): Lack of consistent professional development **Root Cause:** High leader turnover cause breakdowns in systems

Problem Statement 2 (Prioritized): Lack of celebrations for staff **Root Cause:** Systems to celebrate not adhered to i.e. Teacher of the Month/Co Teacher of the month

Problem Statement 3 (Prioritized): Lack of extracurricular activities **Root Cause:** Did not have teachers that wanted to sponsor these activities

Perceptions

Perceptions Summary

Parents and students are surveyed twice a year to give feedback to the school. This past year, student retention was finalized at 88%, below the benchmark of the goal of 90%.

“See PDF in Addendum for more information."

Perceptions Strengths

“See PDF in Addendum for more information."

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Lack of clear communication systems between Academy and College Prep **Root Cause:** College prep utilizing Remind and Academy utilizing Class Dojo

Problem Statement 2 (Prioritized): Ineffective PTO **Root Cause:** Rotating leadership point of contact led to unclear vision in execution

Priority Problem Statements

Problem Statement 1: Lack of consistent ADA follow up protocol
Root Cause 1: Systems and procedures not followed by Academy Lead Team.
Problem Statement 1 Areas: Demographics

Problem Statement 2: Lack of consistent intervention groups based on data
Root Cause 2: Intervention/SpEd teachers getting pulled for coverage
Problem Statement 2 Areas: Student Learning

Problem Statement 3: Lack of consistent data tracking on a class by class level
Root Cause 3: Teachers and leaders did not have one consistent place to track data
Problem Statement 3 Areas: Student Learning

Problem Statement 4: Lack of consistent professional development
Root Cause 4: High leader turnover cause breakdowns in systems
Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: Lack of celebrations for staff
Root Cause 5: Systems to celebrate not adhered to i.e. Teacher of the Month/Co Teacher of the month
Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: Lack of clear communication systems between Academy and College Prep
Root Cause 6: College prep utilizing Remind and Academy utilizing Class Dojo
Problem Statement 6 Areas: Perceptions

Problem Statement 7: Ineffective PTO
Root Cause 7: Rotating leadership point of contact led to unclear vision in execution
Problem Statement 7 Areas: Perceptions

Problem Statement 8: Lack of extracurricular activities
Root Cause 8: Did not have teachers that wanted to sponsor these activities
Problem Statement 8 Areas: School Processes & Programs

Problem Statement 9: Lack of celebrations for ADA/Persistence

Root Cause 9: Breakdown in roll out of celebrations when SIS transitioned off campus.

Problem Statement 9 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- HB3 Reading and math goals for PreK-3
- 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 released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Running Records results
- Other PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Enrollment trends

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Other additional data

Goals

Goal 1: Increase staff retention

Performance Objective 1: IDEA Mays AC will retain 85% of its staff from 2022-2023 school year for the 2023-2024 school year.

High Priority

Evaluation Data Sources: Data collection

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Monthly think tank protocol to allow for upwards feedback **Staff Responsible for Monitoring:** Principals/APIs/GTLs **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

 No Progress Accomplished Continue/Modify Discontinue

Goal 1: Increase staff retention

Performance Objective 2: 100% Safety Drill Execution

High Priority

Evaluation Data Sources: Monthly, Quarterly, Annually

Summative Evaluation: Some progress made toward meeting Objective

Goal 2: All IDEA students matriculate to college

Performance Objective 1: 100% of IDEA Mays scholars will matriculate to college in 2023.

High Priority

Evaluation Data Sources: Data collection

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Weekly PTG with college counselors to see where we can support this goal. **Strategy's Expected Result/Impact:** 100% of scholars matriculate to college **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

 No Progress Accomplished Continue/Modify Discontinue

Goal 3: IDEA achieves an A rating

Performance Objective 1: All 3-5 core content subjects will earn 90% Approaches/ 70% Meets/40% Masters on STAAR Test for 2023.

High Priority

Evaluation Data Sources: STAAR Test Results

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Daily Exit Ticket Sorts and Tracking **Strategy's Expected Result/Impact:** Data Driven Instruction **Staff Responsible for Monitoring:** Interventionist **Title I:** 2.4, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 2 **Funding Sources:** - Federal Grant				

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 2: Lack of consistent intervention groups based on data **Root Cause**: Intervention/SpEd teachers getting pulled for coverage

Goal 3: IDEA achieves an A rating

Performance Objective 2: Scholars in 3rd grade will earn 90%Approaches/60%Meets/30%Masters on Reading and Math STAAR Test for 2023.

High Priority

HB3 Goal

Evaluation Data Sources: Mock STAARs and 2023 STAAR Test

Summative Evaluation: Some progress made toward meeting Objective

Goal 3: IDEA achieves an A rating

Performance Objective 3: 60% of scholars in Special Education in 3-5 grades will achieve the Approaches benchmark on STAAR 2023.

High Priority

Evaluation Data Sources: 2023 STAAR Test

Goal 4: Increase student daily attendance

Performance Objective 1: IDEA Mays will have 97% average daily attendance by end of 22-23 School Year.

High Priority

Evaluation Data Sources: Powerschool data reporting

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Weekly Celebrations of success **Strategy's Expected Result/Impact:** Increase the percentage of scholars who are attending schools daily to at least 97%. **Staff Responsible for Monitoring:** APO/SIS/Principal **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** Interventionist - Federal Grant				

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 5: Increase student persistence

Performance Objective 1: IDEA Mays will have 90% of its students persist from 22-23 to 23-24 school year.

High Priority

Evaluation Data Sources: Data collection

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: 5 positive contacts per week from teachers **Strategy's Expected Result/Impact:** 100% of teachers complete a positive phone call per week. **Staff Responsible for Monitoring:** Principal/API **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** iLearning HotSpot Facilitator - Federal Grant				

 No Progress Accomplished Continue/Modify Discontinue

Goal 5: Increase student persistence

Performance Objective 2: IDEA Mays will have 75% of scholars achieve Fitness Ambassador.

High Priority

Evaluation Data Sources: IHT Data Collection

Summative Evaluation: Some progress made toward meeting Objective

Title I Personnel

Name	Position	Program	FTE
	ILEARNING HOT SPOT FACILITATOR		1
	INTERVENTIONIST		1
Aaran Cuellar-Gryder	Interventionist	Title 1	1
Victor Sanchez	iLearning HotSpot	Title 1	0.5

Campus Funding Summary

Federal Grant					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	1	1			$0.00
4	1	1	Interventionist		$0.00
5	1	1	iLearning HotSpot Facilitator		$0.00
				Sub-Total	$0.00

Addendums

Master CNA & SAIP Reporting Checklist

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

Campus Name

2022-23 Student Achievement Improvement Plan - College Prep

ACADEMY

APO	Initiatives	Needs Assess.	Special Pops.	Person(s) Responsible	Timeline Start/End	Resources: Human/ Material/Fiscal	Documentation	Formative Evaluation
1A	Intervention-structured small group classes	S	low and bubble	Interventionist; teachers	August 8, 2022-May 28, 2023	Teachers, Interventionist	Walk-throughs, data tracker, student reports	Unit Exams, Semester Exams, 2023 STAAR
1A	RTI Committee	S	All	Interventionist, AC, API, PIR	August 8, 2022-May 28, 2023	Teachers, Interventionist	Walk-throughs, data tracker	Unit Exams, Semester Exams, 2022 STAAR
1A	Reading Mastery Machine	S	All	Reading Teacher	August 8, 2022-May 28, 2023	Reading teacher	Walk-throughs, data tracker	Unit Exams, Semester Exams, 2022 STAAR
1A	90/60/30 Meetings	S	low and bubble	Grade team, API, Counselors, PIR	August 8, 2022-May 28, 2023	All staff	Meeting notes	Unit Exams, Semester Exams, 2022 STAAR
2A	Staff Development	O	All	Administration, teachers	August 8, 2022-May 28, 2023	All AC Staff	APR	Round 1, 2, 3
2A	Staff Team and Family Outings	O	All	All Staff	August 8, 2022-May 28, 2023	All AC Staff	Calendar invites	Quarterly
2A	Weekly Hallway Huddles	O	All	GTLs	Aug - May	-	Persistence event tracker	Scholar Persistence
2A	Monthly pep rallies (AC and CP)	O	All	GTLs	Aug-May	-	Persistence event tracker	Scholar Persistence
2C	School Celebrations	O	All	All Staff	August 8, 2022-May 28, 2023	All AC Staff	Tactical notes, FB/PW Posts	Quarterly

Campus Name

2022-23 Student Achievement Improvement Plan - College Prep

ACADEMY

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

Title I Qualifying Programs			Initiatives Status			
Internal Use Only			Mid Year		End of Year	
Supplemental Program (Y/N)	New Program (Y/N)	Budget Allocation	Outcome	Increase/Decreased by X%	Outcome	Increase/Decreased by X%

Annual Performance Objectives (APO)

PRIORITY #1: Students Graduate College-Ready

1A. % of graduates who matriculate to a College or University: 100%

1B. % of graduates matriculate to a Tier I/II College or University: 15% | 25%

1C. % of Seniors accepted to a College or University: 100%

1D. % of Seniors named AP scholars | Earn IB diploma: 30% | 25%

1E. Earned State Rating: A

1F. % Basic | % Mastery | % Advanced on LEAP: 82% | 44% | 11%

1G. % Approaches | % Meets | % Masters on STAAR/EOC: 90% | 60% | 30%

1H. % Level 3 | % Level 4 | % Level 5 on FSA/FSAA: 70% | 40% | 20%

1I. % of Pre-K-2nd Students End The Year On/Above Grade Level in Reading - Year 1 Campuses | Year 2 Campuses: 80% | 90%

1J. % of students in CSI achieve 2 years growth in Reading | Math (measured by Ren STAR) 50% | 60%

1K. Average ACT score: 21

1L. % of students graduating college in 4 | 6 years: 25% | 55%

PRIORITY #2: Build a Strong & Sustainable Organization

2A. % Teacher Retention | Employee Retention: 85% | 85%

2B. 80% composit score on GPTW: 82%

2B. %Average Daily Attendance: 97.50%

2C. New Student Persistence: 90%

2D. Operating Income: $133M

2E. FIRST Rating: A

PRIORITY #3: Achieve Mission at Scale

3A. % of students with low socio-economic status: 80%

3B. Enrollment in August 2020: 83,894

3C. Schools in operation in August 2020: 149

3D. Total Funds Raised (millions): $93M

Needs Assessment

S-STAAR

D-DIBELS

E-EOC

A-ACT

RR-Reading Renaissance

ST-STAR for Math

DR-Discipline Report

AP-AP Tests

O-Other

Special Populations

All

AR-At Risk

ELL-English Language Learners

ED-Economically Disadvantaged

M-Migrant

SE-Special Education

Campus Name

Comprehensive Needs Assessment
ACADEMY

Data Sources: Eureka Math & Electives Academy

	DISTAR Pre-K on Grade Level	Eureka Kinder on Grade Level	Eureka First on Grade Level	Eureka Second on Grade Level	% Math Masters Pk-2	Pk-2 MM Goal Met/Not Met
% Students	NA	100%	NA	91%	57%	57%

Data Source: STAAR Academy

	STAAR Math Grade 3	STAAR Math Grade 4	STAAR Math Grade 5	% Math Masters 3-5	3-5 MM Goal Met/Not Met
% Approaches	89	83	94	57%	43%
% Meets	64	59	59		
% Masters	31	31	14		
% Student Achievement Average	61	58	56		
% Meet 2 year growth	Met Goal	Met Goal	Met Goal		

Data Source: CSI Academy

	Math AC CSI
% CSI (EOY Ren.)	25%
% of CSI Passing STAAR	
% of SPED Passing STAAR	70%

Reflections	
Areas of Strength	**Areas of Need**
1 TEK aligned practice	1 Consistent Data Tracking
2 Data Driven Decisions	2 Consistent Intervention Groups
3 Grouping based off needs	3 Rigorous Lesson Plans

Campus Name

Comprehensive Needs Assessment
ACADEMY

Data Sources: DI ELA & Electives

	DI Pre-K on Grade Level	DI Kinder on Grade Level	DI First on Grade Level	DI Second on Grade Level	% Royal Readers	% Word Masters
% Students	N/A	91%	91%	92%	5%	42%
					RR Goal Met/Not Met	WM Goal Met/Not Met
					Met	Met

Data Source: STAAR

	STAAR Reading Grade 3	STAAR Reading Grade 4	STAAR Writing Grade 3	STAAR Writing Grade 4
% Approaches	85%	95%	NA	NA
% Meets	57%	76%	NA	NA
% Masters	29%	51%	NA	NA
SAS	57	74	NA	NA
% Student Achievement Average	57%	74%	NA	NA

Data Source: CSI

% Meeting CSI Goal	Reading AC CSI
% CSI (EOY Ren.)	25%
% of CSI Passing STAAR	Met Goal
% of SPED Passing STAAR	70%

Reflections	
Areas of Strength	**Areas of Need**
1 Novel studies supported by expository text, poems, and dramas.	1 Protected pull out times/groups for CSI
2 Graphic organizers and background knowledge visuals provided to support ELL and SPED scholars.	2 Targeted groups created to push collaborative learning and comprehension in AR.
3 Provision of skills-based intervention.	3 Rigorous writing and comprehension opportunities for 2nd grade.

Campus Name

Comprehensive Needs Assessment ACADEMY						
Data Sources: Science Pk-2						
	Science Pre-K on Grade Level	**Science Kinder on Grade Level**	**Science First on Grade Level**	**Science Second on Grade Level**	**Science Third on Grade Level**	**Science Fourth on Grade Level**
% Students						

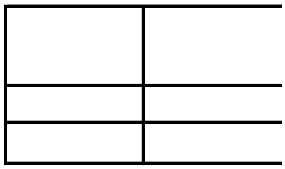
Data Source: Science 3-5		
	STAAR Science Grade 5	
% Approaches	82	
% Meets	54	
% Masters	27	
% Student Achievement Average	54	

Reflections	
Areas of Strength	**Areas of Need**
1 TEK aligned practice	1 Consistent Data Tracking
2 Data Driven Decisions	2 Consistent Intervention Groups
3 Grouping based off needs	3 Rigorous Lesson Plans

Campus Name

Comprehensive Needs Assessment ACADEMY							
Data Sources: Humanities Pk-2							
	Humanities Pre-K on Grade Level	**Humanities Kinder on Grade Level**	**Humanities First on Grade Level**	**Humanities Second on Grade Level**	**Humanities Third on Grade Level**	**Humanities Fourth on Grade Level**	**Humanities Fifth on Grade Level**
% Students					85/57/27	95/76/51	91/70/50

Reflections	
Areas of Strength	**Areas of Need**
1 Cross curriculum lesson planning (ELA based)	1 Consistent coaching in Social Studies Content
2 Project based learning opportunities	2 Data driven decision making
3 Small group intervention	



Campus Name

Comprehensive Needs Assessment

ACADEMY

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

	Listening	Speaking	Reading	Writing	% of ELL Students who grew one or more levels
% Beginning	8%6	8%6	8%6	8%6	
% Intermediate	37%28	37%28	37%28	37%28	
% Advanced	39%29	39%29	39%29	39%29	
% Advanced High	16%12	16%12	16%12	16%12	

Reflections	
Areas of Strength	**Areas of Need**
1 Visuals and background knowledge vocabulary discussions consistently provided, especially in ELA.	1 Tutoring/pull out groups that focus on practicing listening/speaking skills.
2 Trackers that prioritized ELL and SPED scholars.	2 Consistent use of programs like Imagine Learning and DISE
3 Accommodations consistently reviewed at LPACs/ARDs and implemented in classrooms/testing.	3 Trackers that show scholar growth in domains they are tested in, not just STAAR/EOMs

Campus Name

Comprehensive Needs Assessment	
ACADEMY	
Staff Quality, Recruitment, Retention	
	Percentage
% School Lead Team Retention	40%
% Instructional Support Retention	84%
% Teacher Retention	89%
% Campus Support Retention	100%
% SPED Teachers	75%
% State/National Certified Teachers	
% State Certified Leaders	
% State/Board certified Counselors	0%
Number of teacher applicants per 2020-21 school year	

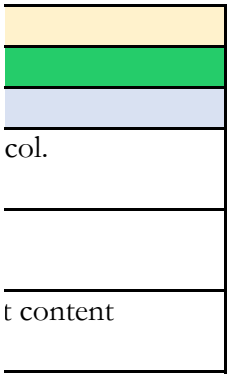
Reflection	
Areas of Strength	**Areas of Need**
1 High performing teacher retention	1 Low Leader Retention
2 100% Grade Team Leader retention	2 Lack of consistent professional development
3 Promotion of internal co-teachers and teachers to higher level positions.	3 Lack of consistent teacher/leader celebrations.

Campus Name

Comprehensive Needs Assessment ACADEMY	
Data Source: School Culture and Climate	
	Campus %
% Average Daily Attendance	92.03
% Overall Persistence	88.73
% New Student Persistence	83.56
# of Admin Withdrawals/ Level 3 Offenses	1

% Sped	11.57%	11.57%
% ELL		
% Eco Dis	65.58%	65.58%
% Migrant	0.00%	0.00%
% Race-American-Indian-Alaska-Native	0.00%	0.00%
% Asian	1.14%	1.14%
% Multi	1.28%	1.28%
% Black-African-American	10.13%	10.13%
Native-Hawaiian-Pacific-Islander	0.00%	0.00%
% Hispanic/Latino	79.60%	79.60%
% White	7.85%	7.85%
% Male	49.93%	49.93%
% Female	50.07%	50.07%

Data Source: School Culture and Climate	
Reflections	
Areas of Strength	**Areas of Need**
1 Higher number of family engagement events.	1 Lack of consistent ADA follow up proto
2 Strong behavior culture set and upheld schoolwide.	2 Consistent positive touchpoints
3	3 Curriculum night for parents to be taught expectations.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Campus Name

Comprehensive Needs Assessn ACADEMY
Data Source: Family and Community I
% Families Attended WTI
% Families Attended Curriculum Night
% Families Who Attended EOY Ceremonies
% Families who attended Fall Festival
% Families who attended Winter Festival
% Families who attended Spring Festival

Reflection		
Areas of Strength	Areas of Need	
1. Better advertising after 1st semester	1. Counting attendance	
2. Word of mouth following events.	2. Clear methods/systems for fundraising (MySchoolsBucks)	
3. Partnerships with local vendors to su	3. Security for event control	
	4. Less red tape. Over regulation has lead to apathy.	
	New loops to jump through can hinder the timetable.	

nent
nvolvement
Percentage
80%
NA
95%
NA
NA
90%

IDEA Public Schools

Mays College Prep

2022-2023 Campus Improvement Plan

Accountability Rating: A

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

Board Approval Date: October 21, 2022
Public Presentation Date: September 8, 2022

Mission Statement

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

Vision

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

Core Values

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

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

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Comprehensive Needs Assessment

Revised/Approved: September 9, 2022

Demographics

Demographics Summary

IDEA Mays sets high expectations for every student and goes the extra mile to make sure every student realizes their own potential. Personalized learning, critical thinking skills, mastery of core subjects is our recipe for success. This year we are offcially serving grades 6-12 and will be celebrating 100% of our scholars matriculating into their college or university of choice.

"See PDF addendum for more information"

Demographics Strengths

See PDF in addendum for more information

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Mays CP was inconsistent with how it communicated with parents. This led families to feel as though the school was not responsive. **Root Cause:** We've utilized 3 different platformers. This has often caused inconsistencies as well as delays in communication with families and staff

Problem Statement 2 (Prioritized): Scholars provided feedback that their teachers changing caused them to feel uncertain of who to approach for help. **Root Cause:** Our Staff retention hovered at around 82% last year. Shifts in staffing required internal converge which led to scholars having multiple staff members as touch points.

Problem Statement 3 (Prioritized): Rise Classroom Teacher Retention **Root Cause:** Staffing within our Rise unit has lacked consistency due to frequency of teacher change. Teacher Content Knowledge was a gap which resulted in high burnout and turnover.

Student Learning

Student Learning Summary

Mays College Prep received an overall TEA Rating of an A with a score of 93. We are particularly proud of the fact that we received 7 out of 7 possible distinctions. Our overall scores are listed below:

Overall = 93

Student Achievement = 91

School Progress = 92

Closing the Gaps = 93

Distinctions Achieved the following areas

1. Math
2. ELA/Reading
3. Science
4. Social Studies
5. Comparative Academic Growth
6. Postsecondary Readiness
7. Comparative Closing the Gaps

"See PDF in Addendum for more information "

Student Learning Strengths

"See PDF in Addendum for more information "

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Overall passing rate for Sped scholars for Mays college prep in the area of Mathematics **Root Cause:** Targeted intervention was responsive to the most pressing scholar needs.

Problem Statement 2 (Prioritized): Although 100% of our 11th grade scholars participated in AP Language, less than 10% received a 3 or higher on the exam. **Root Cause:** Curriculum for 9th grade and 10th grade that is not vertically aligned to rigor AP ELA

Problem Statement 3 (Prioritized): AP Psychology scores at a 3 or higher only increased by 2%. **Root Cause:** Lack of fidelity to the appointed benchmarks. Teacher resignation in February resulted in class inconsistency.

School Processes & Programs

School Processes & Programs Summary

At Mays 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.

See PDF in Addendum for more information

School Processes & Programs Strengths

Curriculum & Instruction:

- At least one-third of IDEA students graduate with the "AP Scholar" designation, evidence of earning a qualifying score on at least three AP exams, demonstrating successful completion of college-level coursework prior to graduation.
- IDEA provides students access to accelerated instruction through the 1:1 technology device, including adaptive software for mathematics and literacy and access to hundreds of thousands of books in the district's digital library.
- IDEA curricular resources include high-quality instructional materials that earn the highest ratings on national evaluation measures.
- IDEA curriculum is regularly evaluated using a quality evaluation tool, ensuring alignment to the Texas Essential Knowledge and Skills and AP course standards, as well as the STAAR/EOC and AP exams.
- IDEA implements a variety of training opportunities for teachers and leadership staff with the goal of developing teachers' pedagogical content knowledge and leaders' coaching skills.
- For 15 years in a row, 100% of IDEA students have been accepted into college, demonstrating that IDEA academic programming is adequately preparing students for post-secondary education.
- In 2022, four IDEA schools were ranked in the top 10 Most Challenging Schools in the Nation and 13 were ranked in the top 1% of schools nationwide, by the Jay Mathews Challenge Index High School Rankings.

Special Programs

- IDEA exceeded the expected growth target for EL student performance on TELPAS in 2021 with 48% of ELs meeting that target.
- IDEA provide targeted research based instruction to students who have a 2.0 year gap in Reading and/or Math with the goal of closing that gap by 2.0 years during the school year with our initiative called Critical Student Intervention (CSI). During the 21-22 school year, 2,562 out of 6,632 students meet that goal for Reading and 703 out of 1,268 students met the goal for Math.
- IDEA is in Year 3 of our TEA awarded Autism Grant. Through this grant we were able to increase support for 195 students with autism in Rio Grande Valley and Austin who met the criteria outlined by TEA for this grant.
- IDEA submitted and was awarded a Dyslexia Grant by the TEA so that we will be able to provide increased professional development to teachers and leaders on working with students with dyslexia and increase the support resources for our students with dyslexia.

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

See PDF in Addendum for more information

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Teacher retention is a major gap. We're currently at 80% teacher retention. **Root Cause:** Current operating mechanisms (Duty Schedule, Exit ticket huddles, Lesson Rehearsals) are effective in ensuring day to operations but have resulted in teacher burnout.

Problem Statement 2 (Prioritized): Last minute hires resulted in additional turn over **Root Cause:** Onboarding was not responsive to teacher need as a late year hire. As a result of this, they did not feel supported within their new role.

Perceptions

Perceptions Summary

Our focus has to be on increasing staff retention. Last year we closed the year at 80%. Unfortunatly, this was a 12 % decrease from the prevrious year.

See PDF Addendum.

Perceptions Strengths

See PDF Addendum.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): PTO organizational structure allowed for inconsistency in vision. Parent volunteers were on a rotating basis which led to internal breakdown in planning. **Root Cause:** Inconsistency with which leaders facilitated PTO meetings and served as campus point of contact led to poorly executed planning.

Problem Statement 2 (Prioritized): Decrease in parent communication **Root Cause:** Too many platforms for family communication led to families feeling spammed. This resulted in numbers and platforms being blocked.

Priority Problem Statements

Problem Statement 1: Although 100% of our 11th grade scholars participated in AP Language, less than 10% received a 3 or higher on the exam.

Root Cause 1: Curriculum for 9th grade and 10th grade that is not vertically aligned to rigor AP ELA

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Overall passing rate for Sped scholars for Mays college prep in the area of Mathematics

Root Cause 2: Targeted intervention was responsive to the most pressing scholar needs.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Teacher retention is a major gap. We're currently at 80% teacher retention.

Root Cause 3: Current operating mechanisms (Duty Schedule, Exit ticket huddles, Lesson Rehearsals) are effective in ensuring day to operations but have resulted in teacher burnout.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Last minute hires resulted in additional turn over

Root Cause 4: Onboarding was not responsive to teacher need as a late year hire. As a result of this, they did not feel supported within their new role.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: PTO organizational structure allowed for inconsistency in vision. Parent volunteers were on a rotating basis which led to internal breakdown in planning.

Root Cause 5: Inconsistency with which leaders facilitated PTO meetings and served as campus point of contact led to poorly executed planning.

Problem Statement 5 Areas: Perceptions

Problem Statement 6: Decrease in parent communication

Root Cause 6: Too many platforms for family communication led to families feeling spammed. This resulted in numbers and platforms being blocked.

Problem Statement 6 Areas: Perceptions

Problem Statement 7: AP Psychology scores at a 3 or higher only increased by 2%.

Root Cause 7: Lack of fidelity to the appointed benchmarks. Teacher resignation in February resulted in class inconsistency.

Problem Statement 7 Areas: Student Learning

Problem Statement 8: Rise Classroom Teacher Retention

Root Cause 8: Staffing within our Rise unit has lacked consistency due to frequency of teacher change. Teacher Content Knowledge was a gap which resulted in high burnout and turnover.

Problem Statement 8 Areas: Demographics

Problem Statement 9: Scholars provided feedback that their teachers changing caused them to feel uncertain of who to approach for help.
Root Cause 9: Our Staff retention hovered at around 82% last year. Shifts in staffing required internal converge which led to scholars having multiple staff members as touch points.
Problem Statement 9 Areas: Demographics

Problem Statement 10: Mays CP was inconsistent with how it communicated with parents. This led families to feel as though the school was not responsive.
Root Cause 10: We've utilized 3 different platformers. This has often caused inconsistencies as well as delays in communication with families and staff
Problem Statement 10 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Local Accountability Systems (LAS) data

Student Data: Assessments

- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment 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
- Special education/non-special education population including discipline, progress and participation data
- Section 504 data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Class size averages by grade and subject
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

- Parent surveys and/or other feedback

- Parent engagement rate

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Study of best practices
- Action research results

Goals

Goal 1: Increase staff retention

Performance Objective 1: Mays CP will complete the school year with teacher retention of 85% or higher

High Priority

Evaluation Data Sources: Great places to work Survey will be conducted 3 times over the course of year.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Conduct bi-weekly feedback sessions with grade level representatives **Strategy's Expected Result/Impact:** Increase in positive staff feedback in GPTW **Staff Responsible for Monitoring:** Grade Level Administrators, Grade Team Leads, Principal **Title I:** 2.5 - **TEA Priorities:** Recruit, support, retain teachers and principals **Problem Statements:** School Processes & Programs 1				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: Teacher retention is a major gap. We're currently at 80% teacher retention. **Root Cause**: Current operating mechanisms (Duty Schedule, Exit ticket huddles, Lesson Rehearsals) are effective in ensuring day to operations but have resulted in teacher burnout.

Goal 2: All IDEA students matriculate to college

Performance Objective 1: 100% of seniors will matriculate to college.

High Priority

HB3 Goal

Evaluation Data Sources: 100% TSI Exemption
Acceptances and Scholarship Tracking

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Mays CP will execute quarterly senior nights in order to ensure 100% of families are aligned and aware with the scope & sequence of College Matriculation. **Strategy's Expected Result/Impact:** Increase in Parent participation All senior deadlines will be met **Title I:** 4.1 - **TEA Priorities:** Connect high school to career and college **Problem Statements:** Perceptions 2 **Funding Sources:** DCC - Federal Grant, CC - Federal Grant, CC - Federal Grant				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 2: Decrease in parent communication **Root Cause**: Too many platforms for family communication led to families feeling spammed. This resulted in numbers and platforms being blocked.

Goal 3: IDEA achieves an A rating

Performance Objective 1: Mays CP will Achieve an A Rating upon the completion of the school year. Reaching an achievement average of a 58+

High Priority

Evaluation Data Sources: Semester Exams
STAAR Simulations
End of year Exams

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Mays CP will implement daily Math and ELA intervention/enrichment for all scholars. **Strategy's Expected Result/Impact:** Weekly Quiz on content taught Semester Exams Simulations STAAR **Staff Responsible for Monitoring:** Intervention Teachers API's **Title I:** 2.4 **Problem Statements:** Student Learning 1 **Funding Sources:** Interventionist - Federal Grant				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Overall passing rate for Sped scholars for Mays college prep in the area of Mathematics **Root Cause**: Targeted intervention was responsive to the most pressing scholar needs.

Goal 4: Increase student daily attendance

Performance Objective 1: Mays CP will have achieve and maintain a 97% cumulative ADA by the end of the school year.

High Priority

Evaluation Data Sources: Daily ADA Reports
ADA Matrix

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Mays CP will implement weekly ADA Matrix follow ups. **Strategy's Expected Result/Impact:** Positive weekly increases EOY ADA at 97% Decrease in Scholars with 5+ Absences **Staff Responsible for Monitoring:** APO Teachers API's Registrar **Title I:** 2.5 **- TEA Priorities:** Build a foundation of reading and math				

 No Progress Accomplished Continue/Modify Discontinue

Goal 5: Increase student persistence

Performance Objective 1: Mays CP will have achieve and maintain a 90% cumulative student persistence by the end of the school year.

High Priority

Evaluation Data Sources: Weekly Persistence Reports
Re-registration follow up.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Mays CP will implement monthly Pep rallies targeting Scholar joy **Strategy's Expected Result/Impact:** Increase in positive scholar feedback in quarterly survey **Staff Responsible for Monitoring:** Grade Level Admins Grade Team Leaders Teachers **Title I:** 2.6 **Problem Statements:** Perceptions 1				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: PTO organizational structure allowed for inconsistency in vision. Parent volunteers were on a rotating basis which led to internal breakdown in planning. **Root Cause**: Inconsistency with which leaders facilitated PTO meetings and served as campus point of contact led to poorly executed planning.

Title I Personnel

Name	Position	Program	FTE
	COLLEGE COUNSELOR		1
	DIRECTOR OF COLLEGE COUNSELING		1
	INTERVENTIONIST		1
	COLLEGE COUNSELOR		1
Andrea King	College Counselor	Tittle I	1
Hilda Duenas	Director of College Counseling	Title I	1
James Hall	Interventionist	Title I	1
Jordan Thomas	College Counselor	Tittle I	1

Campus Funding Summary

Federal Grant					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	1	1	CC		$0.00
2	1	1	CC		$0.00
2	1	1	DCC		$0.00
3	1	1	Interventionist		$0.00
				Sub-Total	$0.00

Addendums

Master CNA & SAIP Reporting Checklist

				PTG	100%	PTG	0%
DEPT	**Data Source**	**Data Tabs**	**Guidance**	**Status**	**Principal Notes or Questions**	**VP Verification**	**Notes & Next Steps**
College Prep	KEYS Tab (Tab 3)	Student Achievement Improvement Plan 2021-2022 School Year	This SAIP plan will require logging concrete initiatives put in place for student improvement, as well as their associated timelines, resources, and responsible staff. Each initiative will be tracked mid-year and at the end of the year. Mid-year assessments should be completed by each campus between December 1, 2022 and no later than January 31, 2023.	Complete		Action Required	
	Locus Dashboards: CIS STARR, AP Campus IB Reports EOY Assessments	Comprehensive Needs Assessment 2022 English Language Arts	These Pages should include the percentage of students who achieved each listed score for the 2021-2022 School Year. For each subject, list a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete		Action Required	
		Comprehensive Needs Assessment 2022 Math		Complete		Action Required	
		Comprehensive Needs Assessment 2022 Science		Complete		Action Required	
		Comprehensive Needs Assessment 2022 Humanities		Complete		Action Required	
	State TELPAS Report	Comprehensive Needs Assessment 2022 TELPAS	This data set will outline the percentage of students that earned proficiency in the areas of Listening, Speaking, Reading, and Writing, as indicated in the State TELPAS report. Llist a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete		Action Required	
	Locus Dashboards: ACT, AP, TSI Campus IB Reports Campus Matriculation Reports	100% College Matriculation 2021-2022 School Year	This page will only be applicable to campuses that had graduating classes in the Spring of 2022. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete		Action Required	
	Locus Dashboard: Staff Rentention	Staff Quality, Retention, & Recruitment 2021-2022 School Year	Under the %SPED Data Point, this should relfect the percentage of SPED certified teachers, compared to the overall SPED staff. Under number of teacher applicants, note how many teachers were interviewed by campus leaders for positions during the 2021-2022 School Year. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete		Action Required	
	Locus Dashboards: Student Persistence, Enrollment, ADA	School Culture & Climate 2021-2022 School Year	For the Withdrawals/Level 3 Offenses data point, list the number of withdrawals or offenses. All other data points should reflect percentages. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete		Action Required	
	Campus Academic Counselor Tracking Systems	2022 Family & Community Involvement	In addition to listing data percentages, list a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete		Action Required	

Campus Name

2021-22 Student Achievement Improvement Plan - College Prep

COLLEGE PREP

APO	Initiatives	Needs Assess.	Special Pops.	Person(s) Responsible	Timeline Start/End	Resources: Human/ Material/Fiscal	Documentation	Formative Evaluation
1A	Intervention-structured small group classes	S	low and bubble	Interventionist; teachers	August 11, 2021-May 28, 2022	Teachers, Interventionist	Walk-throughs, data tracker, student reports	Unit Exams, Semester Exams, 2023 STAAR
1A	RTI Committee	S	All	Interventionist, AC, API, PIR	August 11, 2021-May 28, 2022	Teachers, Interventionist	Walk-throughs, data tracker	Unit Exams, Semester Exams, 2022 STAAR
1A	Reading Mastery Machine	S	All	Reading Teacher	August 11, 2021-May 28, 2022	Reading teacher	Walk-throughs, data tracker	Unit Exams, Semester Exams, 2022 STAAR
1A	90/60/30 Meetings	S	low and bubble	Grade team, API, Counselors, PIR	August 11, 2021-May 28, 2022	All staff	Meeting notes	Unit Exams, Semester Exams, 2022 STAAR
2A	Staff Development	O	All	Administration, teachers	August 11, 2021-May 28, 2022	All CP Staff	APR	Round 1, 2, 3
2A	Staff Team and Family Outings	O	All	All Staff	August 11, 2021-May 28, 2022	All CP Staff	Calendar invites	Quarterly
2A	Weekly Hallway Huddles	O	All	GTLs	Aug - May	-	Persistence event tracker	Scholar Persistence
2A	Monthly pep rallies (AC and CP)	O	All	GTLs	Aug-May	-	Persistence event tracker	Scholar Persistence
2C	School Celebrations	O	All	All Staff	August 11, 2021-May 28, 2022	All CP Staff	Tactical notes, FB/PW Posts	Quarterly

Campus Name

2021-22 Student Achievement Improvement Plan - College Prep

COLLEGE PREP

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

Title I Qualifying Programs			Initiatives Status			
Internal Use Only			Mid Year		End of Year	
Supplemental Program (Y/N)	New Program (Y/N)	Budget Allocation	Outcome	Increase/Decreased by X%	Outcome	Increase/Decreased by X%

Annual Performance Objectives (APO)

PRIORITY #1: Students Graduate College-Ready

1A. % of graduates who matriculate to a College or University: 100%

1B. % of graduates matriculate to a Tier I/II College or University: 15% | 25%

1C. % of Seniors accepted to a College or University: 100%

1D. % of Seniors named AP scholars | Earn IB diploma: 30% | 25%

1E. Earned State Rating: A

1F. % Basic | % Mastery | % Advanced on LEAP: 82% | 44% | 11%

1G. % Approaches | % Meets | % Masters on STAAR/EOC: 90% | 60% | 30%

1H. % Level 3 | % Level 4 | % Level 5 on FSA/FSAA: 70% | 40% | 20%

1I. % of Pre-K-2nd Students End The Year On/Above Grade Level in Reading - Year 1 Campuses | Year 2 Campuses: 80% | 90%

1J. % of students in CSI achieve 2 years growth in Reading | Math (measured by Ren STAR) 50% | 60%

1K. Average ACT score: 21

1L. % of students graduating college in 4 | 6 years: 25% | 55%

Needs Assessment

S-STAAR

D-DIBELS

E-EOC

A-ACT

RR-Reading Renaissance

ST-STAR for Math

DR-Discipline Report

AP-AP Tests

O-Other

Special Populations

All

AR-At Risk

ELL-English Language Learners

ED-Economically Disadvantaged

M-Migrant

SE-Special Education

Campus Name

Comprehensive Needs Assessment
COLLEGE PREP

Data Source: CSI

% Meeting CSI Goal	Reading CP CSI
% CSI (EOY Ren.)	
% of CSI Passing STAAR	
% of SPED Passing STAAR	

Data Source: STAAR

	STAAR Reading 6th	STAAR Reading 7th	STAAR Reading 8th	English I EOC	English II EOC
% Approaches	84	88	93	81	85%
% Meets	59	73	71	70%	70%
% Masters	30	56	51	13%	14%
% Student Achievement Average	58	72	72	55%	56%

Data Source: AP/IB/Electives

AP Scores	Pass AP Lit	Pass AP Lang	IB Scores	IB Group 1	% Royal Readers	% Word Master
% Score 3+		5	% Score 1-3			
% Score 4		3	% Score 4-5			
% Score 5		0	% Score 6-7			

RR Goal Met/Not Met	WM Goal Met/Not Met

Reflections

Areas of Strength	Areas of Need
1 Reading Mastery Machine Program implimented from January 2022 - May 2022	1 Curriculum for 9th grade that is vertically aligns to rigor AP ELA
Reading intervention classes. Aug - March. Small group instruction for targeted students in 6th grade and 8th grade	2 Targeted supports for ELL and all SPED
Implementation of rigorous teks alined curriculum with adaptations to wit and wisdom	3 Targeted instruction for conceptual rigor to push % 6th and 9th

Campus Name

Comprehensive Needs Assessment - College Prep COLLEGE PREP					
Data Source: STAAR					
	STAAR Math 6th	**STAAR Math 7th**	**STAAR Alg I**		
% Approaches	91	82	95		
% Meets	53	49	74		
% Masters	24	29	54		
% Student Achievement Average	56	53	74		
Data Source: AP/IB					
AP Scores	**Pass AP Calculus AB**	**Pass AP Calculus CD**	**Pass AP Prob. & Stats.**	**IB Scores**	**IB Group 5**
% Score 1				**% Score 1-3**	
% Score 2				**% Score 4-5**	
% Score 3+				**% Score 6-7**	

Reflections	
Areas of Strength	**Areas of Need**
Math Mastery Machine Program: Utilized instructional programs such as Study Island, IXL, and direct	Targeted SPED Support.
Utilized twice-weekly tutoring sessions targeted on approaches and Masters level scholars. □	Overall passing rate for Sped scholars for Mays academy and college prep
Utilized a focus on Mathematical conceptual understanding to build vertical alignment from Academy through College	3

Campus Name

Comprehensive Needs Assessment COLLEGE PREP						
Data Source: Internal Assessments						
	6th Grade EOY Assessment	**7th Grade EOY Assessment**				
% Passing	**97**	**98**				
Data Source: STAAR						
	STAAR 8th Science	**STAAR Biology**				
% Approaches	na	94				
% Meets	na	77				
% Masters	na	27				
% Student Achievement Average	na	66				
Data Source: AP/IB						
AP Scores	**Pass AP Biology**	**Pass AP Chemistry**	**Pass AP Physics (1, 2, & C)**	**Pass AP Env. Science**	**IB Scores**	**IB Group 4**
% Score 1					**% Score 1-3**	
% Score 2					**% Score 4-5**	
% Score 3+					**% Score 6-7**	

Reflections	
Areas of Strength	**Areas of Need**
Campus created curriculum for all science grade levels focused on vertical alignment	Targeted support for ELL scholars
Investment in Mastery Machine programs for STAAR readiness and resources (StemScopes, Study Island, IXL)	Push for higher % mastery across all science grade levels. Aligning curriculum to AP
Weekly Content PD to address campus-level gaps/trends	3

Campus Name

Comprehensive Needs Assessment COLLEGE PREP					
TELPAS Composite Rating (Listening, Speaking, Reading, Writing)					
	Listening	**Speaking**	**Reading**	**Writing**	**% of ELL Students who grew one or more levels**
% Beginning					
% Intermediate					
% Advanced					
% Advanced High					

Reflection	
Areas of Strength	**Areas of Need**
1 Strong, experienced EL support	More strategic training of staff to better support needs of EL students
2 Teachers making efforts to be resourceful in their classroom support, especially in pairing EL students up w/bilingual students	Mock simulations for telpas needs to be prioritized
3 We've been able to test 100% of students	Teachers are trained earlier

Campus Name

Comprehensive Needs Assessment COLLEGE PREP							
Data Source: Internal Assessments							
	6th Grade EOY Assessment	**7th Grade EOY Assessment**					
% Passing	**97**	**98**					
Data Source: STAAR							
	STAAR 8th US History	**EOC US History**					
% Approaches	79	95					
% Meets	60	83					
% Masters	37	58					
% Student Achievement Average	59	79					
Data Source: AP/IB							
AP Scores	**Pass AP Human Geography**	**Pass AP World History**	**Pass AP US History**	**Pass AP Goverment**	**Pass AP Economics**	**IB Scores**	**IB Group 3**
% Score 3	8	25	4			**% Score 1-3**	
% Score 4	3	9	2			**% Score 4-5**	
% Score 5	0	1	0			**% Score 6-7**	

Reflections	
Areas of Strength	**Areas of Need**
Collaboration with ELA team during content PDs □	Targeted focus on pushing % mastery
Implementation of TEKS-based Mastery Machine	Targeted support for special populations (SPED and ELL, specifically)
TEKS based after school tutorials	3

Campus Name

Comprehensive Needs Assessment COLLEGE PREP					
100% College Matriculation					
Matriculation %	**Matricuation % 4 year**	**Matriculation % 2 year**	**Tier 1/2 % Acceptances**	**Tier 1/2 % Matriculation**	
Tier 1 % Matriculation	**Tier 2 % Matriculation**	**Tier 3 % Matriculation**	**Tier 4 % Matriculation**	**Senior Class CCMR %**	**Senior Class TSI Completion %**
Campus Data					
Senior Class ACT Average	**Junior Class ACT Average**	**Overall AP Scholars (3+ or more tests)**	**IB Medallion Scholars (Passing 3+ exams)**	**Overall % IB Diploma**	**Campus End of Year OTG**

Reflections	
Areas of Strength	**Areas of Need**
1	1
2	2
3	3

Campus Name

Comprehensive Needs Assessment COLLEGE PREP	
Staff Quality, Recruitment, Retention	
	Percentage
% School Lead Team Retention	100%
% Instructional Support Retention	100%
% Teacher Retention	77%
% Campus Support Retention	77%
% SPED Certified Teachers	100%
% State/National Certified Teachers	n/a
% State Certified Leaders	100%
% State/Board certified Counselors	100%
Number of teacher applicants per 2020-21 school year	

Reflections	
Areas of Strength	**Areas of Need**
1 Teacher development	Teacher retention is a major gap. Systems have burnt out teachers
2 Leader retention	We must impliment long term sustainable ways of ensuring scholar and teacher success
3 SPED Retention	Last minute hire resulted in additional turn over

Campus Name

Comprehensive Needs Assessment ACADEMY	
Data Source: School Culture and Climate	
	Campus %
% Average Daily Attendance	91.38
% Overall Persistence	85.94
% New Student Persistence	75
# of Admin Withdrawals/ Level 3 Offenses	
% SPED	13%
% ELL	
% Eco Dis	78
% Migrant	0
% Race: American-Indian-Alaska-Native	0.44
% Asian	0.33
% White-Hispanic	6
% Multi	0.59
% Black-African-American	10.34
% Native-Hawaiian-Pacific-Islander	0
% White	6
% Male	49
% Female	50

Data Source: School Culture and Climate	
Reflections	
Areas of Strength	**Areas of Need**
1 consistency in protocols	1 Communication tools algiment
2 Leadership alligment	2 SIS and Registrar Training
3 Staff training	3 Staff consistancy

Campus Name

Comprehensive Needs Assessment COLLEGE PREP	
Data Source: Family and Community Involvement	
	Percentage
% Families Attended WTI	80%
% Families Attended Curriculum Night	n/a
% Families Who Attended EOY Ceremonies	95%
% Families who attended Fall Festival	n/a
% Families who attended Winter Festival	N/a
% Families who attended Spring Festival	90%

Reflections	
Areas of Strength	**Areas of Need**
Better advertising after 1 semester	1 counting attendance
word of mouth following events	2 clear methods for payments and fundraising
Partnerships with local vendodrs to support community	3 security for events

IDEA Public Schools

McAllen Academy

2022-2023 Campus Improvement Plan

Accountability Rating: A

Distinction Designations:
Academic Achievement in English Language Arts/Reading
Academic Achievement in Mathematics
Academic Achievement in Science
Academic Achievement in Social Studies
Top 25 Percent: Comparative Academic Growth
Top 25 Percent: Comparative Closing the Gaps

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

Mission Statement

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

Vision

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

Core Values

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

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

School Pledge

Team and Family

Inspire Each Other

Grow and Learn

Ensure Equity

Regulate Your Emotions

Respect Otheres

Own Your Actions

Act with Integrity

Reach Out for Help

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Comprehensive Needs Assessment

Revised/Approved: September 8, 2022

Demographics

Demographics Summary

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

Our goal is to lead a transformational school where adults work relentlessly to build balanced students: students who are academically solid and emotionally intelligent. This approach best positions students to be contributing members of their community and our larger world.

Demographics Strengths

See PDF in Addendum for more information

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): IDEA McAllen has not met student persistentence at 90%. IDEA McAllen has not met new student persistence at 90%. **Root Cause:** One of the highest reasons of students unenrolling in our campus was that there was a lack of parent communication between teacher and parents. Parents did not know how their students were performing or the importance of bringing their child to school daily.

Problem Statement 2 (Prioritized): The 21-22 school year reflected a significant increase in student behavioral issues. Student satisfaction data dropped from the 20-21 school year. **Root Cause:** Our students lost socialization and structure because of disrupted daily life, including invaluable interactions and expectations from their participation in school. There has not been consistency with Morning Meetings and Move this World where these skills are taught and practiced.

Student Learning

Student Learning Summary

During the Semester Exams administered in December, the campus was projected to be rated a D by TEA. Following this exam our campus made lesson preparation, data driven decisions, and tracking a priority. For the 21-22 school year our overall TEA rating was 97. Student achievement was 86. School Progress was 96, and Clsoing the Gaps was 100.

Students in the lower grades (PK-2nd) ended the year at 96% on or above grade level. All PK-2nd graders met the 90/60/30 goal in math, science, and social studies.

Student Learning Strengths

See PDF in Addendum for more information.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Students have demonstrated poor writing skills and poor command of English tenses and grammar in their student responses. Students have not demonstrated strong justification skills when speaking orally or in their writing. **Root Cause:** Our students poor writing skills are influenced by a combination of factors that include re-assignments of teachers, teacher training, school culture of accountable talk, and in-service training.

Problem Statement 2 (Prioritized): There is a lack of teacher planning for student differentiation--meeting the needs of all learners on a consistent basis. **Root Cause:** Two significant barriers to differentiation: lack of training and limited access to differentiated material.

School Processes & Programs

School Processes & Programs Summary

Our campus develops instructional leaders by creating a weekly operating mechanisms of Leader Development Time. During this time, we focus on our School Leadership Levels. Leaders are provided PD and practice skills in the field.

During our annual leader stepback managment roles and responsibilities are communicated and changes are made based on feedback.

During our weekly instructional rounds, campus trends are identifed to identify gaps in teacher knowledge and professional development is scheduled. Assistant Principal of Instructions hold monthly API time to provide professional development based on classroom observations and data.

See PDF in Addendum for more information.

School Processes & Programs Strengths

Curriculum & Instruction:

- At least one-third of IDEA students graduate with the "AP Scholar" designation, evidence of earning a qualifying score on at least three AP exams, demonstrating successful completion of college-level coursework prior to graduation.
- IDEA provides students access to accelerated instruction through the 1:1 technology device, including adaptive software for mathematics and literacy and access to hundreds of thousands of books in the district's digital library.
- IDEA curricular resources include high-quality instructional materials that earn the highest ratings on national evaluation measures.
- IDEA curriculum is regularly evaluated using a quality evaluation tool, ensuring alignment to the Texas Essential Knowledge and Skills and AP course standards, as well as the STAAR/EOC and AP exams.
- IDEA implements a variety of training opportunities for teachers and leadership staff with the goal of developing teachers' pedagogical content knowledge and leaders' coaching skills.
- For 15 years in a row, 100% of IDEA students have been accepted into college, demonstrating that IDEA academic programming is adequately preparing students for post-secondary education.
- In 2022, four IDEA schools were ranked in the top 10 Most Challenging Schools in the Nation and 13 were ranked in the top 1% of schools nationwide, by the Jay Mathews Challenge Index High School Rankings.

Special Programs

- IDEA exceeded the expected growth target for EL student performance on TELPAS in 2021 with 48% of ELs meeting that target.
- IDEA provide targeted research based instruction to students who have a 2.0 year gap in Reading and/or Math with the goal of closing that gap by 2.0 years during the school year with our initiative called Critical Student Intervention (CSI). During the 21-22 school year, 2,562 out of 6,632 students meet that goal for Reading and 703 out of 1,268 students met the goal for Math.
- IDEA is in Year 3 of our TEA awarded Autism Grant. Through this grant we were able to increase support for 195 students with autism in Rio Grande Valley and Austin who met the criteria outlined by TEA for this grant.
- IDEA submitted and was awarded a Dyslexia Grant by the TEA so that we will be able to provide increased professional development to teachers and leaders on working with students with dyslexia and increase the support resources for our students with dyslexia.

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.

See PDF in Addendum for more information.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Only 60% of our staff feel that they are encouraged to balance their work life and their personal life. Only 60% of our staff feel that their opinions count. **Root Cause:** Lack of guidance on how to maximize planning time and backwards plan for tasks and deadlines. More operating mechanisms needed on how to provide ongoing feedback to administration.

Problem Statement 2 (Prioritized): Staff feel a lack of community amongst themselves and administration **Root Cause:** There has been a lack of emphasis on team work and frequent team building.

Perceptions

Perceptions Summary

Our staff retention for the 21-22 school year was 92%. This was a drop from 100% from the previous year. We lost a total of 4 staff members with 1 staff member being a non-renewal.

See PDF in Addendum.

Perceptions Strengths

See PDF in Addendum for more information

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Parents are unclear about how to best support children with our curricula. Parent satisfaction survey data has dropped from 20-21 school year. **Root Cause:** We havent' held in person currciulum nights and parents do not know the best way to support at home. Parent mindset has shifted post pandemic--it has become harder to create strong school investment.

Priority Problem Statements

Problem Statement 1: There is a lack of teacher planning for student differentiation--meeting the needs of all learners on a consistent basis.

Root Cause 1: Two significant barriers to differentiation: lack of training and limited access to differentiated material.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Students have demonstrated poor writing skills and poor command of English tenses and grammar in their student responses. Students have not demonstrated strong justification skills when speaking orally or in their writing.

Root Cause 2: Our students poor writing skills are influenced by a combination of factors that include re-assignments of teachers, teacher training, school culture of accountable talk, and in-service training.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Only 60% of our staff feel that they are encouraged to balance their work life and their personal life. Only 60% of our staff feel that their opinions count.

Root Cause 3: Lack of guidance on how to maximize planning time and backwards plan for tasks and deadlines. More operating mechanisms needed on how to provide ongoing feedback to administration.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Staff feel a lack of community amongst themselves and administration

Root Cause 4: There has been a lack of emphasis on team work and frequent team building.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: IDEA McAllen has not met student persistentence at 90%. IDEA McAllen has not met new student persistence at 90%.

Root Cause 5: One of the highest reasons of students unenrolling in our campus was that there was a lack of parent communication between teacher and parents. Parents did not know how their students were performing or the importance of bringing their child to school daily.

Problem Statement 5 Areas: Demographics

Problem Statement 6: The 21-22 school year reflected a significant increase in student behavioral issues. Student satisfaction data dropped from the 20-21 school year.

Root Cause 6: Our students lost socialization and structure because of disrupted daily life, including invaluable interactions and expectations from their participation in school. There has not been consistency with Morning Meetings and Move this World where these skills are taught and practiced.

Problem Statement 6 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- 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

Student Data: Behavior and Other Indicators

- Attendance data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio

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: Increase staff retention

Performance Objective 1: IDEA McAllen will increase retention to be above 85% schoolwide with both instructional and operational staff members.

High Priority

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Each manager will incorporate a 2 way feedback structure into each operating mechanism (check ins) **Strategy's Expected Result/Impact:** Staff retention **Staff Responsible for Monitoring:** Principal **Title I:** 2.4 **- TEA Priorities:** Recruit, support, retain teachers and principals	100%	100%	100%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 1: Increase staff retention

Performance Objective 2: Conduct 2 formal touchpoints by Principal each year with 100% of staff members and implement 2-3 schoolwide changes based on feedback

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Utilize feedback from touchpoints and take formal action based on what was heard most frequently **Strategy's Expected Result/Impact:** GPTW results will improve during spring administration **Staff Responsible for Monitoring:** Principal, PIR, instructional staff				

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: All IDEA students matriculate to college

Performance Objective 1: IDEA McAllen Campus meets or exceeds enrollment target, as set by the IPS Board of Directors, by the homeroom period on the 11th day of school of the 2023-2024 school year

High Priority

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Assist with recruitment and persistence efforts **Strategy's Expected Result/Impact:** Students attend and graduate from a college or university **Staff Responsible for Monitoring:** APO **Title I:** 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Connect high school to career and college				

 No Progress Accomplished Continue/Modify Discontinue

Goal 3: IDEA achieves an A rating

Performance Objective 1: Increase 3rd reading STAAR & 3rd grade math STAAR performance

High Priority

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Ensure first time teach is strong, fidelity to rehearsals and strong leader lesson plan feedback **Strategy's Expected Result/Impact:** Results will improve-90/60/30 **Staff Responsible for Monitoring:** API **Title I:** 2.4 **- TEA Priorities:** Build a foundation of reading and math				

 No Progress Accomplished Continue/Modify Discontinue

Goal 3: IDEA achieves an A rating

Performance Objective 2: Increase math performance in grades 3-5 to ensure 100% of targets in Domain 3 are met

Goal 3: IDEA achieves an A rating

Performance Objective 3: 60%+ of our Special Education students will hit "meets" targets

High Priority

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Provide targeted instruction based on individual needs-utilize remediation and reteach strategies daily (or as needed) to reach mastery on the concept **Strategy's Expected Result/Impact:** Increase in student meet performance **Staff Responsible for Monitoring:** PIR **Title I:** 2.4 - **TEA Priorities:** Build a foundation of reading and math				

 No Progress Accomplished Continue/Modify Discontinue

Goal 3: IDEA achieves an A rating

Performance Objective 4: Meet 42% goal of EB students growing one or more levels on TELPAS to meet TELPAS indicator for accountability

High Priority

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: All grades Kinder-5th will ensure EB students meet 42% benchmark or higher **Strategy's Expected Result/Impact:** Meet TELPAS indicator for 22-23 accountability **Staff Responsible for Monitoring:** Instructional Staff, EL Coordinator, Testing Coordinator **Title I:** 2.6 **Problem Statements:** Student Learning 1 **Funding Sources:** - Federal Grant - $55,500, - Federal Grant - $57,499.99, - Federal Grant - $40,692.96	45%			

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 4 Problem Statements:

Student Learning
Problem Statement 1: Students have demonstrated poor writing skills and poor command of English tenses and grammar in their student responses. Students have not demonstrated strong justification skills when speaking orally or in their writing. **Root Cause**: Our students poor writing skills are influenced by a combination of factors that include re-assignments of teachers, teacher training, school culture of accountable talk, and in-service training.

Goal 4: Increase student daily attendance

Performance Objective 1: 100% of students absent will be contacted on a daily basis to ensure parent accountability and fidelity with district escalation matrix

High Priority

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Utilize grade level chats and leverage both teachers and leaders to invest parents in being at school everyday and follow up as needed to ensure healthy attendance patterns **Strategy's Expected Result/Impact:** Attendance will be above 97% **Staff Responsible for Monitoring:** APO **Title I:** 2.5 **- TEA Priorities:** Build a foundation of reading and math	10%	45%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 4: Increase student daily attendance

Performance Objective 2: Lead team members will meet with high priority students who have excessive absences

Evaluation Data Sources: None

Goal 5: Increase student persistence

Performance Objective 1: 90% of students will persist into the following school year (23-24)

High Priority

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Create a welcoming environment where students feel a great sense of belonging and WANT to be in school. Students and parents feel safe coming every day. **Strategy's Expected Result/Impact:** Persistence will show an increase from 21-22 **Staff Responsible for Monitoring:** Counselor **Title I:** 2.4 - **TEA Priorities:** Build a foundation of reading and math	75%	75%		

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 5: Increase student persistence

Performance Objective 2: Teachers and lead team members will utilize mission list to prioritize students of concern and take action to meet with families and determine root causes and solutions

High Priority

Evaluation Data Sources: None

Goal 5: Increase student persistence

Performance Objective 3: Adopt policies and practices that create safe and supportive environments to include violence prevention and intervention

Strategy 1 Details	Reviews			
	Formative			Summative
Strategy 1: Create opportunities to have anti-bullying presentations and educate students about the dangers of bullying and hurting others	Oct	Jan	Mar	June
	50%			

Strategy 2 Details	Reviews			
	Formative			Summative
Strategy 2: Reinforce usage of Move this World Social Emotional Curriculum at least 3x a week to help build strategies for both students and teachers to follow	Oct	Jan	Mar	June
	5%			

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 5: Increase student persistence

Performance Objective 4: Follow guidelines as per Healthy Kids Initiative as part of school programming

Strategy 1 Details	Reviews			
Strategy 1: Enforce only health snacks while at school and invest families and students on purpose	Formative			Summative
	Oct	Jan	Mar	June
	70%			

Strategy 2 Details	Reviews			
Strategy 2: Plan for 1-2 Health Related Events to promote wellness and physical activity and invite families, staff, and students to attend	Formative			Summative
	Oct	Jan	Mar	June
	0%			

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Title I Personnel

Name	Position	Program	FTE
Ana Paula Cantu	Pre-K Teacher	Title 1	1
Juliana Ramon	Pre-K Co-Teacher	Title 1	1
Latasha Aguayo	Kinder Teacher	Title 1	1

Site-Based Decision Making Committee

Committee Role	Name	Position
Administrator	Darlene Espinoza	Principal
Administrator	Rebecca Ornelas	Principal In Residence
Administrator	Darcy Ahlman	Assistant Principal of Instruction
Administrator	Ana Flores	Assistant Principal of Instruction
Administrator	Lilia Troncoso	Assistant Principal of Instruction
Administrator	Edna Cantu	School Counselor
Administrator	Ashley Francis	Assistant Principal of Operations
Classroom Teacher	Dalia Camargo	Classroom Teacher
Classroom Teacher	Latasha Aguayo	Classroom Teacher
Classroom Teacher	Velma Cantu	Classroom Teacher
Classroom Teacher	Sandra Rocha	Classroom Teacher
Classroom Teacher	Nesby Garcia	Classroom Teacher
Classroom Teacher	Erika Briseno	Classroom Teacher
Classroom Teacher	Margaret Rogers	Classroom Teacher

Campus Funding Summary

Federal Grant					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	4	1			$57,499.99
3	4	1			$55,500.00
3	4	1			$40,692.96
				Sub-Total	$153,692.95

Addendums

Master CNA & SAIP Reporting Checklist

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

Last Updated 8/26/2022

IDEA McAllen Academy

2022-2023 Student Achievement Improvement Plan

									Title I Qualifying Programs			Initiatives Status			
									Internal Use Only			Mid Year		End of Year	
									Supplemental Program (Y/N)	New Program (Y/N)	Budget Allocation	Outcome	Increase/Decreased by X%	Outcome	Increase/Decreased by X%
APO	Initiatives	Needs Assess.	Special Pops.	Person(s) Responsible	Timeline Start/End	Resources: Human/ Material/Fiscal	Documentation	Formative Evaluation	Budget Allocations only need to be entered for programs that are BOTH Supplemental & New			Use these columns to assess your strategy progress at the middle and end of the year			
	Daily Rehearsal Session starting at BOY for all PK0-5th	Yes	Yes	PK-5th Teachers and Co Teachers	8/08 - 5/05	DI materials, Access Points, Lesson Internalizations, Agenda	Sign in sheet	Manager Observations/teachboost							
	Additional CSI co-teacher for 3rd-5th to support with Decoding	Yes	Yes	3rd-5th CSI Co Teacher	8/08-5/19	New Hire for AR Zone, CSI co teacher trainings in Decoding	BOY, MOY, EOY Renstar Reports, observations & TB feedback	Manager Observations/teachboost, Program Reports							
	Monthly AR and Hotspot Challenges	Yes	Yes	Hotspot and AR Zone faciliator/APIs	Aug-May	AR Zone and HS facillitator	Monthly flyers, weekly reports, weekly targets for backwards plan	Student on track/accuracy results reports							
	Schoolwide Weekly ET Data Huddles	Yes	Yes	PK-5th Teachers and Co Teachers	8/08 - 5/19	Excel, Master Student Report	Excel Tracker, Manager Feedback	Teachboost							
	STAAR Bootcamp Training	Yes	Yes	PK-5th Teachers and Co Teachers	BOY	Consultant, 21-22 STAAR Scores	Comprehensive Report of STAAR results	STAAR Results 22-23							
	School Wide ET Tracking System at BOY	Yes	Yes	3rd-5th Grade Teachers	8/08 - 5/05	Excel, Master Student Report	Excel Tracker, Manager Feedback	Teachboost							
	School Culture and Climate Weekly Rounds	Yes	Yes	LT, GTLs	PK-5th Teachers and Co Teachers	Year Long Culture Focus, One Note Tracke	School wide Email, One Note %	90% School Wide Proficiency on alll Rows by EOY							
	Weekly SpEd Walkthroughs w/APIs and Sped Teacher	Yes	Yes	APIs and SpEd Teacher	8/08 - 5/05	SpEd Walkthrough Checklist	One Note tracker, Teachboost, email	SpEd student internal assessment results, 22-23 STAAR results							
	Integration of SIOP phase 1 strategies (TELPAS)	Yes	Yes	PK-5th Teachers and Co Teachers	Qtr 1	SIOP Model Resources, SIOP Friendly Lesson Unpacking Template, Training	Lesson Internalizations, TB Lesson Plan Feedback	22-23 TELPAS scores, 22-23 STAAR Results							
	Integration of SIOP phase 2 strategies (TELPAS)	Yes	Yes	PK-5th Teachers and Co Teachers	Qtr 2	SIOP Model Resources, SIOP Friendly Lesson Unpacking Template, Training	Lesson Internalizations, TB Lesson Plan Feedback	22-23 TELPAS scores, 22-23 STAAR Results							
	Integration of SIOP phase 3 strategies (TELPAS)	Yes	Yes	PK-5th Teachers and Co Teachers	Qtr 3	SIOP Model Resources, SIOP Friendly Lesson Unpacking Template, Training	Lesson Internalizations, TB Lesson Plan Feedback	22-23 TELPAS scores, 22-23 STAAR Results							
	School wide norming w/DPA and Access Points	Yes	Yes	PK-5th Teachers and Co Teachers	BOY - 5/19	CFS One Pager, Visual Exemplars	Model Classroom Checklist	Teachboost							
	Revision of FlowChart in School Wide Behavior System- to include increase in teacher ownership and communication	Yes	Yes	PK-5th Teachers and Co Teachers	PK-5th Teachers and Co Teachers	Educator Handbook Access, Communication Flowchart	Educator's Handbook	Family Survey Results, Educator Handbook Incidents							

Annual Performance Objective

PRIORITY #1: Students Graduate College-Ready

1A. % of graduates who matriculate to a College or University: 100%

1B. % of graduates matriculate to a Tier I/II College or University: 25%

1C. % of Seniors accepted to a College or University: 100%

1D. % of Seniors named AP scholars | Earn IB diploma: 30% | 25%

1E. Earned State Rating: A

1F. % of Pre-K-2nd Students End The Year On/Above Grade Level in Reading | Language | (Year 1 Campuses): 80% | 80% | 80%

1G. % of 2nd Students End The Year On/Above Grade Level in Reading (Year 2+ Campuses): 90%

1H. % of students in CSI achieve 2 years growth in Reading | Math (measured by Ren STAR) 50% | 60%

1I. Average ACT score (Class of 2020, September 2019): 21

1J. % of students graduating college in 4 | 6 years: 25% | 55%

PRIORITY #2: Build a Strong & Sustainable Organization

2A. % Teacher Retention | Employee Retention: 85% | 85%

2B. 80% composit score on GPTW

2B. %Average Daily Attendance | # Average Daily Attendance: 97.50% | 48,817

2C. Student Persistence: 90%

2D. Operating Income: $101M

2E. FIRST Rating: A

PRIORITY #3: Achieve Mission at Scale

3A. % of students with low socio-economic status: 80%

3B. Enrollment in August 2020: 64,455

3C. Schools in operation in August 2020: 125

3D. Total Funds Raised (millions): $70M

Needs Assessment

S-STAAR

D-DIBELS

E-EOC

A-ACT

RR-Reading Renaissance

ST-STAR for Math

DR-Discipline Report

AP-AP Tests

O-Other

Special Populations

All

AR-At Risk

ELL-English Language Learners

ED-Economically Disadvantaged

M-Migrant

SE-Special Education

IDEA McAllen Academy

Comprehensive Needs Assessment
ACADEMY

Data Sources: DI ELA & Electives

	DI Pre-K on Grade Level	DI Kinder on Grade Level	DI First on Grade Level	DI Second on Grade Level	% Royal Readers	% Word Masters
% Students	100%	98%	91%	92%	20.36%	78%

RR Goal Met/Not Met	WM Goal Met/Not Met
n/a	n/a

Data Source: STAAR

	STAAR Reading Grade 3	STAAR Reading Grade 4	STAAR Reading Grade 5
% Approaches	80	86	92
% Meets	55	57	72
% Masters	30	33	50
SAS	55	59	71
% Student Achievement Average	55	59	71

Data Source: CSI

% Meeting CSI Goal	Reading AC CSI
% CSI (EOY Ren.)	69%
% of CSI Passing STAAR	53%
% of SPED Passing STAAR	77%

Reflections	
Areas of Strength	**Areas of Need**
1 Fidelity to exit ticket execution and tracking and responding to data in a timely manner	1 Lesson Planning differentiation--meeting the needs of all learners on a consistent basis/sub pops
2 Rotations were truly helpful in being able to allow teacher modeling to take place and break down the lesson	2 3rd grade cohort (rising 4th graders) will need a lot of support with foundational skill building/text analysis and writing-we had 20% of students not meet approaches level
3 Teachers were mostly receptive to feedback and willing to try new strategies	3 Teachers will need to understand the shifts in the ELA exam for this upcoming year and will need to teach explicit writing instruction where evidence is a part of responses on a daily basis

IDEA McAllen Academy

Comprehensive Needs Assessment ACADEMY						
Data Sources: Eureka Math & Electives Academy						
	DISTAR Pre-K on Grade Level	**Eureka Kinder on Grade Level**	**Eureka First on Grade Level**	**Eureka Second on Grade Level**	**% Math Masters Pk-2**	**Pk-2 MM Goal Met/Not Met**
% Students	**100%**	**100%**	**100%**	**100%**	**79%**	n/a
Data Source: STAAR Academy						
	STAAR Math Grade 3	**STAAR Math Grade 4**	**STAAR Math Grade 5**	**% Math Masters 3-5**	**3-5 MM Goal Met/Not Met**	
% Approaches	75	74	84	71%	n/a	
% Meets	35	49	44			
% Masters	12	28	16			
% Student Achievement Average	41	50	48			
% Meet 2 year growth						
Data Source: CSI Academy						
	Math AC CSI					
% CSI (EOY Ren.)	62%					
% of CSI Passing STAAR	47%					
% of SPED Passing STAAR	58%					

Reflections	
Areas of Strength	**Areas of Need**
1. Standard Alignment of Keypoints	1. Rehearsals starting BOY
2 Strong and intentional STAAR aligned resources used daily	2. Differentiation in lesson plans for sub pops
3. Fidelity to ET execution and tracking	3. Ensuring daily access points for students/DPA

IDEA McAllen Academy

Comprehensive Needs Assessment ACADEMY						
Data Sources: Science Pk-2						
	Science Pre-K on Grade Level	**Science Kinder on Grade Level**	**Science First on Grade Level**	**Science Second on Grade Level**	**Science Third on Grade Level**	**Science Fourth on Grade Level**
% Students	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

Data Source: Science 3-5		
	STAAR Science Grade 5	
% Approaches	84	
% Meets	55	
% Masters	26	
% Student Achievement Average	55	

Reflections	
Areas of Strength	**Areas of Need**
1. Content Knoweldge and STSS in lesson planning	1. Planning for all stimuli in standard
2. Student work was tailored to include more lab work and hands on activitiwa	2. Fiedleity to Aggressive Monitoring
3. Brings science lessons to life with real-world applications.	3. Keypoint alignment to the standard

IDEA McAllen Academy

Comprehensive Needs Assessment ACADEMY							
Data Sources: Humanities Pk-2							
	Humanities Pre-K on Grade Level	**Humanities Kinder on Grade Level**	**Humanities First on Grade Level**	**Humanities Second on Grade Level**	**Humanities Third on Grade Level**	**Humanities Fourth on Grade Level**	**Humanities Fifth on Grade Level**
% Students	100%	100%	100%	100%	100%	100%	100%

Reflections	
Areas of Strength	**Areas of Need**
1. Alignment between two teachers teaching same content in grade level	1. 1:1 Student resources of literature
2. Fidelity to the unpacking of unit plan	2. Alignment of keypoints into daily unpacking
3. Continual adjustment of humanities lesson plans based on students' assessment evaluations	3. Engage students at a high level through student practice

IDEA McAllen Academy

Comprehensive Needs Assessment ACADEMY					
TELPAS Composite Rating (Listening, Speaking, Reading, Writing)					
	Listening	**Speaking**	**Reading**	**Writing**	**% of ELL Students who grew one or more levels**
% Beginning	8%	18%	13%	18%	59% overall
% Intermediate	19%	46%	29%	37%	
% Advanced	38%	29%	25%	26%	
% Advanced High	35%	7%	32%	19%	

485 total students

Reflections	
Areas of Strength	**Areas of Need**
1. Daily tracking of EL pops through exit ticket tracker	1. Lesson plans should be more intentional in providing a daily language objective and ensuring L, S, R, and W are practiced daily
2. CSI team provided build in intervention period for DICE program	2. Lack of teacher knowledge in building in class support system for our EL pops
3. Instruction was interactive, hands-on, collaborative and meaningful to students.	3. Strong use of accountable talk visible/hear in all PK-5th

IDEA McAllen Academy

Comprehensive Needs Assessment	
ACADEMY	
Staff Quality, Recruitment, Retention	
	Percentage
% School Lead Team Retention	100%
% Instructional Support Retention	83%
% Teacher Retention	96.88%
% Campus Support Retention	100%
% SPED Teachers	100%
% State/National Certified Teachers	10%/0
% State Certified Leaders	63%
% State/Board certified Counselors	100%
Number of teacher applicants per 2020-21 school year	7

Reflection	
Areas of Strength	**Areas of Need**
1. Interview Committees made up of LT and teachers	1. GTL feedback and buy in for identification of 22-23 strategies for work life balance/emotionally safe place to work
2. Interview Questions include non negotiables for campus	2. One page for each position on list of responsibilities/duties
3. Yearlong Appreciation incentives/GPTW reflection and next steps	3. Emphasis on team work and team builidng, monthly tiger night for reconitions/birthdays

IDEA McAllen Academy

Comprehensive Needs Assessment ACADEMY	
Data Source: School Culture and Climate	
	Campus %
% Average Daily Attendance	**92.78%**
% Overall Persistence	**94.39%**
% New Student Persistence	**90.12%**
# of Admin Withdrawals/ Level 3 Offenses	**0**
% SPED	**2.45%**
% ELL	**63.05%**
% Eco Dis	**78.21%**
% Migrant	**0%**
% Race: American-Indian-Alaska-Native	**0%**
% Asian	**1.98%**
% White-Hispanic	**4.66%/92.66%**
% Multi	**0%**
% Black-African-American	**0.70%**
% Native-Hawaiian-Pacific-Islander	**0%**
% White	**4.66%**
% Male	**49.88%**
% Female	**50.12%**

Data Source: School Culture and Climate	
Reflections	
Areas of Strength	**Areas of Need**
1. APO/Principal Meetings with continual absent families	1. Focus on daily SEL/Weekly Culture Rounds-revamping of school wide systems for accountability
2. Daily teacher calls to absent students/parents	2. Increased communication between teacher and parents of what learning for the week includes
3. Persistence Meetings w/AC and lead team prioritized in order to retain student(s)	3. Year long calendar for family/community involvment

IDEA McAllen Academy

Comprehensive Needs Assessment ACADEMY	
Data Source: Family and Community Involvement	
	Percentage
% Families Attended WTI	**94%%**
% Families Attended Curriculum Night	**N/A**
% Families Who Attended EOY Ceremonies	**95%%**
% Families who attended Fall Festival	**60%**
% Families who attended Winter Festival	**N/A**
% Families who attended Spring Festival	**N/A**

Reflection	
Areas of Strength	**Areas of Need**
1 Strong PTO leadership	1. Yearlong calendar for teachers, students, families on school wide events
2. Established events throughout the year that yield high involvement from community and families	2 Prioritizing spring events throughout the year to be just as successful as fall events
3 Strong communication from OPS team to secure high attendance rate	3 Develop a curriculum night opportunity for parents to know and better understand schoolwide curriculum

IDEA Public Schools

McAllen College Prep

2022-2023 Campus Improvement Plan

Accountability Rating: A

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

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

Mission Statement

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

Mission Statement

IDEA McAllen College Preparatory aims to change to the future of the students it serves by ensuring they enter college and obtain their degree. We will provide them a world class education that includes a focus on 3 components that we know makes a student successful post high school graduation. Not only are the students held to mastering these components, our teachers, leaders and parents will also be held accountable to supporting these 3 initiatives:

-High Rigor Coursework and Advancement

-Culture of Achievement for All

-World Citizen Perspective

In order to support our students through the challenge of our preparation program, we always keep in mind 2 guiding principles. These 2 ideas remind us to enjoy the process of learning and cherish the gift that it is to work with students.

- Culture of Joy for All
- "We do what is best for students"

Vision

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

Vision

100% of students graduate 100% college ready and complete college in 4-5 years.

Core Values

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

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

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Comprehensive Needs Assessment

Revised/Approved: September 8, 2022

Demographics

Demographics Summary

At IDEA McAllen College Prep we have 393 middle schoolers (6th, 7th and 8th grade) and 390 high schoolers (9th, 10th, 11th and 12th grade). We were founded in 2012 in McAllen Texas and have been serving students from different communities int he Rio Grande Vally.

We are an open enrollment charter school that has a unique and challenging curriculum. Once in high school students challenge over 13 AP exams and then transitioninto the International Baccalareate DP program.

Our programs include Special Educaiton, Critical Student Intervention, The Arts - Art, Music and Theatre, Athletics - Football, Volleyball, Baseball, Softball, Soccer, Track, Cross Country, Basketball, Golf and Power lifting. These programs support the students in their academics or provide an outlet for expression and development of the whole child.

See PDF in Addendum for more information.

Demographics Strengths

See PDF in Addendum for more information.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): There is a need for stronger teacher/family communication. Our end of year survey revealed that parents felt this was a big school weakness. **Root Cause:** 1. Lack of systems and procedures on the administration level to hold teachers accountable to routine connection with parents. 2. Lack of scheduled events that invite parents into school and provides access to teachers.

Problem Statement 2 (Prioritized): There was a significant trend in student behavior concerns that resulted in expulsions or withdrawal to preempt expulsions. This affected persistence drastically. **Root Cause:** 1. Lack of consistent and clear communication around school code of conduct and the expectations of our campus. 2. Lack of student presentations to education on the dangers of illegal activity and the potential consequences at school.

Problem Statement 3: There is a need to improve frequency and quality of student engagement events. Persistence has been below goal for 2 years in a row. **Root Cause:** 1. Lack of

start of year planning of events due to COVID protocols.

Student Learning

Student Learning Summary

IDEA McAllen has excelled when it comes to student achievement. For the 21-22 school year we had the following results as per TEA:

Overall 97

Student Achievement 96

School Progress 95

Closing the Gaps 100

IDEA McAllen College Prep received all 7 out of 7 distinctions.

Our data shows that most of our students get approaches or above in all exams (91%) with only 2 subpops deviating the most (Special Ed 82) and Special Ed former 71.

Graduation rate 4 year - 100%

Annual Drop out rate - .02%

CCMR - 99%

See PDF Addendum for more information.

Student Learning Strengths

See PDF Addendum for more information.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): There is a lack of support for the large group of non-English speaking new students who will need significant intervention to be successful **Root Cause:** 1. Our staff is not set up/trained for supporting such a large cohort 2. Our English language acquisition support is focused mainly in grade 6-8, we need to adjust to the large number of high schoolers.

Problem Statement 2 (Prioritized): The data reveals math to be our weakest performing subject during the 21-22 STAAR season. **Root Cause:** 1. Weak foundational skills in students who mostly virtual during 20-21. 2. There is a lack of training and consistency in our middle school math teacher staff

Problem Statement 3: There is little to no growth in certain AP subjects that are considered hard, AP Physics, Gov, Economics **Root Cause:** 1. We have not prioritized the training and resource attainment for these classes because of competing priorities. 2. Teachers have not been motivated because of lack of exemplars in their subject.

School Processes & Programs

School Processes & Programs Summary

The instructional leaders (Assistant principals of instruction) are coached and managed by the principal with the support of the regional staff. We meet every monday for 3 hours to complete instructional rounds where we norm on instructional rating and provide support to each other for coaching teachers. We also have weekly coaching conversations and a meeting at the end of the week to review our weekly instructional progress

Each of the 3 leaders are given grade levels to coach and manage:

API 1 - Middle school 6-8

API 2 - 9th and 10th and all AP courses

API 3 - 11th and 12th and all IB courses

Professional development is planned using the input of the instructional team and the grade team/content team leaders. All of these campus leaders provide their input to the principal and then the principal executes according to the feedback.

Action steps include:

-Increased teacher coaching frequency

-Differentiated professional development

-Increased praise

-On the spot feedback

The programs at our campus including athletics, UIL, the Arts and 21st century meet biweekly to ensure that safety and mission focus are maintained. The principal is in charge of making sure all programs push towards the high expectations set by him/her at the start of the year.

See PDF in Addendum for more information

School Processes & Programs Strengths

Curriculum & Instruction:

- At least one-third of IDEA students graduate with the "AP Scholar" designation, evidence of earning a qualifying score on at least three AP exams, demonstrating successful completion of college-level coursework prior to graduation.
- IDEA provides students access to accelerated instruction through the 1:1 technology device, including adaptive software for mathematics and literacy and access to hundreds of thousands of books in the district's digital library.
- IDEA curricular resources include high-quality instructional materials that earn the highest ratings on national evaluation measures.
- IDEA curriculum is regularly evaluated using a quality evaluation tool, ensuring alignment to the Texas Essential Knowledge and Skills and AP course standards, as well as the STAAR/EOC and AP exams.
- IDEA implements a variety of training opportunities for teachers and leadership staff with the goal of developing teachers' pedagogical content knowledge and leaders' coaching skills.
- For 15 years in a row, 100% of IDEA students have been accepted into college, demonstrating that IDEA academic programming is adequately preparing students for post-secondary education.
- In 2022, four IDEA schools were ranked in the top 10 Most Challenging Schools in the Nation and 13 were ranked in the top 1% of schools nationwide, by the Jay Mathews Challenge Index High School Rankings.

Special Programs

- IDEA exceeded the expected growth target for EL student performance on TELPAS in 2021 with 48% of ELs meeting that target.
- IDEA provide targeted research based instruction to students who have a 2.0 year gap in Reading and/or Math with the goal of closing that gap by 2.0 years during the school year with our initiative called Critical Student Intervention (CSI). During the 21-22 school year, 2,562 out of 6,632 students meet that goal for Reading and 703 out of 1,268 students met the goal for Math.
- IDEA is in Year 3 of our TEA awarded Autism Grant. Through this grant we were able to increase support for 195 students with autism in Rio Grande Valley and Austin who met the criteria outlined by TEA for this grant.
- IDEA submitted and was awarded a Dyslexia Grant by the TEA so that we will be able to provide increased professional development to teachers and leaders on working with students with dyslexia and increase the support resources for our students with dyslexia.

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

See PDF in Addendum for more information

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): There is a lack of state certified teachers, especially those with ESL or bilingual certification **Root Cause:** 1. Our campus has not incentivized or encouraged our teachers to become certified 2. We have not provided an avenue or the space for teachers to reasonably do their job and prepare for ACP.

Problem Statement 2 (Prioritized): There is a lack of new teacher support when it comes to helping them balance their management/planning with their other responsibilities. **Root Cause:** 1. Administration has not planned out the training for a new teacher, the time given to them to accomplish goals and advice for balancing it all

Perceptions

Perceptions Summary

Graduation rate by groups

100% Hispanic

100% white

100% Econ Dis

100% EB/EL

100% SPED

Drop out rate

Conflict is resolved via:

-Restorative justice protocols

-Conflict resolution meetings

-Lunch bunches

Last year teacher retention:

93% - only 3 teachers lost

The perception of IDEA McAllen College Prep is that the expectations are high but so are the academic achievement results.

Average Teacher Absences - 3 per teacher

See PDF in Addendum for more information

Perceptions Strengths

See PDF in Addendum for more information.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): There is a lack of opportunities for families to visit school and provide feedback **Root Cause:** 1. Fear of COVID and unwillingness to take risks 2. Limited campus meeting space that is shared with Academy

Problem Statement 2 (Prioritized): There is a lack of communication with parents about grades and progress **Root Cause:** 1. Lack of school infrastructure and time dedicated to making calls (only conference periods)

Priority Problem Statements

Problem Statement 1: There is a need for stronger teacher/family communication. Our end of year survey revealed that parents felt this was a big school weakness.

Root Cause 1: 1. Lack of systems and procedures on the administration level to hold teachers accountable to routine connection with parents. 2. Lack of scheduled events that invite parents into school and provides access to teachers.

Problem Statement 1 Areas: Demographics

Problem Statement 2: There is a lack of support for the large group of non-English speaking new students who will need significant intervention to be successful

Root Cause 2: 1. Our staff is not set up/trained for supporting such a large cohort 2. Our English language acquisition support is focused mainly in grade 6-8, we need to adjust to the large number of high schoolers.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: There is a lack of state certified teachers, especially those with ESL or bilingual certification

Root Cause 3: 1. Our campus has not incentivized or encouraged our teachers to become certified 2. We have not provided an avenue or the space for teachers to reasonably do their job and prepare for ACP.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: There is a lack of opportunities for families to visit school and provide feedback

Root Cause 4: 1. Fear of COVID and unwillingness to take risks 2. Limited campus meeting space that is shared with Academy

Problem Statement 4 Areas: Perceptions

Problem Statement 5: There was a significant trend in student behavior concerns that resulted in expulsions or withdrawal to preempt expulsions. This affected persistence drastically.

Root Cause 5: 1. Lack of consistent and clear communication around school code of conduct and the expectations of our campus. 2. Lack of student presentations to education on the dangers of illegal activity and the potential consequences at school.

Problem Statement 5 Areas: Demographics

Problem Statement 6: The data reveals math to be our weakest performing subject during the 21-22 STAAR season.

Root Cause 6: 1. Weak foundational skills in students who mostly virtual during 20-21. 2. There is a lack of training and consistency in our middle school math teacher staff

Problem Statement 6 Areas: Student Learning

Problem Statement 7: There is a lack of new teacher support when it comes to helping them balance their management/planning with their other responsibilities.

Root Cause 7: 1. Administration has not planned out the training for a new teacher, the time given to them to accomplish goals and advice for balancing it all

Problem Statement 7 Areas: School Processes & Programs

Problem Statement 8: There is a lack of communication with parents about grades and progress

Root Cause 8: 1. Lack of school infrastructure and time dedicated to making calls (only conference periods)

Problem Statement 8 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- HB3 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
- Accountability Distinction Designations

Student Data: Assessments

- 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
- 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
- SAT and/or ACT assessment data
- PSAT
- Student Success Initiative (SSI) data for Grades 5 and 8

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
- Section 504 data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback

- Evaluation(s) of professional development implementation and impact

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Study of best practices

Goals

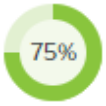
Goal 1: Increase staff retention

Performance Objective 1: By June 2023, the percent of teachers who rate our school as a great place to work will increase by at least three percentage points as measured by Panaroma.

High Priority

Evaluation Data Sources: Panaroma/GPTW Survey

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Use Grade Team Leaders to gather feedback about needed staff professional development **Strategy's Expected Result/Impact:** Increase teacher satisfaction on GPTW survey **Staff Responsible for Monitoring:** Principal **TEA Priorities:** Recruit, support, retain teachers and principals **Problem Statements:** School Processes & Programs 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: We will reach out to accredited teacher training program like UTRGV Teacher Certification program and actively recruit highly effective teachers. **Strategy's Expected Result/Impact:** Increase student performance **Staff Responsible for Monitoring:** APIs **TEA Priorities:** Recruit, support, retain teachers and principals **Problem Statements:** School Processes & Programs 1, 2				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: There is a lack of state certified teachers, especially those with ESL or bilingual certification **Root Cause**: 1. Our campus has not incentivized or encouraged our teachers to become certified 2. We have not provided an avenue or the space for teachers to reasonably do their job and prepare for ACP.

School Processes & Programs

Problem Statement 2: There is a lack of new teacher support when it comes to helping them balance their management/planning with their other responsibilities. **Root Cause**: 1. Administration has not planned out the training for a new teacher, the time given to them to accomplish goals and advice for balancing it all

Goal 2: All IDEA students matriculate to college

Performance Objective 1: By June 2023, the percent of who graduate meeting the CCMR will increase to 100% through meeting one of the following criteia: AP Exam, IB Exam, ACT score, TSI scores

High Priority

HB3 Goal

Evaluation Data Sources: AP Exam report, IB Exam report, ACT Scores, TSI scores

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: All 9th-12th graders will enter after school ACT/AP boot camps that will increase scores **Strategy's Expected Result/Impact:** Increase ACT scores to 21 goal and AP scores to average of 3 **Staff Responsible for Monitoring:** AP Coordinator **TEA Priorities:** Connect high school to career and college **Problem Statements:** Student Learning 2				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: ACT Interventionist will take over classroom 2 times a week to teach ACT content to build background knowledge and support with TSI knowledge as well **Strategy's Expected Result/Impact:** Increase ACT scores and TSI scores **Staff Responsible for Monitoring:** DCC **Title I:** 2.6 - **TEA Priorities:** Connect high school to career and college **Funding Sources:** Interventionist - Federal Grant - $55,000				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Use College Counselor and RTTC 2 Teacher to increase ACT scores for 9th -12th grade through ACT bootcamps **Strategy's Expected Result/Impact:** Increase ACT scores **Staff Responsible for Monitoring:** DCC **Title I:** 2.6 **- TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college **Funding Sources:** RTTC 2 Teacher - Federal Grant - $59,300, College Counselor - Federal Grant - $69,092.41	50%			

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

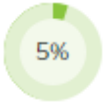
Student Learning
Problem Statement 2: The data reveals math to be our weakest performing subject during the 21-22 STAAR season. **Root Cause**: 1. Weak foundational skills in students who mostly virtual during 20-21. 2. There is a lack of training and consistency in our middle school math teacher staff

Goal 3: IDEA achieves an A rating

Performance Objective 1: By June 2023, the percent of students in the Special Education program will increase by at least three percentage points as measured by STAAR and monitored by district wide universal screener.

High Priority

Evaluation Data Sources: STAAR results

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: We will assess academic achievement for each student in the school in domains 1-3 and will use Edcite for data **Strategy's Expected Result/Impact:** Increase student achievement **Staff Responsible for Monitoring:** APIs **Title I:** 2.4 - **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 1, 2				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Host quarterly parent meetings to encourage parental involvement at the campus and engage families in increasing student achievement **Strategy's Expected Result/Impact:** Increase parent satisfaction on Panaroma survey **Staff Responsible for Monitoring:** SC **Title I:** 4.2 **Problem Statements:** Demographics 1, 2 - Perceptions 1, 2				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Use Blended Space Instructor to increase 6-7 math STAAR scores **Strategy's Expected Result/Impact:** Increase STAAR score for math 6 and 7 **Staff Responsible for Monitoring:** API **Title I:** 2.6 **- TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 2 **Funding Sources:** Blended Space Instructor - Federal Grant - $58,700				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4: Use 2 Interventionist to work with CSI students of need daily to increase reading scores **Strategy's Expected Result/Impact:** Increase STAAR reading scores in 6-10th grade **Staff Responsible for Monitoring:** API **Title I:** 2.4 **- TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 1 **Funding Sources:** Interventionist - Federal Grant - $62,500				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: There is a need for stronger teacher/family communication. Our end of year survey revealed that parents felt this was a big school weakness. **Root Cause**: 1. Lack of systems and procedures on the administration level to hold teachers accountable to routine connection with parents. 2. Lack of scheduled events that invite parents into school and provides access to teachers.
Problem Statement 2: There was a significant trend in student behavior concerns that resulted in expulsions or withdrawal to preempt expulsions. This affected persistence drastically. **Root Cause**: 1. Lack of consistent and clear communication around school code of conduct and the expectations of our campus. 2. Lack of student presentations to education on the dangers of illegal activity and the potential consequences at school.

Student Learning
Problem Statement 1: There is a lack of support for the large group of non-English speaking new students who will need significant intervention to be successful **Root Cause**: 1. Our staff is not set up/trained for supporting such a large cohort 2. Our English language acquisition support is focused mainly in grade 6-8, we need to adjust to the large number of high schoolers.

Student Learning
Problem Statement 2: The data reveals math to be our weakest performing subject during the 21-22 STAAR season. **Root Cause**: 1. Weak foundational skills in students who mostly virtual during 20-21. 2. There is a lack of training and consistency in our middle school math teacher staff
Perceptions
Problem Statement 1: There is a lack of opportunities for families to visit school and provide feedback **Root Cause**: 1. Fear of COVID and unwillingness to take risks 2. Limited campus meeting space that is shared with Academy
Problem Statement 2: There is a lack of communication with parents about grades and progress **Root Cause**: 1. Lack of school infrastructure and time dedicated to making calls (only conference periods)

Goal 4: Increase student daily attendance

Performance Objective 1: By June 2023, the percent of students who are considered 'healthy' by BMI will be 5 points higher.

High Priority

Evaluation Data Sources: Healthy Kids Here goal tracking

Strategy 1 Details	Reviews			
Strategy 1: We will improve attendance by offering weekly and monthly incentives for perfect attendance	Formative			Summative
	Oct	Jan	Mar	June
	80%			

Strategy 2 Details	Reviews			
Strategy 2: Hold weekly meeting with parents for students who have 3 or more absences	Formative			Summative
	Oct	Jan	Mar	June
	30%			

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 5: Increase student persistence

Performance Objective 1: By June 2023, the percent of students who have level 2 and 3 behavior infractions related to violence will decrease by at least 10 percentage points as measured by the referrals submitted into powerschool

High Priority

Evaluation Data Sources: Powerschool

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: We will hold at least one student focused persistence event a month and gather student feedback on what gets them excited to come to school **Strategy's Expected Result/Impact:** Increase EOY persistence **Staff Responsible for Monitoring:** SC	10%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Increase parent communication weekly and every 3 weeks through Deanslist and phone call tracking **Strategy's Expected Result/Impact:** Increase student persistence **Staff Responsible for Monitoring:** SC	90%			

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Title I Personnel

Name	Position	Program	FTE
Aleyda Tijerina	Interventionist	Title 1	1
David Gonzalez	Blended Learning Space Teacher	Title 1	1
Jennifer Killebrew	RTTC II TEACHER	Title 1	1
Kayla Guerra	Interventionist	Title 1	1
Melinda Villarreal	College Counselor	Title 1	1

Campus Funding Summary

Federal Grant					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	1	2	Interventionist		$55,000.00
2	1	3	College Counselor		$69,092.41
2	1	3	RTTC 2 Teacher		$59,300.00
3	1	3	Blended Space Instructor		$58,700.00
3	1	4	Interventionist		$62,500.00
				Sub-Total	$304,592.41

Addendums

Master CNA & SAIP Reporting Checklist

		PTG		0%	PTG		0%
DEPT	**Data Source**	**Data Tabs**	**Guidance**	**Status**	**Principal Notes or Questions**	**VP Verification**	**Notes & Next Steps**
College Prep	KEYS Tab (Tab 3)	Student Achievement Improvement Plan 2021-2022 School Year	This SAIP plan will require logging concrete initiatives put in place for student improvement, as well as their associated timelines, resources, and responsible staff. Each initiative will be tracked mid-year and at the end of the year. Mid-year assessments should be completed by each campus between December 1, 2022 and no later than January 31, 2023.	Pending		Action Required	
	Locus Dashboards: CIS STARR, AP Campus IB Reports EOY Assessments	Comprehensive Needs Assessment 2022 English Language Arts	These Pages should include the percentage of students who achieved each listed score for the 2021-2022 School Year. For each subject, list a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Pending		Action Required	
		Comprehensive Needs Assessment 2022 Math		Pending		Action Required	
		Comprehensive Needs Assessment 2022 Science		Pending		Action Required	
		Comprehensive Needs Assessment 2022 Humanities		Pending		Action Required	
	State TELPAS Report	Comprehensive Needs Assessment 2022 TELPAS	This data set will outline the percentage of students that earned proficiency in the areas of Listening, Speaking, Reading, and Writing, as indicated in the State TELPAS report. Llist a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Pending		Action Required	
	Locus Dashboards: ACT, AP, TSI Campus IB Reports Campus Matriculation Reports	100% College Matriculation 2021-2022 School Year	This page will only be applicable to campuses that had graduating classes in the Spring of 2022. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Pending		Action Required	
	Locus Dashboard: Staff Rentention	Staff Quality, Retention, & Recruitment 2021-2022 School Year	Under the %SPED Data Point, this should relfect the percentage of SPED certified teachers, compared to the overall SPED staff. Under number of teacher applicants, note how many teachers were interviewed by campus leaders for positions during the 2021-2022 School Year. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Pending		Action Required	
	Locus Dashboards: Student Persistence, Enrollment, ADA	School Culture & Climate 2021-2022 School Year	For the Withdrawals/Level 3 Offenses data point, list the number of withdrawals or offenses. All other data points should reflect percentages. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Pending		Action Required	
	Campus Academic Counselor Tracking Systems	2022 Family & Community Involvement	In addition to listing data percentages, list a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Pending		Action Required	

Campus Name

2021-22 Student Achievement Improvement Plan - College Prep

COLLEGE PREP

APO	Initiatives	Needs Assess.	Special Pops.	Person(s) Responsible	Timeline Start/End	Resources: Human/ Material/Fiscal	Documentation	Formative Evaluation

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

Annual Performance Objectives (APO)

PRIORITY #1: Students Graduate College-Ready

1A. % of graduates who matriculate to a College or University: 100%

1B. % of graduates matriculate to a Tier I/II College or University: 15% | 25%

1C. % of Seniors accepted to a College or University: 100%

1D. % of Seniors named AP scholars | Earn IB diploma: 30% | 25%

1E. Earned State Rating: A

1F. % Basic | % Mastery | % Advanced on LEAP: 82% | 44% | 11%

1G. % Approaches | % Meets | % Masters on STAAR/EOC: 90% | 60% | 30%

1H. % Level 3 | % Level 4 | % Level 5 on FSA/FSAA: 70% | 40% | 20%

1I. % of Pre-K-2nd Students End The Year On/Above Grade Level in Reading - Year 1 Campuses | Year 2 Campuses: 80% | 90%

1J. % of students in CSI achieve 2 years growth in Reading | Math (measured by Ren STAR) 50% | 60%

1K. Average ACT score: 21

1L. % of students graduating college in 4 | 6 years: 25% | 55%

Needs Assessment

S-STAAR

D-DIBELS

E-EOC

A-ACT

RR-Reading Renaissance

ST-STAR for Math

DR-Discipline Report

AP-AP Tests

O-Other

Special Populations

All

AR-At Risk

ELL-English Language Learners

ED-Economically Disadvantaged

M-Migrant

SE-Special Education

Campus Name

Comprehensive Needs Assessment

COLLEGE PREP

Data Source: CSI

% Meeting CSI Goal	Reading CP CSI
% CSI (EOY Ren.)	96%
% of CSI Passing STAAR	100%
% of SPED Passing STAAR	100%

Data Source: STAAR

	STAAR Reading 6th	STAAR Reading 7th	STAAR Reading 8th	STAAR Writing 7th	English I EOC
% Approaches	87%	92%	96%	N/A	93%
% Meets	51%	71%	82%	N/A	83%
% Masters	30%	50%	57%	N/A	20%
% Student Achievement Average	56%	71%	78%	N/A	65%

Data Source: AP/IB/Electives

AP Scores	Pass AP Lit	Pass AP Lang	IB Scores	IB Group 1	% Royal Readers
% Score 1	NA	15%	% Score 1-3	44%	6th 34% 7th 31%
% Score 2	NA	60%	% Score 4-5	51%	
% Score 3+	NA	25%	% Score 6-7	5%	

RR Goal Met/Not Met
Met

Reflections

Areas of Strength	Areas of Ne
1 English I and EOC have high passing rates and the at grade level has improved	1 Only offer AP English Language
2 English II EOC had a great meets and masters level and each improved	2 Focus on mastery level in both E
3 IB English is projected to have a high passing rate earning student college credit	3 Focus on AP English Lang in IB

Reflections: 6th and 7th ELA

Areas of Strength	Areas of Ne
1. 7th and 8th met the meets and masters goals 60/30	1 6th grade needs more to close th of our students
2. Increase in ELL Approaches by 43%	2. Word masters should be 100% c readers should be a larger %

English II EOC
91%
85%
28%
68%

% Word Master
6th 90% 7th 90%

WM Goal Met/Not Met
Met

eed
in 11th grade Year I IB
nglish I and English II
Year I

eed
e gap for the large bulk
of students and our royal

Campus Name

Comprehensive Needs Assessment - College Pre COLLEGE PREP				
Data Source: STAAR				
	STAAR Math 6th	**STAAR Math 7th**	**STAAR Alg I**	
% Approaches	83%	76%	86%	
% Meets	51%	45%	64%	
% Masters	23%	25%	49%	
% Student Achievement Average	52%	49%	66%	
Data Source: AP/IB				
AP Scores	**Pass AP Calculus AB**	**Pass AP Calculus CD**	**Pass AP Prob. & Stats.**	**IB Scores**
% Score 1	0%	N/A	N/A	**% Score 1-3**
% Score 2	25%	N/A	N/A	**% Score 4-5**
% Score 3+	75%	N/A	N/A	**% Score 6-7**

Reflections	
Areas of Strength	**Area**
1 First year starting a Calculus AP course with seniors.	1 All grade levels have gaps in ma specific TEKS would be benefici
2 Potentially high passage rate for Calculus AB in its first year	2 Targeted tutorials and intervent all math classes.
3 Large growth in the the approaches from last years data	3 Recommendations include mor classrooms, and spiraled reviews.

Reflections 6th- 8th	
Areas of Strength	**Area**
1. 'Daily exit ticket checks with feedback on next day " Do Now" Spirals on non mastered TEKS.	1. Although we have seen growth enormous gaps in basic mathema groups.
2. Small Group "pull in" (whom to pull in based on exit ticket non mastery.)	2. Embed more "Turn and Talk" students can process their new le
3. 8th Algebra 1 met goals despite challenges	3 Additional practice time is need pacing.(time stamp into lesson pl

ep
IB Group 5
68%
27%
0%

s of Need
ıth. Summer School camps targeting al.
ions from day 1 of the school year for
e homework practice, turn and talks in

s of Need
in 7th grade math, we still see tical computations in our ELL sub
and "Think Time" into lessons so that ırning.
ed to reach mastery. Monitor teacher lan)

Campus Name

Comprehensive Needs Assessment
COLLEGE PREP

Data Source: Internal Assessments

	6th Grade EOY Assessment	7th Grade EOY Assessment
% Passing	73%	97%

Data Source: STAAR

	STAAR 8th Science	STAAR Biology
% Approaches	na	94%
% Meets	na	74%
% Masters	na	41%
% Student Achievement Average		70

Data Source: AP/IB

AP Scores	Pass AP Biology	Pass AP Chemistry	Pass AP Physics (1, 2, & C)	Pass AP Env. Science	IB Scores	IB Group 4
% Score 1	10%	na	70%	na	% Score 1-3	51%
% Score 2	30%	na	25%	na	% Score 4-5	44%
% Score 3+	60%	na	5%	na	% Score 6-7	4%

Reflections	
Areas of Strength	**Areas of Need**
1 Biology masters level had great growth in the mastery section of the EOC	1 AP Physics has a very low passing rate overall.
2 Biology approaches hit the district level of 90% or above	2 Focus on AP Biology full year for 11th grade IB Biology
3 IB Biology is projecting an increase in passing rates	3 Add AP Environmental Science for the next school year.

Campus Name

Comprehensive Needs Assessment
COLLEGE PREP

Data Source: Internal Assessments

	6th Grade EOY Assessment	7th Grade EOY Assessment
% Passing	**93%**	**100%**

Data Source: STAAR

	STAAR 8th US History	EOC US History
% Approaches	90%	97%
% Meets	63%	78%
% Masters	54%	56%
% Student Achievement Average	70	77

Data Source: AP/IB

AP Scores	Pass AP Human Geography	Pass AP World History	Pass AP US History	Pass AP Goverment	Pass AP Economics	IB Scores	IB Group 3
% Score 1	79%	25%	28%	63%	95%	**% Score 1-3**	56%
% Score 2	11%	55%	37%	25%	4%	**% Score 4-5**	37%
% Score 3+	9%	20%	35%	13%	1%	**% Score 6-7**	7%

Reflections	
Areas of Strength	**Areas of Need**
1 AP US History is a strength because it overlaps with US History EOC	1 Higher passage rate for Human Geo
2 World History is a strength even though it is only taught for about a month out the entire year.	2 Focus on AP Government instead of Economics
3 IB HOTA has the highest passing rate out of all of the History exams.	3. US History EOC meets and masters

Campus Name

Comprehensive Needs Assessment
COLLEGE PREP

TELPAS Composite Rating (Listening, Speaking, Reading, Wri

	Listening	Speaking	Reading	Writing
% Beginning	1.8%	3.2%	2.1%	3.8%
% Intermediate	9.4%	29.5%	13.9%	13.0%
% Advanced	28.9%	59.3%	25.7%	25.4%
% Advanced High	59.9%	8.0%	58.7%	57.8%

Reflection

Areas of Strength	Areas of
1 Strong, experienced EL support w/Ms. Tijerina	1 More strategic training of staff to better supp
2 Teachers making efforts to be resourceful in their classroom support, especially in pairing EL students up w/bilingual students	2 Need software for students to practice speak
3 We've been able to test 100% of students	3 Mocks for speaking

iting)
% of ELL Students who grew one or more levels
*Per Letty this info is not yet available

f Need
port needs of EL students
king as they would during TELPAS

Campus Name

Comprehensive Needs Assessment

COLLEGE PREP

100% College Matriculation

Matriculation %	Matricuation % 4 year	Matriculation % 2 year	Tier 1/2 % Acceptances	Tier 1/2 % Matriculation	
Projected 99%	**Projected 99%**	**0**	**100%**	**Projected 38%**	
Tier 1 % Matriculation	**Tier 2 % Matriculation**	**Tier 3 % Matriculation**	**Tier 4 % Matriculation**	**Senior Class CCMR %**	**Senior Class TSI Completion %**
Projected 11%	Projected 27%	Projected 9%	Projected 51%	Projected 100%	Projected 100%

Campus Data

Senior Class ACT Average	Junior Class ACT Average	Overall AP Scholars (3+ or more tests)	IB Medallion Scholars (Passing 3+ exams)	Overall % IB Diploma	Campus End of Year OTG
20.40	20.7	46%	30%	25%	100%

Reflections

Areas of Strength	Areas of Need
1 Individualized college application, financial, and matriculation process for each student. Focus on matching student tier and financial needs with appropriate fit for each student.	1. Developing college going identities in MS and lower CP grade levels. No plan or attempt to fill gap years in Field Lessons that were put on hold due to COVID.
2. Strategic Planning is one of our greatest strengths. We plan accordingly for goals and set benchmarks to ensure progress to goal is being met. Setting deadlines to check on progress has allowed us to be successful in QAC and Financial Aid process.	2. Area of Growth would be incorporating more ACT strategies and instruction in the classroom. Teacher collaboration between CC Team can be improved to work together towards goals such as ACT that would benefit one another.
3 Communication with all stake holders to ensure students complete all necessary tasks throughout the year. This ensures students matriculate come the start of their fall semester of college.	3 Area of growth would be to start TSI testing earlier in the year. This will allow students to be TSI exempt earlier and will not have to worry about it in May. Waiting until the end also adds more pressure to students as they already have IB exams during the month of May.

Campus Name

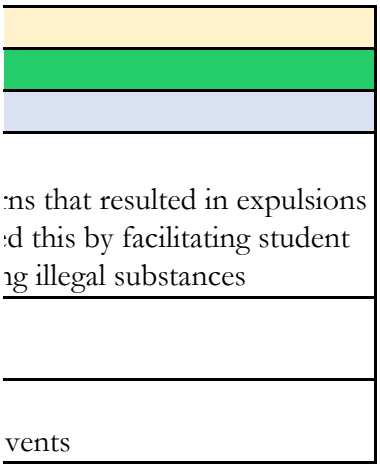
Comprehensive Needs Assessment COLLEGE PREP	
Staff Quality, Recruitment, Retention	
	Percentage
% School Lead Team Retention	90%
% Instructional Support Retention	100%
% Teacher Retention	91%
% Campus Support Retention	100%
% SPED Certified Teachers	100%
% State/National Certified Teachers	41%
% State Certified Leaders	11%
% State/Board certified Counselors	100%
Number of teacher applicants per 2020-21 school year	159%

Reflections	
Areas of Strength	**Areas of Need**
1. We had two lead team members promoted, showing that our team has grown in leadership capacity	1. Small percentage of teachers are state certified
2. All teachers retained are committed to improving for the new year/strong teacher culture	2. Lack of important certifications like ELL and Bilingual
3. Entire counseling team is certified and licensed	3. 2 of our leavers were new teachers who struggled with classroom management/planning ect.

Campus Name

Comprehensive Needs Assessment COLLEGE PREP	
Data Source: School Culture and Climate	
	Campus %
% Average Daily Attendance	92.86%
% Overall Persistence	95.19%
% New Student Persistence	91.89%
# of Admin Withdrawals/ Level 3 Offenses	5 (Would be 15 if including withdrawal to preempt expulsion)
% SPED	96.55%
% ELL	95.32%%
% Eco Dis	95.70%
% Migrant	100%
% Race: American-Indian-Alaska-Native	90.91%
% Asian	100%
% White-Hispanic	95.13%
% Multi	100%
% Black-African-American	100%
% Native-Hawaiian-Pacific-Islander	100%
% White	95.24%
% Male	96.24%
% Female	94.22%

Data Source: School Culture and Climate	
Reflections	
Areas of Strength	**Areas of Need**
1 Return to in person allowed for a return to extracurriculars and special events that helped motivate students to come to school	1 There was a significant trend in student behavior concer or withdrawal to preempt expulsions. Could have mitigate sessions educating about the impact/consequences of usir
2 In person allowed teachers to better connect with students and build relationships	2 Stronger teacher/family communication
3 Teachers have had very strong communication when it comes to flagging persistence concerns	3 Improve frequency and quality of student engagement e


ns that resulted in expulsions
d this by facilitating student
g illegal substances
vents

Campus Name

Comprehensive Needs Assessment COLLEGE PREP	
Data Source: Family and Community Involvement	
	Percentage
% Families Attended WTI	91%
% Families Attended Curriculum Night	N/A
% Families Who Attended EOY Ceremonies	70%
% Families who attended Fall Festival	N/A
% Families who attended Winter Festival	N/A
% Families who attended Spring Festival	N/A

Reflections	
Areas of Strength	**Areas of Need**
1 Provided new family sessions in the fall	1 COVID restrictions during first few months made planning events very difficult. Need clearer guidance on what is allowable in the coming year, especially with fiscal constraints
2 Larger variety of sports and other events that families were able to engage in	2. Need more opportunities for families to visit school and provide feedback

IDEA Public Schools

Mesa Hills Academy

2022-2023 Campus Improvement Plan

Accountability Rating: C

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

Mission Statement

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

Vision

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

Core Values

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

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

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Comprehensive Needs Assessment

Revised/Approved: December 2, 2022

School Processes & Programs

School Processes & Programs Strengths

Curriculum & Instruction:

- At least one-third of IDEA students graduate with the "AP Scholar" designation, evidence of earning a qualifying score on at least three AP exams, demonstrating successful completion of college-level coursework prior to graduation.
- IDEA provides students access to accelerated instruction through the 1:1 technology device, including adaptive software for mathematics and literacy and access to hundreds of thousands of books in the district's digital library.
- IDEA curricular resources include high-quality instructional materials that earn the highest ratings on national evaluation measures.
- IDEA curriculum is regularly evaluated using a quality evaluation tool, ensuring alignment to the Texas Essential Knowledge and Skills and AP course standards, as well as the STAAR/EOC and AP exams.
- IDEA implements a variety of training opportunities for teachers and leadership staff with the goal of developing teachers' pedagogical content knowledge and leaders' coaching skills.
- For 15 years in a row, 100% of IDEA students have been accepted into college, demonstrating that IDEA academic programming is adequately preparing students for post-secondary education.
- In 2022, four IDEA schools were ranked in the top 10 Most Challenging Schools in the Nation and 13 were ranked in the top 1% of schools nationwide, by the Jay Mathews Challenge Index High School Rankings.

Special Programs

- IDEA exceeded the expected growth target for EL student performance on TELPAS in 2021 with 48% of ELs meeting that target.
- IDEA provide targeted research based instruction to students who have a 2.0 year gap in Reading and/or Math with the goal of closing that gap by 2.0 years during the school year with our initiative called Critical Student Intervention (CSI). During the 21-22 school year, 2,562 out of 6,632 students meet that goal for Reading and 703 out of 1,268 students met the goal for Math.
- IDEA is in Year 3 of our TEA awarded Autism Grant. Through this grant we were able to increase support for 195 students with autism in Rio Grande Valley and Austin who met the criteria outlined by TEA for this grant.
- IDEA submitted and was awarded a Dyslexia Grant by the TEA so that we will be able to provide increased professional development to teachers and leaders on working with students with dyslexia and increase the support resources for our students with dyslexia.

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 1 (Prioritized): Enrollment numbers are decreasing. We have seen the highest persistence leavers during summer months (June-August). **Root Cause:** Scholars in the Mesa Hills community are attracted to early college and dual credit options. For the community, the idea of graduating with an associates degree has more value than attaining AP credit.

Problem Statement 2 (Prioritized): Inconsistent and reactive disciplinary practices led to administrative and parent withdrawals. This could have been prevented with more consistent discipline management system. **Root Cause:** The campus does not have a clear and consistent discipline management system.

Priority Problem Statements

Problem Statement 1: EB scholars enrollment rates have increased significantly. As such, campus must adapt and incorporate more urgent interventions for our beginner and intermediate EB scholars.

Root Cause 1: A significant increased of EB scholars has enrolled this year. Many of them, are first year in America students who need more urgent support with language acquisition.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Special Education scholars enrollment rates have increased significantly. As such, campus must adapt and incorporate more urgent interventions for our beginner and intermediate EB scholars.

Root Cause 2: A significant increased of Special Education scholars has enrolled this year. Many of them, are first year in America students who need more urgent support with language acquisition.

Problem Statement 2 Areas: Demographics

Problem Statement 3: RTI is not being implemented effectively. No clear communication between SEL department and instructional team.

Root Cause 3: Root Cause Ownership at the campus levels was associated with the counseling department.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: While there is strong TEKS alignments, the campus has gaps implementing the ELPS.

Root Cause 4: No clear vision for ELPS and EB support across campus.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Enrollment numbers are decreasing. We have seen the highest persistence leavers during summer months (June-August).

Root Cause 5: Scholars in the Mesa Hills community are attracted to early college and dual credit options. For the community, the idea of graduating with an associates degree has more value than attaining AP credit.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: Inconsistent and reactive disciplinary practices led to administrative and parent withdrawals. This could have been prevented with more consistent discipline management system.

Root Cause 6: The campus does not have a clear and consistent discipline management system.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: Communication is not being implemented effectively. No clear communication between School and Families

Root Cause 7: Ownership at the campus levels was associated with the lack in communication.

Problem Statement 7 Areas: Perceptions

Problem Statement 8: Unclear vision to reduce the threat of bullying. High volume of family and student reported bullying concerns led to persistence concerns.

Root Cause 8: The campus does not have a clear and consistent vision to educate all stakeholders on bullying. Campus does not have a clear protocol to address bullying when reported.

Problem Statement 8 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments

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
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

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

- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Revised/Approved: September 9, 2022

Goal 1: Increase staff retention 90%

Performance Objective 1: Mesa Hills Academy will retain 85% of employees for the 22-23 school year.

High Priority

Evaluation Data Sources: Locus dashboard for retention

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Setting up a clear process in which teachers can give feedback and input e.i. specified office hours for feedback, feeback meetings for specific and relevant subjects, quarterly surveys **Strategy's Expected Result/Impact:** engagement **Staff Responsible for Monitoring:** Lead team **TEA Priorities:** Recruit, support, retain teachers and principals	100%	100%	20%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Bring Joy to Teachers and Staff **Strategy's Expected Result/Impact:** * Support the teachers by following up with materials needed to set the teacher up for success on their lesson delivery (e.g., manipulatives, supplemental aids, etc.) * Emphasize the glows and shout outs **Staff Responsible for Monitoring:** Lead Team **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	100%	100%	100%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 1: Increase staff retention 90%

Performance Objective 2: WE Bring Joy

High Priority

HB3 Goal

Evaluation Data Sources: GPTW data

Goal 2: All IDEA students matriculate to college

Performance Objective 1: 100% of Mesa Hills Academy will be accepted to a 4 year college or university of their choice

High Priority

Evaluation Data Sources: Mesa Hills acceptance rate in 2026

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Incentives and differentiation for varying TCP levels i.e. differentiated PD opportunities extra check ins and support for lower TCP levels , influence and public recogntion. **Strategy's Expected Result/Impact:** offering incentives and differentiated support can encourage employees to work to their full potential and more importantly, feel appreciated it. **Staff Responsible for Monitoring:** Lead team **TEA Priorities:** Recruit, support, retain teachers and principals				

 No Progress Accomplished Continue/Modify Discontinue

Goal 3: IDEA MESA HILLS ACADEMY achieves an A rating

Performance Objective 1: Mesa Hills Achieves an "A" rating

High Priority

Evaluation Data Sources: State assessment STAAR

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Active Monitoring **Strategy's Expected Result/Impact:** Active monitoring: * With teacher, create trackers that the teacher feels effective with. * Include latest data in our trackers to target CFUs (Check for Understandings) and support * Use data to create targeted seating charts with planned pathways for aggressive monitoring. **Staff Responsible for Monitoring:** Lead team **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				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Data Driven Decisions **Strategy's Expected Result/Impact:** * Align w/ teachers to identify foundational gaps and scholars that need prompt support to set them up for targeted intervention. Invest parents by having constant communication on scholar results and goals. * weekly touchpoints/provide leaders w/resources, on-going communication, consistent availability to respond to leaders * Spiral in most critical TEKS into our Do Nows, Exit Tickets, and assessments **Staff Responsible for Monitoring:** Lead Team **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy**				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Effective and Purposeful 1st instruction **Strategy's Expected Result/Impact:** * Unpacking modules and Lesson Internalization * Daily lesson-rehearsals * Flag misconceptions **Staff Responsible for Monitoring:** Lead Team				

 No Progress Accomplished Continue/Modify Discontinue

Goal 3: IDEA MESA HILLS ACADEMY achieves an A rating

Performance Objective 2: Mesa Hills Academy will earn a 90/60/30 3rd and 4th STAAR math and Ela by EOY

High Priority

HB3 Goal

Evaluation Data Sources: Semester and Mock exam

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Effective and Purposeful 1st Instruction **Strategy's Expected Result/Impact:** * Unpacking modules and Lesson Internalization * Daily lesson-rehearsals * Flag misconceptions **Staff Responsible for Monitoring:** Lead Team **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Data Driven Instruction **Strategy's Expected Result/Impact:** * Align w/ teachers to identify foundational gaps and scholars that need prompt support to set them up for targeted intervention. Invest parents by having constant communication on scholar results and goals. * weekly touchpoints/provide leaders w/resources, on-going communication, consistent availability to respond to leaders * Spiral in most critical TEKS into our Do Nows, Exit Tickets, and assessments				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Active Monitoring **Strategy's Expected Result/Impact:** * With teacher, create trackers that the teacher feels effective with. * Include latest data in our trackers to target CFUs (Check for Understandings) and support				

* Use data to create targeted seating charts with planned pathways for aggressive monitoring. **Staff Responsible for Monitoring:** Lead Team **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

 No Progress Accomplished Continue/Modify Discontinue

Goal 3: IDEA MESA HILLS ACADEMY achieves an A rating

Performance Objective 3: 3rd and 4th grade special pop scholars will meet approaches to meets on exams

High Priority

HB3 Goal

Evaluation Data Sources: RENSTAR MOY-EOY, Semester and Mock exams, STAAR

Summative Evaluation: Significant progress made toward meeting Objective

Goal 4: Increase student daily attendance

Performance Objective 1: 97% ADA

High Priority

Evaluation Data Sources: Powerschool attendance tracker IDEA ADA dashboard

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: at mesa hills academy will attend daily ADA huddles **Strategy's Expected Result/Impact:** ADA huddle **Staff Responsible for Monitoring:** Lead team	95%	100%	40%	

 No Progress Accomplished Continue/Modify Discontinue

Goal 5: Increase student persistence

Performance Objective 1: 90% Persistence

High Priority

Evaluation Data Sources: IDEA persistence data dashboard powerschool enrollment Power BI

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Mesa Hills will host various opportunity for scholars and parents to attend increasing persistence. **Strategy's Expected Result/Impact:** 90% persistence **Staff Responsible for Monitoring:** Lead team **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

 No Progress Accomplished Continue/Modify Discontinue

Goal 5: Increase student persistence

Performance Objective 2: Provide 100% of guidance lessons for scholars on school safety and violence prevention

High Priority

Evaluation Data Sources: Red Ribbon, Anti bullying assembly, MTW,

Goal 5: Increase student persistence

Performance Objective 3: Know your scholars:
* Daily greet scholars as they are in transition, in the hallway, etc.
* Intentionally find the way to meet the scholars and do emotional "temp-checks"
* Find how we connect with scholars

High Priority

HB3 Goal

Evaluation Data Sources: Daily Trackers

Summative Evaluation: Significant progress made toward meeting Objective

Title I

1. Comprehensive Needs Assessment (CNA)

1.1: Comprehensive Needs Assessment

Robotics offered Tuesday and Thursday

60 scholars

6K

Music Program Monday and Wednesday Sound stage 9

25 scholars

12K

2. Campus Improvement Plan

3. Annual Evaluation

4. Parent and Family Engagement (PFE)

5. Targeted Assistance Schools Only

Title I Personnel

Name	Position	Program	FTE
	INTERVENTIONIST		1

Addendums

Master CNA & SAIP Reporting Checklist

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

IDEA Public Schools

Mesa Hills College Prep

2022-2023 Campus Improvement Plan

Accountability Rating: A

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

Mission Statement

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

Vision

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

Core Values

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

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

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Comprehensive Needs Assessment

Demographics

Demographics Summary

6th: White (7), Black (1), Hispanic (59), Asian (1)

7th: American Indian (1), Asian (1), Black (4), Hispanic (74), White (2)

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): 6th grade enrollment continues to be problematic, as well as 9th **Root Cause:** Families are electing for traditional school districts in 6th grade for UIL experiences, and in 9th grade for both UIL and dual credit options.

Problem Statement 2 (Prioritized): EB enrollment has become a concern as well. **Root Cause:** Families are electing for traditional districts that specifically offer dual language programming.

School Processes & Programs

School Processes & Programs Strengths

Curriculum & Instruction:

- At least one-third of IDEA students graduate with the "AP Scholar" designation, evidence of earning a qualifying score on at least three AP exams, demonstrating successful completion of college-level coursework prior to graduation.
- IDEA provides students access to accelerated instruction through the 1:1 technology device, including adaptive software for mathematics and literacy and access to hundreds of thousands of books in the district's digital library.
- IDEA curricular resources include high-quality instructional materials that earn the highest ratings on national evaluation measures.
- IDEA curriculum is regularly evaluated using a quality evaluation tool, ensuring alignment to the Texas Essential Knowledge and Skills and AP course standards, as well as the STAAR/EOC and AP exams.
- IDEA implements a variety of training opportunities for teachers and leadership staff with the goal of developing teachers' pedagogical content knowledge and leaders' coaching skills.
- For 15 years in a row, 100% of IDEA students have been accepted into college, demonstrating that IDEA academic programming is adequately preparing students for post-secondary education.
- In 2022, four IDEA schools were ranked in the top 10 Most Challenging Schools in the Nation and 13 were ranked in the top 1% of schools nationwide, by the Jay Mathews Challenge Index High School Rankings.

Special Programs

- IDEA exceeded the expected growth target for EL student performance on TELPAS in 2021 with 48% of ELs meeting that target.
- IDEA provide targeted research based instruction to students who have a 2.0 year gap in Reading and/or Math with the goal of closing that gap by 2.0 years during the school year with our initiative called Critical Student Intervention (CSI). During the 21-22 school year, 2,562 out of 6,632 students meet that goal for Reading and 703 out of 1,268 students met the goal for Math.
- IDEA is in Year 3 of our TEA awarded Autism Grant. Through this grant we were able to increase support for 195 students with autism in Rio Grande Valley and Austin who met the criteria outlined by TEA for this grant.
- IDEA submitted and was awarded a Dyslexia Grant by the TEA so that we will be able to provide increased professional development to teachers and leaders on working with students with dyslexia and increase the support resources for our students with dyslexia.

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 1 (Prioritized): Campus lacks effective Pre-AP preparation which will result in sub par AP scores. **Root Cause:** Poor onboard and implementation for AP instructional strategies in 7th and 8th grade.

Problem Statement 2 (Prioritized): EB curriculum and programming only manifests itself in Direct Instruction program DICE. **Root Cause:** Campus must contract and implement effective SIOP training.

Priority Problem Statements

Problem Statement 1: Campus offered no fine arts programming.
Root Cause 1: Campus had not contracted vendors offering quality music programming.
Problem Statement 1 Areas: Perceptions

Problem Statement 2: Campus has not met persistence goal in the past 3 academic years.
Root Cause 2: Campus deployed a punitive discipline system leading to families upset with overall campus culture.
Problem Statement 2 Areas: Perceptions

Problem Statement 3: EB curriculum and programming only manifests itself in Direct Instruction program DICE.
Root Cause 3: Campus must contract and implement effective SIOP training.
Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Campus lacks effective Pre-AP preparation which will result in sub par AP scores.
Root Cause 4: Poor onboard and implementation for AP instructional strategies in 7th and 8th grade.
Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: Special education performance acquired achievement scores between 25 and 40.
Root Cause 5: Inclusion teachers must become highly skilled in writing instruction and not only math and reading curriculums.
Problem Statement 5 Areas: Student Learning

Problem Statement 6: Inefficient RTI application.
Root Cause 6: Lack of quality onboard for teachers as they navigate Move this World Social emotional curriculum.
Problem Statement 6 Areas: Student Learning

Problem Statement 7: EB enrollment has become a concern as well.
Root Cause 7: Families are electing for traditional districts that specifically offer dual language programming.
Problem Statement 7 Areas: Demographics

Problem Statement 8: 6th grade enrollment continues to be problematic, as well as 9th
Root Cause 8: Families are electing for traditional school districts in 6th grade for UIL experiences, and in 9th grade for both UIL and dual credit options.
Problem Statement 8 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

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)
- 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

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

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
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.

Student Data: Behavior and Other Indicators

- Annual dropout rate data
- Attendance data
- Student surveys and/or other feedback
- Enrollment trends

Employee Data

- Staff surveys and/or other feedback
- Campus leadership data
- Professional development needs assessment data

Parent/Community Data

- Parent surveys and/or other feedback

Goals

Goal 1: Increase staff retention

Performance Objective 1: Ensure 90%, progress towards goal by January 7.

High Priority

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Engage in quarterly listening tour. **Strategy's Expected Result/Impact:** 80% of instructional staff feedback is implemented and reported in PTG. **Staff Responsible for Monitoring:** Full Site Lead Team. **Title I:** 2.4, 2.5, 2.6, 4.1, 4.2 **- 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 5: Effective Instruction				

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: All IDEA students matriculate to college

Performance Objective 1: Secure 90% attendance for 9th grade families for college attendance nights.

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: TSI intervention **Strategy's Expected Result/Impact:** Ensure 90% plus 9th grade population has is TSI exempt. **Staff Responsible for Monitoring:** Managing assistant principal of instruction and College Counselor. **Title I:** 2.4, 2.5, 2.6, 4.1, 4.2 **- 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 **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** School Processes & Programs 1				
No Progress Accomplished Continue/Modify Discontinue				

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: Campus lacks effective Pre-AP preparation which will result in sub par AP scores. **Root Cause**: Poor onboard and implementation for AP instructional strategies in 7th and 8th grade.

Goal 3: IDEA achieves an A rating

Performance Objective 1: Secure Achievement and growth metrics for EB and SPED students at Mock 2.

HB3 Goal

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Teacher level reporting that leads to reteach opportunities within 72 hours. **Strategy's Expected Result/Impact:** SPED/EB students will receive reteaches within 72 hours of failed objectives. **Staff Responsible for Monitoring:** Content teachers and managing assistant principals of instruction. **Title I:** 2.4, 2.5, 2.6, 4.1, 4.2 **- 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	0%	25%		

 No Progress Accomplished Continue/Modify Discontinue

Goal 4: Increase student daily attendance

Performance Objective 1: Retain 96% ADA return by quarter 3.

High Priority

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Embed daily activities that engage students and incentivize attendance. **Staff Responsible for Monitoring:** Full Site Lead Team: Gerardo Valdez-Assistant Principal of Operations 6-9 ADA- Justin Arnsworth (API)/Norman Candelaria (API) **Title I:** 2.4, 2.5, 2.6, 4.1, 4.2 **- 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 3: Positive School Culture	0%	25%		

 No Progress Accomplished Continue/Modify Discontinue

Goal 5: Increase student persistence

Performance Objective 1: Remain at 95% PTG by January 7.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Maintain weekly communication, ensure all families accessing REMIND, and secure 90% attendance rates for all grade levels at parent townhalls and ensure full year fine arts programming. **Strategy's Expected Result/Impact:** Assign 85% of students to an afterschool activity. **Staff Responsible for Monitoring:** Academic Counselor: Michelle Jula **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 **Problem Statements:** Perceptions 1, 2	0%	40%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: Campus has not met persistence goal in the past 3 academic years. **Root Cause**: Campus deployed a punitive discipline system leading to families upset with overall campus culture.
Problem Statement 2: Campus offered no fine arts programming. **Root Cause**: Campus had not contracted vendors offering quality music programming.

Title I Personnel

Name	Position	Program	FTE
	BLENDED LEARNING SPACE TEACHER		1
	COLLEGE COUNSELOR		1
	INTERVENTIONIST		1
	INTERVENTIONIST		1

Addendums

IDEA Mesa Hills

Comprehensive Needs Assessment
COLLEGE PREP

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

	Listening	Speaking	Reading	Writing	% of ELL Students who grew one or more levels
% Beginning	7	17	7	9	2.5
% Intermediate	10	37	30	50	31
% Advanced	27	47	27	28	18
% Advanced High	57	0	37	13	13

Reflection	
Areas of Strength	**Areas of Need**
1 All students are placed in a CSI cohort to focus on their reading skills	1 Strategic placement of students
2 Strategic seating in classrooms	2 Deep dive on strategies to better serve EL students
3 Strategic checks for understanding	3

IDEA Public Schools

Mesquite Hills Academy

2022-2023 Campus Improvement Plan

Accountability Rating: Not Rated

Board Approval Date: October 21, 2022
Public Presentation Date: September 14, 2022

Mission Statement

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

Vision

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

IDEA Mesquite Hills Campus Vision:

Our family puts scholars first by building relationships, creating a culture of achievement, instilling academic risk-taking, and developing a strong work ethic that prepares them for success in college and citizenship.

Core Values

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

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

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Comprehensive Needs Assessment

Revised/Approved: September 14, 2022

Demographics

Demographics Summary

IDEA Mesquite Hills is in its founding year. Launching in 2021 we started with PreK, Kinder, 1st and 2nd grades. Every year we will add another grade level till we are fully scaled to 5th grade. We are an open enrollment charter school, non profit, free tuition public school. We started with 412 scholars. We have all special programs, including general sped, RISE sped unit (self contained), 504, Bilingual, and RTI.

Our goal is to ensure every scholar is at or above grade level in reading and in math. We believe our academy provides scholars the fundamental building blocks to set a child on the path to college.

See PDF in Addendum for more information

Demographics Strengths

See PDF in Addendum for more information

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): More opportunities for IN PERSON family contact/communication (report card nights, parent/teacher conference nights) **Root Cause:** Limited opportunities for parents to come to our campus were offered.

Problem Statement 2 (Prioritized): More positive reinforcement/incentives for good behavior (play with friend at recess, sit with friend in cafeteria, classroom, student of the week recognition) **Root Cause:** Previous counselor was new and shared and found it hard to prioritize time to create fun events at school.

Problem Statement 3: More extracurricular activities- staff volunteer (after school programs ex: art, spanish, music (singing) **Root Cause:** Funds were prioritized for afterschool care and BOY and closing the achievement gap via tutoring, intersession classes, and Saturday School.

Student Learning

Student Learning Summary

63% of our PreK through 2nd grade met their goal of at or above reading level. Students have made huge strided in decoding, reading fluency and comprehension. In the early grades, this started with letter recognition and sounds. We did very well in Math in Prek they had 100% on level in DISTAR Math. Kinder through 2nd grade had an overall of 87% approaching grade level.

All of our scholars received intervention primarily in reading to close gaps caused by the COVID pandemic. In comparison with other year 1 schools in the district, we were 2% higher that the overall district in DI reading.

See PDF in Addendum for more information.

Student Learning Strengths

See PDF in Addendum for more information.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): In person training during BOY and on going training/incorpotate aggresive monitoring. Math Coach/Regional Coach visit campus on a regular basis. **Root Cause:** Most all trainings were virtual or via Roadmaps, with very little in person or hands on.

Problem Statement 2 (Prioritized): Alternate tutoring days and intervention times between math and reading for low students **Root Cause:** Reading was prioritized as the initial intervention focus.

Problem Statement 3 (Prioritized): Scholars are properly placed and consistently monitored/flagged throughout the school year by teachers based on data of mastery tests and fluency checkouts. **Root Cause:** Teachers were unfamiliar with program and the data tracking.

Problem Statement 4: Use planning time once a week to unpack upcoming lessons and prepare activities. **Root Cause:** Master schedule did not allow for more that 30 minutes of teacher planning.

Problem Statement 5: More fluency practice, start of book clubs and tracking of AR data in all ELA/Reading classrooms. **Root Cause:** AR and book clubs started late in the year.

School Processes & Programs

School Processes & Programs Summary

We start to develop instrucitonal leaders in the classroom and with grade and content team leaders. We have a Teacher Foundational Leadership program that teachers attend to understand instrucitonal leadership and management of teams. Each teacher leader has a job description with goals.

We start with a scope and sequence for professional development based on the GET (Guidance for Excellent Teaching) and its power strands and rows. We also use the Get Better Faster waterfall to ensure our teachers master certain things in classroom managment and rigor first.

As instructional leaders, we prioritize instructional rounds, following our coaching cycle and taking time to dive into data with data conversations and SWAMS (student work analysis meetings)

See PDF in Addendum for more information.

School Processes & Programs Strengths

Curriculum & Instruction:

- At least one-third of IDEA students graduate with the "AP Scholar" designation, evidence of earning a qualifying score on at least three AP exams, demonstrating successful completion of college-level coursework prior to graduation.
- IDEA provides students access to accelerated instruction through the 1:1 technology device, including adaptive software for mathematics and literacy and access to hundreds of thousands of books in the district's digital library.
- IDEA curricular resources include high-quality instructional materials that earn the highest ratings on national evaluation measures.
- IDEA curriculum is regularly evaluated using a quality evaluation tool, ensuring alignment to the Texas Essential Knowledge and Skills and AP course standards, as well as the STAAR/EOC and AP exams.
- IDEA implements a variety of training opportunities for teachers and leadership staff with the goal of developing teachers' pedagogical content knowledge and leaders' coaching skills.
- For 15 years in a row, 100% of IDEA students have been accepted into college, demonstrating that IDEA academic programming is adequately preparing students for post-secondary education.
- In 2022, four IDEA schools were ranked in the top 10 Most Challenging Schools in the Nation and 13 were ranked in the top 1% of schools nationwide, by the Jay Mathews Challenge Index High School Rankings.

Special Programs

- IDEA exceeded the expected growth target for EL student performance on TELPAS in 2021 with 48% of ELs meeting that target.
- IDEA provide targeted research based instruction to students who have a 2.0 year gap in Reading and/or Math with the goal of closing that gap by 2.0 years during the school year with our initiative called Critical Student Intervention (CSI). During the 21-22 school year, 2,562 out of 6,632 students meet that goal for Reading and 703 out of 1,268 students met the goal for Math.
- IDEA is in Year 3 of our TEA awarded Autism Grant. Through this grant we were able to increase support for 195 students with autism in Rio Grande Valley and Austin who met the criteria outlined by TEA for this grant.
- IDEA submitted and was awarded a Dyslexia Grant by the TEA so that we will be able to provide increased professional development to teachers and leaders on working with students with dyslexia and increase the support resources for our students with dyslexia.

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

See PDF in Addendum for more information.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Fidelity to coaching cycle to include the exemplar and modeling. **Root Cause:** Behavior interuptions took away from the coaching cycle of teachers.

Problem Statement 2 (Prioritized): Additional coaching in parent relation building, classroom behavior management and organizational systems for priortization for student results. **Root Cause:** Consistent behavior system not used as a campus. Teacher not taught how to orgnazie work or how to build relationships with parents.

Problem Statement 3: Establish team building inside and outside of work **Root Cause:** Very little team building was implemented into Pd and due to covid, gathering outside of school was not planned.

Perceptions

Perceptions Summary

We had 75% new student retention in our first year as a school. The three major reasons is Military Relocation, Movers to another State or City and Transportations.

When there is conflict we get both sides and ask for a coversation with a mediator. If a leader can not we involve HR.

In our first year we had 85% staff retention. Since it was our first, we do not have a comparison. Teachers and staff do know that the work is extensive with high expectations. Last year, we did have poor teacher attendance mostly due to COVID and other sickness.

87% of our staff Agree with statements that this is a Great Place to Work.

See PDF in Addendum for more information

Perceptions Strengths

See PDF in Addendum for more information

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Detailed event planning with specifics (vendors, activities, sponsors, communication materials/food) **Root Cause:** Last minute event planning and with no GRPI.

Problem Statement 2 (Prioritized): Individualize the event by class/teacher--find your teacher at the event for your activity/incentive EXC **Root Cause:** Events were not specialized by class, grade level or content.

Problem Statement 3: Capture data for attendees for all family engagement events, quarterly awards, curriculum nights, festivals etc. **Root Cause:** We did not have an effective way to campture how many attendees we had even with the use of RSVP.

Priority Problem Statements

Problem Statement 1: More positive reinforcement/incentives for good behavior (play with friend at recess, sit with friend in cafeteria, classroom, student of the week recognition)
Root Cause 1: Previous counselor was new and shared and found it hard to prioritize time to create fun events at school.
Problem Statement 1 Areas: Demographics

Problem Statement 2: More opportunities for IN PERSON family contact/communication (report card nights, parent/teacher conference nights)
Root Cause 2: Limited opportunities for parents to come to our campus were offered.
Problem Statement 2 Areas: Demographics

Problem Statement 3: In person training during BOY and on going training/incorpotate aggresive monitoring. Math Coach/Regional Coach visit campus on a regular basis.
Root Cause 3: Most all trainings were virtual or via Roadmaps, with very little in person or hands on.
Problem Statement 3 Areas: Student Learning

Problem Statement 4: Alternate tutoring days and intervention times between math and reading for low students
Root Cause 4: Reading was prioritized as the initial intervention focus.
Problem Statement 4 Areas: Student Learning

Problem Statement 5: Scholars are properly placed and consistently monitored/flagged throughout the school year by teachers based on data of mastery tests and fluency checkouts.
Root Cause 5: Teachers were unfamiliar with program and the data tracking.
Problem Statement 5 Areas: Student Learning

Problem Statement 6: Fidelity to coaching cycle to include the exemplar and modeling.
Root Cause 6: Behavior interuptions took away from the coaching cycle of teachers.
Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: Additional coaching in parent relation building, classroom behavior management and organizational systems for priortization for student results.
Root Cause 7: Consistent behavior system not used as a campus. Teacher not taught how to orgnazie work or how to build relationships with parents.
Problem Statement 7 Areas: School Processes & Programs

Problem Statement 8: Detailed event planning with specifics (vendors, activities, sponsors, communication materials/food)
Root Cause 8: Last minute event planning and with no GRPI.
Problem Statement 8 Areas: Perceptions

Problem Statement 9: Individualize the event by class/teacher--find your teacher at the event for your activity/incentive EXC

Root Cause 9: Events were not specialized by class, grade level or content.

Problem Statement 9 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- Campus goals
- HB3 Reading and math goals for PreK-3
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Comprehensive, Targeted, and/or Additional Targeted Support Identification data

Student Data: Assessments

- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local benchmark or common assessments data
- Other PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Enrollment trends

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus department and/or faculty meeting discussions and data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Communications data

Goals

Goal 1: Increase staff retention

Performance Objective 1: 85% of all 22-23 staff will return on the first day of school for the 23-24 school year.

High Priority

Evaluation Data Sources: Locus Dashboard

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Build Relationships and Communication -Ensure weekly Check-ins/Coaching which include temperature checks through ILT weekly meetings. **Strategy's Expected Result/Impact:** Increase staff retention **Staff Responsible for Monitoring:** Principal **TEA Priorities:** Recruit, support, retain teachers and principals **Problem Statements:** School Processes & Programs 1				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: Fidelity to coaching cycle to include the exemplar and modeling. **Root Cause**: Behavior interuptions took away from the coaching cycle of teachers.

Goal 1: Increase staff retention

Performance Objective 2: 80% of staff will say that this is a Great Place to Work

High Priority

Evaluation Data Sources: GPTW Survey

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Celebrate Teacher/Co-teacher of the Month at faculty meeting and concuct TCP Recognition events. **Strategy's Expected Result/Impact:** 80% or more on GPTW survey **Staff Responsible for Monitoring:** Griselda Lopez **TEA Priorities:** Recruit, support, retain teachers and principals	100%	100%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Assess staff for needed professional development **Strategy's Expected Result/Impact:** Impactful Professional Development **Staff Responsible for Monitoring:** APIs **TEA Priorities:** Recruit, support, retain teachers and principals **Problem Statements:** Student Learning 1 - School Processes & Programs 2	70%	75%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: In person training during BOY and on going training/incorpotate aggresive monitoring. Math Coach/Regional Coach visit campus on a regular basis. **Root Cause**: Most all trainings were virtual or via Roadmaps, with very little in person or hands on.

School Processes & Programs
Problem Statement 2: Additional coaching in parent relation building, classroom behavior management and organizational systems for priortization for student results. **Root Cause** : Consistent behavior system not used as a campus. Teacher not taught how to orgnazie work or how to build relationships with parents.

Goal 2: All IDEA students matriculate to college

Performance Objective 1: A Rating

High Priority

HB3 Goal

Evaluation Data Sources: STAAR results

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Interventionist tracks data to create small group Intervention **Strategy's Expected Result/Impact:** Increased student performance **Staff Responsible for Monitoring:** APIs **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 2, 3 **Funding Sources:** Interventionist - Federal Grant	100%	100%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 2: Alternate tutoring days and intervention times between math and reading for low students **Root Cause**: Reading was prioritized as the initial intervention focus.
Problem Statement 3: Scholars are properly placed and consistently monitored/flagged throughout the school year by teachers based on data of mastery tests and fluency checkouts. **Root Cause**: Teachers were unfamiliar with program and the data tracking.

Goal 2: All IDEA students matriculate to college

Performance Objective 2: 90% student persistence

High Priority

Evaluation Data Sources: Locus Dashboard

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Ensure at lease 3 Family Engagement Events each quarter. **Strategy's Expected Result/Impact:** Increased family involvement and engagement **Staff Responsible for Monitoring:** School Counselor **Title I:** 4.1 **Problem Statements:** Demographics 1 - Perceptions 1, 2	100%	100%		

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: More opportunities for IN PERSON family contact/communication (report card nights, parent/teacher conference nights) **Root Cause**: Limited opportunities for parents to come to our campus were offered.

Perceptions
Problem Statement 1: Detailed event planning with specifics (vendors, activities, sponsors, communication materials/food) **Root Cause**: Last minute event planning and with no GRPI.
Problem Statement 2: Individualize the event by class/teacher--find your teacher at the event for your activity/incentive EXC **Root Cause**: Events were not specialized by class, grade level or content.

Goal 2: All IDEA students matriculate to college

Performance Objective 3: 97% ADA

High Priority

Evaluation Data Sources: Increased ADA

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: BOY professional development on importance of ADA. **Strategy's Expected Result/Impact:** Increased ADA **Staff Responsible for Monitoring:** APO **Title I:** 4.1 **Problem Statements:** School Processes & Programs 2	100%	100%		

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 3 Problem Statements:

School Processes & Programs
Problem Statement 2: Additional coaching in parent relation building, classroom behavior management and organizational systems for priortization for student results. **Root Cause** : Consistent behavior system not used as a campus. Teacher not taught how to orgnazie work or how to build relationships with parents.

Goal 3: IDEA achieves an A rating

Performance Objective 1: 90/60/30% performance in 3rd Grade Reading and Math STAAR by EOY

High Priority

HB3 Goal

Evaluation Data Sources: STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Provide professional development on GET Power Strands, Get Better Faster **Strategy's Expected Result/Impact:** Increased student success data **Staff Responsible for Monitoring:** API **Problem Statements:** Student Learning 1	100%	100%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Lesson planning, lesson rehearsals and script practice **Strategy's Expected Result/Impact:** Increased student success **Staff Responsible for Monitoring:** API **TEA Priorities:** Recruit, support, retain teachers and principals **Problem Statements:** School Processes & Programs 1	100%	100%		

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Use interventionist to improve 2nd and 3rd grade reading **Strategy's Expected Result/Impact:** Increased reading scores **Staff Responsible for Monitoring:** API and Principal **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 2, 3 **Funding Sources:** Interventionist - Federal Grant	100%	70%		

No Progress

Accomplished

Continue/Modify

Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: In person training during BOY and on going training/incorpotate aggresive monitoring. Math Coach/Regional Coach visit campus on a regular basis. **Root Cause**: Most all trainings were virtual or via Roadmaps, with very little in person or hands on.
Problem Statement 2: Alternate tutoring days and intervention times between math and reading for low students **Root Cause**: Reading was prioritized as the initial intervention focus.
Problem Statement 3: Scholars are properly placed and consistently monitored/flagged throughout the school year by teachers based on data of mastery tests and fluency checkouts. **Root Cause**: Teachers were unfamiliar with program and the data tracking.
School Processes & Programs
Problem Statement 1: Fidelity to coaching cycle to include the exemplar and modeling. **Root Cause**: Behavior interuptions took away from the coaching cycle of teachers.

Goal 3: IDEA achieves an A rating

Performance Objective 2: 90% of all PreK-3rd at or above grade level in Reading and Math

High Priority

HB3 Goal

Evaluation Data Sources: DI online, Locus Dashboard, STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: DI Problem Solving calls next steps implemented weekly **Strategy's Expected Result/Impact:** Increased lesson progress and mastery **Staff Responsible for Monitoring:** API **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 3	100%	100%		

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 3: Scholars are properly placed and consistently monitored/flagged throughout the school year by teachers based on data of mastery tests and fluency checkouts. **Root Cause**: Teachers were unfamiliar with program and the data tracking.

Goal 3: IDEA achieves an A rating

Performance Objective 3: Ensure 100% of Special population students receive intervention or tutoring in Reading and Math.

High Priority

Evaluation Data Sources: DI online, locus dashboard or STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Interventionist manages weekly data for all struggling groups **Strategy's Expected Result/Impact:** Increased reading and math **Staff Responsible for Monitoring:** API **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 2, 3 **Funding Sources:** Interventionist - Federal Grant				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 2: Alternate tutoring days and intervention times between math and reading for low students **Root Cause**: Reading was prioritized as the initial intervention focus.
Problem Statement 3: Scholars are properly placed and consistently monitored/flagged throughout the school year by teachers based on data of mastery tests and fluency checkouts. **Root Cause**: Teachers were unfamiliar with program and the data tracking.

Goal 4: Increase student daily attendance

Performance Objective 1: 97% over all student Average Daily Attendance Rate

High Priority

Evaluation Data Sources: Power IB dashboard

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: *Ensure grade level teams celebrations by having monthly ADA incentives. **Strategy's Expected Result/Impact:** Increase ADA **Staff Responsible for Monitoring:** APO **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools **Problem Statements:** Demographics 2	100%	100%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Daily huddle for phone calls to absent scholars then follow up calls for those not reached in the AM **Strategy's Expected Result/Impact:** Increase ADA **Staff Responsible for Monitoring:** APO **Title I:** 2.5 - **TEA Priorities:** Improve low-performing schools **Problem Statements:** Demographics 1	100%	100%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: More opportunities for IN PERSON family contact/communication (report card nights, parent/teacher conference nights) **Root Cause**: Limited opportunities for parents to come to our campus were offered.

Demographics
Problem Statement 2: More positive reinforcement/incentives for good behavior (play with friend at recess, sit with friend in cafeteria, classroom, student of the week recognition) **Root Cause**: Previous counselor was new and shared and found it hard to prioritize time to create fun events at school.

Goal 5: Increase student persistence

Performance Objective 1: 90% of 22-23 new and students will return for the 23-24 school year

High Priority

Evaluation Data Sources: Locus Dashboard

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Create a Culture of Joy by holding Pep Rally's at least once a month or host competitive challenges **Strategy's Expected Result/Impact:** Increased student persistence **Staff Responsible for Monitoring:** School Counselor **Title I:** 2.5, 4.1 **Problem Statements:** Demographics 2 - Perceptions 1, 2	100%	100%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Weekly communication Remind, social media and Parent Newsletter with announcements or upcoming events. **Strategy's Expected Result/Impact:** Increase student and Parent Investment **Staff Responsible for Monitoring:** School Counselor **Title I:** 2.5, 4.1, 4.2 **Problem Statements:** Demographics 1 - Perceptions 1, 2	100%	100%		

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Family Engagement Events **Strategy's Expected Result/Impact:** Increase parent involvement and engagement **Staff Responsible for Monitoring:** School Counselor **Title I:** 4.1, 4.2 **- TEA Priorities:** Improve low-performing schools	100%	100%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: More opportunities for IN PERSON family contact/communication (report card nights, parent/teacher conference nights) **Root Cause**: Limited opportunities for parents to come to our campus were offered.

Problem Statement 2: More positive reinforcement/incentives for good behavior (play with friend at recess, sit with friend in cafeteria, classroom, student of the week recognition) **Root Cause**: Previous counselor was new and shared and found it hard to prioritize time to create fun events at school.

Perceptions

Problem Statement 1: Detailed event planning with specifics (vendors, activities, sponsors, communication materials/food) **Root Cause**: Last minute event planning and with no GRPI.

Problem Statement 2: Individualize the event by class/teacher--find your teacher at the event for your activity/incentive EXC **Root Cause**: Events were not specialized by class, grade level or content.

Goal 5: Increase student persistence

Performance Objective 2: Ensure 100% of 1st thru 3rd grades either train for the Fitness Gram and complete by EOY.

High Priority

Evaluation Data Sources: Locus Dashboard

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Public Tracking of progress **Strategy's Expected Result/Impact:** Improve Fitnes Gram **Staff Responsible for Monitoring:** Coach **Title I:** 2.5	100%	100%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 5: Increase student persistence

Performance Objective 3: Provide 100% of guidance lessons for scholars on school safety and violence prevention.

High Priority

Evaluation Data Sources: Counselor Sign in/Calendar and Attendance

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Deliver district scope and sequence of guidance lessons for scholars **Strategy's Expected Result/Impact:** Decrease in behavior and violence issues **Staff Responsible for Monitoring:** School Counselor **Title I:** 2.5, 2.6 **- TEA Priorities:** Improve low-performing schools **Problem Statements:** Demographics 2	100%	100%		

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 2: More positive reinforcement/incentives for good behavior (play with friend at recess, sit with friend in cafeteria, classroom, student of the week recognition) **Root Cause**: Previous counselor was new and shared and found it hard to prioritize time to create fun events at school.

Title I Personnel

Name	Position	Program	FTE
	INTERVENTIONIST		1
Abril Perez	Interventionist	Title I	1

ELA Committee

Committee Role	Name	Position
Administrator	Shasta Lynn Padios Dimmick	API
Classroom Teacher	Carmen Erika Delgado	1st Grade Reading Teacher
Classroom Teacher	Sarah Kasco	PreK Teacher
Classroom Teacher	Ashley bazan	Kinder Teacher
Classroom Teacher	Deliliah Gonzalez	2nd Grade ELA Teacher

Campus Funding Summary

Federal Grant					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	1	1	Interventionist		$0.00
3	1	3	Interventionist		$0.00
3	3	1	Interventionist		$0.00
				Sub-Total	$0.00

Addendums

Master CNA & SAIP Reporting Checklist

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

Annual Performance Objectives (APO)

PRIORITY #1: Students Graduate College-Ready

1A. % of graduates who matriculate to a College or University: 100%

1B. % of graduates matriculate to a Tier I/II College or University: 15% | 25%

1C. % of Seniors accepted to a College or University: 100%

1D. % of Seniors named AP scholars | Earn IB diploma: 30% | 25%

1E. Earned State Rating: A

1F. % Basic | % Mastery | % Advanced on LEAP: 82% | 44% | 11%

1G. % Approaches | % Meets | % Masters on STAAR/EOC: 90% | 60% | 30%

1H. % Level 3 | % Level 4 | % Level 5 on FSA/FSAA: 70% | 40% | 20%

1I. % of Pre-K-2nd Students End The Year On/Above Grade Level in Reading - Year 1 Campuses | Year 2 Campuses: 80% | 90%

1J. % of students in CSI achieve 2 years growth in Reading | Math (measured by Ren STAR) 50% | 60%

1K. Average ACT score: 21

1L. % of students graduating college in 4 | 6 years: 25% | 55%

PRIORITY #2: Build a Strong & Sustainable Organization

2A. % Teacher Retention | Employee Retention: 85% | 85%

2B. 80% composit score on GPTW: 82%

2B. %Average Daily Attendance: 97.50%

2C. New Student Persistence: 90%

2D. Operating Income: $133M

2E. FIRST Rating: A

PRIORITY #3: Achieve Mission at Scale

3A. % of students with low socio-economic status: 80%

3B. Enrollment in August 2020: 83,894

3C. Schools in operation in August 2020: 149

3D. Total Funds Raised (millions): $93M

Needs Assessment

S-STAAR

D-DIBELS

E-EOC

A-ACT

RR-Reading Renaissance

ST-STAR for Math

DR-Discipline Report

AP-AP Tests

O-Other

Special Populations

All

AR-At Risk

ELL-English Language Learners

ED-Economically Disadvantaged

M-Migrant

SE-Special Education

IDEA Mesquite Hills

2021-22 Student Achievement Improvement Plan

ACADEMY

									Title I Qualifying Programs			Initiatives Status			
									Internal Use Only			Mid Year		End of Year	
									Supplemental Program (Y/N)	New Program (Y/N)	Budget Allocation	Outcome	Increase/Decreased by X%	Outcome	Increase/Decreased by X%
APO	Initiatives	Needs Assess.	Special Pops.	Person(s) Responsible	Timeline Start/End	Resources: Human/ Material/Fiscal	Documentation	Formative Evaluation	Budget Allocations only need to be entered for programs that are BOTH Supplemental & New			Use these columns to assess your strategy progress at the middle and end of the year			

IDEA Mesquite Hills

Comprehensive Needs Assessment
ACADEMY

Data Sources: Eureka Math & Electives Academy

	DISTAR Pre-K on Grade Level	Eureka Kinder on Grade Level	Eureka First on Grade Level	Eureka Second on Grade Level	% Math Masters 1-2	1-2 MM Goal Met/Not Met
% Students	100%	92/81/66 SA 80	85/66/46 SA 66	77/49/28 SA 51	60.58%	54/172

Data Source: STAAR Academy

	STAAR Math Grade 3	STAAR Math Grade 4	STAAR Math Grade 5	% Math Masters 3-5	3-5 MM Goal Met/ Not Met
% Approaches	N/A	N/A	N/A		
% Meets	N/A	N/A	N/A		
% Masters	N/A	N/A	N/A		
% Student Achievement Average	N/A	N/A	N/A		
% Meet 2 year growth	N/A	N/A	N/A		

Data Source: CSI Academy

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

Reflections

Areas of Strength	Areas of Need
1. Student use manipulatives during lessons for hands on activities	1. Complete set of all student workbooks and complete class set required manipulatives for each lesson and grade level.
2. Modeling for students (I do,you do, we do) On the spot coaching for both students and teachers	2. In person training during BOY and on going training/incorpotate aggresive monitoring. Math Coach/Regional Coach visit campus on a regular basis.
3. Backwards planning with unpacking the lesson, implementing lesson modifications when needed	3. Intervention days for 1st and 2nd during tutoring (Ex: alternate tutoring days between math and reading for low students.)

IDEA Mesquite Hills

Comprehensive Needs Assessment

ACADEMY

Data Sources: DI ELA & Electives

	DI Pre-K on Grade Level	DI Kinder on Grade Level	DI First on Grade Level	DI Second on Grade Level	ELA Second on Grade Level	% Royal Readers	% Word Masters	W&W 2nd Grade
% Students	91%	60%	34%	72%	46%	5%	55%	Approches: 25.2%
						RR Goal Met/Not Met	WM Goal Met/Not Met	Met: 15.5%/Not Met 13.8%
						N/A	Not Met (60%)	Masters: 26.5%

Data Source: STAAR

	STAAR Reading Grade 3	STAAR Reading Grade 4	STAAR Writing Grade 3	STAAR Writing Grade 4
% Approaches	N/A	N/A	N/A	N/A
% Meets	N/A	N/A	N/A	N/A
% Masters	N/A	N/A	N/A	N/A
SAS	N/A	N/A	N/A	N/A
% Student Achievement Average	N/A	N/A	N/A	N/A

Data Source: CSI

% Meeting CSI Goal	Reading AC CSI
% CSI (EOY Ren.)	N/A
% of CSI Passing STAAR	N/A
% of SPED Passing STAAR	N/A

Reflections

Areas of Strength	Areas of Need
1. Constant training throughout the year of DI with Robyn (NIFDI) on lesson delivery, correction procedures and sounds to ensure co-teachers are trained incase of any needed coverage.	1. Complete class sets of module textbooks for Wit & Wisdom for every teacher.
2. Script Practice, held throughout the week help strengthen lesson delivery.	2. Assign a Coach, or GTL to New to IDEA teachers to ensure Lesson Delivery, DI Online, Leading Script Practice, Leading Grade Team Meetings is done correctly as of first day of instruction.
3. Backwards Planning weekly to ensure goals are targeted and met throughout the school year.	3. Scholars are properly placed and consistently monitored/flagged throughout the school year by teachers based on data of mastery tests and fluency checkouts.

IDEA Mesquite Hills

Comprehensive Needs Assessment
ACADEMY

Data Sources: Science Pk-2

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

Data Source: Science 3-5

	STAAR Science Grade 5
% Approaches	N/A
% Meets	N/A
% Masters	N/A
% Student Achievement Average	N/A

Reflections

Areas of Strength	Areas of Need
1. Curriculum is very well organized and with a schedule that allows for consistent lesson progression.	1. Accurate materials for our curriculum.
2. Curriculum has fun and interactive experiements that keep students engaged.	2. Science curriculum textbooks
3. Co teachers for PreK and Kinder were given ownership of the curriculum.	3. Time during summer PD to unpack lessongs for the year (semester).
	4. Use planning time once a week to unpack upcoming lessons and prepare activities.
	5. Content leader for science for all grades to ensure that all grades are on track, answer teacher questions, and ensure we have proper materials

IDEA Mesquite Hills

Comprehensive Needs Assessment

ACADEMY

Data Sources: Humanities PK-2

	Humanities Pre-K on Grade Level	Humanities Kinder on Grade Level	Humanities First on Grade Level	Humanities Second on Grade Level	Humanities Third on Grade Level	Humanities Fourth on Grade Level	Humanities Fifth on Grade Level
% Students	100%	100%	100%	100%	N/A	N/A	N/A

Reflections

Areas of Strength	Areas of Need
1. The curriculum for all grades is informational.	1. Teacher access to all textbooks listed in curriculum either virtual or hardcopy.
2. Curriculum has a good pace and multiple interactive activities for students.	2. Pre K curriculum webinars that work with EPTX schedule and access to materials (textbooks) to complete all lessons.
3. Content starts local and then moves global.	3. Humanities content leader who ensures all grades are on track, answer teacher questions.

IDEA Mesquite Hills

Comprehensive Needs Assessment

ACADEMY

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

	Listening	Speaking	Reading	Writing	% of ELL Students who grew one or more levels
% Beginning	9%	7%	16%	53%	54%
% Intermediate	24%	33%	25%	31%	54%
% Advanced	36%	22%	29%	13%	54%
% Advanced High	29%	16%	16%	2%	54%

Reflections

Areas of Strength	Areas of Need
1. 56% of Kinder students scored advanced high in listening.	1. More writing workshops, incorporate more specific training for TELPAS writing prompts.
2. 69% of 1st grade students grew in levels from last year's TELPAS.	2. More fluency practice, start book clubs early in the year. Tracking the AR data in all ELA/Reading classrooms.
wriring, fluency, speaking, and word attack during small group intervention.	know what to expect when taking TELPAS in the spring. Practice the speaking portion for TELPAS.

IDEA Mesquite Hills

Comprehensive Needs Assessment	
ACADEMY	
Staff Quality, Recruitment, Retention	
	Percentage
% School Lead Team Retention	4/4, 100%
% Instructional Support Retention	12/14, 85.17%
% Teacher Retention	12/15, 80%
% Campus Support Retention	2/2, 100%
% SPED Teachers	2/2, 100%
% State/State Certified Teachers	6/6,100%
% State Certified Leaders	1/1,100%
% State/Board certified Counselors	1/1 100%
Number of teacher applicants per 2021-22 school year	287

Reflection	
Areas of Strength	Areas of Need
1. Great team and family environment due to building relationships, same goal and mindset, accepted and included.	1. Additional coaching in parent relation building, classroom behavior management and organizational systems for priortization for student results.
2. Our culture respects indivudials and values difference because of team meetings, 1:1 conversations and checkins/touchpoints.	2. Fidelity to coaching cycle to include the exemplar and modeling.
3. Leadership has open door policy, answers to questions via geuniune converstaions i.e., staff meetings, weekly pd's, teacher weekly	3. Establish team building inside and outside of work.

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IDEA Mesquite Hills

Comprehensive Needs Assessment ACADEMY	
Data Source: School Culture and Climate	
	Campus %
% Average Daily Attendance	**91.40%**
% Overall Persistence	**86.46%**
% New Student Persistence	**86.72%**
# of Admin Withdrawals/Level 3 Offenses	**0**
% SPED	**12.00%**
% ELL	**61/364, 17%**
% Eco Dis	**70.88%**
% Migrant	**0%**
% Race: American-Indian-Alaska-Native	**2/364, 0.55%**
% Asian	**2/364, 0.55%**
% White-Hispanic	**326/364, 89.56%**
% Multi	**1/364, 0.27%**
% Black-African-American	**27/364, 7.42%**
% Native-Hawaiian-Pacific-Islander	**6/364, 1.65%**
% White	**32/364, 8.79%**
% Male	**200/364, 55%**
% Female	**164/364, 45.5%**

Data Source: School Culture and Climate	
Reflections	
Areas of Strength	**Areas of Need**
1. Family communication (phone calls, remind, text messages)	1. More opportunities for IN PERSON family contact/communication (report card nights, parent/teacher conference nights)
2. Positive parent involment, students are happy,	2. More extracurricular activities- staff volunteer (after school programs ex: art, spanish, music (singing)
3. Constant support and teamwork between the staff to assgn different roles and responsabilities, team and family	3. More positive reinforcement/incentives for good behavior (play with friend at recess, sit with friend in cafeteria, classroom, student of the week recognition)
	4. Teacher committee for celebrations - set bugdet for in school celebration expenses

IDEA Mesquite Hills

Comprehensive Needs Assessment ACADEMY	
Data Source: Family and Community Involvement	
	Percentage
% Families Attended WTI	**24%**
% Families Attended Curriculum Night	**N/A***
% Families Who Attended EOY Ceremonies	**81%**
% Families who attended Fall Festival	**42%**
% Families who attended Winter Festival	**56%**
% Families who attended Spring Festival	**75%**

Reflection	
Areas of Strength	**Areas of Need**
1. Held several events with progress and growth	1. Detailed event planning with specifics (vendors, activities, sponsors, communication materials/food)
2. Communication with the community/FB/REMIND/FLYERS/IG	2. Individualize the event by class/teacher--find your teacher at the event for your activity/incentive EXC
3. Strong relationships with families/communication	3. GTLs cascade the information to get teacher buy-in
	4. Require transfers to attend WTI to learn the culture of Mesquite Hills
	5. *Capture data for attendees for all family engagement events, quarterly awards, curriculum nights, festivals etc.

IDEA Public Schools

Mesquite Hills College Prep

2022-2023 Campus Improvement Plan

Accountability Rating: A

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

Board Approval Date: October 21, 2022
Public Presentation Date: September 15, 2022

Mission Statement

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

Vision

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

Core Values

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

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

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Comprehensive Needs Assessment

Demographics

Demographics Summary

See PDF addendum

Mesquite Hills CP home of the Diamondbacks -Founded on 2021-2022. Launching grades were 6th with a population of 103.

Our community is a 100% commute campus and we are located on 11881 Dyer.

CLOSING THE GAPS DOMAIN STATUS REPORT
Mesquite Hills College Prep

		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	2 or More Races	SPED (Current)	
Academic Achievement	**STAAR PERFORMANCE STATUS (Percent at Meets Grade Level)**										
	Reading Target	44%	32%	37%	60%	43%	74%	45%	56%	19%	
	Number of Students	205.00	13.00	78.00	11.00	2.00	5.00	2.00		33.00	
	Campus Reading Result										
	Reading Target Met										
	Mathematics Target	46%	31%	40%	59%	45%	82%	50%	54%	23%	
	Number of Students	205.00	13%	78.00	11.00	2.00	5.00	2.00		33.00	
	Campus Mathematics Result										
	Mathematics Target Met										

Demographics Strengths

Size of the campus gives the opportunity for students to have an individualized learning approach in all core subjects.

Our campus will continue to grow every year and scale from 6th grade to 12th grade.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): IDEA Mesquite Hills CP enrollment is impacted due to the lack of opportunity to be transported. **Root Cause:** IDEA does not offer transportation.

Problem Statement 2 (Prioritized): Mesquite Hills CP is in a high traffic location with minimal city pedestrian safety measures. **Root Cause:** City developers have not been implemented or established.

Problem Statement 3 (Prioritized): IDEA Mesquite Hills CP persistence is impacted due to the lack of opportunity to be transported. **Root Cause:** As a launching campus, we do not offer all grade levels

Student Learning

Student Learning Summary

Students need a student achievement score on relative performance of 55 or greater in math and reading to be on track of an A rated campus:

FA1	FA2	FA3	FA4	FA5	FA6	Reading FA7	Reading FA8
ALL: 68/37/17	All: 90/71/54	All: 93/59/40	ALL: 96/80/57	ALL: 82/56/45	All: 81/44/44	All:81/52/29 =54 =85/90	All: 88/56/56
SPED: 44/19/6	sped: 88/31/1	SPED: 75/31/19	SPED: 93/60/27	SPED: 40/20/20	SPED: 43/14/14	SPED: 46/15/7	SPED: 92/46/46
EL: 44/24/0	EL: 75/50/38	EL: 84/42/21	EL: 94/83/56	EL: 89/42/37	EL: 79/37/37	EL:93/53/27	EL: 76/41/41

	Assessments	ALL	SPED	EL	D1		D2
Reading	FA1	ALL: 68/37/17	44/19/6	44/24/0	73 -C		79 C
	FA2	All: 90/71/54	88/31/13	75/50/38	93-A		A
	FA3	All: 93/59/40	75/31/19	84/42/21	91-A		A
	FA4	ALL: 96/80/57	93/64/29	94/83/56	94-A		A
	FA5	ALL: 82/56/45	40/20/20	89/42/37	90-A		A
	FA6	All: 81/44/44	43/14/14	79/37/37	86 -B		91-A
	Overall	85/58/43	64/28/17	65/38/25	91-A		92 -A
Math	Assessment	ALL	SPED	EL	D1		D2
	UE1	ALL: 87/53/23	Sped: 73/13/6	EL: 88/24/24	85-B		90-A
	UE2	All: 85/66/32	SPED: 80/27/6	EL: 95/32/21	90-A		92-A
	UE3	ALL: 95/69/59	SPED: 80/50/42	EL: 89/61/44	94-A		95-A
	UE4	All: 88/69/44	SPED: 80/25/19	EL: 63/42/26	92-A		93-A
	Overall	89/64/40	Sped: 78/29/18	EI: 84/40/29	91 -A		93-A
Reading	Overall	ALL: 85/58/43	SPED 64/28/17	EL: 65/38/25	91-A		92 -A
Math	Overall	ALL: 89/64/40	Sped: 78/29/18	EI: 84/40/29	91 -A		93-A
Reading/Math	Overall	ALL: 87/61/28	SPED: 71/29/18	EL: 75/39/27	89-B		91-A

UE1	MUE2	UE2	UE3	UE4	UE5	UE7
ALL: 87/53/23	ALL: 65/35/16	All: 85/66/32	ALL: 95/69/59	All: 88/69/44	All: 91/73/35	All: 85/67/26
Sped: 73/13/6	SPED: 53/6/0	SPED: 80/27/6	SPED: 80/50/42	SPED: 80/25/19	SPED: 64/42/14	Sped: 93/40/13
EL: 88/24/24	EL:68/26/11	EL: 95/32/21	EL: 89/61/44	EL: 63/42/26	EL: 89/50/22	EL: 81/25/25

Student Learning Strengths

1. Visuals that support all students, especially students who are in special education, 504, and who are emergent bilingual.

2. Classrooms are set in cooperative seating to help with students in listening and speaking.

3. Students have an electronic device to support with visuals and in preparation to the STAAR.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Having students to be present at school 90% of the year has been a challenge. **Root Cause:** Communication between the school and the parent.

Problem Statement 2 (Prioritized): Parents are not able to send students to school when they are not able to transport. **Root Cause:** Not having transportation

Problem Statement 3 (Prioritized): IDEA Mesquite Hills CP persistence is impacted due to the lack of opportunity to be transported. **Root Cause:** As a launching campus, we do not offer all grade levels

Problem Statement 4 (Prioritized): 1 of 17 Scholars identified in special education met the Reading Language Arts target. **Root Cause:** Retention of sped staff.

Problem Statement 5 (Prioritized): The increase of special education students with different disabilities, such as autism. **Root Cause:** Not having a fulltime specialists at our campus.

School Processes & Programs

School Processes & Programs Summary

Mesquite Hills College Prep has established systems that support curriculum and instruction, Special Programs, SEL/ Mental Health, and Family Engagement.

School Processes & Programs Strengths

Curriculum & Instruction:

- At least one-third of IDEA students graduate with the "AP Scholar" designation, evidence of earning a qualifying score on at least three AP exams, demonstrating successful completion of college-level coursework prior to graduation.
- IDEA provides students access to accelerated instruction through the 1:1 technology device, including adaptive software for mathematics and literacy and access to hundreds of thousands of books in the district's digital library.
- IDEA curricular resources include high-quality instructional materials that earn the highest ratings on national evaluation measures.
- IDEA curriculum is regularly evaluated using a quality evaluation tool, ensuring alignment to the Texas Essential Knowledge and Skills and AP course standards, as well as the STAAR/EOC and AP exams.
- IDEA implements a variety of training opportunities for teachers and leadership staff with the goal of developing teachers' pedagogical content knowledge and leaders' coaching skills.
- For 15 years in a row, 100% of IDEA students have been accepted into college, demonstrating that IDEA academic programming is adequately preparing students for post-secondary education.
- In 2022, four IDEA schools were ranked in the top 10 Most Challenging Schools in the Nation and 13 were ranked in the top 1% of schools nationwide, by the Jay Mathews Challenge Index High School Rankings.

Special Programs

- IDEA exceeded the expected growth target for EL student performance on TELPAS in 2021 with 48% of ELs meeting that target.
- IDEA provide targeted research based instruction to students who have a 2.0 year gap in Reading and/or Math with the goal of closing that gap by 2.0 years during the school year with our initiative called Critical Student Intervention (CSI). During the 21-22 school year, 2,562 out of 6,632 students meet that goal for Reading and 703 out of 1,268 students met the goal for Math.
- IDEA is in Year 3 of our TEA awarded Autism Grant. Through this grant we were able to increase support for 195 students with autism in Rio Grande Valley and Austin who met the criteria outlined by TEA for this grant.
- IDEA submitted and was awarded a Dyslexia Grant by the TEA so that we will be able to provide increased professional development to teachers and leaders on working with students with dyslexia and increase the support resources for our students with dyslexia.

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 1 (Prioritized): 1 of 17 Scholars identified in special education met the Reading Language Arts target. **Root Cause:** Retention of sped staff.

Problem Statement 2 (Prioritized): The increase of special education students with different disabilities, such as autism. **Root Cause:** Not having a fulltime specialists at our campus.

Problem Statement 3 (Prioritized): IDEA Mesquite Hills CP enrollment is impacted due to the lack of opportunity to be transported. **Root Cause:** IDEA does not offer transportation.

Problem Statement 4 (Prioritized): Mesquite Hills CP is in a high traffic location with minimal city pedestrian safety measures. **Root Cause:** City developers have not been implemented or established.

Problem Statement 5 (Prioritized): IDEA Mesquite Hills CP persistence is impacted due to the lack of opportunity to be transported. **Root Cause:** As a launching campus, we do not offer all grade levels

Problem Statement 6 (Prioritized): Having students to be present at school 90% of the year has been a challenge. **Root Cause:** Communication between the school and the parent.

Problem Statement 7 (Prioritized): Parents are not able to send students to school when they are not able to transport. **Root Cause:** Not having transportation

Problem Statement 8 (Prioritized): IDEA Mesquite Hills College Prep does not have a parent volunteer group. **Root Cause:** IDEA Mesquite Hills has not provided the opportunity for parents to engage in a parent group.

Problem Statement 9 (Prioritized): IDEA Mesquite Hills College Prep does not have partners in education that support the campus. **Root Cause:** IDEA Mesquite Hills College Prep has not extended the support to our partners to support at our campus.

Perceptions

Perceptions Summary

Mesquite Hill College Prep has monthly parent and staff surveys to provide feedback on our school culture.

Perceptions Strengths

Mesquite Hills College Prep provide multiple opportunities for community engagement to include:

1. Award Ceremonies and Recoginitions

2. Town Hall -Coffee with the Principals

3. Cultural and Ethic Celebrations

4. Curriculum Nights

Mesquite Hills is committed to providing scholars with a learning environment conducive to a phyiscally and emotional safe school.

1. Implementing SEL lesson

2. Having monthly safety drills.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): IDEA Mesquite Hills College Prep does not have a parent volunteer group. **Root Cause:** IDEA Mesquite Hills has not provided the opportunity for parents to engage in a parent group.

Problem Statement 2 (Prioritized): IDEA Mesquite Hills College Prep does not have partners in education that support the campus. **Root Cause:** IDEA Mesquite Hills College Prep has not extended the support to our partners to support at our campus.

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Priority Problem Statements

Problem Statement 1: IDEA Mesquite Hills CP enrollment is impacted due to the lack of opportunity to be transported.
Root Cause 1: IDEA does not offer transportation.
Problem Statement 1 Areas: Demographics - School Processes & Programs - Perceptions

Problem Statement 2: Mesquite Hills CP is in a high traffic location with minimal city pedestrian safety measures.
Root Cause 2: City developers have not been implemented or established.
Problem Statement 2 Areas: Demographics - School Processes & Programs - Perceptions

Problem Statement 3: IDEA Mesquite Hills CP persistence is impacted due to the lack of opportunity to be transported.
Root Cause 3: As a launching campus, we do not offer all grade levels
Problem Statement 3 Areas: Demographics - Student Learning - School Processes & Programs - Perceptions

Problem Statement 4: Having students to be present at school 90% of the year has been a challenge.
Root Cause 4: Communication between the school and the parent.
Problem Statement 4 Areas: Student Learning - School Processes & Programs - Perceptions

Problem Statement 5: Parents are not able to send students to school when they are not able to transport.
Root Cause 5: Not having transportation
Problem Statement 5 Areas: Student Learning - School Processes & Programs - Perceptions

Problem Statement 6: 1 of 17 Scholars identified in special education met the Reading Language Arts target.
Root Cause 6: Retention of sped staff.
Problem Statement 6 Areas: Student Learning - School Processes & Programs

Problem Statement 7: The increase of special education students with different disabilities, such as autism.
Root Cause 7: Not having a fulltime specialists at our campus.
Problem Statement 7 Areas: Student Learning - School Processes & Programs

Problem Statement 8: IDEA Mesquite Hills College Prep does not have a parent volunteer group.
Root Cause 8: IDEA Mesquite Hills has not provided the opportunity for parents to engage in a parent group.
Problem Statement 8 Areas: School Processes & Programs - Perceptions

Problem Statement 9: IDEA Mesquite Hills College Prep does not have partners in education that support the campus.

Root Cause 9: IDEA Mesquite Hills College Prep has not extended the support to our partners to support at our campus.

Problem Statement 9 Areas: School Processes & Programs - Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- 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
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Federal Report Card and accountability data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR 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
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Compass Learning accelerated reading assessment data for Grades 6-8 (TEA approved statewide license)
- Running Records results
- Observation Survey results
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data

- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

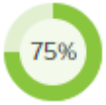
Goal 1: Increase staff retention

Performance Objective 1: Great Places to Work Survey will indicated that 80% of teachers and staff will rate IDEA Mesquite Hills CP as a physical and emotional safe school.

High Priority

Evaluation Data Sources: Great Places to Work Survey

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Culture of Joy *Monthly Core Value Awards * Thank you notes every 3 weeks. * Quarterly Team and Family nights * Building Relationships and Culture of Joy through Teacher Awards during Diamondback Rallies **Strategy's Expected Result/Impact:** 85% Staff Retention **Staff Responsible for Monitoring:** Admin Assistant				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Communication: * Teacher weekly "Diamondback Notes". * Teacher surveys that focus on successes and identify areas of support. * Weekly check-in's that focus on 2 way feedback and areas of support. * Involve teachers in the decision-making -Rallies, community events, tutoring,and scholar celebrations **Strategy's Expected Result/Impact:** 85% Staff Retention **Staff Responsible for Monitoring:** Principal and Assistant Principal of Instruction				

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: 100% Enrollment FDOS

Performance Objective 1: We will be at 100% enrolled by first day of school by having ongoing recruitment events throughout the year and have 2 super recruitment days.

High Priority

Evaluation Data Sources: Stream

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Recruitment events and Parent/Scholar Touchpoints: * Schedule Campus Tours * Family Engagement Events at the local park or soccer field. * Have parents observe classroom instruction and campus culture. * Highlight events through social media * Have a touchpoint tracker to identify attendance trends. * Schedule curriculum and info nights with current teachers. * Invite scholars and parents to sports events. **Strategy's Expected Result/Impact:** FDOS at 100% **Staff Responsible for Monitoring:** Assistant Principal of Operations and Principal	45%	75%		

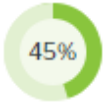
0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

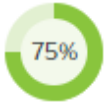
Goal 3: IDEA achieves an A rating

Performance Objective 1: 90 percent of students will approach, 60 % will meet, and 30% will master current grade-level courses in Math and Reading or will attain a student achievement score on domain 2 of a 55 or greater.

High Priority

Evaluation Data Sources: STAAR Assessment

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Use Co-Teacher intervention for critical student intervention pull-out groups. **Strategy's Expected Result/Impact:** 2 years reading growth **Staff Responsible for Monitoring:** Principal **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 4 - School Processes & Programs 1 **Funding Sources:** - Federal Grant				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Data Accountability: * Saturday Teacher Academies for Domain 1,2,3. * Reteach students who did not meet 75% of exit ticket criteria during current day's tutorial hours to focus on exit ticket instructional gap. 45-minute weekly check in's to review and analyze data. * Identify common misconceptions of students through daily, weekly exit tickets, assessments and find areas to reteach. * Reteach roll-out calendar to close the gap **Title I:** 2.4, 2.5, 2.6, 4.2				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Tier 1 instruction: Lesson planning, Observation and Feedback, and Coaching, **Strategy's Expected Result/Impact:** 90% approaches, 60%meets, and 30% of masters. **Staff Responsible for Monitoring:** Principal, Assistant Principal, and Teachers. **Title I:** 2.4, 2.5				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 4: 1 of 17 Scholars identified in special education met the Reading Language Arts target. **Root Cause**: Retention of sped staff.
School Processes & Programs
Problem Statement 1: 1 of 17 Scholars identified in special education met the Reading Language Arts target. **Root Cause**: Retention of sped staff.

Goal 4: Increase student daily attendance

Performance Objective 1: IDEA Mesquite Hills CP will maintain a 97% average every nine weeks.

High Priority

Evaluation Data Sources: ADA Matrix and Power School ADA Report

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Establish an Attendance Escalation Matrix that will have levels of communication. **Strategy's Expected Result/Impact:** De-escalate the impact and increase of absences. **Staff Responsible for Monitoring:** All Teachers, Registrar, Assistant Principal, and Principal	50%	75%		

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 5: Be at 90% student persistence

Performance Objective 1: IDEA Mesquite Hills will maintain 90% of students every nine weeks.

High Priority

Evaluation Data Sources: 1. Mission List Matrix
2. Student and parent surveys ever 9 weeks.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Positive Calls: * Block 6 persistence calls per week (approx..72 by End of Sem. 1) * Follow persistence calls protocol * Identify priority students and collaborate with counselor **Strategy's Expected Result/Impact:** 90% persistence **Staff Responsible for Monitoring:** Principal, API, Counselor, Teachers	0%	100%	100%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 5: Be at 90% student persistence

Performance Objective 2: Provide 100% of guidance lesson for school safety and violence prevention.

High Priority

Evaluation Data Sources: Counselor sign in/calendar and attendance

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Improve fitness gram by using MVPA tracking system **Strategy's Expected Result/Impact:** Ongoing progress at a daily rate. **Staff Responsible for Monitoring:** PE Coach **Title I:** 2.5	35%	90%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Title I Personnel

Name	Position	Program	FTE
Caprice Andrade	Co-Teacher Interventionist	CSI	1.0

Campus Funding Summary

Federal Grant					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	1	1			$0.00
				Sub-Total	$0.00

Addendums

Master CNA & SAIP Reporting Checklist

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

2021-22 Student Achievement Improvement Plan

Mesquite Hills CP

									Title I Qualifying Programs			Initiatives Status			
									Internal Use Only			Mid Year		End of Year	
APO	Initiatives	Needs Assess.	Special Pops.	Person(s) Responsible	Timeline Start/End	Resources: Human/ Material/Fiscal	Documentation	Formative Evaluation	Supplemental Program (Y/N)	New Program (Y/N)	Budget Allocation	Outcome	Increase/Decreased by X%	Outcome	Increase/Decreased by X%
									Budget Allocations only need to be entered for programs that are BOTH Supplemental & New			Use these columns to assess your strategy progress at the middle and end of the year			

IDEA Mesquite Hills

Comprehensive Needs Assessment

College Prep

Data Sources: Learning Compass

	6th Grade				% Royal Readers	% Word Masters
% Students	98					

Data Source: STAAR College Prep

	STAAR Math Grade 6	RR Goal Met/Not Met	WM Goal Met
% Approaches	79%	Met	Met
% Meets	56%		
% Masters	30%		
% Student Achievement Average	55%		
% of SPED Passing STAAR	41%		
% of EL Passing STAAR	68%		
% CSI -Meet 2 year growth	19%		
% of CSI Passing STAAR	36%		

Reflections

Areas of Strength	Areas of Need
1. Specific genre reading strategies.	1. Increase the amount of small group instruction.
2. Consistent practice with finding text evidence, through reading and showing through writing.	2. Increase student ownership of learning.
3. Data analysis to identify misconceptions.	3 Make students more aware of their growth goal and progress through the year
4. Creating lesson plans that address the misconceptions.	4. Continue to collaborate with other content classes and implement strategies
5. Teaching explicit testing strategies.	5. Student conferences/Data Convos to discuss progress towards goals.
6. Excessive practice with reading, strategies, and testing.	6. Creating more STAAR aligned exit tickets.
7. Collaborating specific intervention strategies	7. Communication with parents on student reading progress throughout year
8. Creating an accepting classroom environment.	

IDEA Mesquite Hills

Comprehensive Needs Assessment

College Prep

Data Sources: Electives

	66% Math Genius	96% Math Masters
% Students	Math Genius Met	Math Masters Met

Data Source: STAAR

	STAAR Math Grade 6
% Approaches	82%
% Meets	54%
% Masters	26%
% Student Achievement Average	54%

% of SPED Passing STAAR	59%
% of EL Passing STAAR	79%

Areas of Strength	Areas of Need
1 Continue using strategies and visuals	1 Continue practicing throughout the school year skill such as all operations with fractions, decimals, and percents.
2. Offering tutoring, saturday school, and intervention.	2. Creating more challenging Do Now's or Exit Tickets.
3 More than one teacher helped with content.	3 teacher alignment for best practices and math strategies.
4. Teacher colaboration, to align dreambox lessons with TEKS	4. Dreambox lessons breakdown to explain how to work out problems the same way.

IDEA Mesquite Hills

Comprehensive Needs Assessment

College Prep

Data Sources: Electives

[redacted]

Data Source: STAAR

	STAAR Science Grade 6
% Approaches	68%
% Meets	37%
% Masters	20%
SAS	42 (79 -C)
% Student Achievement Average	
% of SPED Passing STAAR	
% of EL Passing STAAR	

Areas of Strength	Areas of Need
1. Having science materials available for hands-on activities	1 Close gaps from previous years -Science is not taught at the rigor needed in Academy.
2 Experiments	2 Two semesters instead of one. Allows students to retain more information without speeding through content.
3 Strong Curriculum	3. Having materials that will help the RISE/SpEd

IDEA Mesquite Hills

Comprehensive Needs Assessment

College Prep

Data Sources: Electives

[redacted]

Data Source: STAAR

	STAAR Humanities Grade 6
% Approaches	79%
61	61%
% Masters	33%
SA	60% (A)
% Student Achievement Average	
% of SPED Passing STAAR	
% of EL Passing STAAR	

Areas of Strength	Areas of Need
1 Real World Connections	1 Clear Curriculum
2 Group Projects	2 Exit Tickets misconceptions
3. Reading passages that connected to the subject	3. More ways of informally assessing students

IDEA Mesquite Hills

Comprehensive Needs Assessment

College Prep

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

	Listening	Speaking	Reading	Writing	% of ELL Students who grew one or more levels
% Beginning	0	0.05%	21%	0	
% Intermediate	21%	32%	26%	26%	
% Advanced	26%	63%	22%	52%	
% Advanced High	52%	0	47%	21%	

Reflections

Areas of Strength	Areas of Need
1. Intervention throughout the day.	1. Including speaking assignments into the ELA curriculum, such as presentations, socratic seminars, rigorous small group discussion.
2. Reading strategies throughout content areas	2. Practice formal grammar, spelling, and writing exercises on a regular basis.
3. Afterschool tutoring	Incorporate more TELPAS-like writing samples throughout classes to familiarize them with free writing
4. Reading Selections in Wit and Wisdom	4. Do more oral presentation assignments to stregthen their presentation and speaking s
5. Setting academic expectations	5.For speaking, having smaller testing groups because scholars are just embarassed to speak in front of their friends. More practice tests.
6. Systems and procedures	7. Students can answer in complete sentences during class both speaking and writing. Ac
7. Incentives -AR lock-in , Friday incentives, Urban Air	8.Teacher models speaking strategies
8. Independent Reading	9. Assigning writing homework that can be mastered.
9. Homework Assignments	10.Teachers preparation on writing/listening/speaking lessons.
10. CSI intevention	11.Creative Writing in all subjects
11. Presentations	12. Start a Toastmasters Speech Club - Students learn how to communicate and deliver different type of speeches.

IDEA Mesquite Hills

Comprehensive Needs Assessment	
College Prep	
Staff Quality, Recruitment, Retention	
	Percentage
% School Lead Team Retention	100%
% Instructional Support Retention	100%
% Teacher Retention	57%
% Campus Support Retention	100%
% SPED Teachers	50%
% State/National Certified Teachers	80%
% State Certified Leaders	
% State/Board certified Counselors	100%

Reflection	
Areas of Strength	Areas of Need
1. Consistent celebration of teacher achievments.	1.Have a clear time schedule. For instance, everyday end of day is at 5:15pm, so that teachers can automatically expect meetings after school.
2. Strong collaboration between content classes (ex. Math in PE) creates strong teamwork	3 Continue to provide coverage/support in class when a team member needs it.
3. Strong Team and Family Culture	4. Teambuilding PD's / Retreats
4 We have a great support system between each other	5. Having a work/home balance.
5. The help received from the moment we get here and constant feedback is great.	6. The amount of information given through videos (roadmaps), would be better in person and hands-on.
6. Having support in and out of the classroom for SpEd and non SpEd material.	7. Training for incoming SpEd Personnel
7. In-class support/training.	8. Training for incoming teachers (so they receive same training as teachers in August)
8. Communication is strong	9. Hiring process and onboarding
	10. Continue to provide checkin or checkins with each other (cross- curricular checkins)

IDEA Mesquite Hills

Comprehensive Needs Assessment College Prep	
Data Source: School Culture and Climate	
	Campus %
% Average Daily Attendance	93.64%
% Overall Persistence	94.17%
% New Student Persistence	94.17%
# of Admin Withdrawals/Level 3 Offenses	1
% SPED	17%
% ELL	19%
% Eco Dis	67%
% Migrant	0
% Race: American-Indian-Alaska-Native	0.00%
% Asian	3%
% White-Hispanic	11%
% Multi	
% Black-African-American	0.05%
% Native-Hawaiian-Pacific-Islander	0.02%
% White	11%
% Male	46/98=47%
% Female	52-98=53%

Data Source: School Culture and Climate

Reflections

Areas of Strength	Areas of Need
1. Creating joy in and outside of the classroom, such as fun in class activities, snow day fun, field days, etc.	1. Consistent behavior expectations for each class.
2 There is equity across how we treat scholars and treat staff	2 Continue to incentivize good behavior with Class Dojo
3 We celebrate student and staff achievements regularly	3. Do not punish the whole group when its only a certain few
4 Strong culture of achievement from the beginning & we deliver results. Also delivering Joy	4. Alternate with the staff for fundraisers/celebrations to host more for st
5. Being consistent with what we expect from scholars.	
6. Respecting each other's ideas and opinions and those of the students as well	7 Diverse groups (student grouping)
7 High expectations and a clear vision	8. Separate big celebration and awards
	9. Recognize teachers and students more often through student of the week or teacher of the month, etc., as part of teacher motivation
8. Treated everyone equally (core values)	
9. High expectations were set, taught and applied throughout the year.	10. Diverse Staff (gender/ethnicity)
10.Building relationships with students	11.Increase Positive Reinforcemet Towards Scholars
11. High motivation to staff	12. Focus more on students who get it right instead of those who don't
12.Responsive to Parents	13. Positive incentives for students like sitting with friends in cafeteria
13. Team Communication	
14. Constant culture resets when culture did not met expectations.	
15. Activities planned for scholars and parents (rally, soccer outing, athletes vs staff, etc.	

IDEA Mesquite Hills

Comprehensive Needs Assessment College Prep	
Data Source: Family and Community Involvement	
	Percentage
% Families Attended WTI	35/61 57.4%
% Families Attended Curriculum Night	51/98=53%
% Families Who Attended EOY Ceremonies	79/ 98 81%
% Families who attended Fall Festival	180/450 40%
% Families who attended Winter Festival	262/462 56.7%
% Families who attended Spring Festival	15 /98 15%

Reflection	
Areas of Strength	Areas of Need
1. Consistent family communication, such as parent weekly.	1. Have 2 report card nights, add a parent/teacher conference night midyear.
2. Communication (phone calls, remind, text messages) with parents□	2 Fun activities for students like the egg hunt for all scholars not only academy.□
3 Getting the students excited for these events so they are more likely to want to bring their family/friends	3 Create more in school events such as lunch with a parent for ADA incentives
4. Good organization and team communication/collaboration. (Having a minute by minute schedule, GRPI, walkie-talkies)	4. Quarterly Townhall Meetings to address parent concerns and inform them of upcoming events.
5. Well planned events and family and staff donations	5. Need parent volunteers or more help from staff.
6. Events that invited families and friends	6. Parent awareness on current events.
7 Communication (phone calls, remind, text messages) with parents	7 Fun activities for students like the egg hunt for all scholars not only academy.
8.Promoting the event through Remind/Social Media	8. Showcase student work from class/extracurricular activities. Gallery Walk throughout hallway
9. Efficient planning ahead of time	9.More events in which all parents are invited not just a selected few
10. Sending out invitations to parents for award ceremonies instead of a simple remind/text	10. Advertise all comunity events through social media (robotics, athletics, literacy nights, etc.
11. Constant support and teamwork between the staff to assign different roles and responsibilitie	11. Host more events like the super recruitment in which we had a basketball game and campus tours.
	12. Have a pep rally or event in which there can be competitions between parents/teachers/and students

IDEA Public Schools

Mission Academy

2022-2023 Campus Improvement Plan

Accountability Rating: B

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

Mission Statement

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

Vision

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

Core Values

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

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

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Comprehensive Needs Assessment

Revised/Approved: September 8, 2022

Demographics

Demographics Summary

IDEA Academy Mission (IA Mission) is a pre-Kindergarten to 5th Grade, Title I elementary school serving 843 students located in the Rio Grande Valley of Texas. IA Mission 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 95% of students are Mexican-American or Mexican Nationals and 100% are eligible to participate in the National School Lunch Program.

IA Mission 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, IA Mission campus leaders hold each of its 55+ staff members accountable to meeting ambitious goals that drive student learning outcomes and boost academic achievement. With a relentless focus on college, the carefully curated elementary 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- and co-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.

See PDF in addendum for more infomration.

Demographics Strengths

See PDF in addendum for more infomration.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Attendance (especially chronic absenteeism) was an area of concern. **Root Cause:** Due to COVID and families feeling uncomfortable with the "new normal", staff was hesitant to push families on attendance matters. In trying to show empathy, we inadvertently created a culture where families saw school as an option versus a necessity.

Problem Statement 2 (Prioritized): New student persistence (especially PK) was an area of concern at our campus. **Root Cause:** We were unable to get all parents invested in keeping their students at school in PK. This was rooted in both logistics and fear of illnesses. While many surrounding districts offer full day, Pre-K, we offer half day. This is a struggle for many of our families, who because of our high number of economically disadvantaged, work long hours and need support for child care.

Student Learning

Student Learning Summary

IA Mission received a B (89) report card rating for the 2021-2022 school year. A few areas where our campus excelled, was in School Progress and Academic Growth, recieving a respective 93 (A rating) in each. Areas of growth for our campus include Student Achievement overall data, Closing the Gaps, and Relative Performance.

Our overall STAAR achievement averages across all subjects were 72% approaches, 45% meets, and 20% of students mastering the standards tested.

IA students earned 295.5 growth points across reading and math.

When looking at our populations who did not meet the Student Success measure were those receiving special education services and those students who were not continuously enrolled at our campus. Overall, IA Mission students struggled with achievement in math as a whole.

IA Mission has an achievement gap between the test results of all students and special education students. While this is not the first year we struggle to close this achievement gap, it is the first time our results were in this shape. It is clear to our campus that changes need to be made to ensure all students are receiving a quality education.

See PDF in addendum for more infomation.

Student Learning Strengths

See PDF in addendum for more infomation.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): There was minimal collaboration between general education teachers and special education teachers, resulting in fragmented learning. **Root Cause:** 1. We minimally prioritized leadership walk throughs that focused on SPED observations. 2. Leaders failed to follow through with side by side planning and feedback to ensure alignment between general education content and additional support from SPED department.

Problem Statement 2 (Prioritized): As a campus, we struggled with mastery scores across grade levels and content. **Root Cause:** 1. Teachers struggled to fully internalize the TEKS and build practice to the rigor of the standards required for student mastery. 2. Leaders and teachers were not consistent in planning higher order thinking questions to ensure we were pushing the rigor that would lead to higher masters scores. 3. There was inconsistent focus on holding students accountable to use academic vocabulary in class.

Problem Statement 3 (Prioritized): There were discrepancies in student placements in Reading-Direct Instruction. **Root Cause:** 1. There was inconsistent implementation of progress monitoring across the grade levels of DIBLES. 2. Leadership was inconsistent in administering validity checks to students and groups.

Problem Statement 4 (Prioritized): TELPAS growth was below campus expectations. **Root Cause:** 1. We did not differentiate instruction, so that teachers were able to focus on individual student needs. 2. Leaders and teachers did not promote the importance of taking and passing TELPAS, just as we promote STAAR. 3. We did not provide sufficient support/training for students to practice the format of how they should respond on the Speaking section.

School Processes & Programs

School Processes & Programs Summary

Development:

IDEA does an excellent job in preparing leaders to develop teachers by providing a year long Coaching Academy that allows new and returning leaders to become emersed in the work of what it means to be a good coach. IDEA provides coaches and individual biweekly meetings between leaders and district coaches to ensure cohesiveness, understanding, and growth are occuring at each level. At the campus level, our grade team leaders recieve development both from one on one coaching and PDs embedded into weekly GTL meetings. We develop teachers through the use of leader led instructional rounds. This allows the leadership team to identify campus trends on a weekly basis and plan PD (presented during weekly faculty meetings) that align highly with our campus needs.

Curriculum:

IA Mission aligns its curriculum to the Texas Essential Knowledge and Skills (TEKS). For reading, in the lower grades, instructional staff spend a significant amount of time teaching students to read through direct instruction activities that include building phonemic awareness, letter-sound correspondence, sounding out of words, word recognition, vocabulary, oral reading fluency, and comprehension. IA Mission consistently ensures the integration of all literacy components, and uses a comprehensive, TEKS-aligned balanced literacy approach that involves the integration of reading, writing, listening, and speaking with increasing complexity every day. For example, staff use one before, one during, and one after reading and writing strategy with each text. To facilitate speaking and listening, teachers use accountable talk consistently. This involves: speaking in complete sentences and using academic language, justifying answers with textual evidence, connecting to others' comments; and listening to and tracking the speaker. This approach was chosen because it best prepares students for success in college and citizenship.

Although a significant number of students begin the school speaking little to no English and are generally labeled as "English Language Learners" or "Special Education," the engagement strategies described above have increased the achievement levels of students, including those who speak English as their second language. ELL students acquire language through a program that focuses on academic vocabulary in isolation, in both English and Spanish. Next, key phrases are prioritized; the final stage includes conversational language. Staff members utilize many visuals to expedite ELL student learning.

IA Mission's math program is also aligned to the TEKS. In the upper grades, we use locally created curriculum in conjuntion Eureka Math because of the manner in which it builds from concrete to abstract understanding. The primary focus in the lower grades is a concrete approach which incorporates visuals and manipulatives to help students understand number patterns, utilize mixed operations, and explain math properties. The mathematical focus in the upper grades involves building skills coupled with developing students' conceptual understanding. The structure of the math classes involves students reviewing foundational content and completing tasks. The goal is to have students solve tasks using two or three methods and order them by sophistication level. This process concludes with a generalized mathematical understanding and discussion. Each class ends the day with an exit ticket, containing between one and three questions, to check for student mastery. Teachers analyze the results of the exit tickets to determine whether any additional re-teach strategies should be incorporated into the next days' plan.

The instructional approaches and built-in structures used to measure the school's effectiveness have been incredibly instrumental in helping close performance gaps. Before the start of each school year, the team uses a variety of assessment data to analyze each student's academic results. In the lower grades, we review norm-referenced test results to assess early reading skills, and learn what students already know and what they are ready to learn next. For those students who are classified as Limited English Proficient (LEP), the Texas English Language Proficiency Assessment System (TELPAS) is utilized to check progress needed in Listening, Speaking, Reading, and Writing. End-of-year mastery results and locally created assessment data also help us identify the students who will need additional urgent intervention at the start of the school year, and who would benefit from strategic grouping. We provide CSI services to our students needing critical interventions.

We provide a multitude of extra curricular activities through our coaching staff and 21st Century programming.

School Processes & Programs Strengths

Curriculum & Instruction:

- At least one-third of IDEA students graduate with the "AP Scholar" designation, evidence of earning a qualifying score on at least three AP exams, demonstrating successful completion of college-level coursework prior to graduation.
- IDEA provides students access to accelerated instruction through the 1:1 technology device, including adaptive software for mathematics and literacy and access to hundreds of thousands of books in the district's digital library.
- IDEA curricular resources include high-quality instructional materials that earn the highest ratings on national evaluation measures.
- IDEA curriculum is regularly evaluated using a quality evaluation tool, ensuring alignment to the Texas Essential Knowledge and Skills and AP course standards, as well as the STAAR/EOC and AP exams.
- IDEA implements a variety of training opportunities for teachers and leadership staff with the goal of developing teachers' pedagogical content knowledge and leaders' coaching skills.
- For 15 years in a row, 100% of IDEA students have been accepted into college, demonstrating that IDEA academic programming is adequately preparing students for post-secondary education.
- In 2022, four IDEA schools were ranked in the top 10 Most Challenging Schools in the Nation and 13 were ranked in the top 1% of schools nationwide, by the Jay Mathews Challenge Index High School Rankings.

Special Programs

- IDEA exceeded the expected growth target for EL student performance on TELPAS in 2021 with 48% of ELs meeting that target.
- IDEA provide targeted research based instruction to students who have a 2.0 year gap in Reading and/or Math with the goal of closing that gap by 2.0 years during the school year with our initiative called Critical Student Intervention (CSI). During the 21-22 school year, 2,562 out of 6,632 students meet that goal for Reading and 703 out of 1,268 students met the goal for Math.
- IDEA is in Year 3 of our TEA awarded Autism Grant. Through this grant we were able to increase support for 195 students with autism in Rio Grande Valley and Austin who met the criteria outlined by TEA for this grant.
- IDEA submitted and was awarded a Dyslexia Grant by the TEA so that we will be able to provide increased professional development to teachers and leaders on working with students with dyslexia and increase the support resources for our students with dyslexia.

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

See PDF in addendum for more information.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Instructional practices such as dress rehearsals, exit ticket huddles, and content development sessions were started late in the year and were inconsistent. This slowed teacher development. **Root Cause:** 1. Daily campus operations and an inability to create a strong and consistent logistical plan hindered instructional processes. 2. Lack of consistency to abide by set meeting schedules also hindered teacher growth.

Problem Statement 2 (Prioritized): An area of concern is our campus development of teachers and leaders, with 0% (counselor), 18% (teacher), and 50% (leader)of staff certified in their job description. **Root Cause:** 1. Promotion is not dependent on certificates held, therefore motivation is low. 2. Classroom investment and responsibilities is both high stakes and time consuming. Therefore, there is little time to think about taking on the responsibility of becoming certified.

Perceptions

Perceptions Summary

At IDEA Academy Mission , we pride ourselves on our college going identity. For the last 11 years, 100% of our senior classes have matriculated to college. This identity begins in even our youngest scholars, with College Houses named after Tier 1 and Tier 2 schools. We strive to teach students college readiness skills. In fact we begin teaching note taking and annotation skills to our students early on. We teach collaboration, presentation, and application of knowledge.

In the past, IA Mission has been very successful in family engagement events. However, in the past few years, our parental involvement and hosting of events has been on a steep decline. One way we measure parent/guardian participation rates is by overall family attendance. For the 2021-2022 school year, our overall family participation average for school events (Welcome to IDEA, Curriculum Night, End of Year Ceremonies, Fall Festival, Winter Festival) was 67%.

One barrier that prevented participation by parents/guardians at our 2021-2022 beginning of year school events was the COVID pandemic. Due to fear/restrictions, our campus outreach events such as Meet the Teacher Nights and Report Card Nights saw a significant reduction in family involvement and participation.

See PDF in addendum for more information.

Perceptions Strengths

See PDF in addendum for more information.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): During the last few years, discipline has been a reoccurring issue on our campus, with both implementation of a plan and repeat offenses. We were reactive, rather than proactive in our approach. **Root Cause:** 1. Our discipline plan focused punitive consequences over restorative consequences. 2. There was a lack of inconsistency with implementation and follow through. 3. Leaders and teachers failed to address the root cause with repeat offenders.

Problem Statement 2 (Prioritized): During the last few years, we have struggled with parents attending school functions. This created a disconnect in our students' learning team. **Root Cause:** 1. We failed to engage students from the beginning, with poor attendance at Welcome to IDEA events. 2. We were not able to host a curriculum night this past year; as a result, parents were not as informed as they could have been about how to help their children at school. 3. Due to COVID, we did not hold many events and/or empathized with families who did not prioritize attendance.

Priority Problem Statements

Problem Statement 1: New student persistence (especially PK) was an area of concern at our campus.

Root Cause 1: We were unable to get all parents invested in keeping their students at school in PK. This was rooted in both logistics and fear of illnesses. While many surrounding districts offer full day, Pre-K, we offer half day. This is a struggle for many of our families, who because of our high number of economically disadvantaged, work long hours and need support for child care.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Attendance (especially chronic absenteeism) was an area of concern.

Root Cause 2: Due to COVID and families feeling uncomfortable with the "new normal", staff was hesitant to push families on attendance matters. In trying to show empathy, we inadvertently created a culture where families saw school as an option versus a necessity.

Problem Statement 2 Areas: Demographics

Problem Statement 3: There was minimal collaboration between general education teachers and special education teachers, resulting in fragmented learning.

Root Cause 3: 1. We minimally prioritized leadership walk throughs that focused on SPED observations. 2. Leaders failed to follow through with side by side planning and feedback to ensure alignment between general education content and additional support from SPED department.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: As a campus, we struggled with mastery scores across grade levels and content.

Root Cause 4: 1. Teachers struggled to fully internalize the TEKS and build practice to the rigor of the standards required for student mastery. 2. Leaders and teachers were not consistent in planning higher order thinking questions to ensure we were pushing the rigor that would lead to higher masters scores. 3. There was inconsistent focus on holding students accountable to use academic vocabulary in class.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: There were discrepancies in student placements in Reading-Direct Instruction.

Root Cause 5: 1. There was inconsistent implementation of progress monitoring across the grade levels of DIBLES. 2. Leadership was inconsistent in administering validity checks to students and groups.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: TELPAS growth was below campus expectations.

Root Cause 6: 1. We did not differentiate instruction, so that teachers were able to focus on individual student needs. 2. Leaders and teachers did not promote the importance of taking and passing TELPAS, just as we promote STAAR. 3. We did not provide sufficient support/training for students to practice the format of how they should respond on the Speaking section.

Problem Statement 6 Areas: Student Learning

Problem Statement 7: During the last few years, we have struggled with parents attending school functions. This created a disconnect in our students' learning team.

Root Cause 7: 1. We failed to engage students from the beginning, with poor attendance at Welcome to IDEA events. 2. We were not able to host a curriculum night this past year; as a result, parents were not as informed as they could have been about how to help their children at school. 3. Due to COVID, we did not hold many events and/or empathized with families who did not prioritize attendance.

Problem Statement 7 Areas: Perceptions

Problem Statement 8: During the last few years, discipline has been a reoccurring issue on our campus, with both implementation of a plan and repeat offenses. We were reactive, rather than proactive in our approach.

Root Cause 8: 1. Our discipline plan focused punitive consequences over restorative consequences. 2. There was a lack of inconsistency with implementation and follow through. 3. Leaders and teachers failed to address the root cause with repeat offenders.

Problem Statement 8 Areas: Perceptions

Problem Statement 9: Instructional practices such as dress rehearsals, exit ticket huddles, and content development sessions were started late in the year and were inconsistent. This slowed teacher development.

Root Cause 9: 1. Daily campus operations and an inability to create a strong and consistent logistical plan hindered instructional processes. 2. Lack of consistency to abide by set meeting schedules also hindered teacher growth.

Problem Statement 9 Areas: School Processes & Programs

Problem Statement 10: An area of concern is our campus development of teachers and leaders, with 0% (counselor), 18% (teacher), and 50% (leader)of staff certified in their job description.

Root Cause 10: 1. Promotion is not dependent on certificates held, therefore motivation is low. 2. Classroom investment and responsibilities is both high stakes and time consuming. Therefore, there is little time to think about taking on the responsibility of becoming certified.

Problem Statement 10 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- 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
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Other PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Student surveys and/or other feedback
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Campus leadership data
- Professional development needs assessment data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data

Goals

Goal 1: Increase staff retention

Performance Objective 1: By November 1st, 2022, IDEA Mission Academy will hire and train a fully certified counselor to support teachers with and capacity in the areas of behavior management and social emotional needs of students.

High Priority

Evaluation Data Sources: GPTW Survey, temperature check surveys, PD calendar

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: New Student Success Advisor will meet with grade teams a minimum of once a month to create list of students showing social emotional need. SSA will provide guidance to teams on strategies to better support student needs in the classroom. **Strategy's Expected Result/Impact:** Teachers and SSA will have a clear understanding of who needs support and how to best support in the classroom and outside of the classroom. **Staff Responsible for Monitoring:** SSA, Teachers **TEA Priorities:** Recruit, support, retain teachers and principals -	20%	60%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Student Success Advisor will plan and develop PD opportunities for staff around social emotional topics and opportunities. **Strategy's Expected Result/Impact:** Teachers will feel better supported in addressing student needs in their classroom. We will build teacher capacity and therefore help them feel more confident when faced with difficult situations. **Staff Responsible for Monitoring:** SSA, principal **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture	0%	50%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 1: Increase staff retention

Performance Objective 2: By October 1st, 2022, all teachers will be provided with intensive coaching on planning and execution.

High Priority

Evaluation Data Sources: Locus Dashboard, Edcite Reports, Teachboost observation forms

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Teachers will be provided with intensive coaching on planning and execution through the use of instructional check-ins, dress rehearsals, exit ticket huddles, and data calls. **Strategy's Expected Result/Impact:** Teachers will feel supported and be better equipped to execute lessons and close learning gaps. **Staff Responsible for Monitoring:** Principal, Assistant Principals of Instruction, Content Leaders, Grade Team Leaders **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 5: Effective Instruction	30%	70%		

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 2: All IDEA students matriculate to college

Performance Objective 1: 100% of students who receive a behavior infraction will participate in a restorative circle.

Evaluation Data Sources: Behavior tracker, teacher documentation

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: By August 22, 2022, IDEA Academy Mission will begin tracking student infractions, level of infraction, and parent contact on behavior tracker with fidelity. **Strategy's Expected Result/Impact:** Grade level teachers, administrators, and parents are in constant communication regarding student behavior. Student behaviors will decrease due to shared message and partnership. **Staff Responsible for Monitoring:** Teachers, Grade Team Leaders, Grade level administrator, Principal **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Perceptions 1	25%	60%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Teachers and students will participate in restorative circles to rebuild relationships once criteria has been met. **Strategy's Expected Result/Impact:** Students will build stronger relationships with their teachers and peers. There will be a positive change in the number of infractions and a decrease in the number of repeated infractions due to students fully understanding the consequences of their actions and how choices affect others. **Staff Responsible for Monitoring:** Teachers, Grade Team Leaders, Grade level administrator, Principal **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Perceptions 1	20%	50%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: During the last few years, discipline has been a reoccurring issue on our campus, with both implementation of a plan and repeat offenses. We were reactive, rather than proactive in our approach. **Root Cause**: 1. Our discipline plan focused punitive consequences over restorative consequences. 2. There was a lack of inconsistency with implementation and follow through. 3. Leaders and teachers failed to address the root cause with repeat offenders.

Goal 2: All IDEA students matriculate to college

Performance Objective 2: 100% of lesson plans will include college readiness practices.

High Priority

HB3 Goal

Evaluation Data Sources: Lesson Plans, Teachboost Lesson Plan feedback, GET ratings

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Teachers will be provided with intensive coaching on planning and execution around college readiness practices to be incorporated in lesson plans and implemented daily lessons. **Strategy's Expected Result/Impact:** Teachers will feel successful implementing college readiness skills and practices. Students will see the connection to college and career. **Staff Responsible for Monitoring:** Principal, Grade level admin, Teachers **Title I:** 2.4 **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** School Processes & Programs 1	25%	50%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Teachers will be provided with PD targeted to college readiness in academy. **Strategy's Expected Result/Impact:** Teachers will be equipped with knowledge and no how to effectively plan lessons geared towards college and career readiness. **Staff Responsible for Monitoring:** Principal, Assistant Principals of Instruction **TEA Priorities:** Connect high school to career and college **Problem Statements:** School Processes & Programs 2 **Funding Sources:** Professional Development Opportunities or Presenters - State Funding	10%	50%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

School Processes & Programs

Problem Statement 1: Instructional practices such as dress rehearsals, exit ticket huddles, and content development sessions were started late in the year and were inconsistent. This slowed teacher development. **Root Cause**: 1. Daily campus operations and an inability to create a strong and consistent logistical plan hindered instructional processes. 2. Lack of consistency to abide by set meeting schedules also hindered teacher growth.

Problem Statement 2: An area of concern is our campus development of teachers and leaders, with 0% (counselor), 18% (teacher), and 50% (leader)of staff certified in their job description. **Root Cause**: 1. Promotion is not dependent on certificates held, therefore motivation is low. 2. Classroom investment and responsibilities is both high stakes and time consuming. Therefore, there is little time to think about taking on the responsibility of becoming certified.

Goal 3: IDEA achieves an A rating

Performance Objective 1: By November 1st, 2022, weekly operating mechanisms will be integrated in order to ensure IEPs are being followed.

High Priority

Evaluation Data Sources: IEPs, Frontline, Data Tracker, TeachBoost Observation Forms

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: By October 1st, 2022, special education teachers and assistant principals of instruction will conduct weekly classroom observation rounds to ensure IEPs are being followed in all general education classrooms. **Strategy's Expected Result/Impact:** General education teachers will take ownership of special education students and ensure all IEPs are being followed with fidelity. Students will show growth, be able to access grade level content, and participate in classroom lessons. **Staff Responsible for Monitoring:** Principal, Assistant Principals of Instruction, Special education teachers **Title I:** 2.4, 2.6 **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1	25%	70%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Leaders will side by side plan and provide feedback to ensure alignment between general education content and additional support from SPED department. **Strategy's Expected Result/Impact:** Students will benefit from partnership between general education teachers and special education teachers. Supplemental lessons will be highly aligned to in class content. **Staff Responsible for Monitoring:** Assistant principals of instruction **Title I:** 2.4, 2.6 **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1	25%	60%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: There was minimal collaboration between general education teachers and special education teachers, resulting in fragmented learning. **Root Cause**: 1. We minimally prioritized leadership walk throughs that focused on SPED observations. 2. Leaders failed to follow through with side by side planning and feedback to ensure alignment between general education content and additional support from SPED department.

Goal 3: IDEA achieves an A rating

Performance Objective 2: By June 2023, students in grades 3-5 will achieve a student achievement average of 60 on STAAR reading and math.

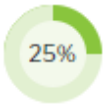
High Priority

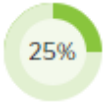
HB3 Goal

Evaluation Data Sources: STAAR reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: By October 1st, 2022, all teachers will be provided with intensive coaching on planning and execution. **Strategy's Expected Result/Impact:** Locus Dashboard, Edcite Reports, Teachboost observation forms **Staff Responsible for Monitoring:** Principal, Assistant Principals of Instruction **Title I:** 2.4 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 2	25%	70%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: By April 2023, leaders will build teacher capacity to fully internalize the TEKS and build practice to the rigor of the standards required for student mastery. **Strategy's Expected Result/Impact:** Teachers will fully unpack the TEKS to the rigor of the standard. Students will practice at the rigor of the standard. **Staff Responsible for Monitoring:** Principal, Assistant Principal **Title I:** 2.4 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 2	20%	50%		

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Leaders and teachers will consistently plan higher order thinking questions to ensure we were pushing the rigor that would lead to higher masters scores. **Strategy's Expected Result/Impact:** Teachers will build students' critical thinking skills by asking higher order questions consistently in class. Students will engage in thoughtful discussions and consider different perspectives. **Staff Responsible for Monitoring:** Principal, Teachers, Assistant Principals of Instruction **Title I:** 2.4 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 2				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4: Leaders and teachers will focus on holding students accountable to use academic vocabulary in class. **Strategy's Expected Result/Impact:** Students will increase knowledge of content related vocabulary. This will increase their ability to read and write in the content area. **Staff Responsible for Monitoring:** Teachers, Assistant Principals of Instruction, Principal **Title I:** 2.4 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 2				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 2: As a campus, we struggled with mastery scores across grade levels and content. **Root Cause**: 1. Teachers struggled to fully internalize the TEKS and build practice to the rigor of the standards required for student mastery. 2. Leaders and teachers were not consistent in planning higher order thinking questions to ensure we were pushing the rigor that would lead to higher masters scores. 3. There was inconsistent focus on holding students accountable to use academic vocabulary in class.

Goal 4: Increase student daily attendance

Performance Objective 1: Average Daily Attendance will be at 97% by February 1st, 2023.

High Priority

Evaluation Data Sources: ADA data tracker, Locus Dashboard

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: By November 1st, 2022 the Attendance Escalation Matrix will be implemented with fidelity to ensure an increase in grade level and overall daily attendance. **Strategy's Expected Result/Impact:** Parents and students will understand the importance of daily attendance and know the consequences of truancy. **Staff Responsible for Monitoring:** SIS coordinator, teachers, assistant principals of instruction and operation **ESF Levers:** Lever 1: Strong School Leadership and Planning **Problem Statements:** Demographics 1	25%	50%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Home visits will be held at the end of each quarter for any student who is not on track to meet attendance goal. (has missed more than 4 days per quarter) **Strategy's Expected Result/Impact:** Administration will have a clear understanding of obstacles preventing attendance. Parents will have a clear understanding of attendance expectations and consequences of truancy. They will understand that as a learning community we are a team who is there to advocate for the students' education. Student attendance will increase. **Staff Responsible for Monitoring:** Student Success Advisor, Grade Level Administrators, Assistant Principal of Operations **ESF Levers:** Lever 1: Strong School Leadership and Planning **Problem Statements:** Demographics 1	15%	65%		

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: Attendance (especially chronic absenteeism) was an area of concern. **Root Cause**: Due to COVID and families feeling uncomfortable with the "new normal", staff was hesitant to push families on attendance matters. In trying to show empathy, we inadvertently created a culture where families saw school as an option versus a necessity.

Goal 4: Increase student daily attendance

Performance Objective 2: Based on the state fitness program data, we need to improve the rates of students participating in moderate to vigorous physical activity.

High Priority

Evaluation Data Sources: school watch system

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Work with cafeteria staff to ensure healthy kid initiative is being implemented thoroughly. The whole student is being addressed. Fitness + Healthy Eating. **Strategy's Expected Result/Impact:** Students will benefit from total wellness. **Staff Responsible for Monitoring:** Coaches, Teachers, Nursing Staff, Cafeteria Staff, Principals, API, APO	35%	100%	100%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Coaches will invest students in vigorous activity with watch system to ensure all students meet new goal. **Strategy's Expected Result/Impact:** All students will achieve fitness goal. **Staff Responsible for Monitoring:** Coaches, managers	10%	10%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 5: Increase student persistence

Performance Objective 1: By June 2023, Pre-K will meet the 90% persistence goal.

High Priority

Evaluation Data Sources: Parent Surveys, Phone calls, Persistence data tracker

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: By 1st day of school, Aug. 8, 2022, full day daycare program is up and running to accommodate parents who could not participate in half day program. **Strategy's Expected Result/Impact:** Parents will be able to participate in our pre-k program and students will have access to teachers and content to set the foundations of learning. **Staff Responsible for Monitoring:** pre-k teachers, assistant principals of instruction and operations **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 2	25%	100%	100%	

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: New student persistence (especially PK) was an area of concern at our campus. **Root Cause**: We were unable to get all parents invested in keeping their students at school in PK. This was rooted in both logistics and fear of illnesses. While many surrounding districts offer full day, Pre-K, we offer half day. This is a struggle for many of our families, who because of our high number of economically disadvantaged, work long hours and need support for child care.

Goal 5: Increase student persistence

Performance Objective 2: To meet persistence goal of 90%, various team building initiatives will be implemented throughout the year.

High Priority

Evaluation Data Sources: Monthly calendar of events, parent surveys, parent sign in sheets, student surveys

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Counselor will lead one monthly lunch bunch with New to IDEA students. **Strategy's Expected Result/Impact:** Students will feel a sense of belonging and community within our school. They will have a confidant in the counselor, and make friends with other new students who may face similar struggles acclimating. **Staff Responsible for Monitoring:** Academy Student Success Advisor, Academy Assistant Principals of Instruction and Operations **Title I:** 4.2 **- ESF Levers:** Lever 3: Positive School Culture	25%	40%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Counselor will lead quarterly meeting with parents to get feedback and build relationships. **Strategy's Expected Result/Impact:** Students and parents will feel valued in our school community. They will be able to address their concerns, share what is going well, and affect change on our campus. **Staff Responsible for Monitoring:** Academy Student Success Advisor, Academy Assistant Principals of Instruction and Operations **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Perceptions 2		50%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 2 Problem Statements:

Perceptions

Problem Statement 2: During the last few years, we have struggled with parents attending school functions. This created a disconnect in our students' learning team. **Root Cause**: 1. We failed to engage students from the beginning, with poor attendance at Welcome to IDEA events. 2. We were not able to host a curriculum night this past year; as a result, parents were not as informed as they could have been about how to help their children at school. 3. Due to COVID, we did not hold many events and/or empathized with families who did not prioritize attendance.

Title I Personnel

Name	Position	Program	FTE
	AR ZONE FACILITATOR		1
	CO-TEACHER		1
	INTERVENTIONIST		1
	INTERVENTIONIST		1
	PRE-KINDERGARTEN TEACHER		1

Campus Funding Summary

State Funding					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	2	2	Professional Development Opportunities or Presenters		$0.00
				Sub-Total	$0.00

Addendums

Master CNA & SAIP Reporting Checklist

				PTG	100%	PTG	0%
DEPT	**Data Sources**	**Data Tabs**	**Guidance**	**Status**	**Principal Notes or Questions**	**VP Verification**	**Notes & Next Steps**
ACADEMY	KEYS Tab (Tab 3)	Student Achievement Improvement Plan 2021-2022 School Year	This SAIP plan will require logging concrete initiatives put in place for student improvement, as well as their associated timelines, resoures, and responsible staff. Each initiative will be tracked mid-year and at the end of the year. Mid-year assessments should be completed by each campus between December 1, 2022 and no later than January 31, 2023.	Complete		Action Required	
	Locus Dashboards: CSI, STARR, AP CampusIB Reports EOY Assessments	Comprehensive Needs Assessment 2022 English Language Arts	These pages should include the percentage of students who achieved each listed score for the 2021-2022 School Year. For each subject, list a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete		Action Required	
		Comprehensive Needs Assessment 2022 Math		Complete		Action Required	
		Comprehensive Needs Assessment 2022 Science		Complete		Action Required	
		Comprehensive Needs Assessment 2022 Humanities		Complete		Action Required	
	State TELPAS Report	Comprehensive Needs Assessment 2022 TELPAS	This data set will outline the percentage of students that earned proficiency in the areas of Listening, Speaking, Reading, and Writing, as indicated in the State TELPAS report. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete		Action Required	
	Locus Dashboard: Staff Retention	Staff Quality, Rentention, & Recruitment 2021-2022 School Year	Under the %SPED Data Point, this should reflect the percentage of SPED certified teachers, compared to the overall SPED staff. Under number of teacher applicants, note how many teachers were interviewed by campus leaders for positions during the 2021-2022 School Year. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete		Action Required	
	Locus Dashboards: Student Persistence, Enrollment, ADA	School Culture & Climate 2021-2022 School Year	For the Withdrawals/Level 3 Offenses data point, list the number of withdrawals or offenses. All other data points should reflect percentages. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete		Action Required	
	Campus Academic Counselor Tracking Systems	2022 Family & Community Involvement	In addition to listing data percentages, list a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete		Action Required	

IDEA Academy Mission

2021-22 Student Achievement Improvement Plan

ACADEMY

									Title I Qualifying Programs			Initiatives Status			
									Internal Use Only			Mid Year		End of Year	
									Supplemental Program (Y/N)	New Program (Y/N)	Budget Allocation	Outcome	Increase/Decreased by X%	Outcome	Increase/Decreased by X%
APO	Initiatives	Needs Assess.	Special Pops.	Person(s) Responsible	Timeline Start/End	Resources: Human/ Material/Fiscal	Documentation	Formative Evaluation	Budget Allocations only need to be entered for programs that are BOTH Supplemental & New			Use these columns to assess your strategy progress at the middle and end of the year			
1E	Exit Ticket Huddles	S, AP	All	API's	August 2022 to May 2023	Exit Ticket Agendas	Weekly Assessments	Observations							
1E	Daily Dress Rehearsals	S, AP	All	API's	August 2022 to May 2023	Daily Dress Reheasal Agendas	Weekly Assessments	Observations							
2C	Restorative Justice Overhaul/ Behavior Systems	DR	All	Sara McCormick, Fabiola Cantu	August 2022 to May 2023	Behavior System Template and Circle Expectations	Discipline Reports	Observations							
2B	Culture Rounds	DR	All	API's	August 2022 to May 2023	Culture Rounds Rubric and Template	Discipline Reports	Observations							
1E	Instructional Rounds	S, AP	All	API's	August 2022 to May 2023	Instructional Rounds Rubric and Template	Weekly Assessments/ TeachBoost	Observations							
2B	Monthly Educational Videos for Parents	O	All	Principal	August 2022 to May 2023	YouTube Account and Smore	You Tube/ Facebook Engagement	Engagement on Social Media and Parent Surveys							
2B	Quarterly Celebrations	O	All	Counselors	August 2022 to May 2023	Trophies and planning time to execute	Attendance Tracker	Engagement on Social Media and Parent Surveys							
1J	Weekly Walk Thrus with Special Education Students as the Observation Group	S, AP	SE	API's	August 2022 to May 2023	Special Education Observation Sheet	Special Education Results	Special Education Surveys							
2A	Administrator Move Ins	S, AP	All	Principal	August 2022 to May 2023	Process for how to decide when we move out and order of move ins	Weekly Assessments/ TeachBoost	Qualitative Improvements							

Annual Performance Objectives (APO)

PRIORITY #1: Students Graduate College-Ready

1A. % of graduates who matriculate to a College or University: 100%

1B. % of graduates matriculate to a Tier I/II College or University: 15% | 25%

1C. % of Seniors accepted to a College or University: 100%

1D. % of Seniors named AP scholars | Earn IB diploma: 30% | 25%

1E. Earned State Rating: A

1F. % Basic | % Mastery | % Advanced on LEAP: 82% | 44% | 11%

1G. % Approaches | % Meets | % Masters on STAAR/EOC: 90% | 60% | 30%

1H. % Level 3 | % Level 4 | % Level 5 on FSA/FSAA: 70% | 40% | 20%

1I. % of Pre-K-2nd Students End The Year On/Above Grade Level in Reading - Year 1 Campuses | Year 2 Campuses: 80% | 90%

1J. % of students in CSI achieve 2 years growth in Reading | Math (measured by Ren STAR) 50% | 60%

1K. Average ACT score: 21

1L. % of students graduating college in 4 | 6 years: 25% | 55%

PRIORITY #2: Build a Strong & Sustainable Organization

2A. % Teacher Retention | Employee Retention: 85% | 85%

2B. 80% composit score on GPTW: 82%

2B. %Average Daily Attendance: 97.50%

2C. New Student Persistence: 90%

2D. Operating Income: $133M

2E. FIRST Rating: A

PRIORITY #3: Achieve Mission at Scale

3A. % of students with low socio-economic status: 80%

3B. Enrollment in August 2020: 83,894

3C. Schools in operation in August 2020: 149

3D. Total Funds Raised (millions): $93M

Needs Assessment

S-STAAR

D-DIBELS

E-EOC

A-ACT

RR-Reading Renaissance

ST-STAR for Math

DR-Discipline Report

AP-AP Tests

O-Other

Special Populations

All

AR-At Risk

ELL-English Language Learners

ED-Economically Disadvantaged

M-Migrant

SE-Special Education

IDEA Academy Mission

Comprehensive Needs Assessment ACADEMY						
Data Sources: Eureka Math & Electives Academy						
	DISTAR Pre-K on Grade Level	**Eureka Kinder on Grade Level**	**Eureka First on Grade Level**	**Eureka Second on Grade Level**	**% Math Masters Pk-2**	**Pk-2 MM Goal Met/Not Met**
% Students	**NA**	**100%**	**98%**	**95%**	**80%**	20%
Data Source: STAAR Academy						
	STAAR Math Grade 3	**STAAR Math Grade 4**	**STAAR Math Grade 5**	**% Math Masters 3-5**	**3-5 MM Goal Met/Not Met**	
% Approaches	58	55	67	81%	19%	
% Meets	25	32	38			
% Masters	11	18	14			
% Student Achievement Average	31	35	40			
% Meet 2 year growth	NA	72%	89%			
Data Source: CSI Academy						
	Math AC CSI					
% CSI (EOY Ren.)	NA					
% of CSI Passing STAAR	NA					
% of SPED Passing STAAR	31%					

Reflections	
Areas of Strength	**Areas of Need**
1 An area of strength was domain 2. Our teachers focused early on special pops, targeting and tracking students of concern. We saw unprecedented growth from last year to this year.	1. There was minimal collaboration between general education teachers and special education teachers, resulting in fragemented learning. We minimally prioritized leadership walk throughs that focused on SPED observations.

2 Teachers in the lower grades focused on conceptual teaching (as opposed to tricks or simply following standard algorithms) that translated into high levels of student engagment and understanding of content.	2 Leaders and teachers were not consistent in planning higher order thinking questions to enusre we were pushing the rigor that would lead to higher masters scores.
3 Our teachers collaborated with our individualized math software programs lead(in Hotspot and IXL) to ensure that the targeted standards were being implemented.	3 There needs to be more of a focus on the conceptual aspects of teaching and applications in the upper grades to ensure more students are able to comprehend the skills and knowledge that would increase the approaches scores.

IDEA Academy Mission

Comprehensive Needs Assessment ACADEMY						
Data Sources: DI ELA & Electives						
	DI Pre-K on Grade Level	**DI Kinder on Grade Level**	**DI First on Grade Level**	**DI Second on Grade Level**	**% Royal Readers**	**% Word Masters**
% Students	**99%**	**93%**	**36%**	**92%**	27%	76%
					RR Goal Met/Not Met	**WM Goal Met/Not Met**
					73%	24%

Data Source: STAAR					
	STAAR Reading Grade 3	**STAAR Reading Grade 4**	**STAAR Writing Grade 3**	**STAAR Writing Grade 4**	**STAAR ELA Grade 5**
% Approaches	79	75	NA	NA	82
% Meets	54	53	NA	NA	60
% Masters	18	25	NA	NA	31
SAS			NA	NA	
% Student Achievement Average	50	51	NA	NA	58

Data Source: CSI	
% Meeting CSI Goal	**Reading AC CSI**
% CSI (EOY Ren.)	43%
% of CSI Passing STAAR	31%
% of SPED Passing STAAR	25%

Reflections	
Areas of Strength	**Areas of Need**
1 DI teachers created strong backwards plans and 2nd grade progress monitored from DIBLES to create appropriate groupings (on going) throughout the year so PK, K, and 2nd grade all met reading goals.	1 There was inconsistent implementation of progress monitoring across the grade levels of DIBLES. This led to some discrepancies in student placements in 1st grade Reading Direct Instruction.
2 Leaders focused on teacher development through side by side planning and on the spot coaching to ensure new teachers had a strong understanding of the content and could deliver strong first instruction so reading growth became a major area of strength.	2 There was minimal collaboration between general education teachers and special education teachers, resulting in fragemented learning. We minimally prioritized leadership walk throughs that focused on SPED observations, so SPED scores were an area of need.

3 An area of strength was domain 2. Our teachers focused early on special pops, targeting and tracking students of concern. We saw unprecedented growth from last year to this year.	3 Due to an entirely new ELA team in the upper grades, leaders were unable to get teachers to fully internalize the TEKS and build practice to the rigor of the standards required for student mastery so overall approaches scores were lower.

IDEA Academy Mission

Comprehensive Needs Assessment ACADEMY						
Data Sources: Science Pk-2						
	Science Pre-K on Grade Level	**Science Kinder on Grade Level**	**Science First on Grade Level**	**Science Second on Grade Level**	**Science Third on Grade Level**	**Science Fourth on Grade Level**
% Students	**NA**	**100%**	**93%**	**89%**	**92%**	**89%**

Data Source: Science 3-5	
	STAAR Science Grade 5
% Approaches	79
% Meets	45
% Masters	21
% Student Achievement Average	48

Reflections	
Areas of Strength	**Areas of Need**
1 Teachers incorporated hands-on experiments to increase student comprehension of content in grades K to 4th so end of year science scores were strong.	1 Teachers struggled to fully internalize the TEKS and build practice to the rigor of the standards required for student mastery, so 5th grade Masters scores are an area of concern.
2 Students took ownership by creating anchor charts to demonstrate mastery of concepts. Teachers posted these charts in highly visible areas and frequently updated the content also contributing to overall strong science scores in Kinder to 4th grades.	2 There was inconsistent focus on holding students accountable to use academic vocabulary in class so our Approaches levels were lower than the goal.
3 Teachers created memorable and clear first instruction that helped students retain concepts. Again, this contributed to overall strong science scores.	3 While teachers relied on district scope and sequence provided, they failed to create a backwards plan independently. This led to teachers failing to fully internalize the unit as a whole. Teachers often taught day by day and students lacked seeing the big picture, so our 3rd to 5th grade Masters scores were not as strong.

IDEA Academy Mission

Comprehensive Needs Assessment ACADEMY							
Data Sources: Humanities Pk-2							
	Humanities Pre-K on Grade Level	**Humanities Kinder on Grade Level**	**Humanities First on Grade Level**	**Humanities Second on Grade Level**	**Humanities Third on Grade Level**	**Humanities Fourth on Grade Level**	**Humanities Fifth on Grade Level**
% Students	NA	100%	100%	99%	98%	92%	98%

Reflections	
Areas of Strength	**Areas of Need**
1 Teachers planned engaging socratic seminars around classroom literature so all students were on level on the end of year social studies assessments.	1. Some resources were provided to teachers very late, therefore teachers were not able to plan in advance; this likely compromised students earning even higher scores.
2 Teachers made content accessible to all students through a variety of teaching modalities. Students were able to show what they mastered through multiple formats. This contributed to high passing rates on comprehensive end of year results	2 Teachers failed to align the writing prompts in humanities to the rigor of the writing in the ELA classes. This created some confusion for students as to what the criteria for all writing should look like. We failed to prioritize collaboration across contents for the good of the students and Masters scores were a little lower than we had hoped to achieve.
3 Teachers were able to problem solve when resources were not provided (for example, by utilizing IXL or other programs) to ensure students were successful in comprehending the content on the end of year assessment.	3 Leaders struggled to help teachers plan to the grade level standards because the material provided through the curriculum was global as opposed to what is expected to be taught at each grade level. The TEKS did not always align to the content being taught (contentwise) and this created confusion and lower scores.

IDEA Academy Mission

Comprehensive Needs Assessment
ACADEMY

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

	Listening	Speaking	Reading	Writing	% of ELL Students who grew one or more levels
% Beginning	11%	18%	15%	16%	43%
% Intermediate	41%	61%	47%	48%	
% Advanced	29%	20%	19%	21%	
% Advanced High	19%	1%	19%	15%	

Reflections	
Areas of Strength	**Areas of Need**
1 We got choose to 100% of students tested. We were at 97%.	1 We need to provide more support and training for students to practice the format of how they should respond on the Speaking section.
2 Students received TELPAS training by TC and SSA before testing so students were prepared.	2 Promote the importance of taking and passing TELPAS just as we promote STAAR.
3 We did better than last year on growth. The goal is for 36% of students grow in at least one component and we are currently at 43%.	3 Plan ways to motivate students to do their best. Possibly, test Listening and Speaking on a separate day than Reading. The tests are long and students do well on the first day but they are tired for the second part.

IDEA Academy Mission

Comprehensive Needs Assessment	
ACADEMY	
Staff Quality, Recruitment, Retention	
	Percentage
% School Lead Team Retention	100%
% Instructional Support Retention	100%
% Teacher Retention	94%
% Campus Support Retention	90%
% SPED Teachers	100%
% State/National Certified Teachers	18%
% State Certified Leaders	50%
% State/Board certified Counselors	0
Number of teacher applicants per 2020-21 school year	3+ per position

Reflection	
Areas of Strength	Areas of Need
1. We are retaining all of our staff members in the highest numbers.	1. We have few certified leaders and/or teachers.
2. For most positions, we are able to get a quality pool of candidates.	2. We currently have 0 certified counselors.
3. All of our special education teachers are certified.	3. We have 0 certified teachers at the national level.

IDEA Academy Mission

Comprehensive Needs Assessment ACADEMY	
Data Source: School Culture and Climate	
	Campus %
% Average Daily Attendance	91.49%
% Overall Persistence	n/a (until beginning of school year)
% New Student Persistence	n/a (until beginning of school year)
# of Admin Withdrawals/ Level 3 Offenses	0
% SPED	**4%**
% ELL	**64.47%**
% Eco Dis	**94.12%**
% Migrant	**0.35%**
% Race: American-Indian-Alaska-Native	**0**
% Asian	**0.12%**
% White-Hispanic	**96.94%**
% Multi	**0**
% Black-African-American	**0.35%**
% Native-Hawaiian-Pacific-Islander	**0**
% White	**2.59%**
% Male	**51.29%**
% Female	**48.71%**

Data Source: School Culture and Climate	
Reflections	
Areas of Strength	**Areas of Need**
1. We had zero admin withdrawls this past year. Any behavior issues were relatively minor.	1. Attendance (especially chronic absenteeism) was an area of concern.

2. Overall persistence in most grade levels (outside of PK) was very high and kids in K-5 are choosing to stay.	2. New student persistence (espcially PK) was an area of concern. We were unable to get all parents invested in keeping thier students at school in PK.
3. Our high ECO DISC numbers continue to be one of the highest in the district.	3. We have very homogenous demographics and a a lack of dirversity; while it might be seen as an area for opportunity, that is representative of the kids we serve.

IDEA Academy Mission

Comprehensive Needs Assessment ACADEMY	
Data Source: Family and Community Involvement	
	Percentage
% Families Attended WTI	65%
% Families Attended Curriculum Night	N/A
% Families Who Attended EOY Ceremonies	85%
% Families who attended Fall Festival	65%
% Families who attended Winter Festival	83%
% Families who attended Spring Festival	90%

Reflection	
Areas of Strength	**Areas of Need**
1. People were very invested in the end of year awards ceremonies and we had high attendance.	1. We struggled with parents attending Welcome to IDEA the first time; this resulted in the need to implement a reactive approach.
2. Our spring festival (picnic events) were a hit and brought the community together.	2 Due to COVID-related issues, the Fall festival and actitivies were not as highly attended.
3. The Winter Festival /Showcase was also highly attended and it allowed us to fundraise and bond with our community.	3. We were not able to host a curriculum night this past year; as a result, parents were not as informed as they could have been about how to help thier children at school.

IDEA Public Schools

Mission College Prep

2022-2023 Campus Improvement Plan

Accountability Rating: B

Distinction Designations:
Academic Achievement in English Language Arts/Reading
Academic Achievement in Mathematics
Academic Achievement in Science
Academic Achievement in Social Studies
Postsecondary Readiness

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

Mission Statement

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

Vision

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

Core Values

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

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

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Comprehensive Needs Assessment

Revised/Approved: September 8, 2022

Demographics

Demographics Summary

IDEA Mission College Preparatory (Mission CP) is a 6th -12th Grade, Title I school serving 747 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 to 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- and co-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.

See PDF in Addendeum for more information.

Demographics Strengths

See PDF in Addendum for more information.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Attendance was an area of concern. **Root Cause:** The COVID pandemic played an integral part of our absenteeism problem. Many families felt uncomfortable sending students to school amid this "new normal". While trying to show empathy, we inadvertently created a culture were families saw school attendance as an option verses a necessity.

Problem Statement 2 (Prioritized): New student persistence was an area of concern for our campus. **Root Cause:** Families chose to not persist with IDEA Mission for several factors. a) Onboarding of new to IDEA students was minimal b) Families are not happy with IDEA's lack of dual enrollment classes c) Families are looking for students to be enrolled in more afterschool activities and resume builders.

Student Learning

Student Learning Summary

IDEA Mission College Preparatory received a B (89) report card rating for the 2021-2022 school year. A few areas where our campus excelled was in the following distinction designations: Academic Achievement in English/Language Arts/Reading, Academic Achievement in Mathematics, Academic Achievement in Science, Academic Achievement in Social Studies, and Postsecondary Readiness.

As a campus, our STAAR results were as follows: 82% approaches, 51% meets, and 24% masters across all grade levels and contents.

When looking at our populations who did not meet the Student Success measure, were those receiving special education services and those students who were not continuously enrolled at our campus. Overall, Mission CP struggled with achievement in math.

Mission CP has an achievement gap between the test results of all students and special education students. While this is not the first year, we struggle to close this achievement gap, it is the first time our results were in this shape. It is clear to our campus that changes need to be made to ensure all students receive the education they deserve.

See PDF in Addendum for more information.

Student Learning Strengths

See PDF in Addendum for more information.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Minimal collaboration between general education teachers and special education teachers, resulting in fragmented learning. **Root Cause:** a) We minimally prioritized leadership walk throughs that focused on SPED observations. b) Leaders failed to follow through with side by side planning and feedback to ensure alignment between general education content and additional support from SPED department.

Problem Statement 2 (Prioritized): TELPAS campus growth was below expectations. **Root Cause:** 1. We did not differentiate the instruction so that teachers focused on individual student needs. 2. Leaders did not consistently ask teachers to utilize the data to integrate more TELPAS-related instruction to assist students in their performance. 3. Our lowest scores were in the speaking domain. We needed to have spent more time practicing on the speaking component.

Problem Statement 3 (Prioritized): As a campus, we struggled with mastery scores across grade levels and content. **Root Cause:** 1. Teachers struggled to fully internalize the TEKS and build practice to the rigor of the standards required for student mastery. 2. Leaders and teachers were not consistent in planning higher order thinking questions to ensure we were pushing the rigor that would lead to higher masters scores. 3. There was inconsistent focus on holding students accountable to use academic vocabulary in class.

Problem Statement 4 (Prioritized): As a campus, we struggled with AP test mastery scores across grade levels and content. **Root Cause:** 1. Teachers struggled to fully internalize the AP exa and build practice to the rigor of the standards required for student mastery. 2. Leaders and teachers were not consistent in planning higher order thinking questions to ensure we were pushing the rigor that would lead to higher masters scores. 3. There was inconsistent focus on holding students accountable to use academic vocabulary in class.

School Processes & Programs

School Processes & Programs Summary

At IDEA Mission College Preparatory, all instructional leaders are coached by a district instructional development coach as well as their school principal. This coaching process is instrumental in developing instructional leaders that are well versed in district/school priorities and normed according to district standards.

Professional development is planned by first establishing clear campus level gaps in student learning and then creating a scope and sequence to address these gaps. This is completed by instructional leaders meeting weekly to conduct structured/normed instructional observation rounds. The instructional leaders first conduct a group observation collecting low inference data and teacher/student actions. While observing, we look for where the “break” in student learning happens. Once the observation is completed, we norm as a group to provide a clear teacher action step. Then, as a team, we discuss all observations for trends so we can address at our next faculty meeting.

IDEA Mission College Preparatory offers a robust AP program. For the academic year 2021-2022, we offered 21 AP courses. For each course that is offered, students are expected to complete the AP examination at the culmination of the school year. AP teachers attended district level professional developments called “AP Share Fairs” where they were shown best practices and engagement activities to take back to their classrooms.

See PDF in Addendum for more information.

School Processes & Programs Strengths

Curriculum & Instruction:

- At least one-third of IDEA students graduate with the "AP Scholar" designation, evidence of earning a qualifying score on at least three AP exams, demonstrating successful completion of college-level coursework prior to graduation.
- IDEA provides students access to accelerated instruction through the 1:1 technology device, including adaptive software for mathematics and literacy and access to hundreds of thousands of books in the district's digital library.
- IDEA curricular resources include high-quality instructional materials that earn the highest ratings on national evaluation measures.
- IDEA curriculum is regularly evaluated using a quality evaluation tool, ensuring alignment to the Texas Essential Knowledge and Skills and AP course standards, as well as the STAAR/EOC and AP exams.
- IDEA implements a variety of training opportunities for teachers and leadership staff with the goal of developing teachers' pedagogical content knowledge and leaders' coaching skills.
- For 15 years in a row, 100% of IDEA students have been accepted into college, demonstrating that IDEA academic programming is adequately preparing students for post-secondary education.
- In 2022, four IDEA schools were ranked in the top 10 Most Challenging Schools in the Nation and 13 were ranked in the top 1% of schools nationwide, by the Jay Mathews Challenge Index High School Rankings.

Special Programs

- IDEA exceeded the expected growth target for EL student performance on TELPAS in 2021 with 48% of ELs meeting that target.
- IDEA provide targeted research based instruction to students who have a 2.0 year gap in Reading and/or Math with the goal of closing that gap by 2.0 years during the school year with our initiative called Critical Student Intervention (CSI). During the 21-22 school year, 2,562 out of 6,632 students meet that goal for Reading and 703 out of 1,268 students met the goal for Math.
- IDEA is in Year 3 of our TEA awarded Autism Grant. Through this grant we were able to increase support for 195 students with autism in Rio Grande Valley and Austin who

met the criteria outlined by TEA for this grant.

- IDEA submitted and was awarded a Dyslexia Grant by the TEA so that we will be able to provide increased professional development to teachers and leaders on working with students with dyslexia and increase the support resources for our students with dyslexia.

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

See PDF in Addendum for more information.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): An area of concern is our campus development of teachers and leaders, with 0% (counselors), 5% (teacher), and 0% (leader) of staff certified in their job description. **Root Cause:** 1. Promotion is not dependent on certificates held; therefore motivation is low. 2. Classroom investment and responsibilities is both high stakes and time consuming. Therefore, there is little time to think about taking on the responsibility of becoming certified.

Problem Statement 2 (Prioritized): Instructional practices such as dress rehearsals, exit ticket huddles, and content development sessions were started late in the year and were inconsistent. This slowed teacher development. **Root Cause:** 1. Daily campus operations and an inability to create a strong and consistent logistical plan hindered instructional processes. 2. Lack of consistency to abide by set meeting schedules also hindered teacher growth.

Perceptions

Perceptions Summary

At IDEA Mission College Preparatory, we pride ourselves on our college going identity. For the last 11 years, 100% of our senior classes have matriculated to college. The current dropout rate for the 2021-2022 school year was _____ and our graduation rate was _____.

One way we measure parent/guardian participation rates is by overall family attendance. For the 2021-2022 school year, our overall family participation average for school events (Welcome to IDEA, Curriculum Night, End of Year Ceremonies, Fall Festival, Winter Festival) was 67%.

One barrier that prevented participation by parents/guardians at our 2021-2022 beginning of year school events was the COVID pandemic. Due to fear/restrictions, our campus outreach events such as Meet the Teacher Nights and Report Card Nights saw a significant reduction in family involvement and participation.

See PDF in Addendum for more information.

Perceptions Strengths

See PDF in Addendum for more information.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): We have struggled with parental involvement, and their inability to attend school functions. **Root Cause:** 1. We failed to engage students from the initial event: Welcome to IDEA. 2. Certain events were canceled/modified due to COVID precautions. 3. We were not able to host a curriculum night. As a result, parents were not as informed as they could have been in their child's progress.

Problem Statement 2 (Prioritized): During the last few years, discipline has been a recurring issue both with implementation of a plan and repeat offenses. **Root Cause:** 1. Discipline plan focused on punitive consequences not restorative discipline. 2. Lack of consistency in implementation and follow through. 3. Leaders and teachers failed to get to the root cause; reactive approach.

Priority Problem Statements

Problem Statement 1: New student persistence was an area of concern for our campus.

Root Cause 1: Families chose to not persist with IDEA Mission for several factors. a) Onboarding of new to IDEA students was minimal b) Families are not happy with IDEA's lack of dual enrollment classes c) Families are looking for students to be enrolled in more afterschool activities and resume builders.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Minimal collaboration between general education teachers and special education teachers, resulting in fragmented learning.

Root Cause 2: a) We minimally prioritized leadership walk throughs that focused on SPED observations. b) Leaders failed to follow through with side by side planning and feedback to ensure alignment between general education content and additional support from SPED department.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: TELPAS campus growth was below expectations.

Root Cause 3: 1. We did not differentiate the instruction so that teachers focused on individual student needs. 2. Leaders did not consistently ask teachers to utilize the data to integrate more TELPAS-related instruction to assist students in their performance. 3. Our lowest scores were in the speaking domain. We needed to have spent more time practicing on the speaking component.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: As a campus, we struggled with mastery scores across grade levels and content.

Root Cause 4: 1. Teachers struggled to fully internalize the TEKS and build practice to the rigor of the standards required for student mastery. 2. Leaders and teachers were not consistent in planning higher order thinking questions to ensure we were pushing the rigor that would lead to higher masters scores. 3. There was inconsistent focus on holding students accountable to use academic vocabulary in class.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: As a campus, we struggled with AP test mastery scores across grade levels and content.

Root Cause 5: 1. Teachers struggled to fully internalize the AP exa and build practice to the rigor of the standards required for student mastery. 2. Leaders and teachers were not consistent in planning higher order thinking questions to ensure we were pushing the rigor that would lead to higher masters scores. 3. There was inconsistent focus on holding students accountable to use academic vocabulary in class.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: We have struggled with parental involvement, and their inability to attend school functions.

Root Cause 6: 1. We failed to engage students from the initial event: Welcome to IDEA. 2. Certain events were canceled/modified due to COVID precautions. 3. We were not able to host a curriculum night. As a result, parents were not as informed as they could have been in their child's progress.

Problem Statement 6 Areas: Perceptions

Problem Statement 7: During the last few years, discipline has been a recurring issue both with implementation of a plan and repeat offenses.

Root Cause 7: 1. Discipline plan focused on punitive consequences not restorative discipline. 2. Lack of consistency in implementation and follow through. 3. Leaders and teachers failed to get to the root cause; reactive approach.

Problem Statement 7 Areas: Perceptions

Problem Statement 8: Attendance was an area of concern.

Root Cause 8: The COVID pandemic played an integral part of our absenteeism problem. Many families felt uncomfortable sending students to school amid this "new normal". While trying to show empathy, we inadvertently created a culture were families saw school attendance as an option verses a necessity.

Problem Statement 8 Areas: Demographics

Problem Statement 9: An area of concern is our campus development of teachers and leaders, with 0% (counselors), 5% (teacher), and 0% (leader) of staff certified in their job description.

Root Cause 9: 1. Promotion is not dependent on certificates held; therefore motivation is low. 2. Classroom investment and responsibilities is both high stakes and time consuming. Therefore, there is little time to think about taking on the responsibility of becoming certified.

Problem Statement 9 Areas: School Processes & Programs

Problem Statement 10: Instructional practices such as dress rehearsals, exit ticket huddles, and content development sessions were started late in the year and were inconsistent. This slowed teacher development.

Root Cause 10: 1. Daily campus operations and an inability to create a strong and consistent logistical plan hindered instructional processes. 2. Lack of consistency to abide by set meeting schedules also hindered teacher growth.

Problem Statement 10 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- 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
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations

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
- SAT and/or ACT 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
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data
- Student surveys and/or other feedback

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data

Goals

Goal 1: Increase staff retention

Performance Objective 1: By June 1, 2022, IDEA Mission College Prep will fill all vacant positions with highly qualified individuals.

High Priority

Evaluation Data Sources: HR recommendations

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: IDEA College Prep Mission will recruit highly effective teachers by ensuring that hiring staff use rubric and interview questions with fidelity. **Strategy's Expected Result/Impact:** The expected result and impact will be to create a school of high performing teachers who establish student success and continue to return year after year. **Staff Responsible for Monitoring:** All instructional staff. **Title I:** 2.5 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **Problem Statements:** School Processes & Programs 1, 2	25%	50%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: An area of concern is our campus development of teachers and leaders, with 0% (counselors), 5% (teacher), and 0% (leader) of staff certified in their job description. **Root Cause**: 1. Promotion is not dependent on certificates held; therefore motivation is low. 2. Classroom investment and responsibilities is both high stakes and time consuming. Therefore, there is little time to think about taking on the responsibility of becoming certified.
Problem Statement 2: Instructional practices such as dress rehearsals, exit ticket huddles, and content development sessions were started late in the year and were inconsistent. This slowed teacher development. **Root Cause**: 1. Daily campus operations and an inability to create a strong and consistent logistical plan hindered instructional processes. 2. Lack of consistency to abide by set meeting schedules also hindered teacher growth.

Goal 2: All IDEA students matriculate to college

Performance Objective 1: By June 2023, 90% of students will achieve approaches on their end of year assessments.

High Priority

Evaluation Data Sources: Locus Dashboard

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: IDEA College Prep Mission will assess academic achievement for each student in the school in domains 1-3 by June 2023. **Strategy's Expected Result/Impact:** The expected impact will be student mastery and growth progress. This growth and progress will set students up for success in college and beyond. **Staff Responsible for Monitoring:** All instructional staff. **Title I:** 2.4 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **Problem Statements:** Student Learning 3	20%	50%		

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 3: As a campus, we struggled with mastery scores across grade levels and content. **Root Cause**: 1. Teachers struggled to fully internalize the TEKS and build practice to the rigor of the standards required for student mastery. 2. Leaders and teachers were not consistent in planning higher order thinking questions to ensure we were pushing the rigor that would lead to higher masters scores. 3. There was inconsistent focus on holding students accountable to use academic vocabulary in class.

Goal 3: IDEA achieves an A rating

Performance Objective 1: By January 2023, IDEA College Prep Mission will increase the number of students meeting CCMR requirements by 50%.

High Priority

HB3 Goal

Evaluation Data Sources: ACT and TSI assessments

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: 100% of seniors will attend targeted ACT Bootcamp and TSI tutorials over the course of the academic school year after data assessment of low performing standards. **Strategy's Expected Result/Impact:** These tutorials will address specific gaps in student learning to ensure student growth and progress leading to student mastery. **Staff Responsible for Monitoring:** All instructional staff. **Title I:** 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **Problem Statements:** Student Learning 3, 4	50%	75%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 3: As a campus, we struggled with mastery scores across grade levels and content. **Root Cause**: 1. Teachers struggled to fully internalize the TEKS and build practice to the rigor of the standards required for student mastery. 2. Leaders and teachers were not consistent in planning higher order thinking questions to ensure we were pushing the rigor that would lead to higher masters scores. 3. There was inconsistent focus on holding students accountable to use academic vocabulary in class.
Problem Statement 4: As a campus, we struggled with AP test mastery scores across grade levels and content. **Root Cause**: 1. Teachers struggled to fully internalize the AP exa and build practice to the rigor of the standards required for student mastery. 2. Leaders and teachers were not consistent in planning higher order thinking questions to ensure we were pushing the rigor that would lead to higher masters scores. 3. There was inconsistent focus on holding students accountable to use academic vocabulary in class.

Goal 3: IDEA achieves an A rating

Performance Objective 2: By June 2023, the percent of SPED students passing EOC and STAAR assessments will increase by 10%.

High Priority

Evaluation Data Sources: EOC and STAAR examinations

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: General Education teacher and SPED teacher will collaborate to discuss progress and areas of success and weakness of SPED students progress in the classroom. **Strategy's Expected Result/Impact:** The expected result and impact will be for 100% of SPED students to be accommodated for student mastery. **Title I:** 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **Problem Statements:** Student Learning 1				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: Minimal collaboration between general education teachers and special education teachers, resulting in fragmented learning. **Root Cause**: a) We minimally prioritized leadership walk throughs that focused on SPED observations. b) Leaders failed to follow through with side by side planning and feedback to ensure alignment between general education content and additional support from SPED department.

Goal 3: IDEA achieves an A rating

Performance Objective 3: By May 2023, 100% of IDEA College Prep Mission physical education students will earn 900 MVPA, moderate to vigorous physical activity, minutes.

High Priority

Evaluation Data Sources: MVPA data collected from physical education watches.

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: All College Prep coaches will individually track student progress in order to meet the 100% student compliance goal. Coaches will assist with motivation and parental involvement for any students who are not meeting the goal at different checkpoints throughout the academic year. **Strategy's Expected Result/Impact:** The expected result and impact will be for 100% of College Prep physical education students to meet their goal of 900 MVPA minutes achieved. **Staff Responsible for Monitoring:** College Prep coaches: Nathan Henderson, Nefi Pereira, Mark Saenz **Title I:** 2.5 - **TEA Priorities:** Improve low-performing schools **Problem Statements:** Student Learning 3	15%	35%		

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 3: As a campus, we struggled with mastery scores across grade levels and content. **Root Cause**: 1. Teachers struggled to fully internalize the TEKS and build practice to the rigor of the standards required for student mastery. 2. Leaders and teachers were not consistent in planning higher order thinking questions to ensure we were pushing the rigor that would lead to higher masters scores. 3. There was inconsistent focus on holding students accountable to use academic vocabulary in class.

Goal 4: Increase student daily attendance

Performance Objective 1: 100% of students who receive a behavior infraction will participate in a restorative circle.

High Priority

Evaluation Data Sources: Campus Restorative Behavior Plan Guidelines

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Train 100% of teachers to use the Restorative Behavior Plan with fidelity. **Strategy's Expected Result/Impact:** With teacher fidelity, the restorative behavior plan allows for student behavior issues to subside. Students are given the arena to talk about their issues and resolve them in a safe a caring environment. **Staff Responsible for Monitoring:** All instructional staff and school counselor. **Title I:** 2.5 **- TEA Priorities:** Improve low-performing schools **Problem Statements:** Perceptions 2	50%	75%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 2: During the last few years, discipline has been a recurring issue both with implementation of a plan and repeat offenses. **Root Cause**: 1. Discipline plan focused on punitive consequences not restorative discipline. 2. Lack of consistency in implementation and follow through. 3. Leaders and teachers failed to get to the root cause; reactive approach.

Goal 4: Increase student daily attendance

Performance Objective 2: Average Daily Attendance will be at 97% by February 1st, 2023

High Priority

Evaluation Data Sources: Official Attendance Taking Period reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: IDEA College Prep Mission will reach out to 100% of parents whose children are absent or tardy for the school day. **Strategy's Expected Result/Impact:** With this increase of communication, teachers and administrators will be able to communicate the importance of attendance and provide parents with information that is going on at school to encourage them to bring their children to school each and every day. **Staff Responsible for Monitoring:** All instructional staff, Registrar, and Assistant Principal of Operations. **Title I:** 4.1 **- TEA Priorities:** Improve low-performing schools **Problem Statements:** Demographics 1 - Perceptions 1	25%	50%		

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Attendance was an area of concern. **Root Cause**: The COVID pandemic played an integral part of our absenteeism problem. Many families felt uncomfortable sending students to school amid this "new normal". While trying to show empathy, we inadvertently created a culture were families saw school attendance as an option verses a necessity.

Perceptions
Problem Statement 1: We have struggled with parental involvement, and their inability to attend school functions. **Root Cause**: 1. We failed to engage students from the initial event: Welcome to IDEA. 2. Certain events were canceled/modified due to COVID precautions. 3. We were not able to host a curriculum night. As a result, parents were not as informed as they could have been in their child's progress.

Goal 5: Increase student persistence

Performance Objective 1: By June 2022, IDEA Mission College Prep will meet the 90% persistence goal.

High Priority

Evaluation Data Sources: % of students who decide to leave IDEA Mission College Prep

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: IDEA Mission College Prep will hold at least 1 campus wide event each month to encourage community and family involvement. **Strategy's Expected Result/Impact:** These events will build a sense of team and family and both students and parents will want to persist with IDEA Mission until graduation. **Staff Responsible for Monitoring:** All staff operational and instructional. **Title I:** 4.1 **- TEA Priorities:** Improve low-performing schools **Problem Statements:** Demographics 2 - Perceptions 1	40%	65%		

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: New student persistence was an area of concern for our campus. **Root Cause**: Families chose to not persist with IDEA Mission for several factors. a) Onboarding of new to IDEA students was minimal b) Families are not happy with IDEA's lack of dual enrollment classes c) Families are looking for students to be enrolled in more afterschool activities and resume builders.

Perceptions
Problem Statement 1: We have struggled with parental involvement, and their inability to attend school functions. **Root Cause**: 1. We failed to engage students from the initial event: Welcome to IDEA. 2. Certain events were canceled/modified due to COVID precautions. 3. We were not able to host a curriculum night. As a result, parents were not as informed as they could have been in their child's progress.

Title I Personnel

Name	Position	Program	FTE
	COLLEGE COUNSELOR		1
	DIRECTOR OF COLLEGE COUNSELING		1
	INTERVENTIONIST		1
	SR. COLLEGE COUNSELOR		1

Site-Based Decision Making Committee

Committee Role	Name	Position
Administrator	Christopher Gomez	Assistant Principal of Instruction
Administrator	Fabiola Cantu	Assistant Principal of Instruction
Administrator	Anaid Stephens	Assistant Principal of Instruction
Administrator	Christina Cavazos-Escamilla	Executive Principal
Classroom Teacher	Karen Prewitt	AP Mathematics Teacher
Classroom Teacher	Alejandro Villa	AP Humanities Teacher
Classroom Teacher	Brailin Paulino	English I Teacher
Classroom Teacher	Ana Ramirez	Special Education Teacher
Classroom Teacher	Anna Botello	Middle School Mathematics Teacher
Classroom Teacher	Marla Salinas	Interventionist
Administrator	Maria Charles	Principal in Residence

Addendums

Master CNA & SAIP Reporting Checklist

		PTG	100%	PTG	0%

DEPT	Data Source	Data Tabs	Guidance	Status	Principal Notes or Questions	VP Verification	Notes & Next Steps
College Prep	KEYS Tab (Tab 3)	Student Achievement Improvement Plan 2021-2022 School Year	This SAIP plan will require logging concrete initiatives put in place for student improvement, as well as their associated timelines, resources, and responsible staff. Each initiative will be tracked mid-year and at the end of the year. Mid-year assessments should be completed by each campus between December 1, 2022 and no later than January 31, 2023.	Complete		Action Required	
	Locus Dashboards: CIS STARR, AP Campus IB Reports EOY Assessments	Comprehensive Needs Assessment 2022 English Language Arts	These Pages should include the percentage of students who achieved each listed score for the 2021-2022 School Year. For each subject, list a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete		Action Required	
		Comprehensive Needs Assessment 2022 Math		Complete		Action Required	
		Comprehensive Needs Assessment 2022 Science		Complete		Action Required	
		Comprehensive Needs Assessment 2022 Humanities		Complete		Action Required	
	State TELPAS Report	Comprehensive Needs Assessment 2022 TELPAS	This data set will outline the percentage of students that earned proficiency in the areas of Listening, Speaking, Reading, and Writing, as indicated in the State TELPAS report. Llist a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete		Action Required	
	Locus Dashboards: ACT, AP, TSI Campus IB Reports Campus Matriculation Reports	100% College Matriculation 2021-2022 School Year	This page will only be applicable to campuses that had graduating classes in the Spring of 2022. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete		Action Required	
	Locus Dashboard: Staff Rentention	Staff Quality, Retention, & Recruitment 2021-2022 School Year	Under the %SPED Data Point, this should relfect the percentage of SPED certified teachers, compared to the overall SPED staff. Under number of teacher applicants, note how many teachers were interviewed by campus leaders for positions during the 2021-2022 School Year. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete		Action Required	
	Locus Dashboards: Student Persistence, Enrollment, ADA	School Culture & Climate 2021-2022 School Year	For the Withdrawals/Level 3 Offenses data point, list the number of withdrawals or offenses. All other data points should reflect percentages. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete		Action Required	
	Campus Academic Counselor Tracking Systems	2022 Family & Community Involvement	In addition to listing data percentages, list a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete		Action Required	

IDEA College Preparatory Mission

2021-22 Student Achievement Improvement Plan - College Prep

COLLEGE PREP

									Title I Qualifying Programs			Initiatives Status			
									Internal Use Only			Mid Year		End of Year	
APO	Initiatives	Needs Assess.	Special Pops.	Person(s) Responsible	Timeline Start/End	Resources: Human/ Material/Fiscal	Documentation	Formative Evaluation	Supplemental Program (Y/N)	New Program (Y/N)	Budget Allocation	Outcome	Increase/Decreased by X%	Outcome	Increase/Decreased by X%
									Budget Allocations only need to be entered for programs that are BOTH Supplemental & New			Use these columns to assess your strategy progress at the middle and end of the year			
1E	Exit Ticket Huddles	S, AP	All	API's	August 2022 to May 2023	Exit Ticket Agendas	Weekly Assessments	Observations							
1E	Daily Dress Rehearsals	S, AP	All	API's	August 2022 to May 2023	Daily Dress Reheasal Agendas	Weekly Assessments	Observations							
2C	Restorative Justice Overhaul/ Behavior Systems	DR	All	Sara McCormick, Fabiola Cantu	August 2022 to May 2023	Behavior System Template and Circle Expectations	Discipline Reports	Observations							
2B	Culture Rounds	DR	All	API's	August 2022 to May 2023	Culture Rounds Rubric and Template	Discipline Reports	Observations							
1E	Instructional Rounds	S, AP	All	API's	August 2022 to May 2023	Instructional Rounds Rubric and Template	Weekly Assessments/ TeachBoost	Observations							
2B	Monthly Educational Videos for Parents	O	All	Principal	August 2022 to May 2023	YouTube Account and Smore	You Tube/ Facebook Engagement	Engagement on Social Media and Parent Surveys							
2B	Quarterly Celebrations	O	All	Counselors	August 2022 to May 2023	Trophies and planning time to execute	Attendance Tracker	Engagement on Social Media and Parent Surveys							
1J	Weekly Walk Thrus with Special Education Students as the Observation Group	S, AP	SE	API's	August 2022 to May 2023	Special Education Observation Sheet	Special Education Results	Special Education Surveys							
2A	Administrator Move Ins	S, AP	All	Principal	August 2022 to May 2023	Process for how to decide when we move out and order of move ins	Weekly Assessments/ TeachBoost	Qualitative Improvements							

Annual Performance Objectives (APO)

PRIORITY #1: Students Graduate College-Ready

1A. % of graduates who matriculate to a College or University: 100%

1B. % of graduates matriculate to a Tier I/II College or University: 15% | 25%

1C. % of Seniors accepted to a College or University: 100%

1D. % of Seniors named AP scholars | Earn IB diploma: 30% | 25%

1E. Earned State Rating: A

1F. % Basic | % Mastery | % Advanced on LEAP: 82% | 44% | 11%

1G. % Approaches | % Meets | % Masters on STAAR/EOC: 90% | 60% | 30%

1H. % Level 3 | % Level 4 | % Level 5 on FSA/FSAA: 70% | 40% | 20%

1I. % of Pre-K-2nd Students End The Year On/Above Grade Level in Reading - Year 1 Campuses | Year 2 Campuses: 80% | 90%

1J. % of students in CSI achieve 2 years growth in Reading | Math (measured by Ren STAR) 50% | 60%

1K. Average ACT score: 21

1L. % of students graduating college in 4 | 6 years: 25% | 55%

Needs Assessment

S-STAAR

D-DIBELS

E-EOC

A-ACT

RR-Reading Renaissance

ST-STAR for Math

DR-Discipline Report

AP-AP Tests

O-Other

Special Populations

All

AR-At Risk

ELL-English Language Learners

ED-Economically Disadvantaged

M-Migrant

SE-Special Education

IDEA College Preparatory Mission

Comprehensive Needs Assessment
COLLEGE PREP

Data Source: CSI

% Meeting CSI Goal	Reading CP CSI
% CSI (EOY Ren.)	50%
% of CSI Passing STAAR	43%
% of SPED Passing STAAR	42%

Data Source: STAAR

	STAAR Reading 6th	STAAR Reading 7th	STAAR Reading 8th	STAAR Writing 7th	English I EOC	English II EOC
% Approaches	66	90	94		77	91
% Meets	44	65	73		62	74
% Masters	16	40	55		17	11
% Student Achievement Average	42	65	74		52	59

Data Source: AP/IB/Electiv

AP Scores	Pass AP Lit	Pass AP Lang	IB Scores	IB Group 1	% Royal Readers	% Word Master
% Score 1	62%	65%	% Score 1-3			
% Score 2	20%	23%	% Score 4-5			
% Score 3+	17%	12%	% Score 6-7			
					RR Goal Met/Not Met	WM Goal Met/Not Met

Reflections	
Areas of Strength	Areas of Need

1. 8th Grade Reading was an overall area of strength for the campus. Leader actions that attributed to this success were that ELA was a campus priority due to having new teachers in 3rd-8th grade. Aside from ELA being a campus priority, lesson internalizations, dress rehearsals and tight loop coaching were all implemented early in the school year. Our 8th grade teacher, Amanda Munoz went all in with ensuring that lesson internalizations were completed with additional scripted CFUs to push critical thinking skills. As a result, students were challenged to analyze texts beyond a superficial level.	1. Due to unforeseen circumstances, 6th grade ELA was left for an extended teacher vacancy. Once teacher was hired, teacher struggled with internalizing TEK and integrating lesson with wit and wisdom.
2. 10th grade EOC II was an area of success due to teacher actions. Teacher incorporated hands on engaging activites, centers and groups to solidify student mastery and practice. Teacher created a weekly rotation between writing and reading followed by comprehensive review including both reading and writing. Students were able to directly see the connection between reading and writing. Lastly, there was consistent teacher and leader weekly data check-ins.	2. 11th Grade AP Language was a campus area of need due to teacher being out on maternity leave. During teacher's maternity leave, we struggled finding a strong substitute to deliver purposeful lessons. In addition to teacher being out, leader who managed teacher was also out on maternity leave, therefore causing additional instability for the subject. Overall, the biggest obstacle that arose from lack of teacher presence led to lack of student
3. 7th Grade ELA TEK internalization submerged with Wit and Wisdom was an area of strength for the campus. Throughout the year both teachers attended various trainings such as district lead trainings, Lead4ward trainings, TEK based training, as well as various manager lead trainings where both leader and teacher were able to breakdown the TEK and align TEK with Wit and Wisdom. Teachers consistently internalized the lesson the lesson and submitted them and received feedback. With these internalized lessons, teachers created engaging lesson plans and tracked student success.	3. 9th Grade ELA was a campus area of need due overl lack of teacher investment. Examples of lack of teacher investment range from effective lesson planning, student conferencing, effective active monitoring and engagement strategies.

IDEA College Preparatory Mission

Comprehensive Needs Assessment - College Prep COLLEGE PREP					
Data Source: STAAR					
	STAAR Math 6th	**STAAR Math 7th**	**STAAR Alg I**	**Math CP CSI Pass STAAR**	**Math CP SPED Pass STAAR**
% Approaches	55	70	76	53%	30%
% Meets	18	30	42		
% Masters	5	14	30		
% Student Achievement Average	18	38	49		
Data Source: AP/IB					
AP Scores	**Pass AP Calculus AB**	**Pass AP Calculus CD**	**Pass AP Prob. & Stats.**	**IB Scores**	**IB Group 5**
% Score 1	89%	N/A	83%	**% Score 1-3**	
% Score 2	7%	N/A	8%	**% Score 4-5**	
% Score 3+	4%	N/A	10%	**% Score 6-7**	

Reflections	
Areas of Strength	**Areas of Need**
1. Algebra 1 began as an area of need for the campus because we lost our teacher prior to the beginning of the school year leaving us with a vacancy for an extended period of time. Once we were able to secure a teacher, she was new to the profession therefore lacked a skill set to be successful. Leader prioritized move in into the classroom to model and co-teach with teacher leading to significant teacher and student growth. □	1. 6th Math. Throughout the year teacher did not master teaching on a conceptual level. Teacher used a limited number of resources to plan engaging lessons.
2. Pre-Algebra Throughout the year teacher consistently internalize the lessons and created multiple opportunities for students to master the content.	2. AP Calculus was an area of need due to teacher struggling with transitioning from 6th Math Grade to an AP Calculus course. Teacher had to learn and internalize content material which led to gap in teaching.
3. AP Prob. & Statistics is a highlight at our campus. One reason for this is our teacher's ability to start instruction from the foundational skills necessary for student success. She has a way to scaffold and then build up student practices to gain student achievement. Lastly, student investment is established with engaging lessons and hands on activities.	3. SPED as a whole has been an area of concern for our campus for the past few years. Due to unforseen circumstances, we ended up with a teacher vacancy that lasted the entire year. Given the state of affairs, it was very challenging to provide the adequate support to close gaps.

IDEA College Preparatory Mission

Comprehensive Needs Assessment

COLLEGE PREP

Data Source: Internal Assessments

	6th Grade EOY Assessment	7th Grade EOY Assessment
% Passing	63	97

Data Source: STAAR

	STAAR 8th Science	STAAR Biology
% Approaches		86
% Meets		59
% Masters		19
% Student Achievement Average		51

Data Source: AP/IB

AP Scores	Pass AP Biology	Pass AP Chemistry	Pass AP Physics (1, 2, & C)	Pass AP Env. Science	IB Scores	IB Group 4
% Score 1	72%	92%	58%	79%		
% Score 2	14%	8%	25%	18%		
% Score 3+	14%	0	17%	2%		

Reflections

Areas of Strength	Areas of Need
1 Biology (8th grade) was an area of strength due to teacher being an expert in the content. Besides her strong content knowledge background, teacher prioritized building relationships with students. These strong relationships were key to her success.	1. Although Biology (8th grade) approaches scores were an area of strength, the masters scores are an area of need. Although teacher was able to scaffold material to ensure students were able to close their achievement gaps. She struggled with being able to build up the rigor and build critical thinking skills for our scholars.
2 7th Science Teacher had a high proficiency in content knowledge therefore, teacher was able to scaffold effectively to build student knowledge and skill.	2 6th Grade Science was an area of need due to teacher being new to the content and grade level. Teacher struggles in executing effective engaging lessons where students are able to apply the knowledge they learn in class. Teacher does not provide enough hands on opportunities like labs for students to be able to critically think and demonstrate deep understanding of topics.

3. Physics has been an area of success for our campus. One reason for this has been the consistency of Saturday tutoring. Not only did they happen with fidelity, but students were engaged with rigorous labs that helped increase mastery.	3. AP chemistry has been an area of need due to teacher pedagogy. Teacher struggles in executing effective engaging lessons where students are able to apply AP level knowledge they learn in class. Teacher does not provide enough hands on opportunities like labs for students to be able to critically think and demonstrate deep understanding of topics.

IDEA College Preparatory Mission

Comprehensive Needs Assessment

COLLEGE PREP

Data Source: Internal Assessments

	6th Grade EOY Assessment	7th Grade EOY Assessment
% Passing	98	97

Data Source: STAAR

	STAAR 8th US History	EOC US History
% Approaches	87	95
% Meets	44	82
% Masters	30	41
% Student Achievement Average	54	73

Data Source: AP/IB

AP Scores	Pass AP Human Geography	Pass AP World History	Pass AP US History	Pass AP Goverment	Pass AP Economics	IB Scores	IB Group 3
% Score 1	77%	75%	92%	69%	79%	% Score 1-3	
% Score 2	8%	16%	6%	24%	14%	% Score 4-5	
% Score 3+	15%	9%	2%	7%	8%	% Score 6-7	

Reflections

Areas of Strength	Areas of Need
1 Due to unforseen circumstances towards the latter part of the school year, 11th grade US History was left with a teacher vacancy until almost the end of the school year. However, this ended up being an area of strength as both leader who managed teacher moved in and taught the course for some time as well as the highest performing students in the grade level taking ownership of creating daily lessons and delivering them in the presence of a permanent substitute. This model created a high investement amongst the 11th grade students as the students had to take a lot of owernships in their learning. Students were able to be successful and demonstrated that during their STAAR EOC.	1. Although 11th grade students were able to be very successful in the US History STAAR EOC, the same was not true for AP US History. Although students were able to internalize much of the STAAR EOC content, the rigor of the EOC in comparison to the AP exam are highly contrasting. Due to the teacher vacancy, students were not able to master the vast amount of content seen in the AP US History.

2. 8th Grade US History was an area of strength this year, even though teacher did not meet 90/60/30 when comparing his scores with the district, teacher ranked third place overall. Teacher builds strong relationships with students which in turn positively impact his overall passing scores.	2. An area of need for 8th grade US History would be his meets scores, only 44% of students met for his STAAR exam. A factor that contributes to this is the lack of rigor. Most of the independent practice that students engage with is low rigor and does not necessarily require critical thinking skills. Therefore, when students encount higher order questions on the STAAR exam, they are unable to apply the basic knowledge they have learned throughout the year.
3 AP Human Geography was an area of strength for the campus. Teacher was consistently focusing on both knowledge and application in his daily lessons. Students were expected to write on a daily basis strenghtening their critical thinking skills by having to consistentyl justify their resoning. Teacher had a variety of engagement strategies and provided ample opportunities for collaboration amongst students.	3 AP Goverment was an area of need for the school. Teacher was new to the content and AP classroom. One area in which the teacher struggled was ensuring students were internalizing the material being taught by being able to apply it to AP rigor style questions.

IDEA College Preparatory Mission

Comprehensive Needs Assessment
COLLEGE PREP

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

	Listening	Speaking	Reading	Writing	% of ELL Students who grew one or more levels
% Beginning	3.66%	15.93%	7.31%	3.65%	35%
% Intermediate	16.45%	43.86%	32.64%	25.00%	35%
% Advanced	35.25%	35.51%	28.98%	36.20%	35%
% Advanced High	44.65%	4.70%	31.07%	35.16%	35%

Reflection	
Areas of Strength	**Areas of Need**
1. 100% of EL students were administered the exam.	1. We did not do a good job of differentating the instruction so that teachers focused on individual student needs.
2. The teacher and administrator communication and partnership during the planning and administration phrases helped improve scores.	2. Leaders did not consistently ask teachers to utilize the data to integrate more TELPAS-related instruction to assist students in their performance.
3. Our highest percentage breakdowns were on the advanced high levels for 3 out of the 4 components.	3. Our lowest scores were in the speaking domain. We needed to have spent more time practicing on the speaking component.

IDEA College Preparatory Mission

Comprehensive Needs Assessment COLLEGE PREP					
100% College Matriculation					
Matriculation %	**Matricuation % 4 year**	**Matriculation % 2 year**	**Tier 1/2 % Acceptances**	**Tier 1/2 % Matriculation**	
100%	**65%**	**35%**	**94%**	**27%**	
Tier 1 % Matriculation	**Tier 2 % Matriculation**	**Tier 3 % Matriculation**	**Tier 4 % Matriculation**	**Senior Class CCMR %**	**Senior Class TSI Completion %**
7%	20%	0%	73%		57%
Campus Data					
Senior Class ACT Average	**Junior Class ACT Average**	**Overall AP Scholars (3+ or more tests)**	**IB Medallion Scholars (Passing 3+ exams)**	**Overall % IB Diploma**	**Campus End of Year OTG**
18%	19%				96%

Reflections	
Areas of Strength	**Areas of Need**
1. T1/T2 Acceptance	1. ACT Average
2. T1/T2 Matriculation	2. TSI Completion
3. Matriculation confidence	3. Two year matriculation 100% got in to a 4 year school but 35% chose to go to a 2 year college.

IDEA College Preparatory Mission

Comprehensive Needs Assessment COLLEGE PREP	
Staff Quality, Recruitment, Retention	
	Percentage
% School Lead Team Retention	100%
% Instructional Support Retention	100%
% Teacher Retention	86%
% Campus Support Retention	100%%
% SPED Certified Teachers	100%
% State/National Certified Teachers	5%
% State Certified Leaders	0%
% State/Board certified Counselors	0%
Number of teacher applicants per 2020-21 school year	3+ applicants%

Reflections	
Areas of Strength	**Areas of Need**
1. School Lead Team Retention was high.	1. We have few certified state teachers.
2. Teacher retention was close, but we met the goal of 85%.	2. We have zero nationally certified teachers.
3 Campus Support retention was high .	3. We currently have 0 state board certified counselors.

IDEA College Preparatory Mission

Comprehensive Needs Assessment College Prep	
Data Source: School Culture and Climate	
	Campus %
% Average Daily Attendance	92%
% Overall Persistence	96%
% New Student Persistence	85%
# of Admin Withdrawals/ Level 3 Offenses	5
% SPED	6%
% ELL	50%
% Eco Dis	95%
% Migrant	1%
% Race: American-Indian-Alaska-Native	0%
% Asian	1%
% White-Hispanic	98%
% Multi	1%
% Black-African-American	0%
% Native-Hawaiian-Pacific-Islander	0%
% White	2%
% Male	50%
% Female	50%

Data Source: School Culture and Climate	
Reflections	
Areas of Strength	**Areas of Need**
1. We are projected to meet our overall persistence.	1. We struggled to get students to school each day.
2	2. We did not do enough onboarding of new families; as a result, we did not have new students persist in the numbers we had hoped for.
3	3 Vaping was an issue and so we did more admin withdrawls than had been the case before.

IDEA College Preparatory Mission

Comprehensive Needs Assessment COLLEGE PREP	
Data Source: Family and Community Involvement	
	Percentage
% Families Attended WTI	52%
% Families Attended Curriculum Night	50%
% Families Who Attended EOY Ceremonies	90%
% Families who attended Fall Festival	75%
% Families who attended Winter Festival	70%
% Families who attended Spring Festival	n/a

Reflections	
Areas of Strength	**Areas of Need**
1. We were still holding events (either virtually or in person) even though COVID restrictions faciliated innovative ways around doing the events.	1. Sometimes our communication for events was minimal (or too late) causing fewer families to show than we had hoped.
2. We received over 90% positive feedback on all events where feedback was solicited.	2. We did not survey or ask families for feedback on the types of events that would be meaningful to them. All of the events that were held were administrator driven.
3. We were able to solidify some new traditions that many felt proud and excited about.	3. We need to do a better job of creating more proactive mechanisms to have a better turnout for Welcome to

IDEA Public Schools

Monterrey Park Academy

2022-2023 Campus Improvement Plan

Accountability Rating: B

Distinction Designations:
Academic Achievement in English Language Arts/Reading
Academic Achievement in Science

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

Mission Statement

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

IDEA Monterrey Park Academy will create an environment that is safe, nurturing, and accountable to ensure 100% of our students are equipped with the foundational knowledge and skills needed to be successful in College Prep, Tier I and Tier II Universities, and beyond.

Vision

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

IDEA Monterrey Park Academy will support all students in reaching their potential by ensuring 100% of scholars are prepared to matriculate and become college graduates.

Core Values

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

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

At IDEA Monterrey Park Academy, we stirve to be Mighty B.E.A.R.S.:

1.Bravery – We persevere and exemplify courageous character.

2.Eagerness – We forge ahead with enthusiasm to reach ambitious goals.

3.Aspiration – We demonstrate a strong desire and motivation to achieve both academic and personal goals.

4.Resilience – We recover quickly from difficulties by adapting to stressful situations.

5.Selfless – We give and think of others before ourselves without looking for personal gain.

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Comprehensive Needs Assessment

Revised/Approved: October 21, 2022

Demographics

Demographics Summary

IDEA Monterrey Park Academy was established in 2014 and is located in west San Antonio at 222 SW 39th Street, 78237. The enrollment for the 2021-2022 school year is 729. Special populations such as English language learners make up 14% of the population and 7% of scholars receive special education services. The student body demographics reveals a lack of diversity with 89% of the student population being Hispanic and 11% made up of other races such as White, Black, Asian, and Pacific Islander. The percent of female and male students are diverse with both populations nearly even in percentage. Our school qualifies for free and reduced lunch based on the 97.9% economically disadvantaged population enrolled. For the 2022-2023 school year, the current campus enrollment is 672 enrolled students. The school retained 78.89% of new and returning students.

Demographics Strengths

Positive student connections from leaders and staff throughout the year

ADA communication plan to ensure parents are aware of absences and to provide support

Families are kept up-to-date with events and updated through our Family Newsletter

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): There is a need to increase our new-to-IDEA student persistence as only 74% chose to persist with us last year. **Root Cause:** 1. Lack of consistent, annual reflection and interests surveys on what keeps students/families at campus 2. Lack of program offerings such as afterschool electives, clubs, sports, etc. 3. Lack of clear communication around IDEA's rigorous Academic model during WTI and the partnership expectations of parents and students during the onboarding process and beyond.

Problem Statement 2 (Prioritized): Increase in student metal health crisis and outcries resulting in increased absences or student code of conduct violations **Root Cause:** 1. Lack of focus on health and wellness of scholars through daily implementation of SEL program 2. Lack of consistent observations to track fidelity of SEL program being taught consistently through the week

Student Learning

Student Learning Summary

In the 21-22 school year, IDEA Monterrey Park Academy earned an 87 out of a 100 rating making the school 'B' rated. The 'B' rating is displaying recognized performance within the state of Texas as campuses with this designation serve many students well, encouraging high academic achievement and/or appropriate academic growth for most students. The campus grew 6 points from the last rating given in the 2018-19 school year of an 81.

Performance by Domain:

Domain 1- 75 (student achievement)

Domain 2- 91 (school progress)

Domain 3- 78 (Closing the Gaps)

Distinction Designation:

Academic Achievement in English Language Arts Reading

Academic Achievement in Science

Student Learning Strengths

•STAAR reading improvement higher than pre-COIVS (2018-19)
•4th and 5th grade STAAR cohorts grew from the COVID years
•5th ELL cohort showed growth in every content
•3rd Reading SPED scholars closed their gap by 19% points

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): All student populations struggled in meeting or mastering Mathematics student achievement for Domain 3 **Root Cause:** 1. Failure to increase math interventions in quarter 1 of school. 2. Failure to start tutoring before Semester 2 for students 2-3 grade levels behind in math. 3. Failure to make adjustments to curriculum in a timely manner when responding to noted gaps in exit ticket data.

Problem Statement 2 (Prioritized): Only 29% of Math Critical Intervention Students passed their respective STAAR exam **Root Cause:** 1. Lack of leaders coaching teachers to urgently respond to daily exit ticket outcomes for CSI students. 2. Lack of general population and intervention teacher co-planning to create support systems in class for CSI students

School Processes & Programs

School Processes & Programs Summary

IDEA Monterrey Park Academy develops instructional leaders by having clear roles and responsibilities and opportunities to choose where they want to make an impact an impact. Our campus has a teacher leader program that allows teachers who want to grow in and out of the classroom. This program allows teachers to take on a coaching role while they stay in their teaching role, which allows them to experience the administrative role before completely transitioning over. We have team leaders that lead their grade levels, content leaders in Math, Science, Social Studies, and Reading, course leaders, mentors, hybrid leaders, and teacher advisory council members.

We have a weekly professional development meeting focusing on lesson rehearsal, script practices, and new content training. Professional development is created based on campus priorities set from the previous years and from trends found during instructional rounds. Teachers are invited to attend as a whole for priorities and as needed for trends found. Our teachers are also biweekly engaged in district content webinars that assist them in becoming instructional leaders of their classrooms.

To support powerful teaching and learning, teachers are recognized publicly every year and are identified as master teachers for others to observe and visit. Teachers are tiered according to level of support needed for coaching and lesson planning support.

School Processes & Programs Strengths

Curriculum & Instruction:

- At least one-third of IDEA students graduate with the "AP Scholar" designation, evidence of earning a qualifying score on at least three AP exams, demonstrating successful completion of college-level coursework prior to graduation.
- IDEA provides students access to accelerated instruction through the 1:1 technology device, including adaptive software for mathematics and literacy and access to hundreds of thousands of books in the district's digital library.
- IDEA curricular resources include high-quality instructional materials that earn the highest ratings on national evaluation measures.
- IDEA curriculum is regularly evaluated using a quality evaluation tool, ensuring alignment to the Texas Essential Knowledge and Skills and AP course standards, as well as the STAAR/EOC and AP exams.
- IDEA implements a variety of training opportunities for teachers and leadership staff with the goal of developing teachers' pedagogical content knowledge and leaders' coaching skills.
- For 15 years in a row, 100% of IDEA students have been accepted into college, demonstrating that IDEA academic programming is adequately preparing students for post-secondary education.
- In 2022, four IDEA schools were ranked in the top 10 Most Challenging Schools in the Nation and 13 were ranked in the top 1% of schools nationwide, by the Jay Mathews Challenge Index High School Rankings.

Special Programs

- IDEA exceeded the expected growth target for EL student performance on TELPAS in 2021 with 48% of ELs meeting that target.
- IDEA provide targeted research based instruction to students who have a 2.0 year gap in Reading and/or Math with the goal of closing that gap by 2.0 years during the school year with our initiative called Critical Student Intervention (CSI). During the 21-22 school year, 2,562 out of 6,632 students meet that goal for Reading and 703 out of 1,268 students met the goal for Math.
- IDEA is in Year 3 of our TEA awarded Autism Grant. Through this grant we were able to increase support for 195 students with autism in Rio Grande Valley and Austin who met the criteria outlined by TEA for this grant.
- IDEA submitted and was awarded a Dyslexia Grant by the TEA so that we will be able to provide increased professional development to teachers and leaders on working with students with dyslexia and increase the support resources for our students with dyslexia.

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 1 (Prioritized): Failure to retain New to IDEA staff in the 2021-2022 school year with a 46% or 7 of 15 new teachers left. **Root Cause:** 1. Lack of clarity in interview process for work load expected of new staff. 2. PD sessions were not aligned to the needs and interests of the New to IDEA staff. 3. Lack of support for balancing expectations of role and responsibilities with personal life.

Problem Statement 2 (Prioritized): Low teacher retention in special populations staff with 20% retention between intervention on SPED teachers and co-teachers **Root Cause:** 1. Lack of targeted professional development to support with added responsibilities of meeting HB4545 requirements and DI CSI intervention needs 2. Lack of partnerships between general populations teacher and the special populations to align strategies and selecting priority TEKS focus 3. Failure to provide requested materials in a timely manner for new intervention programs

Perceptions

Perceptions Summary

At IDEA Monterrey Park Academy, we value the social and emotional, health, and wellbeing of staff, students, and families. We uphold a culture and climate built on diversity, equity, and inclusion. Our school has goals centered around well being and retention.

We uphold our vision of excellence through our campus pillars:

1. Academic Quality: We prepare high quality, rigorous lessons through content unpacking, backwards planning, and rehearsing lessons before delivering to all student populations.
2. Accountable Culture: We have a collective responsibility as a campus system to act with integrity and drive accountability within self and all stakeholders in order to develop and sustain a culture of joy for students, staff, and families.
3. Everybody Learns: We provide equity to diverse and unique populations through lesson accommodations, intervention, and strong first teach.
4. Community Wellbeing: We promote a space where each person feels safe emotionally, physically, socially, and mentally to allow them to successfully grow.

Perceptions Strengths

90% retention of level 3 and 4 teachers

3 internal promotions of co teacher to lead teacher

4 of 5 or 80% successful transfer teacher retentions

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Low family participation with an average of 22% of families attending after school or Saturday family engagement events. **Root Cause:** 1. Families cited low participation due to short turnaround of event notification. The school staff failed to adequately communicate events in a timely manner. 2Families stated that event flyers were not posted in all social media channels or sent reminders for upcoming events. The school staff failed to make communication of events accessible for everyone and have a communication timeline built.

Problem Statement 2 (Prioritized): Lack of tracking and progressing students through the RtI Tier 1 and Tier 2 Behavior Plan. **Root Cause:** 1. Lack of campus training and scheduled time to visit the RtI process and behavior plans. 2. Staff did not adequately document student progress causing students to remain in Tier 1.

Priority Problem Statements

Problem Statement 1: There is a need to increase our new-to-IDEA student persistence as only 74% chose to persist with us last year.

Root Cause 1: 1. Lack of consistent, annual reflection and interests surveys on what keeps students/families at campus 2. Lack of program offerings such as afterschool electives, clubs, sports, etc. 3. Lack of clear communication around IDEA's rigorous Academic model during WTI and the partnership expectations of parents and students during the onboarding process and beyond.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Increase in student metal health crisis and outcries resulting in increased absences or student code of conduct violations

Root Cause 2: 1. Lack of focus on health and wellness of scholars through daily implementation of SEL program 2. Lack of consistent observations to track fidelity of SEL program being taught consistently through the week

Problem Statement 2 Areas: Demographics

Problem Statement 3: Only 29% of Math Critical Intervention Students passed their respective STAAR exam

Root Cause 3: 1. Lack of leaders coaching teachers to urgently respond to daily exit ticket outcomes for CSI students. 2. Lack of general population and intervention teacher co-planning to create support systems in class for CSI students

Problem Statement 3 Areas: Student Learning

Problem Statement 4: All student populations struggled in meeting or mastering Mathematics student achievement for Domain 3

Root Cause 4: 1. Failure to increase math interventions in quarter 1 of school. 2. Failure to start tutoring before Semester 2 for students 2-3 grade levels behind in math. 3. Failure to make adjustments to curriculum in a timely manner when responding to noted gaps in exit ticket data.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Low teacher retention in special populations staff with 20% retention between intervention on SPED teachers and co-teachers

Root Cause 5: 1. Lack of targeted professional development to support with added responsibilities of meeting HB4545 requirements and DI CSI intervention needs 2. Lack of partnerships between general populations teacher and the special populations to align strategies and selecting priority TEKS focus 3. Failure to provide requested materials in a timely manner for new intervention programs

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: Failure to retain New to IDEA staff in the 2021-2022 school year with a 46% or 7 of 15 new teachers left.

Root Cause 6: 1. Lack of clarity in interview process for work load expected of new staff. 2. PD sessions were not aligned to the needs and interests of the New to IDEA staff. 3. Lack of support for balancing expectations of role and responsibilities with personal life.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: Lack of tracking and progressing students through the RtI Tier 1 and Tier 2 Behavior Plan.

Root Cause 7: 1. Lack of campus training and scheduled time to visit the RtI process and behavior plans. 2. Staff did not adequately document student progress causing students to remain in Tier 1.

Problem Statement 7 Areas: Perceptions

Problem Statement 8: Low family participation with an average of 22% of families attending after school or Saturday family engagement events.

Root Cause 8: 1. Families cited low participation due to short turnaround of event notification. The school staff failed to adequately communicate events in a timely manner. 2Families stated that event flyers were not posted in all social media channels or sent reminders for upcoming events. The school staff failed to make communication of events accessible for everyone and have a communication timeline built.

Problem Statement 8 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Other PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Study of best practices
- Action research results

Goals

Goal 1: IDEA achieves an A rating

Performance Objective 1: Student achievement (Domain 1) and progress levels (Domain 2) will meet or exceed growth in state standards for all student groups.

High Priority

Evaluation Data Sources: Instructional rounds, Data meetings, Student Data Tracker, Exit ticket sort, instructional stepback

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: We will provide resources and training to campus educators in supporting all learners through Professional Development. **Strategy's Expected Result/Impact:** All student population groups are meeting growth or 90% are meeting student achievement metrics. **Staff Responsible for Monitoring:** Campus Educators, Assistant Principals of instruction, Principal **Title I:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **Problem Statements:** Student Learning 1, 2		25%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: All student populations struggled in meeting or mastering Mathematics student achievement for Domain 3 **Root Cause**: 1. Failure to increase math interventions in quarter 1 of school. 2. Failure to start tutoring before Semester 2 for students 2-3 grade levels behind in math. 3. Failure to make adjustments to curriculum in a timely manner when responding to noted gaps in exit ticket data.
Problem Statement 2: Only 29% of Math Critical Intervention Students passed their respective STAAR exam **Root Cause**: 1. Lack of leaders coaching teachers to urgently respond to daily exit ticket outcomes for CSI students. 2. Lack of general population and intervention teacher co-planning to create support systems in class for CSI students

Goal 1: IDEA achieves an A rating

Performance Objective 2: All STAAR tested contents will have 60% meets and 30% masters in Domain 1 student achievement

High Priority

Evaluation Data Sources: Instructional rounds, Data meetings, Student Data Tracker, Exit ticket sort, instructional stepback

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Use exit ticket sorts and respond urgently to data to ensure students are meeting or mastering their TEKS daily **Strategy's Expected Result/Impact:** Progress and Achievement targets are met in Domain 1 and 3. **Staff Responsible for Monitoring:** Campus educators, Assistant Principals of Instruction, Principal **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1, 2 - Perceptions 2		20%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: All student populations struggled in meeting or mastering Mathematics student achievement for Domain 3 **Root Cause**: 1. Failure to increase math interventions in quarter 1 of school. 2. Failure to start tutoring before Semester 2 for students 2-3 grade levels behind in math. 3. Failure to make adjustments to curriculum in a timely manner when responding to noted gaps in exit ticket data.
Problem Statement 2: Only 29% of Math Critical Intervention Students passed their respective STAAR exam **Root Cause**: 1. Lack of leaders coaching teachers to urgently respond to daily exit ticket outcomes for CSI students. 2. Lack of general population and intervention teacher co-planning to create support systems in class for CSI students
Perceptions
Problem Statement 2: Lack of tracking and progressing students through the RtI Tier 1 and Tier 2 Behavior Plan. **Root Cause**: 1. Lack of campus training and scheduled time to visit the RtI process and behavior plans. 2. Staff did not adequately document student progress causing students to remain in Tier 1.

Goal 1: IDEA achieves an A rating

Performance Objective 3: Third-grade scholars hit 90% approaches, 60% meets and 30% masters on reading and math STAAR.

High Priority

HB3 Goal

Evaluation Data Sources: Instructional rounds, Data meetings, Student Data Tracker, Exit ticket sort, instructional stepback

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Daily data tracking of student TEKS mastery across all populations. **Strategy's Expected Result/Impact:** Close gaps in reading comprehension and analyzing text for evidence **Staff Responsible for Monitoring:** All Instructional Staff, Assistant Principals of Instruction, Principal **Title I:** 2.4, 2.5 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 1, 2 **Funding Sources:** Nora Cantu - ILEARNING HOT SPOT FACILITATOR - Federal Grant - $34,436.16	20%	25%		

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: There is a need to increase our new-to-IDEA student persistence as only 74% chose to persist with us last year. **Root Cause**: 1. Lack of consistent, annual reflection and interests surveys on what keeps students/families at campus 2. Lack of program offerings such as afterschool electives, clubs, sports, etc. 3. Lack of clear communication around IDEA's rigorous Academic model during WTI and the partnership expectations of parents and students during the onboarding process and beyond.
Problem Statement 2: Increase in student metal health crisis and outcries resulting in increased absences or student code of conduct violations **Root Cause**: 1. Lack of focus on health and wellness of scholars through daily implementation of SEL program 2. Lack of consistent observations to track fidelity of SEL program being taught consistently through the week

Goal 1: IDEA achieves an A rating

Performance Objective 4: 60% of SPED scholars will receive approaches or meets on Math STAAR for 3rd - 5th

HB3 Goal

Evaluation Data Sources: Instructional rounds, Data meetings, Student Data Tracker, Exit ticket sort, instructional stepback

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Use Domain 3 trackers to track SPED performance on TEKS and Category 1-4 in Math **Strategy's Expected Result/Impact:** Progress and Achievement targets are met in Domain 1 and 3. **Staff Responsible for Monitoring:** Campus educators, Assistant Principals of Instruction, Principal **Title I:** 2.4, 2.5 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1, 2	10%	20%		

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 4 Problem Statements:

Student Learning
Problem Statement 1: All student populations struggled in meeting or mastering Mathematics student achievement for Domain 3 **Root Cause**: 1. Failure to increase math interventions in quarter 1 of school. 2. Failure to start tutoring before Semester 2 for students 2-3 grade levels behind in math. 3. Failure to make adjustments to curriculum in a timely manner when responding to noted gaps in exit ticket data.
Problem Statement 2: Only 29% of Math Critical Intervention Students passed their respective STAAR exam **Root Cause**: 1. Lack of leaders coaching teachers to urgently respond to daily exit ticket outcomes for CSI students. 2. Lack of general population and intervention teacher co-planning to create support systems in class for CSI students

Goal 2: All IDEA students matriculate to college

Performance Objective 1: All seniors will be assigned a K-12 mentor teacher to support with application, financial aid, and matriculation process.

High Priority

HB3 Goal

Evaluation Data Sources: Tracker of applications and admissions, financial aid applications, TSI Exempt

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Monthly check ins with senior and teacher mentor to support college matriculation **Strategy's Expected Result/Impact:** 100% of scholars matriculate to college **Staff Responsible for Monitoring:** Principals, APIs, DCC, College Counselors, Instructional Staff **Title I:** 2.5 **- TEA Priorities:** Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1, 2 - School Processes & Programs 1		55%		

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: All student populations struggled in meeting or mastering Mathematics student achievement for Domain 3 **Root Cause**: 1. Failure to increase math interventions in quarter 1 of school. 2. Failure to start tutoring before Semester 2 for students 2-3 grade levels behind in math. 3. Failure to make adjustments to curriculum in a timely manner when responding to noted gaps in exit ticket data.
Problem Statement 2: Only 29% of Math Critical Intervention Students passed their respective STAAR exam **Root Cause**: 1. Lack of leaders coaching teachers to urgently respond to daily exit ticket outcomes for CSI students. 2. Lack of general population and intervention teacher co-planning to create support systems in class for CSI students

School Processes & Programs
Problem Statement 1: Failure to retain New to IDEA staff in the 2021-2022 school year with a 46% or 7 of 15 new teachers left. **Root Cause**: 1. Lack of clarity in interview process for work load expected of new staff. 2. PD sessions were not aligned to the needs and interests of the New to IDEA staff. 3. Lack of support for balancing expectations of role and responsibilities with personal life.

Goal 2: All IDEA students matriculate to college

Performance Objective 2: A college ready environment will be created by providing opportunities for all student to engage in 4-6 activities throughout the year focused on career and college readiness.

High Priority

HB3 Goal

Evaluation Data Sources: Event tracker, Tracker of applications and admissions, financial aid applications, TSI Exempt

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: College going activities and actions through announcements, field lessons, and homeroom challenges will occur monthly or quarterly. **Strategy's Expected Result/Impact:** Increase number of Tier 1 applications and acceptances to 25% **Staff Responsible for Monitoring:** Principals, APIs, DCC, College Counselors, Instructional Staff **Title I:** 2.5 **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 1, 2 - Student Learning 1, 2		30%		

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: There is a need to increase our new-to-IDEA student persistence as only 74% chose to persist with us last year. **Root Cause**: 1. Lack of consistent, annual reflection and interests surveys on what keeps students/families at campus 2. Lack of program offerings such as afterschool electives, clubs, sports, etc. 3. Lack of clear communication around IDEA's rigorous Academic model during WTI and the partnership expectations of parents and students during the onboarding process and beyond.
Problem Statement 2: Increase in student metal health crisis and outcries resulting in increased absences or student code of conduct violations **Root Cause**: 1. Lack of focus on health and wellness of scholars through daily implementation of SEL program 2. Lack of consistent observations to track fidelity of SEL program being taught consistently through the week

Student Learning

Problem Statement 1: All student populations struggled in meeting or mastering Mathematics student achievement for Domain 3 **Root Cause**: 1. Failure to increase math interventions in quarter 1 of school. 2. Failure to start tutoring before Semester 2 for students 2-3 grade levels behind in math. 3. Failure to make adjustments to curriculum in a timely manner when responding to noted gaps in exit ticket data.

Problem Statement 2: Only 29% of Math Critical Intervention Students passed their respective STAAR exam **Root Cause**: 1. Lack of leaders coaching teachers to urgently respond to daily exit ticket outcomes for CSI students. 2. Lack of general population and intervention teacher co-planning to create support systems in class for CSI students

Goal 3: Increase student persistence

Performance Objective 1: Students will receive social emotional support 3-4 days a week through SEL program.

High Priority

Evaluation Data Sources: Campus event participation rosters, Panorama results, attendance data, persistence data, Mission List

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Weekly implementation and active participation of self agency and restorative practices using the Move This World program. **Strategy's Expected Result/Impact:** 100% of students are able to develop self agency and be active participants in restorative practices **Staff Responsible for Monitoring:** Principal, API, Counselor, APO, Instructional Staff **Title I:** 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1, 2 - Perceptions 2		25%		

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: There is a need to increase our new-to-IDEA student persistence as only 74% chose to persist with us last year. **Root Cause**: 1. Lack of consistent, annual reflection and interests surveys on what keeps students/families at campus 2. Lack of program offerings such as afterschool electives, clubs, sports, etc. 3. Lack of clear communication around IDEA's rigorous Academic model during WTI and the partnership expectations of parents and students during the onboarding process and beyond.
Problem Statement 2: Increase in student metal health crisis and outcries resulting in increased absences or student code of conduct violations **Root Cause**: 1. Lack of focus on health and wellness of scholars through daily implementation of SEL program 2. Lack of consistent observations to track fidelity of SEL program being taught consistently through the week
Perceptions
Problem Statement 2: Lack of tracking and progressing students through the RtI Tier 1 and Tier 2 Behavior Plan. **Root Cause**: 1. Lack of campus training and scheduled time to visit the RtI process and behavior plans. 2. Staff did not adequately document student progress causing students to remain in Tier 1.

Goal 3: Increase student persistence

Performance Objective 2: Students will be active participants in the culture of joy through consistent joy operating mechanisms.

High Priority

Evaluation Data Sources: Campus event participation rosters, Panorama results, attendance data, persistence data, Mission List

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Consistent planned activities such as hallway holler, grade level rallies, and mighty bear recognition to support student belonging. **Strategy's Expected Result/Impact:** 90% and greater student persistence **Staff Responsible for Monitoring:** Principal, API, Counselor, APO, Instructional Staff **Title I:** 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1, 2 - Perceptions 2				
No Progress · Accomplished · Continue/Modify · Discontinue				

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: There is a need to increase our new-to-IDEA student persistence as only 74% chose to persist with us last year. **Root Cause**: 1. Lack of consistent, annual reflection and interests surveys on what keeps students/families at campus 2. Lack of program offerings such as afterschool electives, clubs, sports, etc. 3. Lack of clear communication around IDEA's rigorous Academic model during WTI and the partnership expectations of parents and students during the onboarding process and beyond.
Problem Statement 2: Increase in student metal health crisis and outcries resulting in increased absences or student code of conduct violations **Root Cause**: 1. Lack of focus on health and wellness of scholars through daily implementation of SEL program 2. Lack of consistent observations to track fidelity of SEL program being taught consistently through the week
Perceptions
Problem Statement 2: Lack of tracking and progressing students through the RtI Tier 1 and Tier 2 Behavior Plan. **Root Cause**: 1. Lack of campus training and scheduled time to visit the RtI process and behavior plans. 2. Staff did not adequately document student progress causing students to remain in Tier 1.

Goal 3: Increase student persistence

Performance Objective 3: Engage 90% of 1st - 5th grade scholars in fun and exciting PE lessons to meet 900 MVPA minutes or higher in PE.

High Priority

Evaluation Data Sources: MVPA minutes report

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Provide feedback to PE lessons plan and ensure equipment is readily available and enough for all participants. **Strategy's Expected Result/Impact:** All scholars reach 900 MVP minutes and PE Honor Roll **Staff Responsible for Monitoring:** Physical Education teachers, Assistant Principal of Instruction, Principal, Business Clerk **Title I:** 2.5 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Demographics 1, 2				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: There is a need to increase our new-to-IDEA student persistence as only 74% chose to persist with us last year. **Root Cause**: 1. Lack of consistent, annual reflection and interests surveys on what keeps students/families at campus 2. Lack of program offerings such as afterschool electives, clubs, sports, etc. 3. Lack of clear communication around IDEA's rigorous Academic model during WTI and the partnership expectations of parents and students during the onboarding process and beyond.
Problem Statement 2: Increase in student metal health crisis and outcries resulting in increased absences or student code of conduct violations **Root Cause**: 1. Lack of focus on health and wellness of scholars through daily implementation of SEL program 2. Lack of consistent observations to track fidelity of SEL program being taught consistently through the week

Goal 3: Increase student persistence

Performance Objective 4: All students and staff feel physically and emotionally safe to achieve our mission of 100% to and through college

High Priority

Evaluation Data Sources: Student Persistence, Staff Persistence, GPTW survey, Student and family survey, Safety Walkthrough

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Ensure SEL is provided for scholars mental health, positive check-ins for staff health, and proactive safety walkthroughs are performed weekly for physical safety. **Strategy's Expected Result/Impact:** Ensure 90% or more students and staff are retained in the 22-23 school year **Staff Responsible for Monitoring:** Principal, Assistant Principals, Assistant Principal of Operation, Counselor, Instructional Staff **Title I:** 2.4, 2.5 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1, 2 - School Processes & Programs 1, 2		60%		

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 4 Problem Statements:

Demographics
Problem Statement 1: There is a need to increase our new-to-IDEA student persistence as only 74% chose to persist with us last year. **Root Cause**: 1. Lack of consistent, annual reflection and interests surveys on what keeps students/families at campus 2. Lack of program offerings such as afterschool electives, clubs, sports, etc. 3. Lack of clear communication around IDEA's rigorous Academic model during WTI and the partnership expectations of parents and students during the onboarding process and beyond.
Problem Statement 2: Increase in student metal health crisis and outcries resulting in increased absences or student code of conduct violations **Root Cause**: 1. Lack of focus on health and wellness of scholars through daily implementation of SEL program 2. Lack of consistent observations to track fidelity of SEL program being taught consistently through the week

School Processes & Programs
Problem Statement 1: Failure to retain New to IDEA staff in the 2021-2022 school year with a 46% or 7 of 15 new teachers left. **Root Cause**: 1. Lack of clarity in interview process for work load expected of new staff. 2. PD sessions were not aligned to the needs and interests of the New to IDEA staff. 3. Lack of support for balancing expectations of role and responsibilities with personal life.

School Processes & Programs

Problem Statement 2: Low teacher retention in special populations staff with 20% retention between intervention on SPED teachers and co-teachers **Root Cause**: 1. Lack of targeted professional development to support with added responsibilities of meeting HB4545 requirements and DI CSI intervention needs 2. Lack of partnerships between general populations teacher and the special populations to align strategies and selecting priority TEKS focus 3. Failure to provide requested materials in a timely manner for new intervention programs

Goal 4: Increase staff retention

Performance Objective 1: Increase Great Places to Work results from 68% to 85%

High Priority

Evaluation Data Sources: GPTW survey results, quarterly surveys, staff retention over 85%

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Provide clarity in interview process for workload expected of new staff. **Strategy's Expected Result/Impact:** 85% GPTW survey results **Staff Responsible for Monitoring:** Principal, APIs, APO, Counselor, Instructional Staff **Title I:** 2.5 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning **Problem Statements:** School Processes & Programs 1, 2				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Support staff in balancing expectations of role and responsibilities with personal life. **Strategy's Expected Result/Impact:** 85% GPTW survey results **Staff Responsible for Monitoring:** Principal, APIs, APO, Counselor, Instructional Staff **Title I:** 2.5 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning **Problem Statements:** School Processes & Programs 1, 2				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs

Problem Statement 1: Failure to retain New to IDEA staff in the 2021-2022 school year with a 46% or 7 of 15 new teachers left. **Root Cause**: 1. Lack of clarity in interview process for work load expected of new staff. 2. PD sessions were not aligned to the needs and interests of the New to IDEA staff. 3. Lack of support for balancing expectations of role and responsibilities with personal life.

Problem Statement 2: Low teacher retention in special populations staff with 20% retention between intervention on SPED teachers and co-teachers **Root Cause**: 1. Lack of targeted professional development to support with added responsibilities of meeting HB4545 requirements and DI CSI intervention needs 2. Lack of partnerships between general populations teacher and the special populations to align strategies and selecting priority TEKS focus 3. Failure to provide requested materials in a timely manner for new intervention programs

Goal 4: Increase staff retention

Performance Objective 2: Provide individualized learning to teachers at different Teacher Career Pathway levels

High Priority

Evaluation Data Sources: 85% Teacher Retention, 85% GPTW survey results

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Align PD to the needs and interests of the New to IDEA staff and experience staff. **Strategy's Expected Result/Impact:** 85% Teacher Retention **Staff Responsible for Monitoring:** Principal, APIs, APO, Counselor, Instructional Staff **Title I:** 2.5 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning **Problem Statements:** School Processes & Programs 1, 2				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 1: Failure to retain New to IDEA staff in the 2021-2022 school year with a 46% or 7 of 15 new teachers left. **Root Cause**: 1. Lack of clarity in interview process for work load expected of new staff. 2. PD sessions were not aligned to the needs and interests of the New to IDEA staff. 3. Lack of support for balancing expectations of role and responsibilities with personal life.
Problem Statement 2: Low teacher retention in special populations staff with 20% retention between intervention on SPED teachers and co-teachers **Root Cause**: 1. Lack of targeted professional development to support with added responsibilities of meeting HB4545 requirements and DI CSI intervention needs 2. Lack of partnerships between general populations teacher and the special populations to align strategies and selecting priority TEKS focus 3. Failure to provide requested materials in a timely manner for new intervention programs

Goal 5: Increase student daily attendance

Performance Objective 1: Increase meaningful relationships to promote positive student-teacher relationships to increase retention and student achievement.

High Priority

Evaluation Data Sources: Student survey, parent Panorama survey, parent weekly surveys, GET Guidepost 2 strand vii.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Review and create action steps on quarterly parent and student surveys to implement strategies in relationship building in and outside the classroom. **Strategy's Expected Result/Impact:** Parent satisfaction survey results improve to a level 3 across all staff members. Student attendance increases to 98% **Staff Responsible for Monitoring:** Instructional Staff, Assistant Principal of Instruction, , Assistant Principal of Operations, Principal **Title I:** 2.5 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** Demographics 1, 2				

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: There is a need to increase our new-to-IDEA student persistence as only 74% chose to persist with us last year. **Root Cause**: 1. Lack of consistent, annual reflection and interests surveys on what keeps students/families at campus 2. Lack of program offerings such as afterschool electives, clubs, sports, etc. 3. Lack of clear communication around IDEA's rigorous Academic model during WTI and the partnership expectations of parents and students during the onboarding process and beyond.
Problem Statement 2: Increase in student metal health crisis and outcries resulting in increased absences or student code of conduct violations **Root Cause**: 1. Lack of focus on health and wellness of scholars through daily implementation of SEL program 2. Lack of consistent observations to track fidelity of SEL program being taught consistently through the week

Goal 5: Increase student daily attendance

Performance Objective 2: Staff will participate in quarterly family engagement events to leverage relationships and increase interaction with families and students.

High Priority

Evaluation Data Sources: Campus events participation rosters, Parent Surveys, Student Attendance Data, Persistence Data, Home Visit Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Create and promote family engagement events to increase school connectedness and communicate the importance of daily attendance. **Strategy's Expected Result/Impact:** Increase in attendance to 97.5%, In crease in parent survey results, increased family event attendance to 80% **Staff Responsible for Monitoring:** Campus educators, Assistant Principal of Operations, Grade Level Administrators, Principal **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** Demographics 1, 2				

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: There is a need to increase our new-to-IDEA student persistence as only 74% chose to persist with us last year. **Root Cause**: 1. Lack of consistent, annual reflection and interests surveys on what keeps students/families at campus 2. Lack of program offerings such as afterschool electives, clubs, sports, etc. 3. Lack of clear communication around IDEA's rigorous Academic model during WTI and the partnership expectations of parents and students during the onboarding process and beyond.
Problem Statement 2: Increase in student metal health crisis and outcries resulting in increased absences or student code of conduct violations **Root Cause**: 1. Lack of focus on health and wellness of scholars through daily implementation of SEL program 2. Lack of consistent observations to track fidelity of SEL program being taught consistently through the week

Title I Personnel

Name	Position	Program	FTE
Nora Cantu	ILEARNING HOT SPOT FACILITATOR	Title 1	1

Site-Based Decision Making Committee

Committee Role	Name	Position
Administrator	Hannah Nino	Principal

Campus Funding Summary

Federal Grant					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	3	1	Nora Cantu - ILEARNING HOT SPOT FACILITATOR		$34,436.16
				Sub-Total	$34,436.16

Addendums

IDEA Monterrey Park Academy

2021-22 Student Achievement Improvement Plan

ACADEMY

									Title I Qualifying Programs			Initiatives Status			
									Internal Use Only			Mid Year		End of Year	
									Supplemental Program (Y/N)	New Program (Y/N)	Budget Allocation	Outcome	Increase/Decreased by X%	Outcome	Increase/Decreased by X%
APO	Initiatives	Needs Assess.	Special Pops.	Person(s) Responsible	Timeline Start/End	Resources: Human/ Material/Fiscal	Documentation	Formative Evaluation	Budget Allocations only need to be entered for programs that are BOTH Supplemental & New			Use these columns to assess your strategy progress at the middle and end of the year			
2A	PD for electronic trackers (Excell certification) (BOY/ GTL PD)	S	N/A	Admin	Aug-May	Excel Certification	All assessment trackers updated	Excel Certification	Y						
2A	Align get ratings, revise model of rating for get (don't start low, rate what is earned)	O	All	Admins	Aug-May	Staff Quality & Retention Committee	Revised Teacher Coaching Plan	APR	Y						
2A	Teacher led PD/ Differentiated PD	O	All	Admins	Aug-May	Content Groups	Assessment Tracker/ PD Tracker	District Assessments	Y						
2B	Internal incentive for 100% everyday (Quarter) (Ex: buy lunch/ catered food)	O	N/A	Principal	Aug-May	Staff Quality & Retention Committee	ADA Staff Tracker	N/A	Y						
2B	Balance non-negotioables -expectations with timelines	O	N/A	Admin	Aug-May	Staff Quality & Retention Committee	Rentention Staff Tracker	N/A	Y						
2C	Family Engagement Activities extended to day cares- Recruitment	O	N/A	APO/ EC	Aug-May	School & Family Committee	Enrollment Tracker- #s Reregistered	)Y Enrollment Goal M	Y						
2C	A stronger connection with families: Keeper's of the Den - timely turn around of backgrounds, widen the time period that families can come in	O	N/A	GTLs	Aug-May	School & Family Committee	Number of Parent Participants	EOY Persistence goal met	Y						
2C	Parent Advisory Council with monthly meetings for Persistence	O	N/A	Social Worker	Aug-May	School & Family Committee	District Roster of Participants	EOY Persistence goal met	Y						
1E	IXL for math, ela, and science	S	All	Principal	Aug-May	IXL Liscence	IXL Daily Tracker and Data Report	District Assessments	Y						
1E	Accelerated Learning to close the COVID gap	S	ALL	Admin	Aug-May	STAAR Readiness	Exit Ticket and Assessment Tracker	District Assessments/ STAAR		Y					
1E	TEKS implemented in math K-2	S	All	K-2 Math Teachers	Aug-May	STAAR Readiness	Exit Ticket and Assessment Tracker	District Assessments/ STAAR		Y					
1E	Provide DICE and Expressive Writing program for ELLs	S	ELL	ELL Coordinator	Aug-May	DICE Program Liscense	Special Pops Tracker	STAAR/ Domain 2 and 3 Raiting		Y					
1E	K-4 New Humanities Programs 100% implemented	EOC	All	Principal	Aug-May	District Curriculum	Exit Ticket Tracker	Campus Assessment		Y					
1E	Training on creating exemplars for new district subject programs	O	All	Admins	Aug-May	District Curriculum	Exit Ticket Tracker	District Assessments/ STAAR		Y					
1E	Parent Weekly with Parent of the Month	O	All	Social Worker	Aug-May	School & Family Committee	District Roster of Participants	EOY Persistence goal met		Y					
1E	Early afterschool tutorial intervention	S	ALL	Admin	Aug-May	STAAR Readiness	Exit Ticket and Assessment Tracker	District Assessments/ STAAR		Y					
1E	Think Up STAAR resources for Math and Reading	S	ALL	Admin	Aug-May	STAAR Readiness	Exit Ticket and Assessment Tracker	District Assessments/ STAAR		Y					
1E	2nd-5th CSI Support with additiona nd training of 2 special pos co-teachers	S	AR	Admin	Aug-May	STAAR Readiness	Exit Ticket and Assessment Tracker	District Assessments/ STAAR		Y					
1G	Add accomodations to DI lessons	O	SE	K-2nd DI Teachers	Aug-May	Special Population Committee	Special Pops Tracker	District Assessments	Y						
2A	Have GTL participate in interview process	S	N/A	GTLs	Aug-May	Staff Quality & Retention Committee	Staff Recruitment Roster complete	N/A	Y						
2C	Monthly ADA Incentives for increasing atttendance	O	N/A	APO	Aug-May	School & Family Committee	District Roster of Participants	EOY ADA goal met		Y					
2C	Educatrors Handbook with RTI addition to track Tier 1 and 2 RTI behavior scholars	O	SE	Social Worker	Aug-May	School & Family Committee	RTI Tracker	EOY Persistence goal met		Y					

Annual Performance Objectives (APO)

PRIORITY #1: Students Graduate College-Ready

1A. % of graduates who matriculate to a College or University: 100%

1B. % of graduates matriculate to a Tier I/II College or University: 15% | 25%

1C. % of Seniors accepted to a College or University: 100%

1D. % of Seniors named AP scholars | Earn IB diploma: 30% | 25%

1E. Earned State Rating: A

1F. % Basic | % Mastery | % Advanced on LEAP: 82% | 44% | 11%

1G. % Approaches | % Meets | % Masters on STAAR/EOC: 90% | 60% | 30%

1H. % Level 3 | % Level 4 | % Level 5 on FSA/FSAA: 70% | 40% | 20%

1I. % of Pre-K-2nd Students End The Year On/Above Grade Level in Reading - Year 1 Campuses | Year 2 Campuses: 80% | 90%

1J. % of students in CSI achieve 2 years growth in Reading | Math (measured by Ren STAR) 50% | 60%

1K. Average ACT score: 21

1L. % of students graduating college in 4 | 6 years: 25% | 55%

PRIORITY #2: Build a Strong & Sustainable Organization

2A. % Teacher Retention | Employee Retention: 85% | 85%

2B. 80% composit score on GPTW: 82%

2B. %Average Daily Attendance: 97.50%

2C. New Student Persistence: 90%

2D. Operating Income: $133M

2E. FIRST Rating: A

PRIORITY #3: Achieve Mission at Scale

3A. % of students with low socio-economic status: 80%

3B. Enrollment in August 2020: 83,894

3C. Schools in operation in August 2020: 149

3D. Total Funds Raised (millions): $93M

Needs Assessment

S-STAAR

D-DIBELS

E-EOC

A-ACT

RR-Reading Renaissance

ST-STAR for Math

DR-Discipline Report

AP-AP Tests

O-Other

Special Populations

All

AR-At Risk

ELL-English Language Learners

ED-Economically Disadvantaged

M-Migrant

SE-Special Education

IDEA Monterrey Park Academy

Comprehensive Needs Assessment
ACADEMY

Data Sources: Eureka Math & Electives Academy

	DISTAR Pre-K on Grade Level	Eureka Kinder on Grade Level	Eureka First on Grade Level	Eureka Second on Grade Level	% Math Masters Pk-2	Pk-2 MM Goal Met/Not Met
% Students	N/A	99	77	91	86	289/316

Data Source: STAAR Academy

	STAAR Math Grade 3	STAAR Math Grade 4	STAAR Math Grade 5	% Math Masters 3-5	3-5 MM Goal Met/Not Met
% Approaches	69	46	75	92	277/297
% Meets	37	25	33		
% Masters	11	8	16		
% Student Achievement Average	39	26	41		
% Meet 2 year growth	N/A	55	77		

Data Source: CSI Academy

	Math AC CSI
% CSI (EOY Ren.)	1%
% of CSI Passing STAAR	29%
% of SPED Passing STAAR	55%

Reflections

Areas of Strength	Areas of Need
1 Math team met to rehearse lessons and support one another	1 Assign math CTL in semester 1 to support new teacher development
2 Math administrator stepped in to support team in the absence of CTL	2 Support new teachers with daily rehersals and afterschool lesson planning sessions
3 Math stepbacks were held to review data and support scholar learning with selected strategies	3 Hire consistent Math interventionist to support our math CSI scholars

IDEA Monterrey Park Academy

Comprehensive Needs Assessment ACADEMY						
Data Sources: DI ELA & Electives						
	DI Pre-K on Grade Level	**DI Kinder on Grade Level**	**DI First on Grade Level**	**DI Second on Grade Level**	**% Royal Readers**	**% Word Masters**
% Students	**N/A**	**83**	**62**	**74**	10	62
		Wit & Wisdom Kinder on Grade Level	**Wit & Wisdom First on Grade Level**	**Wit & Wisdom Second on Grade Level**	**RR Goal Met/Not Met**	**WM Goal Met/Not Met**
		100	**98**	**85**	65/613	382/613
Data Source: STAAR						
	STAAR Reading Grade 3	**STAAR Reading Grade 4**	**STAAR Writing Grade 3**	**STAAR Writing Grade 4**	**STAAR Reading Grade 5**	
% Approaches	75	75			88	
% Meets	42	48			61	
% Masters	22	23			40	
SAS						
% Student Achievement Average	46	48			63	
Data Source: CSI						
% Meeting CSI Goal	**Reading AC CSI**					
% CSI (EOY Ren.)	0%					
% of CSI Passing STAAR	39%					
% of SPED Passing STAAR	54%					

Reflections	
Areas of Strength	**Areas of Need**
1 All special pops team focused on more than case load schoalrs to ensure everyone was learning	1 Begin Special populations folder for ELA scholars earlier
2 Content team leader provided adequate support for all teachers whetehr returning or new	2 Daily lesson rehearsals and 1-1 support daily during quarter 1 for new teachers
3 Weekly content team meetings to plan and review data or create lesson materials	3 Begin STAAR aligned resources earlier than STAAR success unit to support growth and learning

IDEA Monterrey Park Academy

Comprehensive Needs Assessment ACADEMY						
Data Sources: Science Pk-2						
	Science Pre-K on Grade Level	**Science Kinder on Grade Level**	**Science First on Grade Level**	**Science Second on Grade Level**	**Science Third on Grade Level**	**Science Fourth on Grade Level**
% Students	**N/A**	**99**	**83**	**82**	**75**	**77**

Data Source: Science 3-5	
	STAAR Science Grade 5
% Approaches	86
% Meets	60
% Masters	31
% Student Achievement Average	59

Reflections	
Areas of Strength	**Areas of Need**
1 Partnership of science teachers as they planned together	1 Support Kinder co-teachers teachign science in district lesson expectations for delivery and planning to help lead teachers in Semester 1
2 Curriculums for 1st and 2nd were fully available and easier to internalize	2 Added support for 3rd and 4th science when planning during second semester
3 Embessed cross curricular lesson for ELAR within the units	3 Needed disicnated CTL to support all science teachers

IDEA Monterrey Park Academy

Comprehensive Needs Assessment ACADEMY							
Data Sources: Humanities Pk-2							
	Humanities Pre-K on Grade Level	**Humanities Kinder on Grade Level**	**Humanities First on Grade Level**	**Humanities Second on Grade Level**	**Humanities Third on Grade Level**	**Humanities Fourth on Grade Level**	**Humanities Fifth on Grade Level**
% Students	N/A	78	90	95	82	80	84

Reflections	
Areas of Strength	**Areas of Need**
1 Social Studies was a protected time that was not removed or replaced with DI or STAAR	1 Consistent lesson and support in Kinder.
2 Content team leader supported with new to content teachers	2 Inrease training for new to content teachers and co-teachers outside of district training
3 Cross currocular support with Social Studies and ELAR	3 Include CTL in leader lesson plan feedback sessions

IDEA Monterrey Park Academy

Comprehensive Needs Assessment
ACADEMY

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

	Listening	Speaking	Reading	Writing	% of ELL Students who grew one or more levels
% Beginning	15	36	31	17	0
% Intermediate	32	50	36	31	7
% Advanced	37	19	28	34	8
% Advanced High	24	6	18	29	2

Reflections	
Areas of Strength	**Areas of Need**
1 Designated ELL special population co-teacher	1 Needing to implement programs such as Summit K-12 at an earlier time in the year
2 Tracking ELL exit ticket and Exam data	2 Classrooms need to support with holding additional class discussions to increase speaking score
3 Increased in writing across grade levels and contents increase writing scores	3 Teachers need to be trained in SIOP to adequately service schoalrs

IDEA Monterrey Park Academy

Comprehensive Needs Assessment	
ACADEMY	
Staff Quality, Recruitment, Retention	
	Percentage
% School Lead Team Retention	33
% Instructional Support Retention	75
% Teacher Retention	59
% Campus Support Retention	100
% SPED Teachers	50
% State/National Certified Teachers	60
% State Certified Leaders	0
% State/Board certified Counselors	0
Number of teacher applicants per 2020-21 school year	36

Reflection	
Areas of Strength	Areas of Need
1 GTLs and CTLs served as retention support and representatives of their assigned teachers to request changes or give open and honest feedback	1 Include GTLs or CTLs in the teacher interviews
2 Co-teachers were promoted to lead teacher roles at a higher rate as they were more prepared to take on these roles	2 More parternshipw ith Region 20 for alternative certifications or supplemental certifications such as ESL
3 Increase in Level 3 and 4 teachers for the Teacher Carrer Pathway on c	3 Not hiring to just fill a role but waiting to hire the right candidate

IDEA Monterrey Park Academy

Comprehensive Needs Assessment ACADEMY	
Data Source: School Culture and Climate	
	Campus %
% Average Daily Attendance	91.21%
% Overall Persistence	86.67
% New Student Persistence	81.11
# of Admin Withdrawals/ Level 3 Offenses	3
% SPED	43
% ELL	99
% Eco Dis	4
% Migrant	0
% Race: American-Indian-Alaska-Native	0
% Asian	0
% White-Hispanic	189
% Multi	382
% Black-African-American	3
% Native-Hawaiian-Pacific-Islander	1
% White	60
% Male	314
% Female	321

Data Source: School Culture and Climate	
Reflections	
Areas of Strength	**Areas of Need**
1 One of our strengths is making positive connection with students and parents throughout the year.	1 IDEA Monterrey Park needs time for grade level teachers to build relationships and plan events together.
2 As a campus we do an excellent job of keeping parents informed with our weekly Newsletters.	2 Minimum 1 week advanced communication campus wide.
3 There is a clear plan in place for scholars parents and families to be reached to ensure scholars are in school and	3 Celebrations should be calendered out throghout the year an

IDEA Monterrey Park Academy

Comprehensive Needs Assessment ACADEMY	
Data Source: Family and Community Involvement	
	Percentage
% Families Attended WTI	88%
% Families Attended Curriculum Night	NA
% Families Who Attended EOY Ceremonies	85%
% Families who attended Fall Festival	NA
% Families who attended Winter Festival	NA
% Families who attended Spring Festival	NA

Reflection	
Areas of Strength	**Areas of Need**
1 Great Holiday Events, for example the halloween trunck or treat and the easter egg hunt brought families on to campus.	1 Parent support group to help and assist with events through out the year.
2 Grade Team Leaders who are willing to participate in planning for family events given adequate time and resources.	2 Teacher led afterschool clubs for scholars.
3 Budget for incentives and events provided to increase engagement	3 Families coming to campus to participate in academic nights. They would rotate from teacher to teacher to hear

IDEA Public Schools

Monterrey Park College Prep

2022-2023 Campus Improvement Plan

Accountability Rating: A

Distinction Designations:
Academic Achievement in English Language Arts/Reading
Academic Achievement in Mathematics
Academic Achievement in Science
Academic Achievement in Social Studies
Top 25 Percent: Comparative Academic Growth
Postsecondary Readiness

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

Mission Statement

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

Vision

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

Core Values

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

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

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Founded in the Valley, IDEA has expanded and developed charter schools in multiple states to serve underprivileged communities. As a Title I school, with the entire population receiving free lunch, IDEA Monterrey Park starts at kindergarten and goes through 12th grade with a total population of 733. The population consists of 43% Hispanic with a variety of other races (white, black, Asian, etc.). To attend MoPa, scholars must complete the application process and provide proper documentation. If enrollment has been met, the student will be placed on a waiting list. This list is generated on a first come basis.

Monterrey Park's special programs services students academically and socially. Academically, MoPa provides supports for all special education, 504, and ELL students through accommodations and IEP/ILP meetings. Fine arts are provided to expand their minds and meet graduation requirements. Some of the courses in Fine Arts are Art I & II, AP Drawing, and AP 2D Art. Boys and girls are encouraged to get involved in extracurricular activities. Socially, students are provided with the opportunity to join athletic teams or after school clubs

IDEA Monterrey Park	
Comprehensive Needs Assessment	
COLLEGE PREP	
Staff Quality, Recruitment, Retention	
	Percentage
% School Lead Team Retention	60%
% Instructional Support Retention	33%
% Teacher Retention	76%
% Campus Support Retention	81%
% SPED Certified Teachers	100%
% State/National Certified Teachers	3%
% State Certified Leaders	0%
% State/Board certified Counselors	0%
Number of teacher applicants per 2020-21 school year	

Grade Level	Total in Grade	American Indian or Native Alaskan	Asian or Pacific Islander	Black, not of Hispanic origin	Hispanic	White, not of Hispanic origin	Unclassified
6	131	0	1	0	30	45	55
7	128	0	0	0	24	54	50
8	122	3	3	1	72	18	25
Total	381	3	4	1	126	117	130

Grade Level	Total in Grade	American Indian or Native Alaskan	Asian or Pacific Islander	Black, not of Hispanic origin	Hispanic	White, not of Hispanic origin	Unclassified
9	120	2	0	1	67	9	41
10	89	0	1	4	44	19	21
11	80	0	2	2	63	6	7
12	58	0	0	2	17	38	1
Total	347	2	3	9	191	72	70

Demographics Strengths

See PDF in Addendum for more information.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): There is an excessive loss of students due to behavioral issues. **Root Cause:** There were no plans on how to handle different levels of behavior. 1. Last year Educators handbook was not purchased to record behavioral incidents 2. Teachers were unable to track/ record student misconduct on any platform. 3. APIs did not communicate effectively with parents regarding their students misbehavior.

Problem Statement 2 (Prioritized): Students are not engaged and lack of drive to come to school. **Root Cause:** COVID has diminished the attendance of students. Last year students had minimal joy factors when attending class. Students are intimidated by the high rigor.

Student Learning

Student Learning Summary

Focusing on domains and our path to an A, our biggest area of opportunity was domain 3 academic achievement for our sub populations. Last year it took us until March to adjust our seating arrangements with our sub pops identified. Teachers did not differentiate instruction to accommodate all out our sub pops. This year we will put a larger emphasis on sub pops, specifically our ELLs starting in September. Last year we failed to provide accomodations for our ELLs and it effected how they did on our STAAR exams. This year we are on track to enter all appropriate paperwork to get IEPs submitted for our ELL students. We have also purchased Rosetta stone to help support those who speak little to no English. We purchased IXL licenses for 6th-10th grade to be a supplemental resource for all ELA and Math contents in those grades. This will ensure scholars are getting a double dose of math and ELA and make sure we are on track to closing the gaps. 8th grade struggled the most in the Social Studies content according to the 2022 STAAR results with only 74% of students passing in general and only 40% SPED students passing. 8th algebra 1 was 4/46 in the district and 2/12 in the region with a total of 99% of students passing in general and 100% of SPED students passing the STAAR. For 8th grade ELA, 93% of students passed the STAAR in general but only 60% of SPED students passed. For 8th grade science, 89% of students passed the STAAR in general but only 20% of SPED students passed. For 9th grade ELA, 94% of students passed in general and 100% of SPED students passed. Finally, for 9th grade Biology, 96% of students passed in general and 100% of SPED students passed the STAAR.

Students at IDEA Monterrey Park are on track to graduate each year due to weekly OTG reports to ensure scholars are maintaining highest grades needed to be successful in high school and beyond and allowing teachers and leaders to create intervention plans for our priority students. We also provide tutoring and support for our scholars as they prepare for AP exams in the Spring of each school year. Allowing all scholars to enroll and take AP exams gives them several opportunities to gain college credit while in high school. Our longitudinal graduation rate is 100% and therefore leaves no scholar behind as we prepare every scholar at IDEA Monterrey Park for college after high school. Our scholars are continuously prepared for college after high school and are TSI exempt by the time they are ready to matriculate to our nation's best colleges/universities. Scholars are enrolled in a rigorous high school graduation plan that includes college prep courses also known as AP for all.

SUBJECT	SY 18-19	SY 19-20	SY 20-21	SY 21-22	SY 21-22 Ranking
6 ELA	85/41/12	NO STAAR COVID	85/50/12	71/35/12	52/60 14/15
7 ELA	84/53/27		85/62/35	78/47/27	48/54 12/14
8 ELA	84/47/23		71/39/16	93/75/47	8/46 2/12
9 ELA	89/77/8		78/53/7	94/82/22	5/39 1/11
10 ELA	85/73/13		72/54/3	92/75/17	12/39 4/10

SUBJECT	SY 18-19	SY 19-20	SY 20-21	SY 21-22	SY 21-22 Ranking
6 MATH	85/41/12	65/36/20	85/50/12	70/26/4	54/60 7/10
7 MATH	84/53/27	77/52/23	85/62/35	57/22/8	51/54 12/14
8 Algebra	84/47/23	80/35/13	71/39/16	99/86/61	4/46 2/12

SUBJECT	ALL	LEP	SPED	Eco/Dis
6 MATH	70/26/4	89/41/7	52/20/10	71/27/5
7 MATH	57/22/8	66/31/10	50/0/0	58/23/9
8 Algebra	99/86/61	96/85/63	100/80/40	99/82/56

SUBJECT	SY 18-19	SY 19-20	SY 20-21	SY 21-22	SY 20-21 Ranking
8 SCIENCE	88/57/29	82/47/19	70/35/20	89/64/37	4/27 4/10
9 Biology	98/96/51	89/85/12	94/57/21	96/80/28	9/39 5/11

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): There were few students who achieved meets or approaches in math/ELA 6th/7th grade. **Root Cause:** There were no teachers in CSI Math/ELA intervention for the whole school year. 6/7th Math had new teachers and 6 ELA had a first year teacher. APIs did not follow the GET when coaching their teachers.

Problem Statement 2 (Prioritized): Inconsistent test data between mock exam and the STAAR for 6th/7th ELA/Math. **Root Cause:** Teachers were using released STAARs for 6/7th ELA/Math as reviews that overlined to semester/unit exams. APIs were not creating effective high rigor blind assessments.

School Processes & Programs

School Processes & Programs Summary

Social Emorional Learning and Mental Health

IDEA Public Schools believes that all students should feel a sense of belonging and psychological safety to thrive in our schools and beyond. All students have access to high-quality social emotional curriculum that allows them to develop skills in identifying and regulating emotions and responsible decision-making, build sense of belonging, and foster relationships with their peers and school staff.

Campus Leadership Roles

- School Counselor (On-Model): The role of School Counselor leads the campus family engagement vision, social emotional learning program, and coordination of mental health and counseling supports for all scholars on the campus.
- Social Worker (Off-Model, hired through discretionary funds utilized by school leader): Social Workers work directly with our at-risk scholars to ensure that they graduate from IDEA and go to and through college by providing them individualized emotional, behavioral, and mental health support. Social Workers manage a caseload of at-risk scholars and provide individual and group interventions to support them independently master coping skills to address and overcome mental, behavioral, and academic challenges.

Training Provided/Final Data/Source

- Monthly Professional Learning Community led by Student Performance and Advocacy Team and Regional Manager of Student and Family support. Apricot 360: Utilized for documenting services provided to students individually and in groups

Spcial-Emotional Learning Curriculum: Move This World

- All students have access to high-quality social emotional curriculum that allows them to develop skills in identifying and regulating emotions and responsible decision-making, build sense of belonging, and foster relationships with their peers and school staff. All counselors and social workers are trained in directing campus curriculum implementation; all teachers are trained in delivering curriculum during Beginning of year PD week. School Counselor is Campus Owner; Teachers own daily delivery in their homerooms during Move This World Block

Anti-Bullying

- Awareness: 100% of students are aware of how to advocate for oneself and others, including who to reach out to for support regarding any form or allegation of bullying. Preventative Psychoeducation: 100% of students receive a health curriculum that includes evidence-based practices that will effectively address awareness, prevention, identification, self-defense in response to, and resolution of and intervention in bullying and harassment. Counseling: Campus ensures that 100% of students are aware of the school district’s policy regarding the actions a student should take to obtain assistance and intervention in response to bullying and must set out the available counseling options for a student who is a victim of or a witness to bullying or who engages in bullying. Additionally, the state mandates school counselors or school personnel to notify the parent or legal guardian of the victim of available counseling options. Staff Training: 100% of campus staff receive a minimum of four hours (new employees) and two hours (returning employees) of training on preventing, identifying, responding to, and reporting incidents of bullying before the FDOS.

Sexual Abuse Prevention

- Awareness: 100% of students are aware of how to advocate for oneself and others, including who to reach out to for support regarding any form of sexual abuse or allegations of sexual misconduct. Preventative Psychoeducation: Campus ensures that 100% of students receive age- and grade-appropriate preventative education regarding child sexual abuse prevention education for all K-12 students. Instruction shall be limited to 1) what constitutes abuse or an assault, and 2) how students may safely and confidentially report to a school official the circumstances surrounding any such abuse or assaults. Staff Training: Campus ensures 100% of employees have received training concerning

prevention techniques for and recognition of sexual abuse and all other maltreatment of children each year.

Family Engagement

- IDEA Public Schools believes that once a student enters our organization, they are a part of the team and family. It is our responsibility to ensure 100% of students go to and through college and we follow through on our commitment to families. We specifically track and monitor the duration of time each student spends in our schools and the impact family engagement has on the longevity of that relationship and ultimate success of the goal of college matriculation.
- We focus specifically on new student persistence in response to historical data showing us that students within their first year of IDEA have higher rates of leaving. This data should drive more effective recruitment, enrolling, and onboarding so that students in year 1 at IDEA stay with IDEA. Historical data also shows us that when students are with us for more than 1 year, they are more likely to stay.
- We track 2 different groups of students.
    - New Students: Defined as a student in their first year of any IDEA school.
    - Overall Student: Defined as all students present on Day 10 of one year to all students present on Day 10 for the next school year

Technology Integration

Student technology supports our mission of preparing students for college and beyond.

As schools continue to evolve to meet the needs of modern society, IDEA Public Schools is strengthening its commitment to support students on the path to and through college by providing personal technology equipment to all scholars enrolled at IDEA. Our 1 to 1 program ensures every IDEA scholar is issued a Windows or Chromebook device at no cost to families. Additionally, we offer family resources to support scholars to continue learning at home. This includes access to Microsoft Office 365 Education apps, individualized learning apps, home internet access and remote technical support.

Special Education Program

Speech Therapy: Students who qualify for educational based speech/language services are provided with therapy from an IDEA speech language pathologist according to their IEP

Occupational Therapy: Students who demonstrate an educational based need for fine motor or sensory services are provided with therapy from a certified occupational pathologist according to their IEP

Physical Therapy: Students who demonstrate an educational based need for gross motor services are provided with therapy from a certified occupational pathologist according to their IEP

Special Education Counseling: Students who qualify for counseling based on their identified educational disability are provided this service from an IDEA Licensed Specialist in School Psychology (LSSP) according to their IEP

Auditory Impairment Services: Students who require direct or consult support from an Auditory Impairment specialist will receive this service according to their IEP

Visual Impairment Services: Students who require direct or consult support from a Visual Impairment specialist will receive this service according to their IEP

Orientation & Mobility Services: Students with Visual Impairment who require support in their ability to effectively and independently navigate through a variety of settings will receive this service according to their IEP

Adaptive Physical Education (PE): Students who are unable to access the general physical education class will receive this service according to their IEP

IDEA Public Schools D

1

General Education:

-Curriculum is taught with fidelity

-Positive behavioral supports are implemented with fidelity

- Students are identified for monitoring

Teacher/RTI Committee

-Referring teacher meets with RTI Point Person to comp

enter TIER 1 teaching strategies and student strengths

Frontline

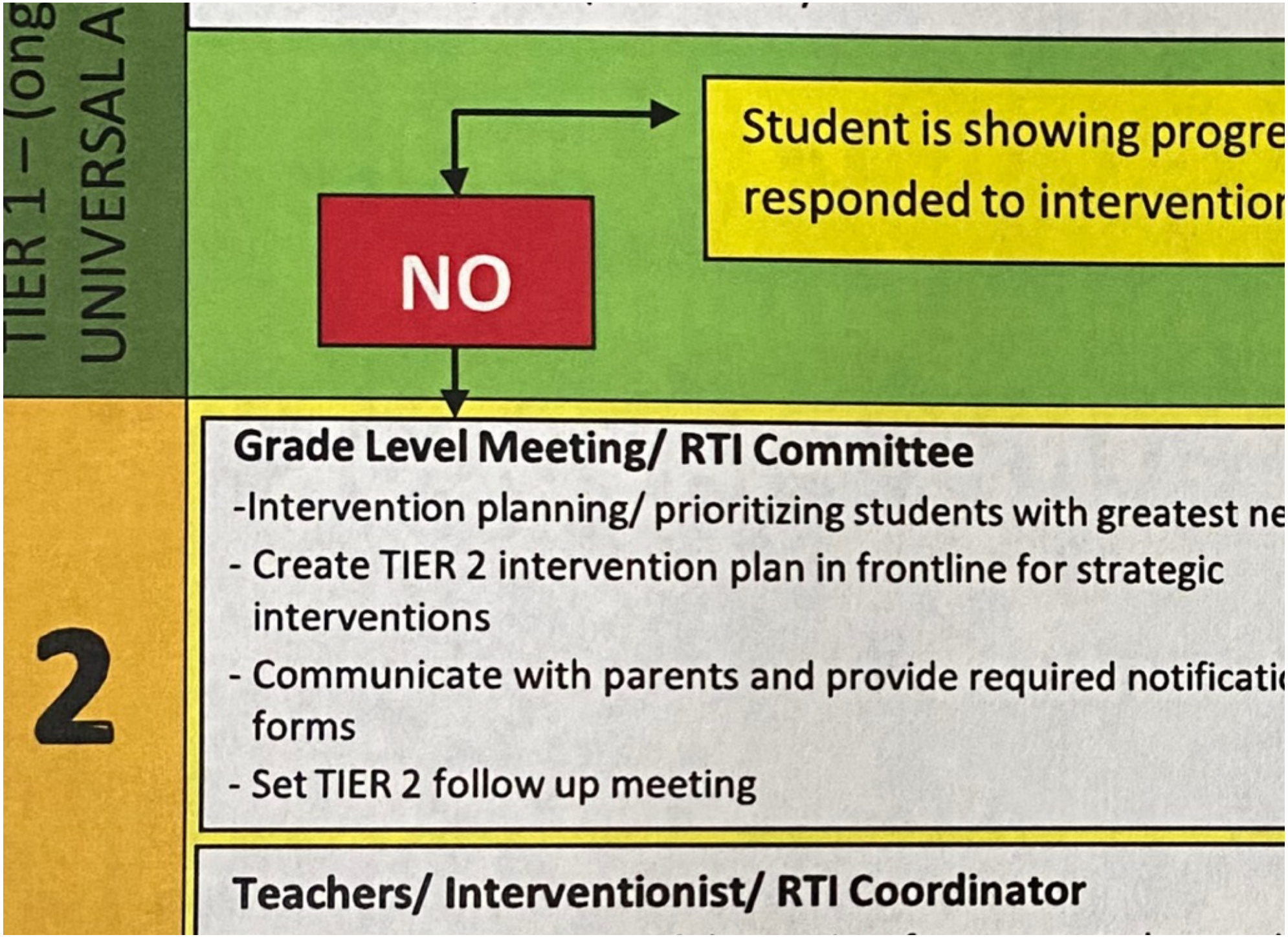
-Teachers implement effective teaching strategies with

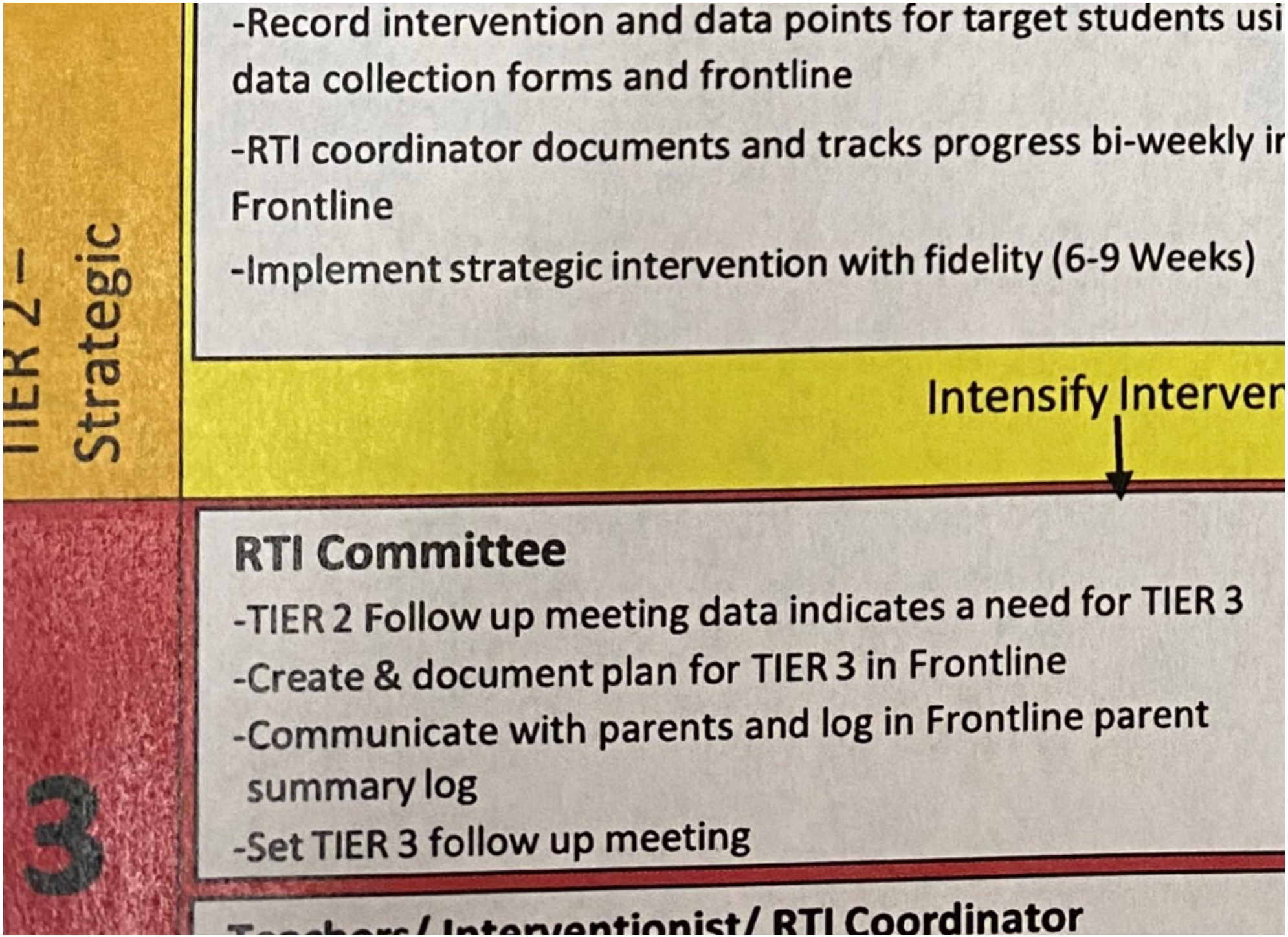
Monitor progress (teacher, admin. & RTI point person o

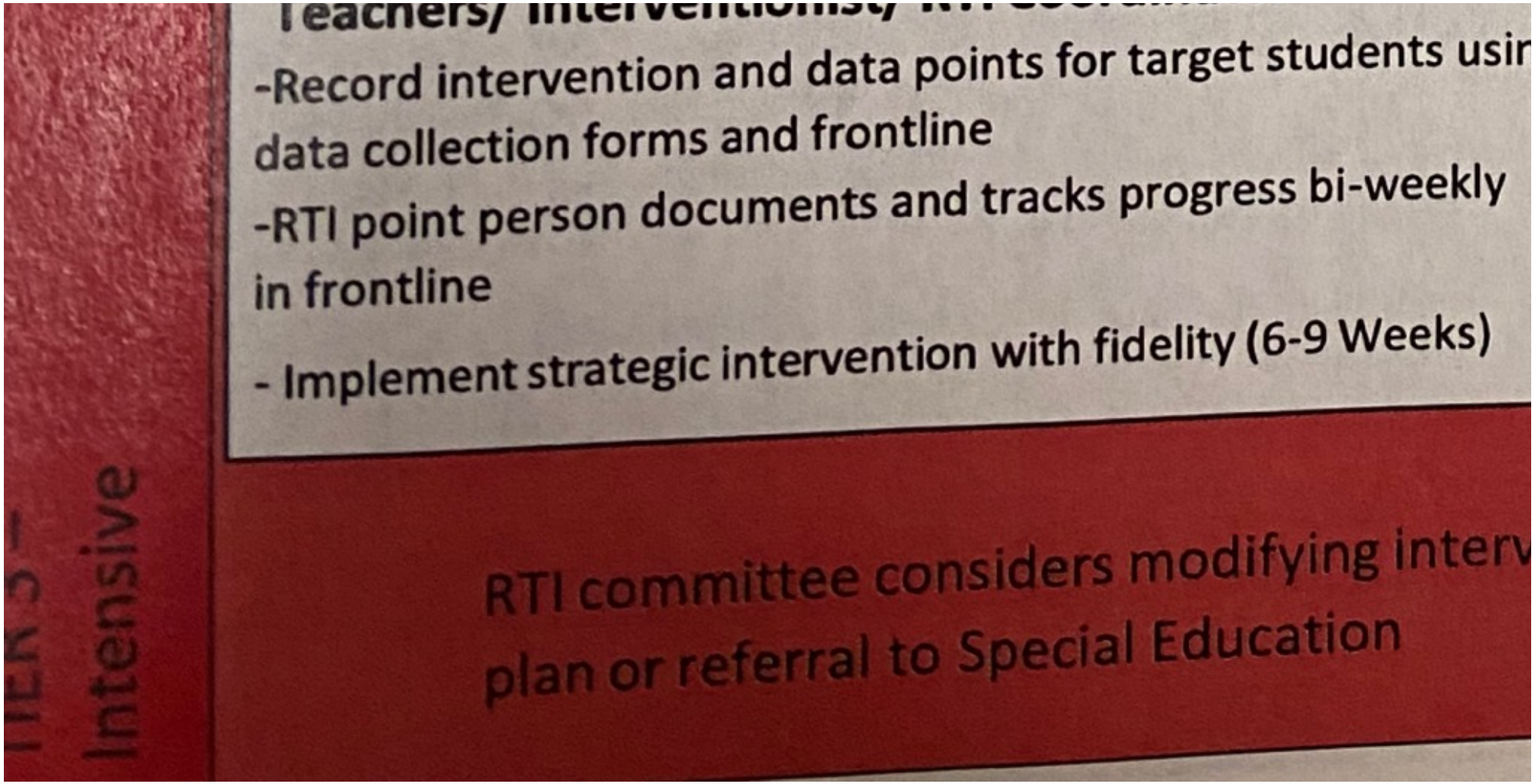
assessments, etc. (6-9 Weeks)

oing)

CCESS


TIER 1 – (ong
UNIVERSAL A
NO
Student is showing progre
responded to intervention
2
Grade Level Meeting/ RTI Committee
-Intervention planning/ prioritizing students with greatest ne
- Create TIER 2 intervention plan in frontline for strategic interventions
- Communicate with parents and provide required notificati forms
- Set TIER 2 follow up meeting
Teachers/ Interventionist/ RTI Coordinator


TIER 2 – Strategic
-Record intervention and data points for target students usi
data collection forms and frontline
-RTI coordinator documents and tracks progress bi-weekly ir
Frontline
-Implement strategic intervention with fidelity (6-9 Weeks)
Intensify Interver
3
RTI Committee
-TIER 2 Follow up meeting data indicates a need for TIER 3
-Create & document plan for TIER 3 in Frontline
-Communicate with parents and log in Frontline parent
summary log
-Set TIER 3 follow up meeting



School Processes & Programs Strengths

Curriculum & Instruction:

- At least one-third of IDEA students graduate with the "AP Scholar" designation, evidence of earning a qualifying score on at least three AP exams, demonstrating successful completion of college-level coursework prior to graduation.
- IDEA provides students access to accelerated instruction through the 1:1 technology device, including adaptive software for mathematics and literacy and access to hundreds of thousands of books in the district's digital library.
- IDEA curricular resources include high-quality instructional materials that earn the highest ratings on national evaluation measures.
- IDEA curriculum is regularly evaluated using a quality evaluation tool, ensuring alignment to the Texas Essential Knowledge and Skills and AP course standards, as well as the STAAR/EOC and AP exams.

- IDEA implements a variety of training opportunities for teachers and leadership staff with the goal of developing teachers' pedagogical content knowledge and leaders' coaching skills.
- For 15 years in a row, 100% of IDEA students have been accepted into college, demonstrating that IDEA academic programming is adequately preparing students for post-secondary education.
- In 2022, four IDEA schools were ranked in the top 10 Most Challenging Schools in the Nation and 13 were ranked in the top 1% of schools nationwide, by the Jay Mathews Challenge Index High School Rankings.

Special Programs

- IDEA exceeded the expected growth target for EL student performance on TELPAS in 2021 with 48% of ELs meeting that target.
- IDEA provide targeted research based instruction to students who have a 2.0 year gap in Reading and/or Math with the goal of closing that gap by 2.0 years during the school year with our initiative called Critical Student Intervention (CSI). During the 21-22 school year, 2,562 out of 6,632 students meet that goal for Reading and 703 out of 1,268 students met the goal for Math.
- IDEA is in Year 3 of our TEA awarded Autism Grant. Through this grant we were able to increase support for 195 students with autism in Rio Grande Valley and Austin who met the criteria outlined by TEA for this grant.
- IDEA submitted and was awarded a Dyslexia Grant by the TEA so that we will be able to provide increased professional development to teachers and leaders on working with students with dyslexia and increase the support resources for our students with dyslexia.

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 1 (Prioritized): There are not enough family engagement activities that include academy . **Root Cause:** There were not many plans made for families to engage with teachers . There is no communication between the campuses. SSA did not create effective plans with academy SSA to accommodate parents.

Problem Statement 2 (Prioritized): The goal to meet staff retention for teachers and leaders was not met. **Root Cause:** Staff members did not have consistent coaching or

communication. Consistent change of leaders . Too much pressure for teachers to meet their goals.

Problem Statement 3 (Prioritized): Student culture shows little empathy towards fellow students going through crisis. **Root Cause:** Our campus has not had a socio-emotional counselor in the past few years and MTW was not a priority or being implemented in classes.

Problem Statement 4 (Prioritized): Scholars not invested in health programs. **Root Cause:** Prior, students were only given shout-outs for highlights in shows and not student achievement through the fitness assessment data collected during PE.

Perceptions

Perceptions Summary

College Success Team

The College Success team designs and supports the implementation of the College Success program across all IDEA campuses at the national level. This team identifies resources, drives the creation of the Road to College curriculum, supports its implementation by counselors, and ensures that best practices are shared. The Chief College and Diversity Officer and their team are responsible for helping to create a strategy to ensure school-level goals are met and training school personnel to ensure they are on track to hit their goals. In addition, this team is charged with achieving college matriculation and graduation goals.

The Alumni Success team at IDEA Public Schools is responsible for ensuring that alumni complete college in four to six years. The team is led by a Senior Director of Alumni Affairs, who is responsible for the Managers of Alumni Affairs. Managers of Alumni Affairs begin working with senior students during their last year at IDEA in a series of workshops and a brunch series. The Alumni Affairs Team partners with colleges, most closely the University of Texas – Rio Grande Valley, to track student success and plan necessary interventions for students who may be struggling academically or personally. The team also manages IDEA's internal "Give Me 5" Scholarship program and disbursement of awards to alumni enrolled in college.

Information Systems & Technology Team ***(New Chief Area in 2021-2022 School Year)***

The Information Systems & Technology team is responsible for data security, information systems (student, staff, and business data), instructional technology (for students and staff), software development, product development, project management, technology operations. Prior to splitting into its own Chief strand in 2021, the team was under the Operations team; during that time, they created proprietary software, partnered tremendously with instructional leaders to provide views of student performance to drive decision-making, and most recently, spearheaded the district's 1:1 technology initiative to tackle the impact of the COVID-19 pandemic on education delivery. Their focus on customer service and industry standards of project management leads the way in the organization.

Operations Team

The Operations team is responsible for facilitating and executing operations management throughout the district so that the daily core foci of schools are student instruction and achievement. The team is divided into six strands: campus and regional operations, the Child Nutrition Program (CNP), enrollment and school launch operations, facilities and construction, student and community health, and transportation and warehousing. The team works with Regional VPs of Operations (RVPO) and Regional Directors of Operations (RDO) to support campus operations and regional efforts.

Schools Team

The Schools Team is responsible for supporting IDEA school leaders across all regions. The Superintendent manages Area Superintendents, who manage regional Executive Directors. Executive Directors are each responsible for the success of their region and coach and manage regional staff, including the Senior Vice Presidents of Schools who each manage a cohort of school principals.

THE ROLE OF SCHOOL-LEVEL STAFF

Campus instruction is led by a Principal or Executive Principal. They are managed by a region's ED, RS, or VP of Schools. The Principal or Executive Principal manages a minimum of 6 staff, and at full scale manages upwards of 100 staff members counting indirect staff members. The Principal relies on Assistant Principals of Instruction (APIs) to manage teachers and co-teachers for their respective portfolio according to grade level or subject, and is responsible for the execution of instructional excellence across the following facets of work: student persistence, academic results, parent engagement, student achievement, teacher's coaching and development, etc.

Campus operations are led by an Assistant Principal of Operations (APO). They are dually managed by both the Academy and College Preparatory school principals, creating an important leadership triad for each campus. The APO manages a minimum of 8 staff, and at full scale manages upwards of 40 staff members and serves 1,700 students. The APO

manages campus operations for their respective schools and is responsible for the execution of operational excellence across the following facets of work: front office management, student information systems, child nutrition, transportation, health services, business office, facility maintenance, new construction management, technology coordination, student enrollment. The APO develops operations protocols and procedures, assists with troubleshooting, and builds management capacity to ensure efficiency.

OUR CORE VALUES

Every student, teacher and staff member at IDEA Public Schools uses the core values to guide our actions and decisions:

WE ACT WITH INTEGRITY

We put the best interests of the IDEA Team & Family—and most importantly our students—at the forefront of all our decisions and actions, taking personal responsibility to model the honest and ethical behavior we want our students and each other to demonstrate every day.

WE ACHIEVE ACADEMIC EXCELLENCE

We believe ensuring college success for 100% of our students is the best way to help them succeed in life and in seeing obstacles they face as opportunities for learning and growth. Every member of the IDEA Team & Family works together to ensure each student on every campus and in every classroom receives a high-quality education.

WE DELIVER RESULTS

We set ambitious goals, hold ourselves and each other accountable for achieving results, and believe that our students will succeed to and through college. Our results show what's possible when the adults in the system get it right and represent the collective effort and focus of the entire IDEA Team & Family.

WE ENSURE EQUITY

We set high expectations and share compassion and empathy for every member of the IDEA Team & Family. We differentiate our support and resources, proactively address racism and discrimination, and advocate alongside our students and staff to empower them with the opportunities to succeed and ensure the respect they deserve

WE BUILD TEAM & FAMILY

We foster a sense of belonging and inclusivity by treating every member of the IDEA Team & Family—our students, staff, families, and community—with compassion, respect, and humility. We maximize our individual best efforts through collaboration and support of each other in the focused pursuit of our collective mission.

WE BRING JOY

We create a positive, uplifting, and joyful environment for every member of the IDEA Team & Family, every single day. We operate with a sense of optimism, and our traditions celebrate learning, growth, and the accomplishments of our students, staff, and community.

WE SWEAT THE SMALL STUFF

We embrace that achieving excellence lies in paying attention to and carrying out the details—the 'small stuff'—that go into effective execution and positive implementation. Every step of the way, the IDEA Team & Family prioritizes actions contributing to our mission of College for All.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): The is no parent engagement to hold students accountable at home. **Root Cause:** Lack of communication between staff and parents. Campus did not communicate with parents in timely manner. Staff did not build relationships with student parents. No systems built to keep parents engaged.

Problem Statement 2 (Prioritized): Lack of celebrations, events and informational for the senior classroom. **Root Cause:** Counseling team did not plan ahead of time for any events. Counseling team/Lead team spent more time closing other gaps and did not prioritize family engagement.

Priority Problem Statements

Problem Statement 1: Inconsistent test data between mock exam and the STAAR for 6th/7th ELA/Math.

Root Cause 1: Teachers were using released STAARs for 6/7th ELA/Math as reviews that overlined to semester/unit exams. APIs were not creating effective high rigor blind assessments.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: There are not enough family engagement activities that include academy .

Root Cause 2: There were not many plans made for families to engage with teachers . There is no communication between the campuses. SSA did not create effective plans with academy SSA to accommodate parents.

Problem Statement 2 Areas: School Processes & Programs

Problem Statement 3: The is no parent engagement to hold students accountable at home.

Root Cause 3: Lack of communication between staff and parents. Campus did not communicate with parents in timely manner. Staff did not build relationships with student parents. No systems built to keep parents engaged.

Problem Statement 3 Areas: Perceptions

Problem Statement 4: There were few students who achieved meets or approaches in math/ELA 6th/7th grade.

Root Cause 4: There were no teachers in CSI Math/ELA intervention for the whole school year. 6/7th Math had new teachers and 6 ELA had a first year teacher. APIs did not follow the GET when coaching their teachers.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Students are not engaged and lack of drive to come to school.

Root Cause 5: COVID has diminished the attendance of students. Last year students had minimal joy factors when attending class. Students are intimidated by the high rigor.

Problem Statement 5 Areas: Demographics

Problem Statement 6: The goal to meet staff retention for teachers and leaders was not met.

Root Cause 6: Staff members did not have consistent coaching or communication. Consistent change of leaders . Too much pressure for teachers to meet their goals.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: Lack of celebrations, events and informational for the senior classroom.

Root Cause 7: Counseling team did not plan ahead of time for any events. Counseling team/Lead team spent more time closing other gaps and did not prioritize family engagement.

Problem Statement 7 Areas: Perceptions

Problem Statement 8: There is an excessive loss of students due to behavioral issues.

Root Cause 8: There were no plans on how to handle different levels of behavior. 1. Last year Educators handbook was not purchased to record behavioral incidents 2. Teachers were unable to track/ record student misconduct on any platform. 3. APIs did not communicate effectively with parents regarding their students misbehavior.

Problem Statement 8 Areas: Demographics

Problem Statement 9: Student culture shows little empathy towards fellow students going through crisis.

Root Cause 9: Our campus has not had a socio-emotional counselor in the past few years and MTW was not a priority or being implemented in classes.

Problem Statement 9 Areas: School Processes & Programs

Problem Statement 10: Scholars not invested in health programs.

Root Cause 10: Prior, students were only given shout-outs for highlights in shows and not student achievement through the fitness assessment data collected during PE.

Problem Statement 10 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Accountability Data

- Texas Academic Performance Report (TAPR) 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
- 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
- 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
- SAT and/or ACT assessment data
- PSAT
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data

- Attendance data
- Discipline records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Goal 1: Increase staff retention

Performance Objective 1: 85% all staff retention.

High Priority

HB3 Goal

Evaluation Data Sources: GPTW, Monthly surveys, Staff development cycle

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: We consistently work on staff appreciation events to show that they are noticed and celebrated. **Strategy's Expected Result/Impact:** Retain all staff **Staff Responsible for Monitoring:** Lead Team **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	100%			

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 2: All IDEA students matriculate to college

Performance Objective 1: 100 % of seniors will be TSI exempt.

High Priority

HB3 Goal

Evaluation Data Sources: Accuplacer Dashboard

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Tutoring that will utilize accuplacer resources and be held strategically prior to testing. **Strategy's Expected Result/Impact:** All students will not be required to take remediation courses when arriving to college. **Staff Responsible for Monitoring:** DCC/CC/Senior Team **Title I:** 2.4, 4.2 **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction	90%			

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 3: IDEA achieves an A rating

Performance Objective 1: Every student must have 1 year of growth for TELPAS

High Priority

HB3 Goal

Evaluation Data Sources: Elevation

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Tutoring will be provided every week twice a week two months before testing. Then everyday a week before the test date. **Strategy's Expected Result/Impact:** Students will surpass their goal of 1 composite score. **Staff Responsible for Monitoring:** API, Teachers **Title I:** 2.4, 2.5, 2.6 **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				

 No Progress Accomplished Continue/Modify Discontinue

Goal 3: IDEA achieves an A rating

Performance Objective 2: Domain 1 - 40% STAAR Achievement , 40% CCMR, 20% graduation rate
Domain 2 - Achieve academic growth
Domain 3 - Subpopulation

High Priority

HB3 Goal

Evaluation Data Sources: Locus Dashboard

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Domain 1/ 2- Incorporated transitions in 6th/7th/8th grade schedules to include Intervention for math and ELA . **Strategy's Expected Result/Impact:** Students will receive double dose of ELA/Math to increase academic achievement. **Staff Responsible for Monitoring:** API/Teachers **Title I:** 2.4, 2.5, 2.6 **Funding Sources:** Interventionist - Federal Grant				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Domain 3- SPED Snapshots, push in pull out instruction, daily powerwalks for subpops **Strategy's Expected Result/Impact:** Students with accommodations will be able to have noticeable growth. **Staff Responsible for Monitoring:** SPED Team , API, TEACHERS **Title I:** 2.4, 2.5, 2.6 **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Domain 3- SPED teachers will follow homeroom with SPED students all day ensuring differentiated instruction and all accommodations are met **Strategy's Expected Result/Impact:** Domain 3 is met **Staff Responsible for Monitoring:** API, SPED Team **TEA Priorities:** Build a foundation of reading and math	0%	0%		

 No Progress Accomplished Continue/Modify Discontinue

Goal 4: Increase student daily attendance

Performance Objective 1: 97% ADA for campus overall

High Priority

Evaluation Data Sources: Powerschool, ADA Dashboard

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Provide incentives for students who consistently have good attendance. **Strategy's Expected Result/Impact:** This will bring joy for students and give them something to look forward to when coming to school. **Staff Responsible for Monitoring:** School Counselor, OPs/APO **Title I:** 2.4, 2.5, 2.6, 4.1, 4.2 **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

 No Progress Accomplished Continue/Modify Discontinue

Goal 4: Increase student daily attendance

Performance Objective 2: Scholars Participating in Healthy Kids Here Initiative

High Priority

Evaluation Data Sources: Coordinated with Health Aide and Physical Education Department

Goal 5: Increase student persistence

Performance Objective 1: 90% overall student persistence.

High Priority

Evaluation Data Sources: At Risk Tracker, Leaver List , Mission List

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Incorporate afterschool clubs for all college prep students. **Strategy's Expected Result/Impact:** Increase the amount of students who stay enrolled after middle school and keep current high schoolers enrolled. **Staff Responsible for Monitoring:** API, Teachers **Title I:** 2.6, 4.1 **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

 No Progress Accomplished Continue/Modify Discontinue

Goal 5: Increase student persistence

Performance Objective 2: Daily MTW Implementation

High Priority

Evaluation Data Sources: MTW, Soci-Emotional Check-ins with School Counselor

Title I Personnel

Name	Position	Program	FTE
	INTERVENTIONIST		1

Site-Based Decision Making Committee

Committee Role	Name	Position
Administrator	Lane Emery	API

Campus Funding Summary

Federal Grant					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	2	1	Interventionist		$0.00
				Sub-Total	$0.00

Addendums

IDEA Public Schools

Montopolis Academy

2022-2023 Campus Improvement Plan

Accountability Rating: B

Distinction Designations:
Academic Achievement in Science
Top 25 Percent: Comparative Academic Growth
Postsecondary Readiness

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

Mission Statement

IDEA Montopolis Academy will be the #1 choice elementary school in the city of Austin.

Vision

Montopolis Academy K-5 will be a model for elementary education reform in the city of Austin. We WILL be the Austin Icon for choice schools. As we grow, other IDEA Austin schools will come learn from our traditions and not have to travel to the valley. We will be the first choice school to send 100% of scholars to college.

Core Values

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

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

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Comprehensive Needs Assessment

Demographics

Demographics Summary

IDEA Montopolis Academy is a Kinder through 5th grade campus that serves 712 students in Austin, Texas. Our population is made up of 51% female and 49% male. About 88% of our students are economically disadvantaged and 87% of our students are english learners. In 2022, we retained 84% of our instructional staff/

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): There is a need to increase new and overall student persistence because we did not meet goal for the 2021-22 school year and numbers have significantly declined in the past year. **Root Cause:** Lack of parent engagement events and communication around student's academic performance.

Problem Statement 2 (Prioritized): There is a need to increase staff retention for the 2022-23 school specifially our Co-Teachers. We did not mee the goal of retaining 85% of our instructional staff. **Root Cause:** There has not been enough attention to healthy work/life balance for teachers. Co-teachers are expected to perform similar tasks as lead teachers without the same compentation or time to plan.

Student Learning

Student Learning Summary

We are in the top 25% of silimar schools for comparative academic growth. We recived both the academic achievement in science and postsecondary readiness distinction.

Student Learning Strengths

See PDF in Addendum for more information

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): There has been minimal growth for critical and SPED student in reading. **Root Cause:** We have not prioritzed comprehension skills in CSI via book studies and TEKS based reteaches.

Problem Statement 2 (Prioritized): Number sense learning gaps are significant because of COVID and our most Signifcant growth in math happens during the second semester of schools when mastery machine ramps up. **Root Cause:** TEKs Sprial Block needs to begin in August not December with a scope and sequence that closes significant number sense gaps.

School Processes & Programs

School Processes & Programs Strengths

Curriculum & Instruction:

- At least one-third of IDEA students graduate with the "AP Scholar" designation, evidence of earning a qualifying score on at least three AP exams, demonstrating successful completion of college-level coursework prior to graduation.
- IDEA provides students access to accelerated instruction through the 1:1 technology device, including adaptive software for mathematics and literacy and access to hundreds of thousands of books in the district's digital library.
- IDEA curricular resources include high-quality instructional materials that earn the highest ratings on national evaluation measures.
- IDEA curriculum is regularly evaluated using a quality evaluation tool, ensuring alignment to the Texas Essential Knowledge and Skills and AP course standards, as well as the STAAR/EOC and AP exams.
- IDEA implements a variety of training opportunities for teachers and leadership staff with the goal of developing teachers' pedagogical content knowledge and leaders' coaching skills.
- For 15 years in a row, 100% of IDEA students have been accepted into college, demonstrating that IDEA academic programming is adequately preparing students for post-secondary education.
- In 2022, four IDEA schools were ranked in the top 10 Most Challenging Schools in the Nation and 13 were ranked in the top 1% of schools nationwide, by the Jay Mathews Challenge Index High School Rankings.

Special Programs

- IDEA exceeded the expected growth target for EL student performance on TELPAS in 2021 with 48% of ELs meeting that target.
- IDEA provide targeted research based instruction to students who have a 2.0 year gap in Reading and/or Math with the goal of closing that gap by 2.0 years during the school year with our initiative called Critical Student Intervention (CSI). During the 21-22 school year, 2,562 out of 6,632 students meet that goal for Reading and 703 out of 1,268 students met the goal for Math.
- IDEA is in Year 3 of our TEA awarded Autism Grant. Through this grant we were able to increase support for 195 students with autism in Rio Grande Valley and Austin who met the criteria outlined by TEA for this grant.
- IDEA submitted and was awarded a Dyslexia Grant by the TEA so that we will be able to provide increased professional development to teachers and leaders on working with students with dyslexia and increase the support resources for our students with dyslexia.

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 1 (Prioritized): We lost 3 of our highly qualified SPED/Intervention teachers at the end of the school year. **Root Cause:** Planning time is not long enough to plan for student, track and identify misconceptions, internalize CSI lessons and complete SPED paperwork for compliance.

Problem Statement 2 (Prioritized): We consistently lose co-teacher during and after the school year. **Root Cause:** They are expected to complete lead teacher tasks without the same pay, planning time or TCP incentives.

Priority Problem Statements

Problem Statement 1: There is a need to increase staff retention for the 2022-23 school specifially our Co-Teachers. We did not mee the goal of retaining 85% of our instructional staff.

Root Cause 1: There has not been enough attention to healthy work/life balance for teachers. Co-teachers are expected to perform similar tasks as lead teachers without the same compentation or time to plan.

Problem Statement 1 Areas: Demographics

Problem Statement 2: We lost more than 16% of our new familes throughout the year and over the summer.

Root Cause 2: We did not have a consistent method of garnering family feedback over the course of the year like surveys, PTO meetings, Coffee with the Principal and other feedback events.

Problem Statement 2 Areas: Perceptions

Problem Statement 3: We lost more than 8% of our students over the summer.

Root Cause 3: We did not effectively engage and inform parents throughout the year and over the summer months.

Problem Statement 3 Areas: Perceptions

Problem Statement 4: There is a need to increase new and overall student persistence because we did not meet goal for the 2021-22 school year and numbers have significantly declined in the past year.

Root Cause 4: Lack of parent engagement events and communication around student's academic performance.

Problem Statement 4 Areas: Demographics

Problem Statement 5: There has been minimal growth for critical and SPED student in reading.

Root Cause 5: We have not prioritzed comprehension skills in CSI via book studies and TEKS based reteaches.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: Number sense learning gaps are significant because of COVID and our most Signifcant growth in math happens during the second semester of schools when mastery machine ramps up.

Root Cause 6: TEKs Sprial Block needs to begin in August not December with a scope and sequence that closes significant number sense gaps.

Problem Statement 6 Areas: Student Learning

Problem Statement 7: We lost 3 of our highly qualified SPED/Intervention teachers at the end of the school year.

Root Cause 7: Planning time is not long enough to plan for student, track and identify misconceptions, internalize CSI lessons and complete SPED paperwork for compliance.

Problem Statement 7 Areas: School Processes & Programs

Problem Statement 8: We consistently lose co-teacher during and after the school year.

Root Cause 8: They are expected to complete lead teacher tasks without the same pay, planning time or TCP incentives.

Problem Statement 8 Areas: School Processes & Programs

Goals

Goal 1: Increase staff retention (85%)

Performance Objective 1: IDEA Montopolis will retain 85% of staff staff by the end of the 2022-23 school year.

High Priority

Evaluation Data Sources: GPTW, End of year staff retention data (LOCUS)

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: 1. Weekly staff retention activity decided at weekly lead team tacical. **Strategy's Expected Result/Impact:** Increase morale and job satisfaction **Staff Responsible for Monitoring:** Interventionists (S. Crockett and E. Tijerina) **TEA Priorities:** Recruit, support, retain teachers and principals	0%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: 2. Prioritize and protect time for leaders to complete the coaching cycle so that teachers are adaquetly developed and see success. **Strategy's Expected Result/Impact:** Increase job satisfaction and staff retention **Staff Responsible for Monitoring:** APIs **Title I:** 2.5 - **TEA Priorities:** Recruit, support, retain teachers and principals	75%			

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: 3. Maintain upwards feedback systems. Have GTLs collect upwards feedback for tracker every Tuesday. Every Wednesday, the lead team opens and addresses the feedback left in the tracker. **Strategy's Expected Result/Impact:** Increase staff retention				

Staff Responsible for Monitoring: Princial and API **TEA Priorities:** Recruit, support, retain teachers and principals	100%	100%	100%	

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: All IDEA students matriculate to college

Performance Objective 1: 100% of IDEA Montopolis students will matriculate to college in 2023.

High Priority

Evaluation Data Sources: 2023 Matriculation data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: 1. Build excitement around going to college- Open all DI lesson with students stating their college house, their big to get to college and why it's important to them. **Strategy's Expected Result/Impact:** Ensure 100% of Montopolis scholars matriculate to college. **Staff Responsible for Monitoring:** SSA **TEA Priorities:** Connect high school to career and college	90%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: 2. Send 5th graders on 1 local college visit. **Strategy's Expected Result/Impact:** Ensure 100% of Montopolis scholars matriculate to college. **Staff Responsible for Monitoring:** SSA **Title I:** 2.5 - **TEA Priorities:** Connect high school to career and college	0%			

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: 3. Plan and execute strong transition activities for 5th graders going to 6th grade. **Strategy's Expected Result/Impact:** Ensure 100% of Montopolis scholars matriculate to college. **Staff Responsible for Monitoring:** SSA **Title I:** 2.5 - **TEA Priorities:** Connect high school to career and college	0%			

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 3: IDEA achieves an A rating

Performance Objective 1: IDEA Montopolis Academy will achive an A rating for 3rd-5th Reading, math and 5th grade Science

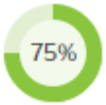
High Priority

HB3 Goal

Evaluation Data Sources: Semester Exams, Mock Exams, STAAR and TELPAS

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: 1. Math and reading inventionist pushing into all priority reading, math and writing classes. **Strategy's Expected Result/Impact:** We will earn an A rating for the 2022-23 school year. **Staff Responsible for Monitoring:** APIs **Title I:** 2.4 - **TEA Priorities:** Build a foundation of reading and math				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: 2. Special Education teachers will push in to all STAAR tested subject classes to provide accomodations and in class support for SPED students. **Strategy's Expected Result/Impact:** We will earn an A rating for the 2022-23 school year. **Staff Responsible for Monitoring:** Principal **Title I:** 2.6 - **TEA Priorities:** Build a foundation of reading and math				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: 3. Math and Reading teachers will have shared planning periods for daily exit ticket huddles and content collaboration. **Strategy's Expected Result/Impact:** We will earn an A rating for the 2022-23 school year. **Staff Responsible for Monitoring:** APIs **Title I:** 2.4 **- TEA Priorities:** Build a foundation of reading and math				

 No Progress Accomplished Continue/Modify Discontinue

Goal 4: Increase student daily attendance

Performance Objective 1: IDEA Montopolis Academy will end the 2022-23 school year with a 97% ADA.

High Priority

Evaluation Data Sources: Daily attendance data.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: 1. Teachers and leaders make daily ADA calls **Strategy's Expected Result/Impact:** Increase ADA to 97% by the end of the year **Staff Responsible for Monitoring:** APO **Title I:** 2.6 **- TEA Priorities:** Build a foundation of reading and math				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: 2. We will have monthly attendance incentives for students **Strategy's Expected Result/Impact:** Increase ADA to 97% by the end of the year **Staff Responsible for Monitoring:** APO **Title I:** 2.6 **- TEA Priorities:** Build a foundation of reading and math				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: 3. Clear systems and procedures for parent communication **Strategy's Expected Result/Impact:** Increase ADA to 97% by the end of the year **Staff Responsible for Monitoring:** APO **Title I:** 2.6 **- TEA Priorities:** Build a foundation of reading and math				

 No Progress Accomplished Continue/Modify Discontinue

Goal 5: Increase student persistence

Performance Objective 1: IDEA Montopolis Academy will retain 90% of its new and returning students for the 2022-23 school year.

High Priority

Evaluation Data Sources: Daily persistence data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: 1. Build authentic relationships with all scholars, familes and stakeholders. **Strategy's Expected Result/Impact:** Increase new and returning student persistence students **Staff Responsible for Monitoring:** SSA **Title I:** 4.1 **- TEA Priorities:** Improve low-performing schools	95%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: 2. Plan and execute meaningful parent/scholar events **Strategy's Expected Result/Impact:** Increase new and returning student persistence students **Staff Responsible for Monitoring:** SSA **Title I:** 4.1 **- TEA Priorities:** Build a foundation of reading and math	100%	100%	100%	

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: 3. Onboard 100% of family by September **Strategy's Expected Result/Impact:** Increase new and returning student persistence students **Staff Responsible for Monitoring:** SSA **Title I:** 4.1 **- TEA Priorities:** Build a foundation of reading and math	100%	100%	100%	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 5: Increase student persistence

Performance Objective 2: IDEA Montopolis will hold monthly campus crisis team meetings with assigned team members to address safety and security.

High Priority

Evaluation Data Sources: HUB tracking system and safety drill tracking system.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Hold a monthly team meeting to debrief and norm on safety and security systems. **Strategy's Expected Result/Impact:** Increased student persistence **Staff Responsible for Monitoring:** APO **Title I:** 4.1 **- TEA Priorities:** Connect high school to career and college				

 No Progress Accomplished Continue/Modify Discontinue

Goal 5: Increase student persistence

Performance Objective 3: 90% of stuents will become fitness ambassadors by the end of the 2022-23 school year.

Evaluation Data Sources: IHT reporting system

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Teachers will target and track priority students to focus on each week **Strategy's Expected Result/Impact:** Increased student persistence **Staff Responsible for Monitoring:** SSA **Title I:** 2.5 **- TEA Priorities:** Build a foundation of reading and math	85%			

 No Progress Accomplished Continue/Modify Discontinue

Addendums

Master CNA & SAIP Reporting Checklist

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

Campus Name

2021-22 Student Achievement Improvement Plan

ACADEMY

APO	Initiatives	Needs Assess.	Special Pops.	Person(s) Responsible	Timeline Start/End	Resources: Human/ Material/Fiscal	Documentation	Formative Evaluation
1E	Professional Learning Communities	S	All	Sara, Norma, Corrie	8/2022-5/2023	APIs, updated on core calendars	Content PD Scope & Sequence	STAAR, Mock, and Exit Tickets
2C	Trauma/Crisis Prevention	DR	All	Ty & Tara	8/2022-5/2023	SEL electives teacher	Behavior tracker and ADA tracking	ADA and Persistence
1E	New Trackers for daily and weekly data for all STAAR Teachers	S	All	Sara, Norma, Corrie	8/2022-5/2023	Updated daily outside boars and weekly trackers to take home with students	Exit ticket tracker and summative exams	STAAR, Mock, and Exit Tickets
1E	Review internalization guide for STAAR subjects with new curriculum to incorporate TEKS	S	All	Erika DeWalt	8/2022-5/2023	STAAR, on content teams PD calendar lead by content team leads	Exit ticket tracker and summative exams	STAAR, Mock, and Exit Tickets
1I	Track DI progress weekly	D	All	Sara Flores	8/2022-5/2023	Updated daily outside boars and weekly trackers to take home with students	DI Online and daily board trackers	Dibels & Ren STAR
2A	Daily observations with real time feedback	S	All	Erika DeWalt	8/2022-5/2023	Build this on core calendars	Teachboost ratings	STAAR, Mock, Teachboost Ratings, and Exit Tickets
1I	DI Coaches provided opportunity to coach teammates	D	All	Sara Flores	8/2022-5/2023	Build this on core calendars. Principal has in field coaching on core calendar	Teachboost ratings	Dibels & Ren STAR
1J	Use reading and social studies block to include independent reading - build vocab and high frequencey words	D	EL	Elisabeth Tijerina, Sashae Crockett	8/2022-5/2023	APIs ensure this happens in classes and signage is posted in all classrooms	AR Zone tracking, Ren STAAR data	Ren STAR, Bi-Weekly Exams, Blind Assessments
1E	Daily exit ticket sorts and huddles	S	All	Erika DeWalt	8/2022-5/2023	APIs and content leads updated on core calendars	Exit ticket tracker and summative exams	STAAR, Mock, and Exit Tickets
2B	Increase Joy resulting in improved ADA and Persistence	DR	All	APIs	8/2022-5/2023	Daily ADA tracking	ADA tracking, Classroom DOJO, and persistence logs	ADA & Persistence

Campus Name

2021-22 Student Achievement Improvement Plan

ACADEMY

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

Title I Qualifying Programs			Initiatives Status			
Internal Use Only			Mid Year		End of Year	
Supplemental Program (Y/N)	New Program (Y/N)	Budget Allocation	Outcome	Increase/Decreased by X%	Outcome	Increase/Decreased by X%

Annual Performance Objectives (APO)

PRIORITY #1: Students Graduate College-Ready

1A. % of graduates who matriculate to a College or University: 100%

1B. % of graduates matriculate to a Tier I/II College or University: 15% | 25%

1C. % of Seniors accepted to a College or University: 100%

1D. % of Seniors named AP scholars | Earn IB diploma: 30% | 25%

1E. Earned State Rating: A

1F. % Basic | % Mastery | % Advanced on LEAP: 82% | 44% | 11%

1G. % Approaches | % Meets | % Masters on STAAR/EOC: 90% | 60% | 30%

1H. % Level 3 | % Level 4 | % Level 5 on FSA/FSAA: 70% | 40% | 20%

1I. % of Pre-K-2nd Students End The Year On/Above Grade Level in Reading - Year 1 Campuses | Year 2 Campuses: 80% | 90%

1J. % of students in CSI achieve 2 years growth in Reading | Math (measured by Ren STAR) 50% | 60%

1K. Average ACT score: 21

1L. % of students graduating college in 4 | 6 years: 25% | 55%

PRIORITY #2: Build a Strong & Sustainable Organization

2A. % Teacher Retention | Employee Retention: 85% | 85%

2B. 80% composit score on GPTW: 82%

2B. %Average Daily Attendance: 97.50%

2C. New Student Persistence: 90%

2D. Operating Income: $133M

2E. FIRST Rating: A

PRIORITY #3: Achieve Mission at Scale

3A. % of students with low socio-economic status: 80%

3B. Enrollment in August 2020: 83,894

3C. Schools in operation in August 2020: 149

3D. Total Funds Raised (millions): $93M

Needs Assessment

S-STAAR

D-DIBELS

E-EOC

A-ACT

RR-Reading Renaissance

ST-STAR for Math

DR-Discipline Report

AP-AP Tests

O-Other

Special Populations

All

AR-At Risk

ELL-English Language Learners

ED-Economically Disadvantaged

M-Migrant

SE-Special Education

Campus Name

Comprehensive Needs Assessment
ACADEMY

Data Sources: Eureka Math & Electives Academy

	DISTAR Pre-K on Grade Level	Eureka Kinder on Grade Level	Eureka First on Grade Level	Eureka Second on Grade Level	% Math Masters 1-2	1-2 MM Goal Met/Not Met
% Students	n/a	98/85/49	78/49/16	93/72/25	88%	G1: 96/112 G2: 102/115

Data Source: STAAR Academy

	STAAR Math Grade 3	STAAR Math Grade 4	STAAR Math Grade 5	% Math Masters 3-5	3-5 MM Goal Met/Not Met
% Approaches	66	58	82	(tech app n/a)	(tech apps n/a)
% Meets	32	26	43		
% Masters	16	14	11		
% Student Achievement Average	38	33	45		
% Meet 2 year growth	32	38	75		

Data Source: CSI Academy

	Math AC CSI
% CSI (EOY Ren.)	43% 1.5+ years 64%1 year
% of CSI Passing STAAR	38%
% of SPED Passing STAAR	34%

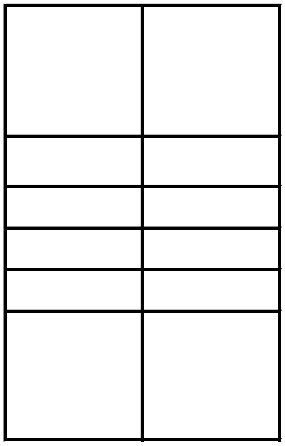
Reflections	
Areas of Strength	**Areas of Need**
1 Vertical alignment of K-5 Math Systems and Procedures: power laps, IP time, show call, guided discourse, etc.	1 Need to create and/or research a year long CSI/remediation curriuclum that closes covid number sense gaps. Provide a TEKs based resource for teachers to pull from at the BOY for all K-5.

2 "Math Maintenance rounds": 100% of math teachers posted CFS/Teach to the future statements and stamped key points before releasing scholars into IP. All IP laps were rooted in CFS sequential order.	2 All MOY Systems such as weekly lesson rehearsals, ET huddles, content meetings, student goal setting conversations, need to occur at the BOY.
3 Weekly TEKs Cluster Quizzes aligned to K-5 incentive system (Monthly Math Olympics).	3 "TEKs Sprial Block" needs to begin in August not December with a scope and sequence that closes significant number sense gaps.

Campus Name

Comprehensive Needs Assessment ACADEMY						
Data Sources: DI ELA & Electives						
	DI Pre-K on Grade Level	**DI Kinder on Grade Level**	**DI First on Grade Level**	**DI Second on Grade Level**	**% Royal Readers**	**% Word Masters**
% Students		**44%**	**43%**	**64%**	14%	73%
	Wit Pre-K on Grade Level	**Wit Kinder on Grade Level**	**Wit 1st on Grade Level**	**Wit 2nd on Grade Level**	**RR Goal Met/Not Met**	**WM Goal Met/Not Met**
% Students		**90 / 75 / 39**	**87 / 73 / 69**	**75 / 41/ 20**	Met	Met
Data Source: STAAR				**EOY Blind Assessment**		
	STAAR Reading Grade 3	**STAAR Reading Grade 4**	**STAAR Reading Grade 5**	**Writing Grade 3**	**Writing Grade 4**	
% Approaches	85	85	83	57	85	
% Meets	53	54	57	37	67	
% Masters	30	24	28	17	42	
SAS	56	54	56			
% Student Achievement Average	56	54	56	37	65	
Data Source: CSI						
% Meeting CSI Goal	**Reading AC CSI**					
% CSI (EOY Ren.)	23%					
% of CSI Passing STAAR	59%					
% of SPED Passing STAAR	43%					

Reflections	
Areas of Strength	**Areas of Need**
1 K-5 alignment with reading and writing annotations and expectations	1 Writing Priority using RACE - supported with text evidence
2 Team prioritized Writing in Reading, Writing, and Social Studies class	2 K-5 incorporates grammar and handwriting practice
3 Mastery of 85%+ was maintained and multiple groups completed programs assigned.	3 Increase comprehension skills in CSI via book studies and teks based reteaches



Campus Name

Comprehensive Needs Assessment ACADEMY						
Data Sources: Science Pk-2						
	Science Pre-K on Grade Level	**Science Kinder on Grade Level**	**Science First on Grade Level**	**Science Second on Grade Level**	**Science Third on Grade Level**	**Science Fourth on Grade Level**
% Students	**N/A**	**96/82/66**	**79/67/58**	**69/43/30**	**74 / 29 / 6**	**67 / 36 / 10**

Data Source: Science 3-5		
	STAAR Science Grade 5	
% Approaches	79	
% Meets	51	
% Masters	22	
% Student Achievement Average	51	

Reflections	
Areas of Strength	**Areas of Need**
1 Student led projects and daily hands on activities.	1 Need weekly content meetings, consistent collaboration time.
2 Strategic Alignment with other contents, same use of test-taking strategies, time stamps, vocabulary and acronyms.	2 K-5 word bank and systems/procedures alignment document.
3 Scholars intrinsically motivated by the content, high student engagement/investment 100% of the time.	3 Difficulty accessing the curriculum when reading and writing level is below grade level.

Campus Name

Comprehensive Needs Assessment ACADEMY							
Data Sources: Humanities Pk-2							
	Humanities Pre-K on Grade Level	**Humanities Kinder on Grade Level**	**Humanities First on Grade Level**	**Humanities Second on Grade Level**	**Humanities Third on Grade Level**	**Humanities Fourth on Grade Level**	**Humanities Fifth on Grade Level**
% Students	N/A	100/100/66	98/88/61	96/89/79	74/21/6	92/ 73 / 49	83 / 64/ 44

Reflections	
Areas of Strength	**Areas of Need**
1 Student led projects and daily hands on activities	1 Need weekly content meetings, consistent collaboration time.
2 Strategic Alignment with other contents, same use of test-taking strategies, time stamps, vocabulary and acronyms.	2 K-5 word bank and systems/procedures alignment document.
3 Scholars intrinsically motivated by the content, high student engagement/investment 100% of the time.	3 Difficulty accessing the curriculum when reading and writing level is below grade level.

Campus Name

Comprehensive Needs Assessment ACADEMY					
TELPAS Composite Rating (Listening, Speaking, Reading, Writing)					
	Listening	**Speaking**	**Reading**	**Writing**	**% of ELL Students who grew one or more levels**
% Beginning	7%	19%	31%	22%	11%
% Intermediate	23%	41%	30%	33%	39%
% Advanced	41%	27%	22%	26%	38%
% Advanced High	28%	12%	23%	18%	12%

Reflections	
Areas of Strength	**Areas of Need**
1. We had students write notes before speaking their responses and we saw a 13% increase in that domain from	1. We need to give K-2 more at bats writing.
2. We had our students take notes on what they were seeing before responding during the listening portion and that	2. We need to make speaking a K-5 expectation in all contents.
3. We aligned K-5 writing expectations to all be using Painted Essay. The normed writing strategies lead to	3. 2nd grade scores poorly in all domains and will require early intervention next year.

Campus Name

Comprehensive Needs Assessment	
ACADEMY	
Staff Quality, Recruitment, Retention	
	Percentage
% School Lead Team Retention	98%
% Instructional Support Retention	82%
% Teacher Retention	88%
% Campus Support Retention	100%
% SPED Teachers	40%
% State/National Certified Teachers	50%
% State Certified Leaders	98%
% State/Board certified Counselors	100%
Number of teacher applicants per 2020-21 school year	9

Reflection	
Areas of Strength	**Areas of Need**
1. Retaining level 4 and 5 teachers	1. We lost 3 of our SPED/Intervention teachers
2. Retaining all but one lead team member	2. Retaining Co-Teachers
3. Valuing and retaining 100% of support staff members.	3. Remaining a psycologically safe place for all staff to work even during challenging times.

Campus Name

Comprehensive Needs Assessment ACADEMY	
Data Source: School Culture and Climate	
	Campus %
% Average Daily Attendance	93.10%
% Overall Persistence	95.50%
% New Student Persistence	91.70%
# of Admin Withdrawals/ Level 3 Offenses	0%
% SPED	94.60%
% ELL	87%
% Eco Dis	88%
% Migrant	0%
% Race: American-Indian-Alaska-Native	0%
% Asian	0%
% White-Hispanic	0%
% Multi	1%
% Black-African-American	6%
% Native-Hawaiian-Pacific-Islander	1%
% White	5%
% Male	49%
% Female	51%

Data Source: School Culture and Climate	
Reflections	
Areas of Strength	**Areas of Need**
1. We are on track to exceed our overall persistence goal. Our current stduents and families trust us and want to stay year after year.	1. We would like to have one on one meetings with all familes by the end of September to ensure all familes are properly welcomed and know how to successfully navigate school at Montop.
2. We are on track to meeting our new student persistence goal. We worked hard to ensure all familes attending WTI.	2. We need to better invest the new students and ensure they feel connected to their new school by end of August.

3. We had monthly parent engagement events and increased the number of face to face parent teacher conferences so that families could monitor the academic and behavioral progress of their scholars.	3. We need to reactivate our PTO to get family input.

Campus Name

Comprehensive Needs Assessment ACADEMY	
Data Source: Family and Community Involvement	
	Percentage
% Families Attended WTI	63%
% Families Attended Curriculum Night	57%
% Families Who Attended EOY Ceremonies	68%
% Families who attended Fall Festival	N/A
% Families who attended Winter Festival	N/A
% Families who attended Spring Festival	N/A

Reflection	
Areas of Strength	**Areas of Need**
1. Welcome to IDEA planning and communication	1. More in person parent engagement events.
2. Leveraging teachers to lead academic sessions for WTI.	2. Having a consistent method of garnering family feedback over the course of the year.
3. Differentiating academic sessions by grade level and preferred language at WTI.	3. We need to have individual meetings with families to ensure they understand how to navigate our communication systems.

IDEA Public Schools

Montopolis College Prep

2022-2023 Campus Improvement Plan

Accountability Rating: B

Distinction Designations:
Academic Achievement in English Language Arts/Reading
Academic Achievement in Mathematics
Academic Achievement in Social Studies
Postsecondary Readiness

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

Mission Statement

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

Vision

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

Core Values

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

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

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Comprehensive Needs Assessment

School Processes & Programs

School Processes & Programs Strengths

Curriculum & Instruction:

- At least one-third of IDEA students graduate with the "AP Scholar" designation, evidence of earning a qualifying score on at least three AP exams, demonstrating successful completion of college-level coursework prior to graduation.
- IDEA provides students access to accelerated instruction through the 1:1 technology device, including adaptive software for mathematics and literacy and access to hundreds of thousands of books in the district's digital library.
- IDEA curricular resources include high-quality instructional materials that earn the highest ratings on national evaluation measures.
- IDEA curriculum is regularly evaluated using a quality evaluation tool, ensuring alignment to the Texas Essential Knowledge and Skills and AP course standards, as well as the STAAR/EOC and AP exams.
- IDEA implements a variety of training opportunities for teachers and leadership staff with the goal of developing teachers' pedagogical content knowledge and leaders' coaching skills.
- For 15 years in a row, 100% of IDEA students have been accepted into college, demonstrating that IDEA academic programming is adequately preparing students for post-secondary education.
- In 2022, four IDEA schools were ranked in the top 10 Most Challenging Schools in the Nation and 13 were ranked in the top 1% of schools nationwide, by the Jay Mathews Challenge Index High School Rankings.

Special Programs

- IDEA exceeded the expected growth target for EL student performance on TELPAS in 2021 with 48% of ELs meeting that target.
- IDEA provide targeted research based instruction to students who have a 2.0 year gap in Reading and/or Math with the goal of closing that gap by 2.0 years during the school year with our initiative called Critical Student Intervention (CSI). During the 21-22 school year, 2,562 out of 6,632 students meet that goal for Reading and 703 out of 1,268 students met the goal for Math.
- IDEA is in Year 3 of our TEA awarded Autism Grant. Through this grant we were able to increase support for 195 students with autism in Rio Grande Valley and Austin who met the criteria outlined by TEA for this grant.
- IDEA submitted and was awarded a Dyslexia Grant by the TEA so that we will be able to provide increased professional development to teachers and leaders on working with students with dyslexia and increase the support resources for our students with dyslexia.

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 1 (Prioritized): Staff professional development execution does provide teachers with the skills to execute a diverse classroom **Root Cause:** Staff development does not come from experts in the area of concern Staff development meetings did not allow enough time for staff to practice their new learnings Staff development trainings were not differentiated to meet different teacher needs

Problem Statement 2 (Prioritized): Curriculum available for staff does not provide the scaffolding for all contents to close previous year gaps before moving into grade level content. **Root Cause:** All staff are at different proficiency levels which impacts some of their ability to integrate scaffolded material.

Priority Problem Statements

Problem Statement 1: Special Education scholars are not meeting their personal goal or campus goal.

Root Cause 1: Special Education teachers did not receive efficient content aligned trainings. Special Education teachers and core teachers did not have enough opportunities to co-plan. Instructional Coaching lacked the skills to coach and develop their core teachers on how to differentiate instruction.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Students between grades 6-12 are not all hitting approaching grade level for Math

Root Cause 2: Students lack the foundational math skills needed to meet the grade level expectation students struggle with basic manipulation of numbers students struggle with multi -step problems

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Staff professional development execution does provide teachers with the skills to execute a diverse classroom

Root Cause 3: Staff development does not come from experts in the area of concern Staff development meetings did not allow enough time for staff to practice their new learnings Staff development trainings were not differentiated to meet different teacher needs

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Fidelity to the curriculum is not meeting the needs of all scholars.

Root Cause 4: Instructional leaders struggle with coaching teachers on how to differentiate the curriculum for all scholars The curriculum does not include modifications for all subpopulations

Problem Statement 4 Areas: Perceptions

Problem Statement 5: CSI scholars which are 2 or more years behind in Reading and Math did not receive small group instruction or additional instructional to close their individual gaps.

Root Cause 5: The number of CSI scholars were unable to be served by the one CSI teacher for both Reading and Math

Problem Statement 5 Areas: Demographics

Problem Statement 6: AP scholars struggle reading literature and completing FRQ at the AP Level

Root Cause 6: Leaders did not hold teachers accountable to the use of District curriculum which provides Pre-AP alignment

Problem Statement 6 Areas: Student Learning

Problem Statement 7: Curriculum available for staff does not provide the scaffolding for all contents to close previous year gaps before moving into grade level content.

Root Cause 7: All staff are at different proficiency levels which impacts some of their ability to integrate scaffolded material.

Problem Statement 7 Areas: School Processes & Programs

Problem Statement 8: Bi-Weekly virtual Course Collaboration does not effectively develop teacher crafts along with curriculum corner.

Root Cause 8: Virtual trainings and self-development on how to use "district curriculum" continues to be a struggle for new teacher and leaders. Navigating the tools and collaborating virtually does not meet the individual learning needs of the adults in front of our kids.

Problem Statement 8 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Goals

Goal 1: Increase staff retention

Performance Objective 1: Increase staff retention by 14% points

Evaluation Data Sources: weekly tactical updates and teacher monthly touchpoints

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: monthly touchpoints with all staff	100%	100%	100%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 2: All IDEA students matriculate to college

Performance Objective 1: 100% of high school scholars will meet CCMR

HB3 Goal

Evaluation Data Sources: TSI benchmarks, ACT testing

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: ACT and TSI bootcamps monthly **Funding Sources:** - Federal Grant - $82,000.01, - Federal Grant - $57,000, - Federal Grant - $68,000	100%	100%	100%	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 3: IDEA achieves an A rating

Performance Objective 1: Staff will actively monitor and respond to special populations scholar data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: train staff on special pop tracking and how to meet scholar individual needs	100%	100%	100%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 4: Increase student daily attendance

Performance Objective 1: build partnerships with families around ADA and the impact on our mission of college for their scholar

Evaluation Data Sources: daily ADA calls and tracking, At-risk tracker next steps

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: schedule monthly townhalls, parent calls weekly	100%	100%	100%	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 5: Increase student persistence

Performance Objective 1: 90% of students achieve fitness ambassador status and campus hold socioemotional, bully, violence prevention assemblies.

Evaluation Data Sources: tracking minutes in PE, monthly awareness events

Strategy 1 Details	Reviews			
Strategy 1: hold weekly check ins with coach to identify if we are on track and next steps, schedule awareness events in advance	Formative			Summative
	Oct	Jan	Mar	June
	100%	100%	100%	

Strategy 2 Details	Reviews			
Strategy 2: Hold monthly strategy meetings with CCT	Formative			Summative
	Oct	Jan	Mar	June
	0%			

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Title I Personnel

Name	Position	Program	FTE
	COLLEGE COUNSELOR		1
	DIRECTOR OF COLLEGE COUNSELING		1
	RTTC I TEACHER 9TH GRADE		1

Campus Funding Summary

Federal Grant					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	1	1			$82,000.01
2	1	1			$57,000.00
2	1	1			$68,000.00
				Sub-Total	$207,000.01

Addendums

Master CNA & SAIP Reporting Checklist

				PTG	0%	PTG	0%
DEPT	**Data Source**	**Data Tabs**	**Guidance**	**Status**	**Principal Notes or Questions**	**VP Verification**	**Notes & Next Steps**
College Prep	KEYS Tab (Tab 3)	Student Achievement Improvement Plan 2021-2022 School Year	This SAIP plan will require logging concrete initiatives put in place for student improvement, as well as their associated timelines, resources, and responsible staff. Each initiative will be tracked mid-year and at the end of the year. Mid-year assessments should be completed by each campus between December 1, 2022 and no later than January 31, 2023.	Pending		Action Required	
	Locus Dashboards: CIS STARR, AP Campus IB Reports EOY Assessments	Comprehensive Needs Assessment 2022 English Language Arts	These Pages should include the percentage of students who achieved each listed score for the 2021-2022 School Year. For each subject, list a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Pending		Action Required	
		Comprehensive Needs Assessment 2022 Math		Pending		Action Required	
		Comprehensive Needs Assessment 2022 Science		Pending		Action Required	
		Comprehensive Needs Assessment 2022 Humanities		Pending		Action Required	
	State TELPAS Report	Comprehensive Needs Assessment 2022 TELPAS	This data set will outline the percentage of students that earned proficiency in the areas of Listening, Speaking, Reading, and Writing, as indicated in the State TELPAS report. Llist a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Pending		Action Required	
	Locus Dashboards: ACT, AP, TSI Campus IB Reports Campus Matriculation Reports	100% College Matriculation 2021-2022 School Year	This page will only be applicable to campuses that had graduating classes in the Spring of 2022. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Pending		Action Required	
	Locus Dashboard: Staff Rentention	Staff Quality, Retention, & Recruitment 2021-2022 School Year	Under the %SPED Data Point, this should relfect the percentage of SPED certified teachers, compared to the overall SPED staff. Under number of teacher applicants, note how many teachers were interviewed by campus leaders for positions during the 2021-2022 School Year. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Pending		Action Required	
	Locus Dashboards: Student Persistence, Enrollment, ADA	School Culture & Climate 2021-2022 School Year	For the Withdrawals/Level 3 Offenses data point, list the number of withdrawals or offenses. All other data points should reflect percentages. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Pending		Action Required	
	Campus Academic Counselor Tracking Systems	2022 Family & Community Involvement	In addition to listing data percentages, list a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Pending		Action Required	

Campus Name

2021-22 Student Achievement Improvement Plan - College Prep

COLLEGE PREP

APO	Initiatives	Needs Assess.	Special Pops.	Person(s) Responsible	Timeline Start/End	Resources: Human/ Material/Fiscal	Documentation	Formative Evaluation
4d,4E,	Improving students' reading comprehesion using seven cognitive strategies of effective readers: activating, inferring, monitoring-clarifying questioning, searching-selecting, summarizing, and visualizing-organizing	AR, ELL, SE, S,	ALL	API, ELA CTL	08/20-05/22	All staff	Walk-throughs, lesson plans, anchor charts	Unit Exams, Semester Exams, 2022 STAAR, BWA
4E, 3A	Campus wide vocabulary Focus -	ELL, AR, SE	ALL	API, ELA CTL	08/20-05/22	All staff	Walk-throughs, lesson plans, anchor charts	Unit Exams, Semester Exams, 2022 STAAR, BWA
1B 1C	School Wide Awards Assembly	O	ALL	ALL	08/20-05/22	All staff	Presentation Slides	Reflection and Survey results
5D, 5A 5B 4B	Use APEX as part of our intervention for STAAR reinforcement and credit recovery	S	ALL	Interventionist; SSA, API, DCC	08/20-05/22	Teachers, Interventionists	Walk-throughs, data tracker, student reports	Unit Exams, Semester Exams, 2022 STAAR
4b 4E 4D 6A	Use Expressive Writing in Writing Intervention class that is for all 7th grade students	R, S, ELL	ALL	Interventionist; SSA, API, DCC	08/20-05/22	Teachers, Interventionists	Walk-throughs, data tracker, student reports	Unit Exams, Semester Exams, 2022 STAAR
4b 4E 4D 6A	Intervention-structured small group classes for CSI students	S, ELL, SE	low and bubble	Interventionist; teachers, API	08/20-05/22	Teachers, Interventionists	Walk-throughs, data tracker, student reports	Unit Exams, Semester Exams, 2022 STAAR
6A 6E 5E 5B	RTI Committee	S, EL,AR	ALL	Interventionist, AC, API	08/20-05/22	Teachers, Interventionists	Walk-throughs, data tracker	Unit Exams, Semester Exams, 2022 STAAR

Campus Name

2021-22 Student Achievement Improvement Plan - College Prep

COLLEGE PREP

5A 5C	Reading Mastery Machine (6-8th grades)	S	ALL	Reading Teachers, API	08/20-05/22	Reading teacher (6, 7, 8)	Walk-throughs, data tracker	Unit Exams, Semester Exams, 2022 STAAR
5A 5B5 B D	At- Risk Meetings	S, AR, ELL, ED, SE	low and bubble and socio-emotional, high attendance	Grade team, API, Counselors	08/20-05/22	All CP Staff	Meeting notes	Unit Exams, Semester Exams, 2022 STAAR
4D 4c 4b	Math Bootcamp review before the STAAR exams	S	ALL	Math Teacher, Math CTL	08/20-05/22	All CP Staff	Walk-throughs, data trackers	Unit Exams, Semester Exams, 2022 STAAR
4D 4c 4b	Writing Bootcamp review before the STAAR exams	S	ALL	Writing Teacher, ELA API	08/20-05/22	All CP Staff	Walk-throughs, data trackers	Unit Exams, Semester Exams, 2022 STAAR
5a 5c 5d 1b 1c 2b	Instructional coaching/ Data conversations	S	ALL	Lead team	10/20-05/22	All CP Staff	Check-ins, data trackers	Unit Exams, Semester Exams, 2022 STAAR
5a 5c 5d 1b 1c 2b	Leadership Professional Development	O	ALL	Principal and RDIC	08/20-05/22	All Lead team	APR	Weekly

Campus Name

2021-22 Student Achievement Improvement Plan - College Prep

COLLEGE PREP

5a 5c 5d 1b 1c 2b	Student of week	O	ALL	All Staff	08/20-05/22	All CP Staff	ADA	ADA
5a 5c 5d 1b 1c 2b	Remind notifications and TEAMS	O	ALL	All Staff	08/20-05/22	All CP Staff	Student success advisor	Daily
5a 5c 5d 1b 1c 2b	Parent Conferences	O	ALL	All Staff	08/20-05/22	All CP Staff	Logs	Weekly
5a 5c 5d 1b 1c 2b	Home Visits	O	ALL	All Staff	08/20-05/22	All CP Staff	Logs	Weekly
5a 5c 5d 1b 1c 2b	After school Enrichment Programs	O	ALL	21st Century, API, AC	08/20-05/22	21st Century Staff, after school club sponsors	Lesson Plans; student performances	Monthy

Campus Name

2021-22 Student Achievement Improvement Plan - College Prep

COLLEGE PREP

5a 5c 5d 1b 1c 2b	Positive Phone Call Log	O	ALL	All Staff	08/20-05/22	All CP Staff	Phone Logs	Weekly
6f 6e	Staff Team and Family Outings	O	ALL	All Staff	08/20-05/22	All CP Staff	Calendar invites	Quarterly
6f 6e	Teacher of the Month	O	ALL	All Staff	08/20-05/22	All CP Staff	Tactical notes, FB/PW Posts	Weekly
1b 1c	Monthly Pep Rallies	O	ALL	All Staff	08/20-05/22	All CP Staff	FB/PW Posts	Monthly
3c 4e	ACT Prep course	A	ALL	Interventionist, CC	08/20-5/22	APEX	Students assigned to class	monthly
4e 3c	Counseling Family Office Hours	O	ALL	College counselors	11/20-5/22	College counselors	Reminds	Weekly
1b 1c	Grade team town hall	O	ALL	Grade teams	11/20-5/22	All CP Staff	Reminds/Blue Jeans	Monthly
1b 1c 2b	Lead Team town hall	O	ALL	Lead team	11/20-5/22	Lead team	Reminds/Blue Jeans	Monthly

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

Title I Qualifying Programs			Initiatives Status			
Internal Use Only			Mid Year		End of Year	
Supplemental Program (Y/N)	New Program (Y/N)	Budget Allocation	Outcome	Increase/Decreased by X%	Outcome	Increase/Decreased by X%

Title I Qualifying Programs			Initiatives Status			
Internal Use Only			Mid Year		End of Year	
Supplemental Program (Y/N)	New Program (Y/N)	Budget Allocation	Outcome	Increase/Decreased by X%	Outcome	Increase/Decreased by X%

Title I Qualifying Programs			Initiatives Status			
Internal Use Only			Mid Year		End of Year	
Supplemental Program (Y/N)	New Program (Y/N)	Budget Allocation	Outcome	Increase/Decreased by X%	Outcome	Increase/Decreased by X%

Annual Performance Objectives (APO)

PRIORITY #1: Students Graduate College-Ready

1A. % of graduates who matriculate to a College or University: 100%

1B. % of graduates matriculate to a Tier I/II College or University: 15% | 25%

1C. % of Seniors accepted to a College or University: 100%

1D. % of Seniors named AP scholars | Earn IB diploma: 30% | 25%

1E. Earned State Rating: A

1F. % Basic | % Mastery | % Advanced on LEAP: 82% | 44% | 11%

1G. % Approaches | % Meets | % Masters on STAAR/EOC: 90% | 60% | 30%

1H. % Level 3 | % Level 4 | % Level 5 on FSA/FSAA: 70% | 40% | 20%

1I. % of Pre-K-2nd Students End The Year On/Above Grade Level in Reading - Year 1 Campuses | Year 2 Campuses: 80% | 90%

1J. % of students in CSI achieve 2 years growth in Reading | Math (measured by Ren STAR) 50% | 60%

1K. Average ACT score: 21

1L. % of students graduating college in 4 | 6 years: 25% | 55%

Needs Assessment

S-STAAR

D-DIBELS

E-EOC

A-ACT

RR-Reading Renaissance

ST-STAR for Math

DR-Discipline Report

AP-AP Tests

O-Other

Special Populations

All

AR-At Risk

ELL-English Language Learners

ED-Economically Disadvantaged

M-Migrant

SE-Special Education

Campus Name

Comprehensive Needs Assessment

COLLEGE PREP

Data Source: CSI

% Meeting CSI Goal	Reading CP CSI
% CSI (EOY Ren.)	14.29%
% of CSI Passing STAAR	
% of SPED Passing STAAR	65

Data Source: STAAR

	STAAR Reading 6th	STAAR Reading 7th	STAAR Reading 8th	STAAR Writing 7th	English I EOC	English II EOC
% Approaches	83	88	85		74	89
% Meets	51	62	62		66%	67%
% Masters	23	42	41		21%	9%
% Student Achievement Average	52	64	63		54%	55%

Data Source: AP/IB/Electives

AP Scores	Pass AP Lit	Pass AP Lang	IB Scores	IB Group 1	% Royal Readers	% Word Master
% Score 1	74	58	% Score 1-3		64	22
% Score 2	16	36	% Score 4-5			
% Score 3+	10	4	% Score 6-7			
					RR Goal Met/Not Met	WM Goal Met/Not Met
					Met	Met

Reflections

Areas of Strength	Areas of Need
100% of ELA Teachers were proficient or above in writing exemplar responses and pre- identifying the misconception.	ELA Team will identify and create vertical aligned anchor charts for STAAR and AP ELA at BOY during 1st content team meeting (example: Thinking Jobs, How to summarize a paragrah, Annotations)
Identifyng annotation criteria for mastery for passage and question.	ELA will start Monitoring Quality of Student work with tracker week 3 of school by planning during first two weeks of school.

100% of ELA teachers have build strong relationships with scholars and invested scholars in their reading and writing goals.	ELA create standard writing criteria for mastery by grade level that vertically aligns and builds the rigor from 6th -12th grade during BOY content team time.

MONTOPOLIS

Comprehensive Needs Assessment - College Prep COLLEGE PREP					
Data Source: STAAR					
	STAAR Math 6th	**STAAR Math 7th**	**STAAR Alg I**		
% Approaches	74	59	95		
% Meets	43	40	56		
% Masters	16	13	32		
% Student Achievement Average	44	37	61		
Data Source: AP/IB					
AP Scores	**Pass AP Calculus AB**	**Pass AP Calculus CD**	**Pass AP Prob. & Stats.**	**IB Scores**	**IB Group 5**
% Score 1	75		96	**% Score 1-3**	
% Score 2	19		2	**% Score 4-5**	
% Score 3+	6		2	**% Score 6-7**	

Reflections	
Areas of Strength	**Areas of Need**
Vertical alignment.	Math Team will identify and create vertical aligned anchor charts During BOY 1st content team meeting (example: Annotations, Solving equations, combinding like terms, Need to know equations)
Collaboration and regular math meetings. Communication.	Math Team will complete Backwards planning session to Exam and EOC during BOY led by Instructional Coach.
Learning time outside of class.	Math Team will have one content meeting in September with the focus of implementing effective and proactive IEP for special education students. Lead by content Lead

Campus Name

Comprehensive Needs Assessment
COLLEGE PREP

Data Source: Internal Assessments

	6th Grade EOY Assessment	7th Grade EOY Assessment
% Passing	81	94

Data Source: STAAR

	STAAR 8th Science	STAAR Biology
% Approaches	78	83
% Meets	40	50
% Masters	18	9
% Student Achievement Average	45	47

Data Source: AP/IB

AP Scores	Pass AP Biology	Pass AP Chemistry	Pass AP Physics (1, 2, & C)	Pass AP Env. Science	IB Scores	IB Group 4
% Score 1	63%	75%			% Score 1-3	
% Score 2	30%	19%			% Score 4-5	
% Score 3+	5%	6%			% Score 6-7	

Reflections

Areas of Strength	Areas of Need
Efficient lesson planning with teachers targeting misconceptions in lessons plans	Variety of instructional strategies and interventions in the classroom. Content Leader and Instructional coach will provide various methods of learning for scholars and provide accomodation and modification for sub-pop groups. Beginning Q2.
Exceptional relationship building with students by all science teachers.	Science team will provide college ready literacy opportunities twice a month, throught articles, science projects, and other resources.
Making data driven decisions to close gaps.	Science team will Tighten classroom management across Science classrooms by being rated proficient in GET 2A, 2B, 2C by Instructional

Campus Name

Comprehensive Needs Assessment COLLEGE PREP			
Data Source: Internal Assessments			
	6th Grade EOY Assessment	**7th Grade EOY Assessment**	
% Passing	**100**	**98**	
Data Source: STAAR			
	STAAR 8th US History	**EOC US History**	
% Approaches	63	99	
% Meets	34	92	
% Masters	21	83	
% Student Achievement Average	39	88	

Data Source: AP/IB							
AP Scores	**Pass AP Human Geography**	**Pass AP World History**	**Pass AP US History**	**Pass AP Goverment**	**Pass AP Economics**	**IB Scores**	**IB Group 3**
% Score 1	82	61	77	77	91	**% Score 1-3**	
% Score 2	11	27	16	11	8	**% Score 4-5**	
% Score 3+	7	9	7	12	1	**% Score 6-7**	

Reflections		
Areas of Strength	**Areas of Need**	
Joy within the classroom	Aggressive monitoring	
Content Vertical alignment across grade levels	Data Tracking-student tracking with investment	
Improved culture of student writing.	Teaching Time Management for students on AP/STAAR testing	

Campus Name

Comprehensive Needs Assessment
COLLEGE PREP

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

	Listening	Speaking	Reading	Writing	% of ELL Students who grew one or more levels
% Beginning	1	25	4	3	40
% Intermediate	9	35	17	10	
% Advanced	38	45	32	37	
% Advanced High	52	7	47	50	

Reflection	
Areas of Strength	**Areas of Need**
Scholar ongoing ability to advocate for self and ensure they receieve the support they need from staff.	Teachers and staff build scholar confidence and participation by incoporating more time in/out of class to utilize spanish-english dictionary weekly, starting Q1.
Scholar learned awareness of school expectations, and resrouces, and their ability to work alongisde peers to accomplish tasks.	Testing Coordinator and EL Coordinator will communicate to families the importance and purpose of TELPAS to build investment in scholars, starting October.
Scholar ability to connect assignments to express their culture, stories, or current events.	Testing Coordinator and EL Coordinator will communicate scholar English speaking level during BOY to teachers and provide accomodations for students.

Campus Name

Comprehensive Needs Assessment COLLEGE PREP					
100% College Matriculation					
Matriculation %	**Matricuation % 4 year**	**Matriculation % 2 year**	**Tier 1/2 % Acceptances**	**Tier 1/2 % Matriculation**	
	75	**14**	**50%**	**20**	
Tier 1 % Matriculation	**Tier 2 % Matriculation**	**Tier 3 % Matriculation**	**Tier 4 % Matriculation**	**Senior Class CCMR %**	**Senior Class TSI Completion %**
6%	12%	37%	37%	60%	49%
Campus Data					
Senior Class ACT Average	**Junior Class ACT Average**	**Overall AP Scholars (3+ or more tests)**	**IB Medallion Scholars (Passing 3+ exams)**	**Overall % IB Diploma**	**Campus End of Year OTG**
17%	14%	28%	NA	NA	100%

Reflections	
Areas of Strength	**Areas of Need**
1. Strong college-going identity scholar preparation.	1. Rigourous curriculum for ACT and TSI testing for better CCMR outcomes.
2. Increase in performance from AP Instructors indicated by AP Scholars (16--> 28).	2. Increase amount of college applications transmitted to univeristies for increase in 4-year institution acceptances.
3. Strong Match & Fit Conversations as indicated through high Tier I/II Acceptances	3. Increase family engaemnet in college-going process.

Campus Name

Comprehensive Needs Assessment COLLEGE PREP	
Staff Quality, Recruitment, Retention	
	Percentage
% School Lead Team Retention	11%
% Instructional Support Retention	100%
% Teacher Retention	69%
% Campus Support Retention	100%
% SPED Certified Teachers	32%
% State/National Certified Teachers	12%
% State Certified Leaders	6%
% State/Board certified Counselors	100%
Number of teacher applicants per 2020-21 school year	1875%

Reflections	
Areas of Strength	**Areas of Need**
1 Core content teachers who stayed are intvested in IDEA through leadership, such as: content lead, grade team lead,	1 Lack of effective communiation, systems, and procedures.
2 Promises made to students and families invested teachers to stay and fulfill their roles.	2 Relocation to different cities or states due to better oopportunities.
3 Montopolis traditions and culture invested staff in returnin	3 Lack of satisfaction with new school model and availability of courses.

Campus Name

Comprehensive Needs Assessment ACADEMY	
Data Source: School Culture and Climate	
	Campus %
% Average Daily Attendance	92.29%
% Overall Persistence	93.69%
% New Student Persistence	87.50%
# of Admin Withdrawals/ Level 3 Offenses	3.00
% SPED	4.00%
% ELL	87%
% Eco Dis	88%
% Migrant	4%
% Race: American-Indian-Alaska-Native	1%
% Asian	0%
% White-Hispanic	27%
% Multi	26%
% Black-African-American	3%
% Native-Hawaiian-Pacific-Islander	1%
% White	24%
% Male	52%
% Female	48%

Data Source: School Culture and Climate	
Reflections	
Areas of Strength	**Areas of Need**
Our current stduents and families trust us and want to stay year after year.	familes by the end of September to ensure all familes are properly welcomed and know how to successfully navigate
2. We are on track to meeting our new student persistence goal. We worked hard to ensure all familes attending WTI.	2. We need to better invest the new students and ensure they feel connected to their new school by end of August.
increased the number of face to face parent teacher conferences so that families could monitor the academic	3. We need to reactivate our PTO to get family input.

Campus Name

Comprehensive Needs Assessment COLLEGE PREP	
Data Source: Family and Community Involvement	
	Percentage
% Families Attended WTI	27%
% Families Attended Curriculum Night	36%
% Families Who Attended EOY Ceremonies	58%
% Families who attended Fall Festival	32%
% Families who attended Winter Festival	n/a
% Families who attended Spring Festival	19%

Reflections	
Areas of Strength	**Areas of Need**
1 Families with Academy siblings are engaged in CP events	1 Campus events that adhere to covid restrictions but brin
2 Athletics and Orchestra/Band stand out as new ways to e	2 Periodic academic and culture focused touchpoints by le
3 Summer virtual family engagement events have successfu	3Realignment with parents about our mutual commitment

IDEA Public Schools

Najim Academy

2022-2023 Campus Improvement Plan

Accountability Rating: A

Distinction Designations:
Academic Achievement in English Language Arts/Reading
Top 25 Percent: Comparative Academic Growth

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

Mission Statement

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

IDEA Najim Academy prepares students from underserved communities for success in college and citizenship. We aim to empower our students to become leaders so that they may work to improve their communities.

Vision

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

IDEA Public Schools is on track to becoming the largest producer of low-income college graduates in the Texas. At IDEA Najim, we will build a culture where scholars and families are invested in their scholars academic success and social/emotional development, while also bringing the joy,

Core Values

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

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

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Comprehensive Needs Assessment

Revised/Approved: September 15, 2022

Demographics

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 2021-2022 school year, Najim Academy enrolled 92% economically disadvantaged students, 5% special education, 63% Hispanic, 31% African American, and 5% White. We obtain this data through surveys completed by parents or guardians at the time of enrollment. IDEA Carver serves 13% of its scholars in an emergent early exit bilingual program and has received an "A" rating from the Texas Education Agency for the 2021-2022 School year. Najim was able to accomplish this by retaining 85% of its teachers from 2021-2022. The student to teacher ratio at Najim academy is 28 to 1.

Demographics Strengths

See PDF in Addendum for more information.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Parents inconsistently received a call back to address concerns within 24 hours upon reaching out. **Root Cause:** 1. There has been a lack of consistent communication systems which has caused the disconnect between families and the school. 2. There has been turnover in leadership that has contributed to the lack of consistent communication between families and school.

Problem Statement 2 (Prioritized): We had 80% of new family persistence and 83% overall student persistence. **Root Cause:** 1. Families are leaving because there was a lack of communication between campus and families. 2. Lack of consistent and clear communication around school culture and expectations to parents and students during the family onboarding process.

Problem Statement 3: Our Average daily attendance was at 92% for the school year. **Root Cause:** 1. There is a lack of consistency in following up with families of chronic absent students. 2. Attendance Matrix protocols have not been enforced consistently

Student Learning

Student Learning Summary

Najim Academy has improved from a C rated campus in 2019 to an A rated campus for the 21-22 school year. Najim Academy reached 73% of scholars reach approaches/43% reach meets/22% reach masters in all subjects. This led to a score of 74 in Domain1. Najim Academy recieved a 94 in domain 2 for academic growth and a 79 in domain 3. Najim Academy received distinctions for Academic acheivement in Reading/Language arts and top 25% Comparative growth. Sholars in grades Pre K-2nd grade ended with 89% of the scholars reading on grade level and had signifcant growth from previous school year. Our campus received 2 distinctions for the 21-22 SY.

See PDF in Addendum for more information.

Student Learning Strengths

See PDF in Addendum for more information.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): We had 33% of Sped scholars reach approaches on math STAAR, 28% of Sped scholars reach approaches in reading STAAR. **Root Cause:** 1. There was Inconsistency in focusing on these particular sub pop groups. 2. The was a lack of targeted intervention based on sub pop groups. 3. Teachers failed to provide enough differentiation to help meet the needs of all sub pops.

Problem Statement 2: There was inconsistent lesson plan feedback, which led to misalignment for a good part of the school year. **Root Cause:** 1. Tight coaching to mastery and aligning instruction started too late in the school year. 2. There was inconsistent targeted lesson plan feedback which led to inconsistency in alignment.

Problem Statement 3 (Prioritized): Data tracking systems were not utilized consistently, which made it difficult to respond to gaps. **Root Cause:** 1. Daily assignment and assessment tracking was not consistent. 2. Individualized Student trackers were not implemented consistently 3. There was a lack of daily reflection on data which kept teachers and leaders from making necessary adjustments.

School Processes & Programs

School Processes & Programs Summary

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 acheivement 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 acheivement. 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 which help students understand their emotions and to respond to situations in a healthy way.

School Processes & Programs Strengths

Curriculum & Instruction:

- At least one-third of IDEA students graduate with the "AP Scholar" designation, evidence of earning a qualifying score on at least three AP exams, demonstrating successful completion of college-level coursework prior to graduation.
- IDEA provides students access to accelerated instruction through the 1:1 technology device, including adaptive software for mathematics and literacy and access to hundreds of thousands of books in the district's digital library.
- IDEA curricular resources include high-quality instructional materials that earn the highest ratings on national evaluation measures.
- IDEA curriculum is regularly evaluated using a quality evaluation tool, ensuring alignment to the Texas Essential Knowledge and Skills and AP course standards, as well as the STAAR/EOC and AP exams.
- IDEA implements a variety of training opportunities for teachers and leadership staff with the goal of developing teachers' pedagogical content knowledge and leaders' coaching skills.
- For 15 years in a row, 100% of IDEA students have been accepted into college, demonstrating that IDEA academic programming is adequately preparing students for post-secondary education.
- In 2022, four IDEA schools were ranked in the top 10 Most Challenging Schools in the Nation and 13 were ranked in the top 1% of schools nationwide, by the Jay Mathews Challenge Index High School Rankings.

Special Programs

- IDEA exceeded the expected growth target for EL student performance on TELPAS in 2021 with 48% of ELs meeting that target.
- IDEA provide targeted research based instruction to students who have a 2.0 year gap in Reading and/or Math with the goal of closing that gap by 2.0 years during the school year with our initiative called Critical Student Intervention (CSI). During the 21-22 school year, 2,562 out of 6,632 students meet that goal for Reading and 703 out of 1,268 students met the goal for Math.
- IDEA is in Year 3 of our TEA awarded Autism Grant. Through this grant we were able to increase support for 195 students with autism in Rio Grande Valley and Austin who met the criteria outlined by TEA for this grant.
- IDEA submitted and was awarded a Dyslexia Grant by the TEA so that we will be able to provide increased professional development to teachers and leaders on working with students with dyslexia and increase the support resources for our students with dyslexia.

- IDEA has increased the number of licensed counselors and Social Workers by 50% over the past 2 years
- IDEA pre-pandemic ADA averaged 97.4%, district is committed to get back to that average
- IDEA 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 1 (Prioritized): We had 50% leader retention and 85% teacher retention. **Root Cause:** 1. School has failed to successfully onboard new leaders and staff. 2. Lack of consistency in implementing daily operating mechanisms 3. School leadership has failed to consistently follow through with coaching to mastery. 4. Leaders have often felt unsupported and overwhelmed.

Problem Statement 2 (Prioritized): Our student persistence strategies have not produced the intended results, so have lost about 100 students each year for the past 2 years. **Root Cause:** 1. Lack of communication to families

Perceptions

Perceptions Summary

Najim Academy has met their teacher retention goal of 85% of teachers returning for the last two years. Based on the GPTW survey admistered last year 49% of people said that they were encouraged to balance their work and life. 44% of staff said that this is a fun place to work. 53% of teachers stated that everyone has an opportunity to receive special recognition. 50% of teachers stated that the look forward to coming to work each day. 43% of teachers stated that this is an emotionally and psychologically healthy place to work. Family participation is averaging around 50% of families participating consistently in community/school events. Najim had 60% of it's familiies attend EOY awards ceremonies, 30% of families attend curriculum night, and 60% of families attended spring festival. These calculations were measured through sign in sheets at each event.

Perceptions Strengths

See PDF in Addendum for more information.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Over the years, GPTW data has shown that staff satisfaction is low. **Root Cause:** 1. High leadership turnover 2. Lack of consistency with coaching teachers on campus culture/instruction

Problem Statement 2 (Prioritized): Only 50% of teachers stated that this is an emotionally and psychologically healthy place to work. **Root Cause:** 1. High leader turnover, which has led to different expectations each year and more work as a result.

Priority Problem Statements

Problem Statement 1: Parents inconsistently received a call back to address concerns within 24 hours upon reaching out.

Root Cause 1: 1. There has been a lack of consistent communication systems which has caused the disconnect between families and the school. 2. There has been turnover in leadership that has contributed to the lack of consistent communication between families and school.

Problem Statement 1 Areas: Demographics

Problem Statement 2: We had 33% of Sped scholars reach approaches on math STAAR, 28% of Sped scholars reach approaches in reading STAAR.

Root Cause 2: 1. There was Inconsistency in focusing on these particular sub pop groups. 2. The was a lack of targeted intervention based on sub pop groups. 3. Teachers failed to provide enough differentiation to help meet the needs of all sub pops.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: We had 50% leader retention and 85% teacher retention.

Root Cause 3: 1. School has failed to successfully onboard new leaders and staff. 2. Lack of consistency in implementing daily operating mechanisms 3. School leadership has failed to consistently follow through with coaching to mastery. 4. Leaders have often felt unsupported and overwhelmed.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Our student persistence strategies have not produced the intended results, so have lost about 100 students each year for the past 2 years.

Root Cause 4: 1. Lack of communication to families

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: We had 80% of new family persistence and 83% overall student persistence.

Root Cause 5: 1. Families are leaving because there was a lack of communication between campus and families. 2. Lack of consistent and clear communication around school culture and expectations to parents and students during the family onboarding process.

Problem Statement 5 Areas: Demographics

Problem Statement 6: Data tracking systems were not utilized consistently, which made it difficult to respond to gaps.

Root Cause 6: 1. Daily assignment and assessment tracking was not consistent. 2. Individualized Student trackers were not implemented consistently 3. There was a lack of daily reflection on data which kept teachers and leaders from making necessary adjustments.

Problem Statement 6 Areas: Student Learning

Problem Statement 7: Over the years, GPTW data has shown that staff satisfaction is low.

Root Cause 7: 1. High leadership turnover 2. Lack of consistency with coaching teachers on campus culture/instruction

Problem Statement 7 Areas: Perceptions

Problem Statement 8: Only 50% of teachers stated that this is an emotionally and psychologically healthy place to work.

Root Cause 8: 1. High leader turnover, which has led to different expectations each year and more work as a result.

Problem Statement 8 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data

Goals

Goal 1: Increase staff retention

Performance Objective 1: IDEA Najim Academy will have at least 85% staff retention by June 2023.

High Priority

Evaluation Data Sources: Teacher Weekly, Teacher Liveschool, Praise Tracker, Quarterly Pulse Checks, and GPTW

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Reset adult culture **Strategy's Expected Result/Impact:** 1. Teacher results in GPTW survey to improve from 46% to 85% satisfaction. **Staff Responsible for Monitoring:** Assistant principals, counselor, assistant principal of operations, and school principal. **TEA Priorities:** Recruit, support, retain teachers and principals		50%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Bringing Joy to campus to help invest adults in campus culture. **Strategy's Expected Result/Impact:** 1. Increase staff morale and investment which will lead us to meet goal of 85% staff retention. **Staff Responsible for Monitoring:** Assistant Principals, Principal, Counselor, and Assistant Principal of Operations **TEA Priorities:** Recruit, support, retain teachers and principals		50%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 2: All IDEA students matriculate to college

Performance Objective 1: 100% of IDEA seniors matriculate to college by August 2023.

High Priority

Evaluation Data Sources: Persistence Tracker, HB 4545 Tracker, Executive Tracker, Mission 90/30 Document/Meetings, STAAR Domain 2 and 3 tracker

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Track and Respond to student achievement data using HB4545 and STAAR Domain 2 and 3 tracker. **Strategy's Expected Result/Impact:** 1. We will be able to identify gaps in scholar's learning and will allow us to create strategic plans to close gaps. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Teachers, and Reading and Math Interventionists **Title I:** 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Use Mission 90/30 tracker/meetings to identify HP scholars that are at risk of leaving and create plans to re-invest them. **Strategy's Expected Result/Impact:** 1. We will be able to proactively identify and re-invest scholars who are wanting to leave our school. **Staff Responsible for Monitoring:** Counselor, Teachers, Assistant Principals, Assistant Principal of Operations, and Principal **Title I:** 2.6 **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

 No Progress Accomplished Continue/Modify Discontinue

Goal 3: IDEA achieves an A rating

Performance Objective 1: IDEA Najim will achieve an A rating for the 22-23 SY.

High Priority

HB3 Goal

Evaluation Data Sources: Exit ticket trackers, Assessment trackers, HB4545 tracker, domain 1,2,3 tracker, executive tracker

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Coaching and developing teachers **Strategy's Expected Result/Impact:** We will have strong teachers that will be able to teach our students effectively and achieve results. **Staff Responsible for Monitoring:** Assistant Principals, Principals, and Teachers **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Targeted Data Tracking **Strategy's Expected Result/Impact:** 1. The targeted Data tracking will allow us to identify learning gaps and respond to them with targeted interventions. **Staff Responsible for Monitoring:** Teachers, Assistant Principals, and Principal **Title I:** 2.4, 2.6 - **TEA Priorities:** Improve low-performing schools				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: TEKS alignment **Strategy's Expected Result/Impact:** 1. Students will practice 100% aligned TEKs material which will help them prepare for STAAR test. **Staff Responsible for Monitoring:** Teachers, Assistant Principals, and Principal **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools		95%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 3: IDEA achieves an A rating

Performance Objective 2: IDEA Najim will increase Student Achievement Average in 3rd Grade Reading and 3rd Grade Math STAAR from 41 to 55 on 22-23 STAAR test.

High Priority

HB3 Goal

Evaluation Data Sources: Exit Ticket Trackers, ET Huddles, CSI tracker, Domain 1, 2, and 3 tracker, executive tracker

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: 1. Leverage Lesson rehearsals and first teach observations to ensure high quality lessons. **Strategy's Expected Result/Impact:** Scholars will be able to score high on first teach, which will lower the amount of intervention or reteaching needed. **Staff Responsible for Monitoring:** Assistant Principals of Instruction and Principal **TEA Priorities:** Improve low-performing schools	0%	60%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Utilize Data Tracking, Daily Exit Ticket Sorts, Exit Ticket Huddles and Assessment Data Dives to identify gaps in student learning and respond to gaps. **Strategy's Expected Result/Impact:** We will be able to identify gaps in student learning and create intervention/ reteach plans. **Staff Responsible for Monitoring:** Teachers, Assistant Principals of Instruction and Principal **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools	0%	80%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 3: IDEA achieves an A rating

Performance Objective 3: IDEA Najim Academy will increase performance in Domain 3 Student Achievement for all sub pops on 22-23 STAAR test.

High Priority

HB3 Goal

Evaluation Data Sources: ET Tracker, Domain 3 Tracker, CSI Tracker

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: 1. Track student data by subpop using Domain 3 tracker and use data to create targeted intervention plans . **Strategy's Expected Result/Impact:** We will see an increase in student achievement data for all subpops. **Staff Responsible for Monitoring:** Teachers, Interventionists, Assistant Principals of Instruction, and Principal **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools	0%	30%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Use CSI and targeted Teks based intervention to help support special education scholars close instructional gaps. **Strategy's Expected Result/Impact:** We will see an increase in special education scholars who achieve meets on both reading and math STAAR test. **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools	0%	50%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 4: Increase student daily attendance

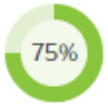
Performance Objective 1: IDEA Najim will attain a 97% or higher average daily attendance by June 2023.

High Priority

Evaluation Data Sources: Power BI ADA daily, daily ADA reports, weekly data tracker, and attendance matrix tracker

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Idea Najim Academy will use Attendance Matrix with fidelity to ensure accountability. **Strategy's Expected Result/Impact:** 1. At least 97% students in attendance on a daily basis 2. Parents will comply with sending scholars to school on a daily basis. **Staff Responsible for Monitoring:** Teachers, Assistant Principal of Operations, SIS coordinator, API's, and Principal **Title I:** 2.6 - **TEA Priorities:** Improve low-performing schools		15%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Attendance data will be presented and visible in a variety of ways to increase awareness and investment from staff. **Strategy's Expected Result/Impact:** 1. Staff will be aware or ADA and will be invested to improve ADA. **Staff Responsible for Monitoring:** Assistant Principal of Operations, SIS Coordinator, Teachers, API's, and Principal **Title I:** 2.6 - **TEA Priorities:** Improve low-performing schools		50%		

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Culture of Achievement Incentives for grade-levels and individuals that are meeting pre-determined Attendance goals. **Strategy's Expected Result/Impact:** 1. Scholars will be motivated and invested to attend school daily. **Staff Responsible for Monitoring:** SIS Coordinator, Assistant Principal of Operations, and Teachers **Title I:** 2.6 **- TEA Priorities:** Improve low-performing schools				

 No Progress Accomplished Continue/Modify Discontinue

Goal 5: Increase student persistence

Performance Objective 1: IDEA Najim will retain at least 90% of scholars by August 2023

High Priority

Evaluation Data Sources: Family surveys, student leaver log, classroom culture tracker, student persistence tracker

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: IDEA Najim will increase the amount of family communication from previous years. **Strategy's Expected Result/Impact:** 1. Parents will receive updates on scholar progress, school celebrations, and school events consistenty 2. The expected impact will be to retain at least 90% of scholars from year to year. **Staff Responsible for Monitoring:** Counselor, Assistant Principals, Teachers and Principals **Title I:** 4.1 **- TEA Priorities:** Improve low-performing schools				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: IDEA Najim Academy will bring the joy through the use of weekly culture observations, implementing fab Friday, and the use of Liveschool to help invest scholars. **Strategy's Expected Result/Impact:** 1. Scholars will be happy and want to come to school everyday. 2. The impact will be that scholars will want to come back year after year. **Staff Responsible for Monitoring:** Counselor, Assistant Principals, Teachers and principals **TEA Priorities:** Improve low-performing schools				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: IDEA Najim Academy will increase the amount of time dedicated to Social/Emotional learning and support through the implementation of Move this World. **Strategy's Expected Result/Impact:** 1. Scholars will gain emotional intelligence and be able understand how to deal with emotions. 2. The impact will be less student behaviors and more time for instruction. **Staff Responsible for Monitoring:** Counselor, Teachers, Assistant Principals, and Principal **Title I:** 2.5, 2.6 **- TEA Priorities:** Improve low-performing schools				

 No Progress Accomplished Continue/Modify Discontinue

Goal 5: Increase student persistence

Performance Objective 2: IDEA Najim will provide a physically and emotionally safe school by training 100% of staff in Crisis Management/Emergency Response Training and conducting monthly, quarterly and annually safety drills, and implementing social/emotional curriculum with fidelity during the 22-23 school year.

High Priority

Evaluation Data Sources: Safety Drill Trackers, Monthly Safety/Compliance evaluation, SEL tracker, SEL weekly observations,

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: 100% of Staff will complete Crisis Management/Emergency response training and participate in monthly/ quarterly fire drills, lockdown drills, shelter in place, and hold drills. **Strategy's Expected Result/Impact:** Staff will know what to do in a crisis to keep students and themselves safe.	0%	100%	100%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: 2. Idea Najim will achieve a proficient or higher score on the Campus safety score with emphasis in the areas of Intruder Assessment, physical building safety, compliance, and climate and culture. **Strategy's Expected Result/Impact:** Najim academy will be a physically safe school for all scholars. **Staff Responsible for Monitoring:** Assistant Principal of Operations, Facilities Manager, and Principal	0%	80%		

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Najim Academy will implement SEL curriculum with fidelity to ensure that social emotional learning is prioritized throughout school day. **Strategy's Expected Result/Impact:** Scholars will understand emotions and develop emotional intelligence that will help them through situations and help with behavior. **Staff Responsible for Monitoring:** Campus Counselor	0%	0%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 5: Increase student persistence

Performance Objective 3: IDEA Najim Academy will prioritize physical health and well-being of all scholars throughout the 22-23 school year by promoting healthy kids initiative.

Evaluation Data Sources: Weekly PE lesson plans, DVOA(fit bit) minutes tracker, cafeteria monthly menus

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Utilize and Track the Heart rate monitors to ensure that scholars are reaching their physical activity goals. **Strategy's Expected Result/Impact:** Scholars will consistentlyget the amount of physical activity that they need to be healthy. **Staff Responsible for Monitoring:** PE coach	0%	100%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: 2. Ensure that all meals (breakfast, lunch, and supper snack) are aligned with the district wellness policy. **Strategy's Expected Result/Impact:** All scholars will receive nutritious meals that contain fresh fruits and vegetables. **Staff Responsible for Monitoring:** CNP manager, Assistant Principal of Operations	0%	100%	100%	

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: 3. Consistently communicate campus and district health initiatives to help invest families. **Strategy's Expected Result/Impact:** Families will continue healthy habits at home and participate in health initiatives from the district. **Staff Responsible for Monitoring:** Assistant Principal of Operations, CNP Manager, and Principal	0%	95%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Title I Personnel

Name	Position	Program	FTE
	CO-TEACHER		1
	INTERVENTIONIST		1
Brenda Vega	Teacher	Title 1	1
Morgan Pesina	ILEARNING HOT SPOT FACILITATOR	Title 1	1
Naomi Willis	CO-TEACHER	Title 1	1
Tenisha Price	Reading Interventionist	Title 1	1

Addendums

Annual Performance Objectives (APO)

PRIORITY #1: Students Graduate College-Ready

1A. % of graduates who matriculate to a College or University: 100%

1B. % of graduates matriculate to a Tier I/II College or University: 15% | 25%

1C. % of Seniors accepted to a College or University: 100%

1D. % of Seniors named AP scholars | Earn IB diploma: 30% | 25%

1E. Earned State Rating: A

1F. % Basic | % Mastery | % Advanced on LEAP: 82% | 44% | 11%

1G. % Approaches | % Meets | % Masters on STAAR/EOC: 90% | 60% | 30%

1H. % Level 3 | % Level 4 | % Level 5 on FSA/FSAA: 70% | 40% | 20%

1I. % of Pre-K-2nd Students End The Year On/Above Grade Level in Reading - Year 1 Campuses | Year 2 Campuses: 80% | 90%

1J. % of students in CSI achieve 2 years growth in Reading | Math (measured by Ren STAR) 50% | 60%

1K. Average ACT score: 21

1L. % of students graduating college in 4 | 6 years: 25% | 55%

PRIORITY #2: Build a Strong & Sustainable Organization

2A. % Teacher Retention | Employee Retention: 85% | 85%

2B. 80% composit score on GPTW: 82%

2B. %Average Daily Attendance: 97.50%

2C. New Student Persistence: 90%

2D. Operating Income: $133M

2E. FIRST Rating: A

PRIORITY #3: Achieve Mission at Scale

3A. % of students with low socio-economic status: 80%

3B. Enrollment in August 2020: 83,894

3C. Schools in operation in August 2020: 149

3D. Total Funds Raised (millions): $93M

Needs Assessment

S-STAAR

D-DIBELS

E-EOC

A-ACT

RR-Reading Renaissance

ST-STAR for Math

DR-Discipline Report

AP-AP Tests

O-Other

Special Populations

All

AR-At Risk

ELL-English Language Learners

ED-Economically Disadvantaged

M-Migrant

SE-Special Education

Campus Name

Comprehensive Needs Assessment
ACADEMY

Data Sources: Eureka Math & Electives Academy

	DISTAR Pre-K on Grade Level	Eureka Kinder on Grade Level	Eureka First on Grade Level	Eureka Second on Grade Level	% Math Masters Pk-2	Pk-2 MM Goal Met/Not Met
% Students	90%	92%	83%	90%	60%	60%/40%

Data Source: STAAR Academy

	STAAR Math Grade 3	STAAR Math Grade 4	STAAR Math Grade 5	% Math Masters 3-5	3-5 MM Goal Met/Not Met
% Approaches	64%	69%	76%	70%	70%/30%
% Meets	39%	28%	36%		
% Masters	18%	18%	13%		
% Student Achievement Average	40%	38%	42%		
% Meet 2 year growth	45%	50%	53%		

Data Source: CSI Academy

	Math AC CSI
% CSI (EOY Ren.)	N/A
% of CSI Passing STAAR	N/A
% of SPED Passing STAAR	23%

Reflections

Areas of Strength	Areas of Need
1 Leader content understanding	1. Urgent action with leaders to plan and provide feedback to teachers in the space to ensure gaps are closed quickly
2 Teacher content understanding	2. Consistent Coaching and feedback with daily lesson rehearsals and tight-loop follow-up
3 100% Teacher and Leaders in the space	3 Daily data tracking and reporting (Leader-teacher-scholar)

Campus Name

Comprehensive Needs Assessment
ACADEMY

Data Sources: DI ELA & Electives

	DI Pre-K on Grade Level	DI Kinder on Grade Level	DI First on Grade Level	DI Second on Grade Level	% Royal Readers	% Word Masters
% Students	**90%**	**90%**	**67%**	**88%**	35%	63%
					RR Goal Met/Not Met	**WM Goal Met/Not Met**
					35%/65%	63%/37%

Data Source: STAAR

	STAAR Reading Grade 3	STAAR Reading Grade 4	STAAR Reading Grade 5
% Approaches	60%	74%	85%
% Meets	44%	42%	61%
% Masters	20%	23%	37%
% Student Achievement Average	41%	46%	61%

Data Source: CSI

% Meeting CSI Goal	Reading AC CSI
% CSI (EOY Ren.)	65%
% of CSI Passing STAAR	60%
% of SPED Passing STAAR	100%

Reflections	
Areas of Strength	**Areas of Need**
1. Urgent action with leaders to plan and provide feedback to teachers in the space to ensure gaps are closed quickly	1. Ensure that teachers are teaching aligned and rigorous lessons
2. Consistent Coaching and feedback with daily lesson rehearsals and tight-loop follow-up	2. Lack of content experts in leaders and teachers
3 Daily data tracking and reporting (Leader-teacher-scholar)	3. Need stronger student culture from the beginning of the year

Campus Name

Comprehensive Needs Assessment ACADEMY						
Data Sources: Science Pk-2						
	Science Pre-K on Grade Level	**Science Kinder on Grade Level**	**Science First on Grade Level**	**Science Second on Grade Level**	**Science Third on Grade Level**	**Science Fourth on Grade Level**
% Students	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

	STAAR Science Grade 5
% Approaches	69%
% Meets	30%
% Masters	13%
% Student Achievement Average	37%

Reflections	
Areas of Strength	**Areas of Need**
1 Returning teacher in the space	1. Urgent action with leaders to plan and provide feedback to teachers in the space to ensure gaps are closed quickly
2 Leader with content understanding	2. Consistent Coaching and feedback with daily lesson rehearsals and tight-loop follow-up
3 100% Personnel in the space	3 Daily data tracking and reporting (Leader-teacher-scholar)

Campus Name

Comprehensive Needs Assessment ACADEMY							
Data Sources: Humanities Pk-2							
	Humanities Pre-K on Grade Level	**Humanities Kinder on Grade Level**	**Humanities First on Grade Level**	**Humanities Second on Grade Level**	**Humanities Third on Grade Level**	**Humanities Fourth on Grade Level**	**Humanities Fifth on Grade Level**
% Students	100%	100%	100%	100%	100%	100%	100%

Reflections	
Areas of Strength	**Areas of Need**
1. Student practice is rigorous. There is a blend of multiple choice and open ended responses that push student thinking.	1 Consistently carrying an exemplar to compare student work to the predetermined expectation.
2 Strong planning that was aligned and exemplars were always complete with student expectations.	2 Pushing literacy throughout units.
3 Teachers diligently reviewed data and made reteach opportunities in tutoring, intervention, and Saturday school.	3 Connecting content to current events to make key points more engaging and 'sticky'.

Campus Name

Comprehensive Needs Assessment ACADEMY					
TELPAS Composite Rating (Listening, Speaking, Reading, Writing)					
	Listening	**Speaking**	**Reading**	**Writing**	**% of ELL Students who grew one or more levels**
% Beginning	7%	7%	7%	7%	42%
% Intermediate	38%	38%	38%	38%	
% Advanced	33%	33%	33%	33%	
% Advanced High	14%	14%	14%	14%	

Reflections	
Areas of Strength	**Areas of Need**
1 Many scholars' growth in learning the language	1. Expertise (Leader/teacher) to support ELL Scholars
2 100% of scholars in-person were tested	2 PD with ELL Manager to support efforts on campus
3 Deadlines were met for testing	3 Ensure scholars receive instructional supports to succeed in class

Campus Name

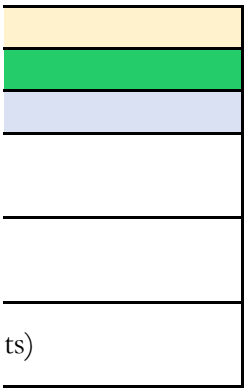
Comprehensive Needs Assessment	
ACADEMY	
Staff Quality, Recruitment, Retention	
	Percentage
% School Lead Team Retention	67
% Instructional Support Retention	100
% Teacher Retention	95
% Campus Support Retention	90
% SPED Teachers	5%
% State/National Certified Teachers	0%
% State Certified Leaders	43%
% State/Board certified Counselors	0
Number of teacher applicants per 2020-21 school year	9

Reflection	
Areas of Strength	**Areas of Need**
1 Over 60% founding staff members	1 Retain Lead Team through consistent coaching and follow-up
2 50% of teachers are enrolled in certification	2. Retain teachers by bringing the joy factor throughout the year
3 Principal is founding team member	3 Ensure teachers are involved in the decision-making process

Campus Name

Comprehensive Needs Assessment ACADEMY	
Data Source: School Culture and Climate	
	Campus %
% Average Daily Attendance	92
% Overall Persistence	83
% New Student Persistence	80
# of Admin Withdrawals/ Level 3 Offenses	4
% SPED	15%
% ELL	63%
% Eco Dis	94
% Migrant	0
% Race: American-Indian-Alaska-Native	0.1
% Asian	0.1
% White-Hispanic	61
% Multi	0.4
% Black-African-American	35
% Native-Hawaiian-Pacific-Islander	0.1
% White	0.4
% Male	54
% Female	46

Data Source: School Culture and Climate	
Reflections	
Areas of Strength	**Areas of Need**
1 Attendance	1 Persistence year over year
2 High numbers of scholars coming to Najim AC	2 Keeping ADA high (in-person)
3 Higher percentage of scholar persistence	3. Clear communication systems (leaders-teachers-paren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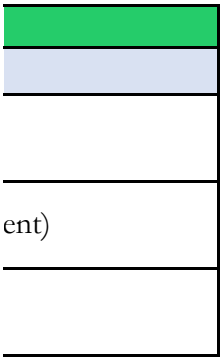
Campus Name

Comprehensive Needs Assessment ACADEMY	
Data Source: Family and Community Involvement	
	Percentage
% Families Attended WTI	90%
% Families Attended Curriculum Night	30%
% Families Who Attended EOY Ceremonies	60%
% Families who attended Fall Festival	N/A
% Families who attended Winter Festival	N/A
% Families who attended Spring Festival	60%

Reflection	
Areas of Strength	**Areas of Need**
1 Family Support for activities that show-cases scholars	1 Family involvement
2 AC leading out with family support	2 Communication processes (teacher-par
3 AC/APO way of work	3 Consistent retention activities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IDEA Public Schools

Najim College Prep

2022-2023 Campus Improvement Plan

Accountability Rating: A

Distinction Designations:
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

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

Mission Statement

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

Vision

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

Core Values

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

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

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Comprehensive Needs Assessment

Demographics

Demographics Summary

IDEA Najim is a college prepatory charter campus serving 400 students 6th -11th grade. We are a scaling campus with our 1st graduating class expected in 2024. We were established in 2017. Students participate in Pre AP and AP course offerings. In addition to RISE skills program and special education services. Ethnic distribution is 43.3% Hispanic, 49.2% African American, 1% White, .63% Asian and 1.2% two or more races. Data shows Limited English Proficiency (LEP) as a moderate category with 16 student designations. Najim CP is a Title I School and receives State Compensatory Education (SCE) funds.

Demographics Strengths

Najim CP has Met Standard by the Texas Education Agency. The 2021-2022 campus accountability rating is an A. We are committed to improving student academic performance to exceed this level of performance.

We met 6/7 state distinctions. District assessments are administered and tracked. In addition, campus formative and summative data collection is reviewed daily/weekly. 3, 6, 9 week assessments are used to measure progress and intervention groups.

Biology EOC scores was at 98%. • Algebra I EOC: 100% • AP: Humanities 40% pass, • Telpas: met targeted %, SPED increased 10 pts, met targeted %.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Persistence goals and benchmarks were not met and did yield 90%. Landed 70% range at the close of the 21-22SY **Root Cause:** 1. Inconsistent follow up from principal 2. Did not leverage PWI to close the loop with families seeking to withdraw 3. Lack of follow up with recapture families to articulate mission of college for all

Problem Statement 2 (Prioritized): ADA goal landed below goal at 92% **Root Cause:** 1. ADA escalation matrix was a slow process 2. APO did not drive this campus goal with fidelity 3. Lack of attention to campus trackers and ADA calls at the onset 4. Principal had continuous schedule changes affecting OATP

Problem Statement 3 (Prioritized): Professional Development was geared to campus wide initiatives and not targeted to areas of deficiencies **Root Cause:** 1. Lack of PLCs on data; non-performance of data deep dives after each ELA assessment. 2. Untimely feedback and classroom observations. 3. No evidence of tracking tutorial attendance of at risk students.

School Processes & Programs

School Processes & Programs Strengths

Curriculum & Instruction:

- At least one-third of IDEA students graduate with the "AP Scholar" designation, evidence of earning a qualifying score on at least three AP exams, demonstrating successful completion of college-level coursework prior to graduation.
- IDEA provides students access to accelerated instruction through the 1:1 technology device, including adaptive software for mathematics and literacy and access to hundreds of thousands of books in the district's digital library.
- IDEA curricular resources include high-quality instructional materials that earn the highest ratings on national evaluation measures.
- IDEA curriculum is regularly evaluated using a quality evaluation tool, ensuring alignment to the Texas Essential Knowledge and Skills and AP course standards, as well as the STAAR/EOC and AP exams.
- IDEA implements a variety of training opportunities for teachers and leadership staff with the goal of developing teachers' pedagogical content knowledge and leaders' coaching skills.
- For 15 years in a row, 100% of IDEA students have been accepted into college, demonstrating that IDEA academic programming is adequately preparing students for post-secondary education.
- In 2022, four IDEA schools were ranked in the top 10 Most Challenging Schools in the Nation and 13 were ranked in the top 1% of schools nationwide, by the Jay Mathews Challenge Index High School Rankings.

Special Programs

- IDEA exceeded the expected growth target for EL student performance on TELPAS in 2021 with 48% of ELs meeting that target.
- IDEA provide targeted research based instruction to students who have a 2.0 year gap in Reading and/or Math with the goal of closing that gap by 2.0 years during the school year with our initiative called Critical Student Intervention (CSI). During the 21-22 school year, 2,562 out of 6,632 students meet that goal for Reading and 703 out of 1,268 students met the goal for Math.
- IDEA is in Year 3 of our TEA awarded Autism Grant. Through this grant we were able to increase support for 195 students with autism in Rio Grande Valley and Austin who met the criteria outlined by TEA for this grant.
- IDEA submitted and was awarded a Dyslexia Grant by the TEA so that we will be able to provide increased professional development to teachers and leaders on working with students with dyslexia and increase the support resources for our students with dyslexia.

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 1 (Prioritized): Operating mechanisms on campus have been inconsistent and foster low accountability from all stakeholders. **Root Cause:** Retention of top level leadership to govern campus programs and processes.

Problem Statement 2 (Prioritized): Did not have a strong start at BOY with onboarding new to IDEA families grounded into our mission. **Root Cause:** AC/CP principal was not collaborative with campus onboarding plan for sibling families.

Priority Problem Statements

Problem Statement 1: ADA goal landed below goal at 92%

Root Cause 1: 1. ADA escalation matrix was a slow process 2. APO did not drive this campus goal with fidelity 3. Lack of attention to campus trackers and ADA calls at the onset 4. Principal had continuous schedule changes affecting OATP

Problem Statement 1 Areas: Demographics

Problem Statement 2: Persistence goals and benchmarks were not met and did yield 90%. Landed 70% range at the close of the 21-22SY

Root Cause 2: 1. Inconsistent follow up from principal 2. Did not leverage PWI to close the loop with families seeking to withdraw 3. Lack of follow up with recapture families to articulate mission of college for all

Problem Statement 2 Areas: Demographics

Problem Statement 3: Professional Development was geared to campus wide initiatives and not targeted to areas of deficiencies

Root Cause 3: 1. Lack of PLCs on data; non-performance of data deep dives after each ELA assessment. 2. Untimely feedback and classroom observations. 3. No evidence of tracking tutorial attendance of at risk students.

Problem Statement 3 Areas: Demographics

Problem Statement 4: IDEA Najim only achieved 22% masters in reading.

Root Cause 4: 1. Level of rigor in the classroom was not enough. 2. CFUs was not in alignment with highest peak of Blooms.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Scholars exude low accountability for owning his/her learning and no tracking mechanisms to chart progress.

Root Cause 5: Low teacher and parent investment. No data visibility

Problem Statement 5 Areas: Student Learning

Problem Statement 6: Operating mechanisms on campus have been inconsistent and foster low accountability from all stakeholders.

Root Cause 6: Retention of top level leadership to govern campus programs and processes.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: Did not have a strong start at BOY with onboarding new to IDEA families grounded into our mission.

Root Cause 7: AC/CP principal was not collaborative with campus onboarding plan for sibling families.

Problem Statement 7 Areas: School Processes & Programs

Problem Statement 8: Retention of students in transitional grade levels (6th and 9th) was below benchmark.

Root Cause 8: 1. Did not hold 100% of onboarding meetings with fidelity of NTI students. 2. Tracking and fidelity to transition meetings for students and families in grades 6th and 8th not consistent

Problem Statement 8 Areas: Perceptions

Problem Statement 9: Parent engagement yielded 28% attendance at after school events.

Root Cause 9: 1. campus did not market activities in a timely manner 2. low percentage of parent survey for feedback

Problem Statement 9 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Effective Schools Framework data
- 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
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Student failure and/or retention rates
- State-developed online interim assessments
- 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
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Enrollment trends

Employee Data

- Staff surveys and/or other feedback

- Teacher/Student Ratio
- Campus leadership data
- Professional development needs assessment data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Goal 1: Increase staff retention

Performance Objective 1: 100% of instructional staff will be provided support and coaching on a weekly basis.

High Priority

Evaluation Data Sources: action step tracker, teachboost feedback, instructional coaching meeting

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: 100% of resources and training targeted towards differentiation development for TCP pathway. **Strategy's Expected Result/Impact:** retain exemplar teachers, increase teacher development, build level 4 and 5 teachers **Staff Responsible for Monitoring:** Principal, APIs, **TEA Priorities:** Recruit, support, retain teachers and principals	35%	40%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Conduct daily exit ticket sorts to identify misconceptions, lowest scored TEK, and targeted reteach plan for the following day. **Strategy's Expected Result/Impact:** Improve student data on a weekly and weekly basis. **TEA Priorities:** Recruit, support, retain teachers and principals	35%	60%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 1: Increase staff retention

Performance Objective 2: GPTW will reflect 85% on "This is a fun place to work" metric

Evaluation Data Sources: celebrations and recognitions

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Teacher celebrations and recognition (teacher or the month, core value awards, shout outs in staff weekly) **Strategy's Expected Result/Impact:** build capacity in staff; celebrate the wins, increase morale **Staff Responsible for Monitoring:** Principal, API, lead team **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture	40%	70%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 2: All IDEA students matriculate to college

Performance Objective 1: 96% of students are on track to graduate.

High Priority

Evaluation Data Sources: Weekly grade audits, review progress and grade reports; EOC tracking, review of all transcripts to confer credits

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: 80% of class of 2024 (juniors) will be TSI exempt by May **Strategy's Expected Result/Impact:** Implement targeted intervention groups for math and reading to support TSIA; afterschool and during RTTC **Staff Responsible for Monitoring:** DCC, tutors, teachers **TEA Priorities:** Connect high school to career and college	0%	30%		

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: All IDEA students matriculate to college

Performance Objective 2: 80% of juniors will be TSI math exempt

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Scholars will attend TSI tutorials and Saturday clinics to sharpen skills in math	25%	15%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 3: IDEA achieves an A rating

Performance Objective 1: Grades 6 through 9 will hit 90% approaches, 60% meets, and 30% masters on Reading and Math STAAR, Biology EOC, Algebra 1 EOC.

High Priority

Evaluation Data Sources: 90|60|30 meetings; Mock testing; benchmarks; TEKS tracking

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Track mastery through daily tracking leading exit ticket sorts **Funding Sources:** Interventionist - Federal Grant - $59,500.01				

 No Progress Accomplished Continue/Modify Discontinue

Goal 3: IDEA achieves an A rating

Performance Objective 2: 100% of Sped students receive targeted intervention for reading and math

High Priority

Evaluation Data Sources: sub-pop tracking; review of exit tickets sorts, tracking of tutorials and in class intervention/push in support (sped staff)

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: in-class push in support and use of accommodation snapshot for targeted students				

  No Progress Accomplished Continue/Modify Discontinue

Goal 3: IDEA achieves an A rating

Performance Objective 3: 60% of CSI scholars scores in the approaches range measured by Math STAAR in the contents of Reading/Math

High Priority

Evaluation Data Sources: BOY Renstar| MOY Renstar| EOY Renstar

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: CSI pullout intervention daily and tracking of student individual goals	25%	70%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 4: Increase student daily attendance

Performance Objective 1: Ensure that we meet 97% daily ADA

High Priority

Evaluation Data Sources: Track grade level ADA/follow up on chronic absent list/implement ADA escalation matrix

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: 100% of all students not on campus by 8am will receive a phone call. 3 contact attempts. (Hmrm teacher, GTL, Lead team member assigned) **Strategy's Expected Result/Impact:** Increase ADA prior to OATP. **Staff Responsible for Monitoring:** Lead team member and SIS assigned to a grade level. **ESF Levers:** Lever 3: Positive School Culture - **Targeted Support Strategy**	45%	70%		

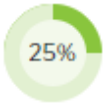
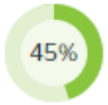
Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Campus ADA celebrations: (highest homeroom & perfect attendance) **Strategy's Expected Result/Impact:** celebrate ADA wins and student recognition, Roll out and market monthy incentives for continued progression. **Staff Responsible for Monitoring:** SSA, GTL, registrar **ESF Levers:** Lever 3: Positive School Culture	45%	60%		

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Host and facilitate weekly, monthly and quarterly ADA celebrations to celebrate wins!	35%	70%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 4: Increase student daily attendance

Performance Objective 2: Students will participate in quarterly Healthy Eating Workshops in collaboration with SA Foodbank.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Schedule workshops after every 9 weeks to promote Healthy kids initiative				

  No Progress Accomplished Continue/Modify Discontinue

Goal 5: Increase student persistence

Performance Objective 1: 90% of scholars persist for the 23-24 SY

High Priority

Evaluation Data Sources: Overall student persistence. NTI persistence, positive calls weekly, mission list, recapture list, timely parent conferences

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Monthly scholar and family engagement events: Fab Friday, NTI social, pep rallies, core value scholar awards, 90|60|30-VIPs; ADA celebrations, field lessons, community service, after school clubs. tutoring, athletics etc. **Strategy's Expected Result/Impact:** increase student retention, build connections with families, increase campus awareness and engagement **Staff Responsible for Monitoring:** Principal, SSA, Athletic coordinator, lead team, APO, teachers **ESF Levers:** Lever 3: Positive School Culture **- Additional Targeted Support Strategy**	50%	65%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Ensure 100% of scholars meet MVPA minutes. Increase participation of sports programs and student athletes. **Strategy's Expected Result/Impact:** 100% of scholars tracked/connect with more students/recruit students,/maintain overall persistence **Staff Responsible for Monitoring:** AC, SSA, Principal, coaches **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture	40%	60%		

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Implementation of strong SEL programming: anti-bullying, RULER, drug prevention, MTW **Strategy's Expected Result/Impact:** Equip scholars with tools and strategies for positive and preventive measures **Staff Responsible for Monitoring:** SSA, teachers	50%	65%		

 No Progress Accomplished Continue/Modify Discontinue

Goal 5: Increase student persistence

Performance Objective 2: 100% of staff complete BOY crisis management/Emergency response training

Evaluation Data Sources: tracking attendance of staff

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Schedule training during BOY PD to ensure 100% attendance and ensure fidelity to make up sessions	50%	65%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

State Compensatory

Budget for Najim College Prep

Total SCE Funds:
Total FTEs Funded by SCE: 28
Brief Description of SCE Services and/or Programs

Personnel for Najim College Prep

Name	Position	FTE
Africa Oliver	teacher	1
Allauna Bailey	co teacher	0
Amanda Cerda	teacher	1
Amaru Wilson	teacher	1
Arron Cochran	teacher	1
Bradley Durham	teacher	1
Brandon Lee	co-teacher	1
Braquel Cone	testing coordinator	1
Britney Lemons	teacher	1
Daeja Perez	teacher	1
Desherae Frost	teacher	1
George Vegerano	Director of College Counseling	1
Isaac Zepeda	teacher	1
Jackson Green	teacher	1
Jenifer Twiss	RISE teacher	0
Jessica Sheffield	teacher	1
Karla Martin	teacher	1
Lachelle Chilton	teacher	1
Lategra Simpson	teacher	1

Name	Position	FTE
Lea McFarthing	Assistant Principal of Instruction	1
Lupita Lopez	Student Success Advisor	1
N'eysha Ortiz	teacher	1
Nancy Cardenas	teacher	1
Orlando Williams	teacher	1
Ryan Henarie	SPED teacher	1
Stephanie Perez	teacher	1
Terence Baker	co teacher	0
Terrell Walker	SPED teacher	0
Trevino Rodriguez	teacher	1
Vianca Martinez	teacher	1
Vivian Ysagguire	teacher	1
Zachary Carson	teacher	1

Title I Personnel

Name	Position	Program	FTE
Vivian Yzaguirre	Interventionist		

Campus Funding Summary

Federal Grant					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	1	1	Interventionist		$59,500.01
				Sub-Total	$59,500.01

Addendums

IDEA Najim

Comprehensive Needs Assessment - College Prep COLLEGE PREP				
Data Source: STAAR				
	STAAR Math 6th	**STAAR Math 7th**	**STAAR Alg I**	
% Approaches	85%%	74%	95%	
% Meets	47%	45%	74%	
% Masters	21%	7%	51%	
% Student Achievement Average	51%	42%	73%	

Reflections	
Areas of Strength	**Areas of Need**
1. All teachers consistently model all learning with clear and concise key points.	1. 7th grade teacher needed to improve on their culture of achievement and holding students to meeting campus - wide culture expectations
2. All teachers used logical scope and sequences to build strong mathematical foundations each unit.	2. 6th and 7th Grade teachers needed to place more of an emphasis on independent practice. Students needed more practice time and less teacher talk.
3. All teachers taught students multiple strategies to attack various types of problems.	3. Math intervention needs to be more purposeful with track mechanisms in place to hold teachers accountable for increasing student outcomes

IDEA Public Schools

North Mission Academy

2022-2023 Campus Improvement Plan

Accountability Rating: A

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

Board Approval Date: October 21, 2022
Public Presentation Date: September 12, 2022

Mission Statement

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

Vision

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

Core Values

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

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

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Comprehensive Needs Assessment

Revised/Approved: September 14, 2022

Demographics

Demographics Summary

Open enrollment charter school

Bilingual/ESL, Special Education, Fine Arts, PE

See PDF in Addendum for more information

See the demographics Section

Demographics Strengths

See PDF in Addendum for more information

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): There is a need to increase student enrollment with students other than just Hispanic students. **Root Cause:** 1) Lack of consistent and clear communication around recruiting to promote students from all demographics other than Hispanic. 2)Lack of annual surveys to see what will attract students/families of other demographics to IDEA North Mission and what programs to offer.

Problem Statement 2: There is a need to ensure equitable training to teachers and parents for students in the special populations. **Root Cause:** 1)There has not been enough training for teachers on how to support students with Autism or severe behavior. 2)Lack of staff and parent surveys to see what kind of training they need to better support their students.

Problem Statement 3 (Prioritized): There is a need to train parents and follow up on the mission to and through college. **Root Cause:** Parents of this area/demographics are not invested on the road to college and tend to be more tardy and absent.

Student Learning

Student Learning Summary

1) There has been a lot of progess by students going from F ratings on semester and IA exams to achieving an A rating at the end of the year. Student Achievement was an 83, School Progress a 96, and Closing the Gaps at 89. Our overall scaled score was a 94.

2) Student scores have gone up from an 86 from last STAAR ratings to this year at a 94.

3) Prek-3rd grade students ended the year on track in reading and math assessments. 100% of Prek and K on track in reading; 1st grade at 92%, and 2nd grade at 96%. 81% of student in Critical student intervention met the 2-0 years growth in Reading and 81% in Math.

4) We outperformed group of schools of similar type, size. We performed better than the 5 elementary schools on the same street as us in Mission iSd. We receibed 5/6 achievement distinctions.

5) 100 of graduating seniors enrolled in college.

Student Learning Strengths

See PDF in Addendum for more information

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): The percent of approaches, meets, and masters for STAAR math in 3rd-5th has increased minimally over the past several years. **Root Cause:** Instruction is often lacking staar alignment.

Problem Statement 2 (Prioritized): We did not earn a distinction in Science and did not meet the 90/60/30 in 5th grade. **Root Cause:** 1)There is a lack of vertical alignment and collaboration meetings with all Prek-5th grade Science teachers to see how the test looks in 5th grade to see what we can add to our curriculum. 2)Not enough staar aligned student practice resources. 3)We do not have interactive Science Journals across all grade levels.

Problem Statement 3 (Prioritized): We need to improve student expectations and accountability. **Root Cause:** Teachers are doing all the heavy lifting with expectations and are guiding too much.

School Processes & Programs

School Processes & Programs Summary

1. Instructional leaders are developed in their roles. I have provided API time with them weekly where we work on current campus trends based on instructional rounds. Instructional rounds are all around campus priorities. Every systems and operating mechanism has a gripi with clear roles, expectations, and responsibilities.

2. We have yearly PD calendar for all staff meetings on Thursdays and during their conference once a week to address any teacher misconceptions based on observations.

3. During instructional rounds and check in, I coach leaders to coach teachers on the spot based on most pressing problem in their Teachboost. We used this program to document all action steps given to teachers. Leaders are trained every year on SIOP refreshers and Leap4ward for content they lead.

4. We have RMT and DI in the lower grades, Amplify for Science, Witt and Wisdom for reading, Being a Writer for writing, and Eureka math. All these programs are aligned to the national standards and used to help student get higher scores on AP exams. The programs are rigorous and we do have to supplement the programs with more staar aligned practice. They are aligned to our mission and vision to prepare all students for college. We do not just focus on passing a STAAR but on success in college and life beyond high school graduation.

See PDF in Addendum for more information

School Processes & Programs Strengths

Curriculum & Instruction:

- At least one-third of IDEA students graduate with the "AP Scholar" designation, evidence of earning a qualifying score on at least three AP exams, demonstrating successful completion of college-level coursework prior to graduation.
- IDEA provides students access to accelerated instruction through the 1:1 technology device, including adaptive software for mathematics and literacy and access to hundreds of thousands of books in the district's digital library.
- IDEA curricular resources include high-quality instructional materials that earn the highest ratings on national evaluation measures.
- IDEA curriculum is regularly evaluated using a quality evaluation tool, ensuring alignment to the Texas Essential Knowledge and Skills and AP course standards, as well as the STAAR/EOC and AP exams.
- IDEA implements a variety of training opportunities for teachers and leadership staff with the goal of developing teachers' pedagogical content knowledge and leaders' coaching skills.
- For 15 years in a row, 100% of IDEA students have been accepted into college, demonstrating that IDEA academic programming is adequately preparing students for post-secondary education.
- In 2022, four IDEA schools were ranked in the top 10 Most Challenging Schools in the Nation and 13 were ranked in the top 1% of schools nationwide, by the Jay Mathews Challenge Index High School Rankings.

Special Programs

- IDEA exceeded the expected growth target for EL student performance on TELPAS in 2021 with 48% of ELs meeting that target.
- IDEA provide targeted research based instruction to students who have a 2.0 year gap in Reading and/or Math with the goal of closing that gap by 2.0 years during the school year with our initiative called Critical Student Intervention (CSI). During the 21-22 school year, 2,562 out of 6,632 students meet that goal for Reading and 703 out of 1,268 students met the goal for Math.

- IDEA is in Year 3 of our TEA awarded Autism Grant. Through this grant we were able to increase support for 195 students with autism in Rio Grande Valley and Austin who met the criteria outlined by TEA for this grant.
- IDEA submitted and was awarded a Dyslexia Grant by the TEA so that we will be able to provide increased professional development to teachers and leaders on working with students with dyslexia and increase the support resources for our students with dyslexia.

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 1 (Prioritized): Our staff retention in operations is not as strong as our instructional retention. **Root Cause:** 1. We do not have a system for celebrating and acknowledging the operations team like the cafeteria staff, bus drivers, and custodians. 2. As a school, we tend to do more for teachers in all areas and forget to also include operations.

Problem Statement 2: There are more co-teacher leavers than teachers in the instructional retention. **Root Cause:** 1. The goal given from the district focuses on teachers only so co-teachers are set aside. 2. It is hard to compete with the co-teachers not leaving when they are not getting paid enough for the work that they do.

Perceptions

Perceptions Summary

1. This was our first year with seniors and 100% of the students graduated from 12th grade.

2. We have not had conflict escalate to high level. If there is an issue, we make sure address right away and bring in staff to talk. We assign new teachers a teacher mentor and our assistant principal have differentianted side by side planning for anyone that is new.

3. We do not have a big staff turnaround. We average 2-3 teachers a year and late between 94-97% teacher retention in the last 3 years. An average of teacher absences is from 3-5 absences. This does not include maternity leaves. We average 8-10 teahers on maternity leaves in a year.

4. We measure parent and community participation by having sign in sheets at parent meetings, teacher/parent conferences, and school events.

5. Barriers that could be preventing them from joining is transportation to the school and we have families that work late hours.

See PDF in Addendum for more information

Perceptions Strengths

See PDF in Addendum for more information

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Parent attendance to academic events are less compared to more fun events like fall festival. **Root Cause:** 1. In past years we have not been consistent with aligning academic event tied to a fun activity to bring in parents. 2. Family events were limited due to covid safety.

Problem Statement 2 (Prioritized): There has been an increase in mental health issues with our students. **Root Cause:** 1. There has been a lack of training, curriculum, and programming to build social emotional skills. 2. Our campus has not been consistent with a qualified school counselor to support students social and emotional needs.

Priority Problem Statements

Problem Statement 1: There is a need to increase student enrollment with students other than just Hispanic students.

Root Cause 1: 1) Lack of consistent and clear communication around recruiting to promote students from all demographics other than Hispanic. 2)Lack of annual surveys to see what will attract students/families of other demographics to IDEA North Mission and what programs to offer.

Problem Statement 1 Areas: Demographics

Problem Statement 2: The percent of approaches, meets, and masters for STAAR math in 3rd-5th has increased minimally over the past several years.

Root Cause 2: Instruction is often lacking staar alignment.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: We did not earn a distinction in Science and did not meet the 90/60/30 in 5th grade.

Root Cause 3: 1)There is a lack of vertical alignment and collaboration meetings with all Prek-5th grade Science teachers to see how the test looks in 5th grade to see what we can add to our curriculum. 2)Not enough staar aligned student practice resources. 3)We do not have interactive Science Journals across all grade levels.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Our staff retention in operations is not as strong as our instructional retention.

Root Cause 4: 1. We do not have a system for celebrating and acknowledging the operations team like the cafeteria staff, bus drivers, and custodians. 2. As a school, we tend to do more for teachers in all areas and forget to also include operations.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: Parent attendance to academic events are less compared to more fun events like fall festival.

Root Cause 5: 1. In past years we have not been consistent with aligning academic event tied to a fun activity to bring in parents. 2. Family events were limited due to covid safety.

Problem Statement 5 Areas: Perceptions

Problem Statement 6: There has been an increase in mental health issues with our students.

Root Cause 6: 1. There has been a lack of training, curriculum, and programming to build social emotional skills. 2. Our campus has not been consistent with a qualified school counselor to support students social and emotional needs.

Problem Statement 6 Areas: Perceptions

Problem Statement 7: We need to improve student expectations and accountability.

Root Cause 7: Teachers are doing all the heavy lifting with expectations and are guiding too much.

Problem Statement 7 Areas: Student Learning

Problem Statement 8: There is a need to train parents and follow up on the mission to and through college.

Root Cause 8: Parents of this area/demographics are not invested on the road to college and tend to be more tardy and absent.

Problem Statement 8 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Enrollment trends

Employee Data

- Staff surveys and/or other feedback
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Parent/Community Data

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

Support Systems and Other Data

- Communications data
- Study of best practices

Goals

Goal 1: Increase staff retention

Performance Objective 1: 85% of North Mission staff will persist by July 2023

HB3 Goal

Evaluation Data Sources: Staff retentions reports
Great place to work surveys at MOY and EOY

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: North Mission lead team will create a yearly plan to build appreciation for teachers and OPS starting on Aug 2022 until the end of school year. **Strategy's Expected Result/Impact:** Increase staff retentions numbers in OPS and co-teachers **Staff Responsible for Monitoring:** Strategy will be monitored by API. **Title I:** 2.4, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: North Mission will have a monthly Warrior Night to celebrate staff accomplishments, special celebrations, and team build starting Aug 2022- May 2023 **Strategy's Expected Result/Impact:** increase Team % Family				

exemplifying core values
Staff Responsible for Monitoring: Principal

Title I:
2.4
- TEA Priorities:
Recruit, support, retain teachers and principals
- ESF Levers:
Lever 3: Positive School Culture

 No Progress Accomplished Continue/Modify Discontinue

Goal 1: Increase staff retention

Performance Objective 2: 90% of North Mission staff rate the school as a great place to work in our MOY survey results in December 2022

High Priority

HB3 Goal

Evaluation Data Sources: December GPTW survey

Summative Evaluation: Exceeded Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: North Mission lead team will focus on the lowest question on last year's GPTW survey "At North Mission there is work life balance." by August 2022. **Strategy's Expected Result/Impact:** increase the percentage of this question **Staff Responsible for Monitoring:** API, APO, Admin Assistant, and Principal **Title I:** 2.4 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture				

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: All IDEA students matriculate to college

Performance Objective 1: 100% of seniors at IDEA North Mission will matriculate to college by May 2023

High Priority

HB3 Goal

Evaluation Data Sources: Matriculation reports
Persistence reports

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: North Mission Academy will promote college with all students in Prek-5th by assigning grade levels a college house by Sept 2022 **Strategy's Expected Result/Impact:** increase college awareness in students **Staff Responsible for Monitoring:** Teachers **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture				

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: All IDEA students matriculate to college

Performance Objective 2: Increase in number of seniors meeting matriculation benchmarks during the school year to be on track for EOY goal in May 2023

HB3 Goal

Evaluation Data Sources: Benchmark reports

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: North Mission will team up with CP lead team to celebrate seniors and partner up CP students and Academy students by Sept 2022 **Strategy's Expected Result/Impact:** increase college awareness **Staff Responsible for Monitoring:** Campus Lead Team, Counselors **Title I:** 2.4 **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture				

 No Progress Accomplished Continue/Modify Discontinue

Goal 3: IDEA achieves an A rating

Performance Objective 1: 90% approaches 60% meets 30% masters of 3rd-5th grade students will pass STAAR Math in May 2023 administration

High Priority

HB3 Goal

Evaluation Data Sources: Weekly tests
Mid Modules
Interim assessments
District Benchmarks

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Weekly Side by side planning sessions with all Math teachers in 3rd-5th to look at Staar alignment in student practice and exit tickets by Aug 2022 **Strategy's Expected Result/Impact:** increase meets and masters **Staff Responsible for Monitoring:** Teachers, Assistant Principal of Math **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Instructional Rounds with instructional leaders to coach teachers on the spot on pressing problems and school priorities every Tuesday starting Aug 2022. **Strategy's Expected Result/Impact:** 90/60/30 results in 3,4,5 Math STAAR **Staff Responsible for Monitoring:** API **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
Strategy 3: Use interventionist to improve 3-5th math performance	Formative			Summative
	Oct	Jan	Mar	June
Title I: 2.4 **- TEA Priorities:** Build a foundation of reading and math **Funding Sources:** Math Interventionist - Federal Grant				

Strategy 4 Details	Reviews			
Strategy 4: Use Hotspot Facilitator to increase math results in 3-5	Formative			Summative
Strategy's Expected Result/Impact: 90/60/30 Increase math masters and math geniuses in 1st-5th grade	Oct	Jan	Mar	June
Staff Responsible for Monitoring: API **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** Hotspot Facilitator - Federal Grant				

No Progress Accomplished Continue/Modify Discontinue

Goal 3: IDEA achieves an A rating

Performance Objective 2: 90% approaches 60% meets 30% masters of 5th grade students will pass STAAR Science in May 2023 administration

High Priority

HB3 Goal

Evaluation Data Sources: Weekly tests
Mid Modules
Interim assessments
District Benchmarks

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Monthly Collaboration meeting with teachers in Prek-5th grade to share ideas on staar alignment, academic vocabulary, and rigor starting September 2022. **Strategy's Expected Result/Impact:** increase Science scores Increase teacher collaboration in Science **Staff Responsible for Monitoring:** Teachers, API, Principal **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Weekly data calls with 5th grade Science teacher to support in outcomes, causes, and solutions starting Sept 2022 **Strategy's Expected Result/Impact:** increase Science scores **Staff Responsible for Monitoring:** Science Teacher, Co-teacher, and API **Title I:** 2.4, 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Use AR zone facilitator to help increase reading in Science content **Strategy's Expected Result/Impact:** increase Science academic vocabulary **Staff Responsible for Monitoring:** API **Title I:** 2.4 **- TEA Priorities:** Improve low-performing schools - **Funding Sources:** AR Zone Facilitator - Federal Grant				

 No Progress Accomplished Continue/Modify Discontinue

Goal 3: IDEA achieves an A rating

Performance Objective 3: 90% approaches 60% meets 30% masters of 3rd grade students will pass STAAR Reading in May 2023 administration

High Priority

HB3 Goal

Evaluation Data Sources: Weekly tests
Mid modules
Interim assessments
District Benchmark

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Use online program like Writeable to practice online reading and writing to prepare for STAAR 2.0 **Strategy's Expected Result/Impact:** increase online reading and writing practice **Staff Responsible for Monitoring:** Principal & API **Title I:** 2.4, 2.5 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction	0%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Instructional rounds every week will be based on the new reading/writing requirements **Strategy's Expected Result/Impact:** increase RLA student achievement results **Staff Responsible for Monitoring:** Principal & API **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction	0%			

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 3: IDEA achieves an A rating

Performance Objective 4: 60% of SPED students in 3rd-5th reach approaches in Reading and Math

High Priority

HB3 Goal

Evaluation Data Sources: Weekly tests
Mid modules
Interim assessments
District Benchmark

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Weekly sped accommodations instructional rounds **Strategy's Expected Result/Impact:** SPED student achievement Domain 3 results **Staff Responsible for Monitoring:** SPED teacher & Principal **Title I:** 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction	0%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Monthly sped and general ed teacher collaboration meetings **Strategy's Expected Result/Impact:** collaboration of strategies to support sped students **Staff Responsible for Monitoring:** Teachers & API **Title I:** 2.4, 2.6 **- TEA Priorities:** Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction	0%			

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 4: Increase student daily attendance

Performance Objective 1: 97% of North Mission students will come to school every day of the 2022-2023 school year

High Priority

HB3 Goal

Evaluation Data Sources: daily ada reports

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Daily leader support with ADA calls with one administrator per grade level by Aug. 2022 **Strategy's Expected Result/Impact:** increase parent awareness on importance of student attendance **Staff Responsible for Monitoring:** API, APO, Counselors **Title I:** 2.5, 2.6, 4.1 **- 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				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Daily teacher calls and monthly teacher-parent conferences regarding attendance with critical students by Aug 2022 **Strategy's Expected Result/Impact:** increase student attendance increase student achievement with students not passing because of attendance issues **Staff Responsible for Monitoring:** Teachers, APO, Couselors **Title I:** 2.5, 4.1 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

 No Progress Accomplished Continue/Modify Discontinue

Goal 4: Increase student daily attendance

Performance Objective 2: Increase of PreK & Kinder students come to school every day as our daily student report.

High Priority

HB3 Goal

Evaluation Data Sources: daily student attendance report
Powerschool

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Assist teachers with sanitation and cleaning supplies to avoid sickness in the lower grades by Sept 2022. **Strategy's Expected Result/Impact:** decrease the amount of Prek and Kinder students absent **Staff Responsible for Monitoring:** Teachers, APO, Administrative Assistant **Title I:** 2.4, 2.6, 4.2 **- TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Daily call from teacher and assigned leader to hold parents accountable to bringing students to school if not sick by Aug 2022 **Strategy's Expected Result/Impact:** increase ADA in Prek and Kinder (tends to have the lowest ADA every year) **Staff Responsible for Monitoring:** Teachers, APO **Title I:** 2.5, 4.1 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Use PreK Teachers to help increase student achievement one year early to close achievement gaps **Strategy's Expected Result/Impact:** increase student attendance increase students reading to Kinder **Staff Responsible for Monitoring:** API **Title I:** 2.4, 2.5 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** Prek Teachers - Federal Grant				

 No Progress Accomplished Continue/Modify Discontinue

Goal 4: Increase student daily attendance

Performance Objective 3: 90% of students will reach 1,200 MVPA minutes by EOY.

High Priority

Evaluation Data Sources: data trackers

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Weekly data calls with PE teacher to talk about on track status **Strategy's Expected Result/Impact:** increase the minutes keep track of students off track Exemplar campus by EOY **Staff Responsible for Monitoring:** Principal **Title I:** 2.4 **- TEA Priorities:** Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture	0%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Weekly PE newsletter on the parent weekly to invest parents on health and fitness **Strategy's Expected Result/Impact:** promote wellness to parents and community **Staff Responsible for Monitoring:** PE teachers, Counselor and Principal **Title I:** 4.1, 4.2 **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture	0%			

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 5: Increase student persistence

Performance Objective 1: 90% of ALL students will stay enrolled at IDEA North Mission for the 2022-2023 school year.

High Priority

HB3 Goal

Evaluation Data Sources: persistence benchmarks

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Strong parent-teacher relationships by offering consistent parent conferences and Open Houses for parents to come meet with teachers starting Sept 2022. **Strategy's Expected Result/Impact:** decrease the amount of student leaving **Staff Responsible for Monitoring:** Counselors **Title I:** 4.1, 4.2 **- 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				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Partner up with the District's Transportation Department to see what can be done to support school with leavers not persisting because of transportation issues by Sept. 2022 **Strategy's Expected Result/Impact:** decrease the amount of student leaving due to door to door transportation **Title I:** 2.5, 2.6				

 No Progress Accomplished Continue/Modify Discontinue

Goal 5: Increase student persistence

Performance Objective 2: 90% of NEW students will stay enrolled at IDEA North Mission for the 2022-2023 school year

High Priority

HB3 Goal

Evaluation Data Sources: persistence benchmark
IDEA dashboard

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Adjust parent on-boarding sessions and address current gaps from this year that led to students leaving IDEA North Mission by Feb 2023 **Strategy's Expected Result/Impact:** decrease amount of students leaving due to transportation and move outs **Staff Responsible for Monitoring:** Principal, APO, Counselors **Title I:** 2.6, 4.1, 4.2 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 3: Positive School Culture				

 No Progress Accomplished Continue/Modify Discontinue

Goal 5: Increase student persistence

Performance Objective 3: 100% of Safety drills will be conducted at the campus level.

High Priority

Evaluation Data Sources: scheduled practice drills
monthly safety meetings
reunification meetings

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Monthly calendar implementation to practice all drills equally throughout the entire year.	0%	0%		

 No Progress Accomplished Continue/Modify Discontinue

Title I Personnel

Name	Position	Program	FTE
	AR ZONE FACILITATOR		1
	CO-TEACHER		1
	CO-TEACHER		1
	INTERVENTIONIST		1
	PRE-KINDERGARTEN TEACHER		1
	PRE-KINDERGARTEN TEACHER		1
Kayla Muniz	PreK Teacher	Title 1	1
Lensy Cantu	PreK Co Teacher	Title 1	1
Leticia Becerra	AR Zone Facilitator	Title 1	1
Lorissa Barrera	PreK Co-Teacher	Title 1	1
Mariella Becerra	Prek Teacher	Title 1	1
Victor Guajardo	Interventionist	Title 1	1

Campus Funding Summary

Federal Grant					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	1	3	Math Interventionist		$0.00
3	1	4	Hotspot Facilitator		$0.00
3	2	3	AR Zone Facilitator		$0.00
4	2	3	Prek Teachers		$0.00
				Sub-Total	$0.00

Addendums

Master CNA & SAIP Reporting Checklist

				PTG	100%	PTG	0%
DEPT	**Data Sources**	**Data Tabs**	**Guidance**	**Status**	**Principal Notes or Questions**	**VP Verification**	**Notes & Next Steps**
ACADEMY	KEYS Tab (Tab 3)	Student Achievement Improvement Plan 2021-2022 School Year	This SAIP plan will require logging concrete initiatives put in place for student improvement, as well as their associated timelines, resoures, and responsible staff. Each initiative will be tracked mid-year and at the end of the year. Mid-year assessments should be completed by each campus between December 1, 2022 and no later than January 31, 2023.	Complete		Action Required	
	Locus Dashboards: CSI, STARR, AP CampusIB Reports EOY Assessments	Comprehensive Needs Assessment 2022 English Language Arts	These pages should include the percentage of students who achieved each listed score for the 2021-2022 School Year. For each subject, list a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete		Action Required	
		Comprehensive Needs Assessment 2022 Math		Complete	Pending CSI passers	Action Required	
		Comprehensive Needs Assessment 2022 Science		Complete		Action Required	
		Comprehensive Needs Assessment 2022 Humanities		Complete		Action Required	
	State TELPAS Report	Comprehensive Needs Assessment 2022 TELPAS	This data set will outline the percentage of students that earned proficiency in the areas of Listening, Speaking, Reading, and Writing, as indicated in the State TELPAS report. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete		Action Required	
	Locus Dashboard: Staff Retention	Staff Quality, Rentention, & Recruitment 2021-2022 School Year	Under the %SPED Data Point, this should reflect the percentage of SPED certified teachers, compared to the overall SPED staff. Under number of teacher applicants, note how many teachers were interviewed by campus leaders for positions during the 2021-2022 School Year. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete		Action Required	
	Locus Dashboards: Student Persistence, Enrollment, ADA	School Culture & Climate 2021-2022 School Year	For the Withdrawals/Level 3 Offenses data point, list the number of withdrawals or offenses. All other data points should reflect percentages. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete	Pending percentages from SIS	Action Required	
	Campus Academic Counselor Tracking Systems	2022 Family & Community Involvement	In addition to listing data percentages, list a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete		Action Required	

Last Updated 8/29/2022

IDEA North Mission

2022-23 Student Achievement Improvement Plan

ACADEMY

APO	Initiatives	Needs Assess.	Special Pops.	Person(s) Responsible	Timeline Start/End	Resources: Human/ Material/Fiscal	Documentation	Formative Evaluation
1E	Adopted grammar curriculum	S	All	All	8/8/2022/May			
1E	Adopted spelling curriculum	S	All	All	8/8/2022/May			
1G	Supplement Resources for all contents	S	All	All	8/8/2022/May			
1I	Implement of Big Day Prek	D	All	All	8/8/2022/May			
1I	Implement grammar/spelling	D	All	All	8/8-May			
2A	Warrior Nights	O	T	Admin	8/8-May			
2A	Monthly all staff events	O	T	Admin	8/8-May			
2B	Campus Improvement sessions	O	T	Admin	8/8-May			
2B	Parent tardy slip	O	All	Admin	8/8-May			
2B	Lead team member in charge of a grade level	O	All	Admin	8/8-May			
2B	Warrior Tracker points	O	All	Admin	8/8-May			
2C	Free school supplies for students in mission list	DR	All	Admin	8/8-May			
3A	Telpas training for teachers and leaders	O	All	Admin	8/8-May			

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

Annual Performance Objectives (APO)

PRIORITY #1: Students Graduate College-Ready

1A. % of graduates who matriculate to a College or University: 100%

1B. % of graduates matriculate to a Tier I/II College or University: 15% | 25%

1C. % of Seniors accepted to a College or University: 100%

1D. % of Seniors named AP scholars | Earn IB diploma: 30% | 25%

1E. Earned State Rating: A

1F. % Basic | % Mastery | % Advanced on LEAP: 82% | 44% | 11%

1G. % Approaches | % Meets | % Masters on STAAR/EOC: 90% | 60% | 30%

1H. % Level 3 | % Level 4 | % Level 5 on FSA/FSAA: 70% | 40% | 20%

1I. % of Pre-K-2nd Students End The Year On/Above Grade Level in Reading - Year 1 Campuses | Year 2 Campuses: 80% | 90%

1J. % of students in CSI achieve 2 years growth in Reading | Math (measured by Ren STAR) 50% | 60%

1K. Average ACT score: 21

1L. % of students graduating college in 4 | 6 years: 25% | 55%

PRIORITY #2: Build a Strong & Sustainable Organization

2A. % Teacher Retention | Employee Retention: 85% | 85%

2B. 80% composit score on GPTW: 82%

2B. %Average Daily Attendance: 97.50%

2C. New Student Persistence: 90%

2D. Operating Income: $133M

2E. FIRST Rating: A

PRIORITY #3: Achieve Mission at Scale

3A. % of students with low socio-economic status: 80%

3B. Enrollment in August 2020: 83,894

3C. Schools in operation in August 2020: 149

3D. Total Funds Raised (millions): $93M

Needs Assessment

S-STAAR

D-DIBELS

E-EOC

A-ACT

RR-Reading Renaissance

ST-STAR for Math

DR-Discipline Report

AP-AP Tests

O-Other

Special Populations

All

AR-At Risk

ELL-English Language Learners

ED-Economically Disadvantaged

M-Migrant

SE-Special Education

NORTH MISSION STUDENT ACHIEVEMENT

APO	Initiative
2C	Culture and Operations: BOY PD continued
3A	API Time: Getting To know EL Populations (40%)
IJ	Parent Conference: Tier 1 students Below Grade
2A	August Warrior Night
2C	Culture and Operations
IE	API Time: Domain 3 Overview and Tracking
2C	Parent Conference
2A	September Warrior Night
2B	Culture and Operations
3A	API Time: Mock TELPAS Expectations
2C	Parent Conference: RTI Meetings for Tier 2
2A	October Warrior Night (Halloween)
2D	Culture and Operations
IJ	API Time
IJ	Parent Conference: Students not meeting growth
2A	November Warrior Night
3A	API Time: Data Conversations/PTG work time
IE	GTL's host PTG
2A	Warrior Night
2B	Culture and Operations
IH	API Time: TELPAS Tutorials
2C	Parent Conference
2B	January Warrior Night (Valentine)
3A	TELPAS Testing Training
IE	API Time: Lead4ward Instructional Strategies
2E	Parent Conference: RTI Meetings for Tier 3
2B	February Warrior Night (St. Patrick's Day)
2D	Culture and Operations
3A	API Time: Mock Testing logistics and expectations
2C	Parent Conference
2B	March Warrior Night (easter)
2E	STAAR Online Training
2C	Parent Conference
2A	April Warrior Night
2B	Culture and Operations
2C	API Time: Onboarding Meetings
2A	May Warrior Night: Team Builder

IMPROVEMENT PLAN

Needs Assessment	Special pop	Person Responsible
GET 2C (i): plans and teaches systems and procedures	ALL	ALL STAFF
GET 5E (ii) Monitors Progress of students in special programs	SPED	INSTRUCTIONAL STAFF
GET 1C (ii) Reaching out when students struggle	ECO	INSTRUCTIONAL STAFF
GET 6D: Team And Family	ALL	ALL STAFF
GET 2E: Rules and Consequences	ALL	ALL STAFF
GET 5B: Tracking	ALL	INSTRUCTIONAL STAFF
GET 1C (ii) Reaching out when students struggle	SPED, EL	INSTRUCTIONAL STAFF
Get 6F: We Bring Joy	ALL	ALL STAFF
GET 2E: Rules and Consequences	ALL	ALL STAFF
GET 5E (ii) Monitors Progress of students in special programs	SPED, EL	INSTRUCTIONAL STAFF
GET 1C (ii) Reaching out when students struggle	ALL	INSTRUCTIONAL STAFF
GET 6D: Team And Family	ALL	ALL STAFF
GET 2E: Rules and Consequences	ALL	ALL STAFF
GET 5D: Remediation and Reteaching	ALL	INSTRUCTIONAL STAFF
GET 1C (ii) Reaching out when students struggle	ALL	INSTRUCTIONAL STAFF
Get 6F: We Bring Joy	ALL	ALL STAFF
GET 5D: Remediation and Reteaching	ALL	INSTRUCTIONAL STAFF
GET 6B: Deliver Results	ALL	ALL STAFF
GET 6D: Team And Family	ALL	ALL STAFF
GET 6	ALL	ALL STAFF
GET 5D: Remediation and Reteaching	ALL	INSTRUCTIONAL STAFF
GET 1C (ii) Reaching out when students struggle	ALL	INSTRUCTIONAL STAFF
Get 6F: We Bring Joy	ALL	ALL STAFF
GET 6B: Deliver Results	ALL	INSTRUCTIONAL STAFF
Get 4A: Instructional Clarity	ALL	ALL STAFF
GET 1C (ii) Reaching out when students struggle	Special pop	INSTRUCTIONAL STAFF
GET 6D: Team And Family	ALL	ALL STAFF
GET 6	ALL	ALL STAFF
GET 6E: Acti with Integrity	ALL	ALL STAFF
GET 1C (ii) Reaching out when students struggle	SPED, EL	INSTRUCTIONAL STAFF
Get 6F: We Bring Joy	ALL	INSTRUCTIONAL STAFF
GET 6E: Acti with Integrity	ALL	INSTRUCTIONAL STAFF
GET 1C (ii) Reaching out when students struggle	SPED, EL	INSTRUCTIONAL STAFF
GET 6D: Team And Family	ALL	ALL STAFF
Core Values	ALL	ALL STAFF
GET 1B: Communicate with stakeholders	ALL	ALL STAFF
GET 6D: Team And Family	ALL	ALL STAFF

Timeline	Resource	Documents	Formative Assessment	
8/11/2022			CULTURE RUBRIC	
8/18/2022			TELPAS	
8/25/2022	GET 2 Culture		RENAISSANCE MOY/EOY	
9/1/2022			GPTW SURVEY	
9/8/2022			CULTURE RUBRIC	
9/15/2022			MOCK, STAAR	
9/22/2022			PARENT SURVEYS	
9/29/2022	GET 4: Lesson Delivery		GPTW SURVEY	
10/6/2022			GPTW SURVEY	
10/13/2022			MOCK, STAAR	
10/20/2022			PARENT SURVEYS	
10/27/2022	GET 5: Data And Tracking		GPTW SURVEY	
11/3/2022			CULTURE RUBRIC	
11/10/2022			MOCK, STAAR	
11/17/2022	GET 3: Lesson Planning		PERSISTENCE/ADA	
12/1/2022			GPTW SURVEY	
12/8/2022			MOCK, STAAR	
12/15/2022	GET 1: Goals and		MOCK, STAAR	
1/5/2023	Communication		GPTW SURVEY	
1/12/2023			CULTURE RUBRIC	
1/19/2023			TELPAS	
1/26/2023	GET 6: Core Values		PARENT SURVEYS	
2/2/2023			GPTW SURVEY	
2/9/2023			MOCK, STAAR	
2/16/2023			MOCK, STAAR	
2/23/2023	GET 5: Data And Tracking		PARENT SURVEYS	
3/2/2023			GPTW SURVEY	
3/9/2023			CULTURE RUBRIC	
3/23/2023			MOCK, STAAR	
3/30/2023	GET 4: Lesson Delivery		PARENT SURVEYS	
4/6/2023			GPTW SURVEY	
4/13/2023			TELPAS/STAAR	
4/20/2023	GET 1: Goals and		PARENT SURVEYS	
4/27/2023	Communication		GPTW SURVEY	
5/4/2023			CULTURE RUBRIC	
5/11/2023			PARENT SURVEYS	
5/18/2023			GPTW SURVEY	
	GET 6: Core Values/APR			

IDEA North Mission

Comprehensive Needs Assessment
ACADEMY

Data Sources: Eureka Math & Electives Academy

	DISTAR Pre-K on Grade Level	Eureka Kinder on Grade Level	Eureka First on Grade Level	Eureka Second on Grade Level	% Math Masters Pk-2	Pk-2 MM Goal Met/Not Met
% Students	100%	100%	95/86/67	92/61/32	82%	Met

Data Source: STAAR Academy

	STAAR Math Grade 3	STAAR Math Grade 4	STAAR Math Grade 5	% Math Masters 3-5	3-5 MM Goal Met/Not Met
% Approaches	81	73	76	78%	Met
% Meets	51	36	36		
% Masters	32	21	11		
% Student Achievement Average	55	43	41		
% Meet 2 year growth	NA	92	91		

Data Source: CSI Academy

	Math AC CSI
% CSI (EOY Ren.)	79%
% of CSI Passing STAAR	85%
% of SPED Passing STAAR	80%

Reflections	
Areas of Strength	**Areas of Need**
1. Teacher support: lesson rehearsals, lesson visions, exit ticket trackers, spiraled review, and spiraled do nows.	1 Online support/resources with new format: online testing expectations, Pear deck, screen protectors boards for laptops for working out problems, online practice questions
2. Resources: Dreambox, IXL, Sirius book, manipulatives	2. Teacher PD on new staar format and online best practices.
3 Tracking at all levels: homeroom exit ticket trackers, student tracking TEKS from Module 1	3 Push for 90% math masters and 60% math genius. This will help with online student practice.

IDEA North Mission Academy

Comprehensive Needs Assessment
ACADEMY

Data Sources: DI ELA & Electives

	DI Pre-K on Grade Level	DI Kinder on Grade Level	DI First on Grade Level	DI Second on Grade Level	% Royal Readers	% Word Masters
% Students	100%	100%	88%	96%	17%	88%
					RR Goal Met/Not Met	WM Goal Met/Not Met
					Met	Met

Data Source: STAAR

	STAAR Reading Grade 3	STAAR Reading Grade 4	STAAR Reading Grade 5	STAAR Writing Grade 4
% Approaches	88	93	86	NA
% Meets	65	64	59	NA
% Masters	39	31	33	NA
SAS	64	53	59	NA
% Student Achievement Average	64%	53%	59%	NA

Data Source: CSI

% Meeting CSI Goal	Reading AC CSI
% CSI (EOY Ren.)	82%
% of CSI Passing STAAR	97%
% of SPED Passing STAAR	73%

Reflections	
Areas of Strength	**Areas of Need**
1. Rigor: HOTS questions across all grade levels,	1. Leader and teacher training on new content changes.
2. Teacher PD & support: 80 minute conference, daily OCS, lesson plan visions, leader/manager	2. Online student practice.
3. Extra student intervention: afternoon reading intervention, practice Imagine Learning, IXL.	3. More writing practice across all contents.

IDEA North Mission

Comprehensive Needs Assessment
ACADEMY

Data Sources: Science Pk-2

	Science Pre-K on Grade Level	Science Kinder on Grade Level	Science First on Grade Level	Science Second on Grade Level	Science Third on Grade Level	Science Fourth on Grade Level
% Students	100%	100%	100/99/99	97/89/88	100/100/100	92/50/16

Data Source: Science 3-5

	STAAR Science Grade 5
% Approaches	72
% Meets	38
% Masters	13
% Student Achievement Average	41%

Reflections	
Areas of Strength	**Areas of Need**
1. Student Resources: Sirius, labs, aligning science with art class, and Clever for student to staar prep.	1. Vertical alignment meeting with all Science teachers and alignment in Reading class.
2. Lab equipment	2. Sirus workbooks for all grade levels, order enough material, and provide PPE
3. Experiments and hands on activities, visuals.	3. More writing in Science, interactive science journals across all grade levels,

IDEA North Mission

Comprehensive Needs Assessment ACADEMY							
Data Sources: Humanities Pk-2							
	Humanities Pre-K on Grade Level	**Humanities Kinder on Grade Level**	**Humanities First on Grade Level**	**Humanities Second on Grade Level**	**Humanities Third on Grade Level**	**Humanities Fourth on Grade Level**	**Humanities Fifth on Grade Level**
% Students	NA	NA	100/100/100	100/100/100	91/76/58	93/78/51	NA

Reflections	
Areas of Strength	**Areas of Need**
1. Writing and Grammar incorporation in Humanities	1. Vertical alignment and humanities teacher collaboration meeting.
2. Strong leader support	2. Align the content with reading standards
3. Projects to enrich the content.	3. Incorporate U.S history with ancient world.

IDEA North Mission

Comprehensive Needs Assessment
ACADEMY

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

	Listening	Speaking	Reading	Writing
% Beginning	8.00%	14%	20%	22%
% Intermediate	35%	40%	24%	32%
% Advanced	29%	44%	27%	27%
% Advanced High	47%	20%	32%	19%

Reflections	
Areas of Strength	**Areas**
1. SIOP teacher & leader training with strategies implementation.	1. More grammar and Spelling instru
2. Word walls with pictures & telpas writing samples all year.	2. Student resources: journals all acr
3. Language objectives & scaffolding questions.	3. More exposure to academic vocab

% of ELL Students who grew one or more levels
54%
54%
54%
54%

of Need
uction with a textbook.
oss, dictionaries for all students.
bulary.

IDEA North Mission

Comprehensive Needs Assessment	
ACADEMY	
Staff Quality, Recruitment, Retention	
	Percentage
% School Lead Team Retention	100%
% Instructional Support Retention	90%
% Teacher Retention	97%
% Campus Support Retention	86%
% SPED Teachers	5
% State/National Certified Teachers	3
% State Certified Leaders	1
% State/Board certified Counselors	1
Number of teacher applicants per 2020-21 school year	5

Reflection	
Areas of Strength	**Areas of Need**
1. Teacher development, support, and coaching.	1. Culture in operations.
2. Staff recognitions and celebrations.	2. There has been a lot of changes at the district level and can affect school climate.
3. Culture of error, feedback, and respect.	3. Focus on hourly employees. Co-teachers and operations staff tend to leave more.

IDEA North Mission

Comprehensive Needs Assessment ACADEMY
Data Source: School Culture and Climate
% Average Daily Attendance
% Overall Persistence
% New Student Persistence
# of Admin Withdrawals/ Level 3 Offenses
% SPED
% ELL
% Eco Dis
% Migrant
% Race: American-Indian-Alaska-Native
% Asian
% White-Hispanic
% Multi
% Black-African-American
% Native-Hawaiian-Pacific-Islander
% White
% Male
% Female

Data Source: School Culture and Climate	
Reflections	
Areas of Strength	
1. Parent satisfaction due to top student attendance and persistence across the district.	1. Follow up train
2. Top performance with EL & SPED students. We have a big population of them on campus.	2. Resources to he
3. Systems and procedures to monitor accommodations and stratedies for special populations.	3. New staff mem

Campus %
93.98%
95.79%
95.60%
0
6.55%
54.48%
95.86%
0.34%
0
0.23%
2.07%
0
0.34%
0
2.07%
47.36%
52.64%

Areas of Need
ing refreshers for staff to stay current with special populatio
elp students in writing, science, and math.
ber overseeing SPED and 504.

North Mission

Comprehensive Needs Assessment ACADEMY	
Data Source: Family and Community Involvement	
	Percentage
% Families Attended WTI	42%
% Families Attended Curriculum Night	50%
% Families Who Attended EOY Ceremonies	95%
% Families who attended Fall Festival	NA
% Families who attended Winter Festival	NA
% Families who attended Spring Festival	NA

Reflection	
Areas of Strength	**Areas of Need**
1. Parents do attend when the event is fun or there child is receiving an award or performing.	1. More family events. It was limited because of covid.
2. Parent attendance to welcome to idea is very low.	2. Parent training and investment on academic goals.
3. Parents trust the school, teachers, and leaders.	3.Parents do not attend academic events.

IDEA Public Schools

North Mission College Prep

2022-2023 Campus Improvement Plan

Accountability Rating: A

Distinction Designations:
Academic Achievement in Social Studies
Top 25 Percent: Comparative Academic Growth
Postsecondary Readiness

Board Approval Date: October 21, 2022
Public Presentation Date: September 14, 2022

Mission Statement

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

Vision

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

Core Values

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

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

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Comprehensive Needs Assessment

Revised/Approved: September 14, 2022

Demographics

Demographics Summary

ICP North Mission is an open-enrollment public charter school that serves grades 6 - 12. We share a campus with North Mission Academy, too.

The student body consists of:

- 96% Hispanic
- 94.72% of our students are economically disadvantaged and qualify to receive free or reduced meals.
- 91% of the Class 2022 are first generation college students.
- 100% of our class of 2022 graduated from high school and were accepted to college.

See PDF in addendum for more information.

Demographics Strengths

See PDF in addendum for more information.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Students are not showing up to campus at a rate needed to master content. **Root Cause:** There was a lack of accountability (outside of the COVID reasons) with parents.

Problem Statement 2 (Prioritized): Students did not have access to as many AP courses their freshmen year. **Root Cause:** Alignment with Spanish Courses in grades 8 - 12 were not aligned, along with our Computer Science AP courses.

Problem Statement 3: Although new student persistence increased, there is still a need to retain students or increase our persistence for students. **Root Cause:** The biggest trend for students leaving, especially new students, is inconsistent onboarding once the school year starts.

Student Learning

Student Learning Summary

The last year we were rated by TEA, pre-pandemic, our school rating was an 87 (B), however, in 2022, we received a 90 (A) rating. In the school year 2021-22, we had our first graduating class of seniors. All of the students graduated and were accepted to colleges across the courny. Although we service a large population of Emergent Bilingual students, or English Language Learners, we hit every supopulation in TEA's Domain 3 categories for our ELA courses. Our special education population performed at a 23 Student Achievement Score this past year on the state testing, which is an improvement from COVID years.

See PDF in Addendum for more information.

Student Learning Strengths

See PDF in Addendum for more information.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Percent of AP Scholar rates per class increases less than double digit percentage points per year from Freshmen to Senior year. **Root Cause:** There has been a lack of scheduling AP courses in 9th and 10th grade years for students.

Problem Statement 2 (Prioritized): Subpopulations in mathematics struggled with achieving the Meets status on the state exams. **Root Cause:** Mathematics gaps increased tremendously over the COVID pandemic year and acceleration plans were not enough to catch students up on content missed.

Problem Statement 3: EL (English Language Learners) students struggle with speaking and writing on the TELPAS exams. **Root Cause:** There is a lack of training for staff to embed more opportunities for speaking and writing in all content areas & a strong enough plan with an online resource to give students multiple opportunities to practice.

Problem Statement 4 (Prioritized): Special Education students in general education (mainstream) performed below average on state exams. **Root Cause:** There is a lack of collaboration with core content areas and special education teachers on a weekly basis.

Problem Statement 5 (Prioritized): Students are not scoring above a 21 on the ACT as an average for cohorts. **Root Cause:** There is a lack of a strategy for our ACT plan with students.

School Processes & Programs

School Processes & Programs Summary

At North Mission College Prep, roles and responsibilities are clearly defined with the administration team each May & June by reflecting on the past year, team members strengths and opportunities for improvement. Leaders name their gaps at the end of each year and sign up for opportunities to develop (Relay, trainings within IDEA like Coaching Academy, or trainings outside of IDEA like NACAC (National Association for College Admission Counseling)). We prioritize areas of concern at the end of the year to designate staff professional development opportunities and have a focus with on-the-spot coaching. We don't look to wait for professional development to be the only source of developing staff and leaders in the school, but have a focus on the administration team coaching in-the-moment to address gaps.

See PDF in Addendum for more information.

School Processes & Programs Strengths

Curriculum & Instruction:

- At least one-third of IDEA students graduate with the "AP Scholar" designation, evidence of earning a qualifying score on at least three AP exams, demonstrating successful completion of college-level coursework prior to graduation.
- IDEA provides students access to accelerated instruction through the 1:1 technology device, including adaptive software for mathematics and literacy and access to hundreds of thousands of books in the district's digital library.
- IDEA curricular resources include high-quality instructional materials that earn the highest ratings on national evaluation measures.
- IDEA curriculum is regularly evaluated using a quality evaluation tool, ensuring alignment to the Texas Essential Knowledge and Skills and AP course standards, as well as the STAAR/EOC and AP exams.
- IDEA implements a variety of training opportunities for teachers and leadership staff with the goal of developing teachers' pedagogical content knowledge and leaders' coaching skills.
- For 15 years in a row, 100% of IDEA students have been accepted into college, demonstrating that IDEA academic programming is adequately preparing students for post-secondary education.
- In 2022, four IDEA schools were ranked in the top 10 Most Challenging Schools in the Nation and 13 were ranked in the top 1% of schools nationwide, by the Jay Mathews Challenge Index High School Rankings.

Special Programs

- IDEA exceeded the expected growth target for EL student performance on TELPAS in 2021 with 48% of ELs meeting that target.
- IDEA provide targeted research based instruction to students who have a 2.0 year gap in Reading and/or Math with the goal of closing that gap by 2.0 years during the school year with our initiative called Critical Student Intervention (CSI). During the 21-22 school year, 2,562 out of 6,632 students meet that goal for Reading and 703 out of 1,268 students met the goal for Math.
- IDEA is in Year 3 of our TEA awarded Autism Grant. Through this grant we were able to increase support for 195 students with autism in Rio Grande Valley and Austin who met the criteria outlined by TEA for this grant.
- IDEA submitted and was awarded a Dyslexia Grant by the TEA so that we will be able to provide increased professional development to teachers and leaders on working with students with dyslexia and increase the support resources for our students with dyslexia.

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

See PDF in Addendum for more information.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: There is a lack of an onboarding process for students enrolled once the school year starts in August to ensure there are correct touch points to support with proper onboarding criteria for success. **Root Cause:** There is a lack of a plan in place and tracking system to ensure onboarding is taking place correctly and there is clear and impactful touch point with certain personnel (DCC/API - scheduling, Grade Level Admin. - Culture, SSA/Counselor - Social Emotional Support).

Problem Statement 2 (Prioritized): There is a lack of empathy used with all administrators and staff on campus. **Root Cause:** Some staff are very data driven at all costs, but don't consider the other perspective at times.

Perceptions

Perceptions Summary

Throughout the year, we send out surveys to staff, students and parents to receive feedback on multiple areas to support our culture and climate. For example, there are Teacher Lunch Bunches where teachers reflect on areas of strength, areas of need, or any area that they suggest a change to support with work-life balance. We have had over 85% staff retention for the past 6 years, with this past year being our lowest retention yet. We did implement a clearer picture of our non-negotiables through a book study on The Ideal Team Player, where we implemented humble, hungry and (people) smart as our non-negotiables through the staff hiring process.

We also have Student Lunch Bunches with new students to support with the transition to IDEA when they are coming from campuses outside of IDEA. Although we fell a tad short on New Student Persistence, it has increased from the prior 2 years. At North Mission, we have a process for Peer Mediation Groups with student conflicts as well.

Perceptions Strengths

See PDF in Addendum for more information.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): There has been a lack of Town Halls with Families and Students to gain their feedback... **Root Cause:** There was a lack of planning for monthly parent meetings and student space for feedback throughout the year.

Problem Statement 2 (Prioritized): Attendance has declined over the past year from prior years. **Root Cause:** There is a lack of accountability tracking with phone calls home for students, along with follow through on dropping students.

Priority Problem Statements

Problem Statement 1: Students are not showing up to campus at a rate needed to master content.
Root Cause 1: There was a lack of accountability (outside of the COVID reasons) with parents.
Problem Statement 1 Areas: Demographics

Problem Statement 2: Subpopulations in mathematics struggled with achieving the Meets status on the state exams.
Root Cause 2: Mathematics gaps increased tremendously over the COVID pandemic year and acceleration plans were not enough to catch students up on content missed.
Problem Statement 2 Areas: Student Learning

Problem Statement 3: Special Education students in general education (mainstream) performed below average on state exams.
Root Cause 3: There is a lack of collaboration with core content areas and special education teachers on a weekly basis.
Problem Statement 3 Areas: Student Learning

Problem Statement 4: Attendance has declined over the past year from prior years.
Root Cause 4: There is a lack of accountability tracking with phone calls home for students, along with follow through on dropping students.
Problem Statement 4 Areas: Perceptions

Problem Statement 5: There is a lack of empathy used with all administrators and staff on campus.
Root Cause 5: Some staff are very data driven at all costs, but don't consider the other perspective at times.
Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: Students are not scoring above a 21 on the ACT as an average for cohorts.
Root Cause 6: There is a lack of a strategy for our ACT plan with students.
Problem Statement 6 Areas: Student Learning

Problem Statement 7: Students did not have access to as many AP courses their freshmen year.
Root Cause 7: Alignment with Spanish Courses in grades 8 - 12 were not aligned, along with our Computer Science AP courses.
Problem Statement 7 Areas: Demographics

Problem Statement 8: There has been a lack of Town Halls with Families and Students to gain their feedback...
Root Cause 8: There was a lack of planning for monthly parent meetings and student space for feedback throughout the year.
Problem Statement 8 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- SAT and/or ACT assessment data
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data

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
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Student surveys and/or other feedback
- Enrollment trends

Employee Data

- Staff surveys and/or other feedback
- State certified and high quality staff data

- Campus department and/or faculty meeting discussions and data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Budgets/entitlements and expenditures data

Goals

Goal 1: Increase staff retention

Performance Objective 1: Staff (teachers, co-teachers, administrators and operations team) retention will increase 5 % from 2021-2022 school year to 2022-2023.

High Priority

Evaluation Data Sources: Locus Tracking

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Empathy Interviews **Strategy's Expected Result/Impact:** Through continued empathy interviews with staff throughout the year, direct managers will have a sense of understanding when giving new directives/initiatives and staff will be heard or validated in their concerns. **Staff Responsible for Monitoring:** Direct Managers **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** School Processes & Programs 2	100%	100%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Throughout the year, staff will gather each Tuesday whole group and in-person to celebrate each other & increase comradery amongst the team. **Strategy's Expected Result/Impact:** Staff retention will increase by 5% & staff will refer 1 high quality candidate for the upcoming year. **Staff Responsible for Monitoring:** All administrators and all teachers/co-teachers. **TEA Priorities:** Recruit, support, retain teachers and principals	100%	100%		

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Staff Professional development days will rotate to address the 4 priority areas on campus (Content Teams for vertical alignment, Grade Team for horizontal planning and culture, whole group training on effective teaching strategies, and then family connections). **Strategy's Expected Result/Impact:** Staff will have differentiated professional development, along with more of a work-life balance. **Staff Responsible for Monitoring:** Administrators **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	100%	100%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 2: There is a lack of empathy used with all administrators and staff on campus. **Root Cause**: Some staff are very data driven at all costs, but don't consider the other perspective at times.

Goal 2: All IDEA students matriculate to college

Performance Objective 1: Increasing ACT average to a 21 average for the class of 2023.

High Priority

HB3 Goal

Evaluation Data Sources: ACT testing dates

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Prior to each ACT testing date (Oct. 4th) for our juniors and seniors, all students will have aligned practice toward ACT exams and a boot camp to support content rigor and testing skills. **Strategy's Expected Result/Impact:** Through Boot Camps, students will increase ACT Composite from prior exam. **Staff Responsible for Monitoring:** RTTC 3/ACT Teacher and College Counselors **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college - **Problem Statements:** Student Learning 5 **Funding Sources:** ACT Teacher - Federal Grant - $59,300, College Counselor - Federal Grant - $74,361.44, College Counselor - Federal Grant - $62,894	100%	100%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Use College Counselor to improve ACT scores for junior class, class of 2024, throughout the 2022-23 school year. **Strategy's Expected Result/Impact:** The class of 24 will meet their ACT goal of a 20 as a class average **Staff Responsible for Monitoring:** College Counselor **Problem Statements:** Student Learning 5 **Funding Sources:** College Counselor - Federal Grant - $74,361.44, College Counselor - Federal Grant - $62,894, Teacher - Federal Grant - $59,300	100%	100%		

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Use College Counselor to improve ACT scores for the senior class, class of 2023, throughout the 2022-23 school year. **Strategy's Expected Result/Impact:** The class of 2023 will hit a 21 ACT average throughout testing for ACT in 2022-23 school year. **Staff Responsible for Monitoring:** College Counselor **Problem Statements:** Student Learning 5 **Funding Sources:** Teacher - Federal Grant - $59,300, College Counselor - Federal Grant - $74,361.44, College Counselor - Federal Grant - $62,894				
No Progress Accomplished Continue/Modify Discontinue				

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 5: Students are not scoring above a 21 on the ACT as an average for cohorts. **Root Cause**: There is a lack of a strategy for our ACT plan with students.

Goal 3: IDEA achieves an A rating

Performance Objective 1: Subpopulations in Mathematics will hit at least 80% of cut scores in Academic Achievement for state testing in 2023.

High Priority

HB3 Goal

Evaluation Data Sources: TEA Accountability Report

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Exit Ticket Tracking and Huddles for subpopulation students (including SPED & EL) throughout the entire year will happen weekly. **Strategy's Expected Result/Impact:** Students will achieve 80% of subpopulation scores in Domain 3 from TEA Accountability Report under Academic Achievement **Staff Responsible for Monitoring:** Assistant Principals and Math Teachers for grades 6 - 8 and Algebra 1 interventionist. **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 2	35%	40%		

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 2: Subpopulations in mathematics struggled with achieving the Meets status on the state exams. **Root Cause**: Mathematics gaps increased tremendously over the COVID pandemic year and acceleration plans were not enough to catch students up on content missed.

Goal 3: IDEA achieves an A rating

Performance Objective 2: All student scores will be tracked for each district exam, with an emphasis on subpopulations, throughout the 2022-23 school year.

High Priority

HB3 Goal

Evaluation Data Sources: Campus STAAR/EOC tracing

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Each check-in, teachers will bring a tracking document to their direct manager with data for each student from the most recent district exam. **Strategy's Expected Result/Impact:** Teachers will know which students to prioritize and there will be a quick way to identify trends over time with students of concern. **Staff Responsible for Monitoring:** All STAAR/EOC teachers and managers. **Title I:** 2.4 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 2, 4	100%	100%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 2: Subpopulations in mathematics struggled with achieving the Meets status on the state exams. **Root Cause**: Mathematics gaps increased tremendously over the COVID pandemic year and acceleration plans were not enough to catch students up on content missed.
Problem Statement 4: Special Education students in general education (mainstream) performed below average on state exams. **Root Cause**: There is a lack of collaboration with core content areas and special education teachers on a weekly basis.

Goal 4: Increase student daily attendance

Performance Objective 1: Throughout the 2022-23 school year, Attendance will increase 4 percentage points from the 2021-22 school year, therefore ending above 97% attendance rate.

High Priority

Evaluation Data Sources: Locus Dashboard and PEIMS daily emails

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Incorporate strategies with homeroom teachers, grade level administrators and operations team for accountability measures with attendance and family follow up. **Strategy's Expected Result/Impact:** By the end of 2022-23 school year, grades 6th - 12th grade will be above a 97% attendance rate. **Staff Responsible for Monitoring:** Homeroom Teachers, Grade Level Administrators and Operations Team (Irma & Ginna) **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1	40%	75%		

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

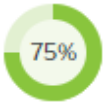
Demographics
Problem Statement 1: Students are not showing up to campus at a rate needed to master content. **Root Cause**: There was a lack of accountability (outside of the COVID reasons) with parents.

Goal 4: Increase student daily attendance

Performance Objective 2: Each month there will be either a principal meeting or a counselor meeting with parents to increase parental involvement.

High Priority

Evaluation Data Sources: Students will be showing up to school at a 97% rate throughout the school year as a result.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Add in an operating mechanism for parent meetings on a monthly basis in person. **Strategy's Expected Result/Impact:** Both student attendance and student persistence will increase (Persistence to above 90% and ADA to over 97%). **Staff Responsible for Monitoring:** Principal, Counselors and Student Success Advisors **Title I:** 4.1 **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1 **Funding Sources:** College Counselor - Federal Grant - $62,894, College Counselor - Federal Grant - $74,361.44				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Students are not showing up to campus at a rate needed to master content. **Root Cause**: There was a lack of accountability (outside of the COVID reasons) with parents.

Goal 5: Increase student persistence

Performance Objective 1: By the start of 2023-24 school year, over 90% of our new students and overall students will continue their educational pursuit with North Mission College Prep.

High Priority

Evaluation Data Sources: Locus Dashboard

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: By the end of Quarter 1, all homerooms will Implement Circles daily throughout North Mission College Prep in grades 6th - 12th grade. **Strategy's Expected Result/Impact:** Cultivate strong relationships that will keep students wanting to stay at North Mission College Prep. **Staff Responsible for Monitoring:** All Homeroom Teachers **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1	75%	30%		

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Students are not showing up to campus at a rate needed to master content. **Root Cause**: There was a lack of accountability (outside of the COVID reasons) with parents.

Goal 5: Increase student persistence

Performance Objective 2: Decrease the amount of expulsions for the 2022-23 school year by 2 students (4 students in 2021-22 school year).

Evaluation Data Sources: PEIMS data reporting/Internal Tracking

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: All staff will implement restorative circles with discipline approach towards students rather than simply punitive measures for discipline. **Strategy's Expected Result/Impact:** Student behavior will change and there will be less Level 2 and 3 offenses on campus from students. **Staff Responsible for Monitoring:** All staff, but grade level administrators will be responsible for the follow through. **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1 - School Processes & Programs 2				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Students are not showing up to campus at a rate needed to master content. **Root Cause**: There was a lack of accountability (outside of the COVID reasons) with parents.

School Processes & Programs
Problem Statement 2: There is a lack of empathy used with all administrators and staff on campus. **Root Cause**: Some staff are very data driven at all costs, but don't consider the other perspective at times.

Goal 5: Increase student persistence

Performance Objective 3: After-school program participation will increase for both athletics and extra-curriculars by 10% for the 2022-23 school year.

Evaluation Data Sources: Attendance data from Athletics and After-School Programs.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: The After-Schools Program Coordinator and the Athletic Coordinator will post weekly flyers and actively recruit students during lunch on a weekly basis. **Strategy's Expected Result/Impact:** There will be an increase of 10% with student participation for after-school programs. **Staff Responsible for Monitoring:** Athletic Coordinator and After-Schools Program Coordinator **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Perceptions 2	50%	50%		

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 3 Problem Statements:

Perceptions
Problem Statement 2: Attendance has declined over the past year from prior years. **Root Cause**: There is a lack of accountability tracking with phone calls home for students, along with follow through on dropping students.

Goal 5: Increase student persistence

Performance Objective 4: Increase measures for violence prevention and intervention for the 2022-23 school year by incorporating monthly drills and safety checks.

High Priority

Evaluation Data Sources: Monthly Drill Checks (Hold, Evacuation, Secure, Lockdown, Shelter) with feedback to incorporate next drill check.
Monthly K-9 searches

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Set plan for increased frequency with all Drills (Hold, Evacuation, Secure, Lockdown, Shelter) during Quarter 1, then lessen the frequency of drills. **Strategy's Expected Result/Impact:** 100% of staff implementing key steps for each drill **Staff Responsible for Monitoring:** APO, Facilities Manager, All Administrators	100%	100%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Execute clear follow up with feedback system in place on Teams **Strategy's Expected Result/Impact:** There will be accountability mechanisms set in place to follow up on prior gaps to ensure they are being addressed for each drill. **Staff Responsible for Monitoring:** APO, All Administrators	100%	100%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Title I Personnel

Name	Position	Program	FTE
Arianna Diaz	College Counselor	Title I	1
Lorraine Lara	Teacher	Title I	1
Michelle Gallegos	College Counselor	Title I	1

Campus Funding Summary

Federal Grant					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	1	1	College Counselor		$62,894.00
2	1	1	ACT Teacher		$59,300.00
2	1	1	College Counselor		$74,361.44
2	1	2	College Counselor		$74,361.44
2	1	2	College Counselor		$62,894.00
2	1	2	Teacher		$59,300.00
2	1	3	College Counselor		$74,361.44
2	1	3	Teacher		$59,300.00
2	1	3	College Counselor		$62,894.00
4	2	1	College Counselor		$74,361.44
4	2	1	College Counselor		$62,894.00
				Sub-Total	$726,921.76

Addendums

Master CNA & SAIP Reporting Checklist

				PTG	90%	PTG	0%
DEPT	**Data Source**	**Data Tabs**	**Guidance**	**Status**	**Principal Notes or Questions**	**VP Verification**	**Notes & Next Steps**
College Prep	KEYS Tab (Tab 3)	Student Achievement Improvement Plan 2021-2022 School Year	This SAIP plan will require logging concrete initiatives put in place for student improvement, as well as their associated timelines, resources, and responsible staff. Each initiative will be tracked mid-year and at the end of the year. Mid-year assessments should be completed by each campus between December 1, 2022 and no later than January 31, 2023.	Pending	Initiatives are documented, but pending tracking throughout the year.	Action Required	
	Locus Dashboards: CIS STARR, AP Campus IB Reports EOY Assessments	Comprehensive Needs Assessment 2022 English Language Arts	These Pages should include the percentage of students who achieved each listed score for the 2021-2022 School Year. For each subject, list a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete	Input all data we have access and that is finalized - pending AP	Action Required	
		Comprehensive Needs Assessment 2022 Math		Complete	Completed all data points up to date - p	Action Required	
		Comprehensive Needs Assessment 2022 Science		Complete	Completed all data points up to date - pending AP	Action Required	
		Comprehensive Needs Assessment 2022 Humanities		Complete	Completed all data points up to date - pending AP	Action Required	
	State TELPAS Report	Comprehensive Needs Assessment 2022 TELPAS	This data set will outline the percentage of students that earned proficiency in the areas of Listening, Speaking, Reading, and Writing, as indicated in the State TELPAS report. Llist a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete		Action Required	
	Locus Dashboards: ACT, AP, TSI Campus IB Reports Campus Matriculation Reports	100% College Matriculation 2021-2022 School Year	This page will only be applicable to campuses that had graduating classes in the Spring of 2022. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete	1st year - YAY!	Action Required	
	Locus Dashboard: Staff Rentention	Staff Quality, Retention, & Recruitment 2021-2022 School Year	Under the %SPED Data Point, this should relfect the percentage of SPED certified teachers, compared to the overall SPED staff. Under number of teacher applicants, note how many teachers were interviewed by campus leaders for positions during the 2021-2022 School Year. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete	6 SPED teachers - All are certified, therefore it's 100% - I think this is what the percentage should be on this tab. Interviewed 21 teachers out of 49 that applied.	Action Required	
	Locus Dashboards: Student Persistence, Enrollment, ADA	School Culture & Climate 2021-2022 School Year	For the Withdrawals/Level 3 Offenses data point, list the number of withdrawals or offenses. All other data points should reflect percentages. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete		Action Required	
	Campus Academic Counselor Tracking Systems	2022 Family & Community Involvement	In addition to listing data percentages, list a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete		Action Required	

IDEA North Mission

2021-22 Student Achievement Improvement Plan - College Prep

COLLEGE PREP

APO	Initiatives	Needs Assess.	Special Pops.	Person(s) Responsible	Timeline Start/End	Resources: Human/ Material/Fiscal	Documentation
1D	Adding AP Physics Course	AP	ALL	Richard Hernandez & Rita Caltabiano-Carrillo	Aug. 8 - May 26, 2023	Human and Material	Tracking of Exam Data Training Documentation of Course
1L	Including an OnRamps Course (College Credit Option), Rhetoric, within AP Enlish Literature	O	ALL	Haley Needham & Lisa Salinas	Aug. 8 - May 26, 2023	Human and Material	Course Grades online Teacher training documentation
1D	Embedding an Artificial Intelligence Course within AP Computer Science Principles	AP	ALL	Alexander Hernandez & Rita Caltabiano-Carrillo	Aug. 8 - May 26, 2023	Human	Training of materials Tracking of Exam Data
1E/1G	Additional RISE teacher added to RISE Unit	S	SE	Dave Wagner	Aug. 8 and on	Human	IEP Compliance IEP errors in paperwork
1E/1L	Begining a clearer path for CTE (Career and Technical Education) courses - Engineering and Computer Software & Design	O	ALL	Dave Wagner, Alexander Hernandez & Rita Caltabiano-Carrillo	Aug. 8 - May 2027	Human and Material	Participation Tracking
1D	Adding AP Art History course	AP	ALL	Celso Medrano & Lisa Salinas	Aug. 8 - May 26, 2023	Human	Training of Course
1D	Changing Spanish Pathway: Transitioning 8th Grade to take Spanish 2 - AP Spanish Language to 9th Grade and AP Spanish Lit. to 10th Grade	AP	ALL	Aleida Barrios, Nick Saldana and Javier Lopez	Aug. 8 - May 26, 2023	Human	AP Passing Rates AP Tracking of Data
1E/1G	Stronger Collaboration with SPED and ELA department (bi-weekly meetings)	S	SE	Jessica Valdez & Javier Lopez	Aug. 8 on	Human	Domain 3 STAAR Tracking
All	Circles incorporated into Homeroom to increase Social and Emotinoal Support	O	ALL	Sylvia Camacho	Aug. 8 on	Human	Persistence Tracking % of students leaving for Culture
All	Adding more clubs to After School Program	O	ALL	Nelissa Flores	Sept. 1st - May 2023	Human and Material	Persistence Tracking % of students involved in after school program
1D	Moving AP Computer Science P to Freshmen Pathway	AP	ALL	Dave Wagner & Alexander Hernandez	Aug. 8 - May 26, 2023	Human	Participation Tracking CTE Pathway
1E/1G	Embedding English 1 & 2 Intervention into regular schedule	E	AR	Blanca Leal & Lisa Salinas	Aug. 8 - May 26, 2023	Human	Semester Exam Mock Data Aligned Exam Tracking
1E/1G	Embedding Algebra 1 Intervention into regular schedule	E	AR	Martha Mares Garza and Rita Caltabiano-Carrillo	Aug. 8 - May 26, 2023	Human	Semester Exam Mock Data Aligned Exam Tracking
1A/1B	Field Lessons In Person to Colleges/Universities	O	ALL	Estefania Abrego, Arianna Diaz, Michelle Gallegos	Aug. 8 - May 26, 2023	Material	Participation Tracking

IDEA North Mission

2021-22 Student Achievement Improvement Plan - College Prep

COLLEGE PREP

	Title I Qualifying Programs			Initiatives Status			
	Internal Use Only			Mid Year		End of Year	
	Supplemental Program (Y/N)	New Program (Y/N)	Budget Allocation	Outcome	Increase/Decreased by X%	Outcome	Increase/Decreased by X%
Formative Evaluation	**Budget Allocations only need to be entered for programs that are BOTH Supplemental & New**			**Use these columns to assess your strategy progress at the middle and end of the year**			
Semester, Mock and AP Exams							
% Passing Course 4 year college graduation rate							
AP CSP Scores AI evaluation							
STAAR Alt. IEP Progress %							
STAAR Scores Certification in future fields of study % Participating in CTE							
AP Scholar Goal							
AP Scholar Goal							
Domain 3 Rating TEA Rating							
Persistence Goal (New and Overall)							
Persistence Goal (New and Overall)							
AP Scholar Goal							
EOC Goal A-Rating							
EOC Goal A-Rating							
College Matriculation T1/T2 Goal							

	Title I Qualifying Programs			Initiatives Status			
	Internal Use Only			Mid Year		End of Year	
	Supplemental Program (Y/N)	New Program (Y/N)	Budget Allocation	Outcome	Increase/Decreased by X%	Outcome	Increase/Decreased by X%

Annual Performance Objectives (APO)

PRIORITY #1: Students Graduate College-Ready

1A. % of graduates who matriculate to a College or University: 100%

1B. % of graduates matriculate to a Tier I/II College or University: 15% | 25%

1C. % of Seniors accepted to a College or University: 100%

1D. % of Seniors named AP scholars | Earn IB diploma: 30% | 25%

1E. Earned State Rating: A

1F. % Basic | % Mastery | % Advanced on LEAP: 82% | 44% | 11%

1G. % Approaches | % Meets | % Masters on STAAR/EOC: 90% | 60% | 30%

1H. % Level 3 | % Level 4 | % Level 5 on FSA/FSAA: 70% | 40% | 20%

1I. % of Pre-K-2nd Students End The Year On/Above Grade Level in Reading - Year 1 Campuses | Year 2 Campuses: 80% | 90%

1J. % of students in CSI achieve 2 years growth in Reading | Math (measured by Ren STAR) 50% | 60%

1K. Average ACT score: 21

1L. % of students graduating college in 4 | 6 years: 25% | 55%

Needs Assessment

S-STAAR

D-DIBELS

E-EOC

A-ACT

RR-Reading Renaissance

ST-STAR for Math

DR-Discipline Report

AP-AP Tests

O-Other

Special Populations

All

AR-At Risk

ELL-English Language Learners

ED-Economically Disadvantaged

M-Migrant

SE-Special Education

IDEA North Mission

Comprehensive Needs Assessment

COLLEGE PREP

Data Source: CSI

% Meeting CSI Goal	Reading CP CSI
% CSI (EOY Ren.)	34/84= 40%
% of CSI Passing STAAR	50/84= 60%
% of SPED Passing STAAR	12/44 = 27%

Data Source: STAAR

	STAAR Reading 6th	STAAR Reading 7th	STAAR Reading 8th	STAAR Writing 7th	English I EOC	English II EOC
% Approaches	81	83	84		67	72
% Meets	48	56	61		53	58
% Masters	27	31	32		9	8
% Student Achievement Average	52	57	59		43%	46%

Data Source: AP/IB/Electives

AP Scores	Pass AP Lit	Pass AP Lang	IB Scores	IB Group 1	% Royal Readers	% Word Master
% Score 1	49.40%	67%	% Score 1-3	NA	36/225=16%	61/225=72%
% Score 2	21.80%	24%	% Score 4-5	NA		
% Score 3+	28.70%	10%	% Score 6-7	NA		
					RR Goal Met/Not Met	WM Goal Met/Not Met
					Met	Met

Reflections	
Areas of Strength	**Areas of Need**
1 ELA department has become stronger in conceptual knowldege.	1 We need to increase vocabulary accross the board.
2 Students in High school are strong with informationl texts and looking at objectives from different perspectives	2 We need help with ELL instruction and intervention, specifically with speaking
3. Anchor charts were a strong point this past year, along with dictionary use in classrooms (although not consistently reinforced for	3 We need to improve critical thinking skills.
	4 Tigher collaboration between SpEd., CSI & ELA team.

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Comprehensive Needs Assessment - College Prep COLLEGE PREP					
Data Source: STAAR					
	STAAR Math 6th	**STAAR Math 7th**	**STAAR Alg I**	**STAAR 8th Math**	
% Approaches	73	71	68	100	
% Meets	48	29	39	72	
% Masters	21	9	24	26	
% Student Achievement Average	47	36	44	66	
Data Source: AP/IB					
AP Scores	**Pass AP Calculus AB**	**Pass AP Calculus BC**	**Pass AP Prob. & Stats.**	**IB Scores**	**IB Group 5**
% Score 1	52.90%	NA	93%	**% Score 1-3**	NA
% Score 2	23.50%	NA	3.30%	**% Score 4-5**	NA
% Score 3+	23.50%	NA	3.30%	**% Score 6-7**	NA

Reflections	
Areas of Strength	**Areas of Need**
Math team is strong in content knowledge.	Students struggled with Critical Thinking Skills.
Most of math content has IDEA curriculum, which helps teachers in planning and creating rescources.	Teachers would benefit from more rescourses like easel pads to show an exemplar of work.
Anchor Charts are an area of strength with clear access points for students to reference.	Building habits of checking work and verifying processes needs to be reinforced throughout the year.

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Comprehensive Needs Assessment COLLEGE PREP				
Data Source: AP/IB				
AP Scores	**Pass AP Principles**	**Pass AP A**	**IB Scores**	**IB Group 4**
% Score 1	41%	68.75%	**% Score 1-3**	NA
% Score 2	28%	18.75%	**% Score 4-5**	NA
% Score 3+	31%	12.50%	**% Score 6-7**	NA

Reflections	
Areas of Strength	**Areas of Need**
1. IDEA pilot programs and their help in guiding the scope and sequence throughout the courses.	1. Lack of curriculum for AP CSA and there is a need for support from the district level.
2. AP CSP content manager was great support for pedagogy practices in the course.	2 The Snap curriculum was not always flushed out.
3	3

Potential Solutions/Suggestions
1.May need to purchase one or adopt another program
1
1

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Comprehensive Needs Assessment
COLLEGE PREP

Data Source: Internal Assessments

	6th Grade EOY Assessment	7th Grade EOY Assessment
% Passing	75%	96%

Data Source: STAAR

	STAAR 8th Science	STAAR Biology
% Approaches	NA	71%
% Meets	NA	47%
% Masters	NA	13%
% Student Achievement Average	NA	43.70%

Data Source: AP/IB

AP Scores	Pass AP Biology	Pass AP Chemistry	Pass AP Physics (1, 2, & C)	Pass AP Env. Science	IB Scores	IB Group 4
% Score 1	51.70%	NA	NA	68.30%	% Score 1-3	NA
% Score 2	31%	NA	NA	19.50%	% Score 4-5	NA
% Score 3+	17.20%	NA	NA	12.20%	% Score 6-7	NA

Reflections

Areas of Strength	Areas of Need
Exit Ticket Tracking helped identify areas of growth and areas of need on a daily basis.	Word wall with visuals were not consistent across all science classes and the need to include a vocabulary wall with visuals/spanish names for every unit
Anchor Charts & Word Walls were used to reinforce vocabulary and content information.	Options for students to articulate observations and learning from experiments needs to be reinforced daily.
There was consistent reteach based off the exit ticket data analysis.	Vertical Alignment of important Science Skills & lab work needs to be a focal point to help keep teaching consistent throughout different grade levels.

IDEA North Mission

Comprehensive Needs Assessment

COLLEGE PREP

Data Source: Internal Assessments

	6th Grade EOY Assessment	7th Grade EOY Assessment
% Passing	96	98

Data Source: STAAR

	STAAR 8th US History	EOC US History
% Approaches	66	96
% Meets	20	76
% Masters	9	57
% Student Achievement Average	31.6	76.3

Data Source: AP/IB

AP Scores	Pass AP Human Geography	Pass AP World History	Pass AP US History	Pass AP Goverment	Pass AP Economics	IB Scores	IB Group 3
% Score 1	86.2745098	54	76.923077	83.90804598	93.33333333	% Score 1-3	NA
% Score 2	7.843137255	21	14.285714	12.64367816	6.666666667	% Score 4-5	NA
% Score 3+	5.882352941	26	8.7912088	3.448275862	0	% Score 6-7	NA

Reflections

Areas of Strength	Areas of Need
1. Humanities department creates and submits strong lesson plans weekly.	1. Identify priority scholars earlier in the school year and a create a tracking mechanism and be consistent with it.
2. 11th Grade US History hit the 90/60/30.	2. Provide more "at bat" opportunites for scholars to master obejctives or TEKs/Skills.
3. 95% of scholars in 6th and 7th Grade passed 6th/7th Grade History.	3. More SWAMs and make tracking part of weekly check ins.
4	4. Some of the courses over aligned the content and critical
5	

IDEA North Mission

Comprehensive Needs Assessment
COLLEGE PREP

TELPAS Composite Rating (Listening, Speaking, Reading

	Listening	Speaking	Reading	Writing
% Beginning	3.30%	12.29%	7.82%	3.91%
% Intermediate	18.43%	34.07%	29.97%	26.53%
% Advanced	37.43%	49.16%	33.51%	41.62%
% Advanced High	40.78%	4.46%	32.68%	27.93%

Reflection	
Areas of Strength	**Are**
1. Teacher support for testing in gym and classrooms was evident throughout testing.	1. Tracking system in place for individual stud
2. Almost all students tested (1 absent) for the TELPAS exam.	2. Teacher training for EL strategies and resou
3. Growth in Listening, Reading and Writing over the past year with increased practice with the 3 areas in the classrooms.	3. Speaking Out Loud opportunities for studer addressed through staff professional developn

g, Writing)
% of ELL Students who grew one or more levels
41%

eas of Need
lents was not evident in all subjects.
urces for each content area, not only in ELA.
nts in each classroom is much needed, which should be nent on pedagogy.

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Comprehensive Needs Assessment COLLEGE PREP					
100% College Matriculation					
Matriculation %	**Matricuation % 4 year**	**Matriculation % 2 year**	**Tier 1/2 % Acceptances**	**Tier 1/2 % Matriculation**	
Projected: 100%	**NA**	**NA**	**65/90 (75%)**	**30/90 (33.3%)**	
Tier 1 % Matriculation	**Tier 2 % Matriculation**	**Tier 3 % Matriculation**	**Tier 4 % Matriculation**	**Senior Class CCMR %**	**Senior Class TSI Completion %**
18/90 (20%)	12/90 (13.3%)	1/90 (1%)	59/90 (65.6%)	100%	100%
Campus Data					
Senior Class ACT Average	**Junior Class ACT Average**	**Overall AP Scholars (3+ or more tests)**	**IB Medallion Scholars (Passing 3+ exams)**	**Overall % IB Diploma**	**Campus End of Year OTG**
17.52	17.91	16	NA	NA	99%

Reflections	
Areas of Strength	**Areas of Need**
1 Great College Lists were rated a 3	1. The College Counseling Team needs better operating mechanisms for planning and tracking.
2 % of students that applied Early Decision/Early Action was high.	2 Better training/use of personnel supporting such as Lozano, Lara, tutors, etc
3 strong personal statements were a direct result of coaching from the college counseling team and strong	3 Trainings on Personal Statements for students could be leveraged upfront.

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Comprehensive Needs Assessment COLLEGE PREP	
Staff Quality, Recruitment, Retention	
	Percentage
% School Lead Team Retention	100%
% Instructional Support Retention	86%
% Teacher Retention	90%
% Campus Support Retention	80%
% SPED Certified Teachers	100%
% State/National Certified Teachers	0%
% State Certified Leaders	44%
% State/Board certified Counselors	0%
Number of teacher applicants per 2020-21 school year	21

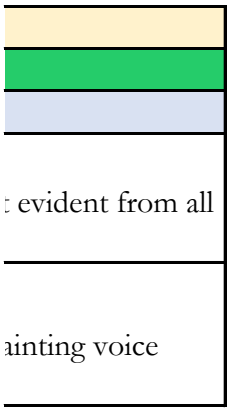
Reflections	
Areas of Strength	**Areas of Need**
1. Quality Applicants for English Language Arts with experience/certification applying.	1. Timeliness of jobs being posted online from vacancy start date (CTE, RISE, Special Education, Algebra 2)
2. Retention has been above 85% for the past 6 years in a row with administration retention being above 90%.	2. Number of quality applicants has been low for mathematics (Algebra 2) and CTE (Engineering)
3. Creation of SPED pipeline internally with our RISE unit and the co-teachers becoming certified.	3. Need to do a better job having references and content exams prior to interviewing candidates. Too many times we were rushing to interview and didn't have all the items to properly analyze the candidate for

IDEA North Mission

Comprehensive Needs Assessment CP	
Data Source: School Culture and Climate	
	Campus %
% Average Daily Attendance	91.93
% Overall Persistence	95%
% New Student Persistence	92.73%
# of Admin Withdrawals/ Level 3 Offenses	3 Level 3 offenses and 2 Admin Withdrawals
% SPED	8.12%
% ELL	49.93%
% Eco Dis	94.72%
% Migrant	0%
% Race: American-Indian-Alaska-Native	0%
% Asian	0.9%
% White-Hispanic	96%
% Multi	0%
% Black-African-American	0.1%
% Native-Hawaiian-Pacific-Islander	0%
% White	3%
% Male	51%
% Female	49%

Data Source: School Culture and Climate	
Reflections	
Areas of Strength	**Areas of Need**
1 - More extracurricular programs were added this year. Students had several options to choose from for afterschool activities (71% of students were in an after-	1 - Consistency with uniforms and uniform checks was not staff members.
2 - With the first graduating class, there was improvements in 6th-11th grade students' college awareness.	2 - Transitions - students arriving late to classes and not ma level 0 or straight line for Middle School.

3 - Decrease in overall infractions compared to previous years and considering the social-emotional gaps we anticipated returning from virtual learning	3 - Student cell phone usage - need to uphold cell phone p expectations in MS and HS.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Comprehensive Needs Assessment COLLEGE PREP	
Data Source: Family and Community Involvement	
	Percentage
% Families Attended WTI	57%
% Families Attended Curriculum Night	N/A
% Families Who Attended EOY Ceremonies	85%
% Families who attended Fall Festival	30%
% Families who attended Winter Festival	N/A
% Families who attended Spring Festival	20%

Reflections	
Areas of Strength	**Areas of Need**
1. More community events happened this past year in person (Spring and Fall Festivals)	1 Staff support/engagement was not evident at every event. The percentage of staff supporting was low at times.
2. Student organizations took initiative to coordinate events.	2. More event advertisement of school events and functions needs to be posted on Facebook.
3. We had more parent involvement.	3. Create and stick to the yearlong calendar. Make it a priority to plan backwards to the event and operationalize
4. Parents were able to donate for events.	4. Have a list of vendors easily available for staff to plan the events so that the business office does not slow down the
5. More students were able to attend this year to the events.	5. Incentive to motivate new families to attend WTI
6. Folders with flyers with information to new families.	

IDEA Public Schools

Owassa Academy

2022-2023 Campus Improvement Plan

Accountability Rating: A

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

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

Mission Statement

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

At IDEA Owassa we provide a dynamic learning experience that encourages critical thinking, inspires confidence, and nurtures the intellectual and social and emotional development necessary for success in college, career, and life.

Vision

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

We believe… in the potential of ALL students to be their best selves. We believe that a Bronc embodies the values of bravery, strength, perseverance, and honesty.

Core Values

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

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

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Comprehensive Needs Assessment

Revised/Approved: September 13, 2022

Demographics

Demographics Summary

Owassa Academy serves about 800+ students in grades Pre-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 Pre-K-2nd that is tailored to each student's need and we also have a great Special Education program with qualified teachers that lets us provide instruction to all students. We are currently at 100% teacher retention so we are proud to say that every year that we retain our teachers, our students are getting the best education possoble because our teachers know the curriculum and use best practices to teach our students the skills that they need to know to get one step closer to college. Our school demographics consists of:

African American:0.01%

Hispanic:1.35%

White:71.40%

Asian:0.16%

Economically Disadvantaged:92.40%

EL:49.49%

SPed:5.32%

Female:47.72%

Male:52.27%

Demographics Strengths

Owassa Academy has a strong culture and climate where students, staff, and parents feel a good sense of belonging, feel valued and proud to be a Bronc. Everyone is always willing to help each other anywhere asssitance is needed regardless of the task that needs to be completed.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): There is a lack of schoolwide celebrations for students, teachers, and staff resulting in our teacher retention at a 79%. **Root Cause:** Teachers, leaders, and staff were scared to do physical gatherings or celebrations due to the high cases of COVID. We were very limited as leaders of the school to make decisions that would ultimately keep our staff and students safe.

Problem Statement 2 (Prioritized): There is a lack of follow through ADA Minute by Minute plan to increase attendance resulting with our ADA at 89%. **Root Cause:** Lack of stakeholders not properly trained early in the year so that the plan is carried out with fidelity. Not executing the Escalation Matrix by the 4th week of school (or earlier, if needed). Residual challenges with the COVID-19 pandemic including teacher absences, student quarantines, health concerns, and virtual fatigue has suppressed intervention efforts to improve services and investment

Problem Statement 3 (Prioritized): There is a lack of investment to increase student persistence for current families, therefore ending at 90.66% **Root Cause:** Lack of consistent and clear communication around school culture and expectations to parents and students during the entire onboarding process Lack of consistent annual reflection and interest surveys on what keep students/families at IDEA and what programmatic offerings we need to consider and incorporate

Student Learning

Student Learning Summary

Owassa Academy recieved an A Rating for the 2021-2022 School year earning 4/5 distinctions. Our school has made tremendous growth from the begining of the year in STAAR grade levels. We knew our students were left with an educational gap after the pandemic hit so we made sure to do everything we could to provided students with extra tutoring and close the learning gaps. Our Pre-K through 2nd grade students ended the year in Reading at 84% on level. Teachers worked tirelessly and collaboratively to make sure that these gaps were closed and students were learning everyday. Pre-K through 2nd grade students ended the year in Math with more than 90% of our students meeting our 90/60/30 goal. Learing standards were aligned and mutliple at-bats were given to students for additional independent and group practice. Our 3rd grade ELA team landed at a 80/55/31 and our 4th grade ELA team at a 84/56/29 with an overall for reading and math at a 79/36/28 and a 48 achievement score.

Student Learning Strengths

Students are provided with extra intervention and invidualized homework to cater to their individual needs. In every classroom students are provided with anchor charts for access points and their Criteria for Success during the lessons to be able to execute and master the objective of the day. Students in the upper grade learned how to use dictionaries effectively on a daily basis. Do now's were given to students so that they could arrange words in alphabetical order, giving them daily practice that would help them navigate comfortably a dictionary. Our leaders focused Practice session for teachers in areas of the lesson that would be most beneficial to our student learning. Teachers unpacked assesments a week in advance to find any gap or misconception that they could include in their lesson to address them beforehand. Teachers also collaborated across grade levels based on student needs providing extra support during different times of the day.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): There is a lack of consistent intervention strategies for Pre-K-5th graders in reading and math. **Root Cause:** Lack of training on strategies for leaders to implement and monitor through out the year.

Problem Statement 2 (Prioritized): There is a lack of training in higher order thinking questions that fluctuate rigor based on student needs. **Root Cause:** Lack of training for teachers and leaders on what rigor looks like in the classroom.

School Processes & Programs

School Processes & Programs Summary

Programs:

- DI curriculum
- Special Education
- Traditional
- Bilingual
- ESL

Processes:

- Bi-weekly staff meetings
- Weekly observations as instructional leaders
- Weekly feedback in person as well as in teachboost
- Weekly targeted practice sessions with manager

School Processes & Programs Strengths

- Existing processes are followed with fidelity and involve the input of all stakeholders
- Processes have served to assist campus in the early identification of students needing special services such as, speech, 504, etc
- Teacher Development processes continue throughout the year to strengthen teachers skills related to instructional delivery
- Student identification for Bilingual and ESL services through timely LAS testing

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): There is a lack of staff retention because it decreased approximately 14% from the previous year. **Root Cause:** The lack of alignment between what is expected from teachers/ staff and the communication is being sent out in regards to work/life balance.

Problem Statement 2 (Prioritized): There is a lack of content or bilingual certified teachers at Owassa Academy currently having 0% **Root Cause:** At time of hiring teachers were not required to be certified. There is a need for teachers to be certified.

Perceptions

Perceptions Summary

Whenever we have come across situations, I believe that teachers do a really good job talking to students to try and resolve issues in a respectful and friendly manner. When teachers have an issue with any stakeholder, they bring it up to their manager and together talk about solutions that can benefit everyone involved. Our SSA is involved tremendously in every situation and our staff and parents feel very comfortable to be approached by her or any staff member during crucial times.

Perceptions Strengths

At IDEA Owassa we have a good behavior plan consistent across grade levels. Our teachers have great communication with parents and that leads to successful family engagement events where teachers and staff are present. We also have strong partnerships with community leaders and businesses that help out during events or lend a helping hand when needed.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): There is a lack of consistent resources in training for our teachers to assist the high rise in students mental health behavior concerns **Root Cause:** There has been a lack of staff resources, training, and curriculum specifically to build social emotional skills and build student mental health.

Problem Statement 2 (Prioritized): There is a lack of learning due to chronic absenteeism in the last couple of years in our school. **Root Cause:** There has been many challenges with the COVID 19 pandemic including teacher absences, student quarantines that have resulted in not only chronic absenteeism but creating wide academic gaps.

Priority Problem Statements

Problem Statement 1: There is a lack of follow through ADA Minute by Minute plan to increase attendance resulting with our ADA at 89%.

Root Cause 1: Lack of stakeholders not properly trained early in the year so that the plan is carried out with fidelity. Not executing the Escalation Matrix by the 4th week of school (or earlier, if needed). Residual challenges with the COVID-19 pandemic including teacher absences, student quarantines, health concerns, and virtual fatigue has suppressed intervention efforts to improve services and investment

Problem Statement 1 Areas: Demographics

Problem Statement 2: There is a lack of schoolwide celebrations for students, teachers, and staff resulting in our teacher retention at a 79%.

Root Cause 2: Teachers, leaders, and staff were scared to do physical gatherings or celebrations due to the high cases of COVID. We were very limited as leaders of the school to make decisions that would ultimately keep our staff and students safe.

Problem Statement 2 Areas: Demographics

Problem Statement 3: There is a lack of investment to increase student persistence for current families, therefore ending at 90.66%

Root Cause 3: Lack of consistent and clear communication around school culture and expectations to parents and students during the entire onboarding process Lack of consistent annual reflection and interest surveys on what keep students/families at IDEA and what programmatic offerings we need to consider and incorporate

Problem Statement 3 Areas: Demographics

Problem Statement 4: There is a lack of consistent intervention strategies for Pre-K-5th graders in reading and math.

Root Cause 4: Lack of training on strategies for leaders to implement and monitor through out the year.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: There is a lack of training in higher order thinking questions that fluctuate rigor based on student needs.

Root Cause 5: Lack of training for teachers and leaders on what rigor looks like in the classroom.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: There is a lack of staff retention because it decreased approximately 14% from the previous year.

Root Cause 6: The lack of alignment between what is expected from teachers/ staff and the communication is being sent out in regards to work/life balance.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: There is a lack of content or bilingual certified teachers at Owassa Academy currently having 0%

Root Cause 7: At time of hiring teachers were not required to be certified. There is a need for teachers to be certified.

Problem Statement 7 Areas: School Processes & Programs

Problem Statement 8: There is a lack of consistent resources in training for our teachers to assist the high rise in students mental health behavior concerns

Root Cause 8: There has been a lack of staff resources, training, and curriculum specifically to build social emotional skills and build student mental health.

Problem Statement 8 Areas: Perceptions

Problem Statement 9: There is a lack of learning due to chronic absenteeism in the last couple of years in our school.

Root Cause 9: There has been many challenges with the COVID 19 pandemic including teacher absences, student quarantines that have resulted in not only chronic absenteeism but creating wide academic gaps.

Problem Statement 9 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- HB3 Reading and math goals for PreK-3
- 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
- Accountability Distinction Designations

Student Data: Assessments

- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- Other PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data

- Campus leadership data
- Professional development needs assessment data

Parent/Community Data

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

Support Systems and Other Data

- Communications data
- Study of best practices

Goals

Goal 1: 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 an annual performance review.

High Priority

Evaluation Data Sources: Formative Evaluation includes benchmark progress on a weekly basis and Cornerstone

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Communication regarding each staff development cycle is sent a month in advance of each cycle's start date. **Strategy's Expected Result/Impact:** Completion and investment in staff development **Staff Responsible for Monitoring:** Campus Level: All Direct report Managers. District Level: Human Assets-Talent Development Team VP of Talent Management-Elise Gilbert **TEA Priorities:** Recruit, support, retain teachers and principals **Problem Statements:** Demographics 1 - School Processes & Programs 1	25%	30%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Training and support for managers to ensure completion effectively and fidelity **Strategy's Expected Result/Impact:** Completion and investment in staff development **Staff Responsible for Monitoring:** Campus level: All direct report managers. District Level: Human Assets-Talent Development Team VP of Talent Management-Elise Gilbert **TEA Priorities:** Recruit, support, retain teachers and principals **Problem Statements:** Demographics 1 - School Processes & Programs 1	55%	30%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: There is a lack of schoolwide celebrations for students, teachers, and staff resulting in our teacher retention at a 79%. **Root Cause**: Teachers, leaders, and staff were scared to do physical gatherings or celebrations due to the high cases of COVID. We were very limited as leaders of the school to make decisions that would ultimately keep our staff and students safe.

School Processes & Programs

Problem Statement 1: There is a lack of staff retention because it decreased approximately 14% from the previous year. **Root Cause**: The lack of alignment between what is expected from teachers/ staff and the communication is being sent out in regards to work/life balance.

Goal 1: Increase staff retention

Performance Objective 2: 85% of IDEA Owassa Campus staff members employed in 2022-2023 will be retained and return for 2023-2024

High Priority

Evaluation Data Sources: Retention Dashboard, Great places to work survey results

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Support and Invest Teachers and Staff **Strategy's Expected Result/Impact:** Investing teachers in the importance of them staying on campus, making them feel appreciated through different incentives and providing positive feedback on a weekly basis will increase staff retention. **Staff Responsible for Monitoring:** Direct managers and Principal **TEA Priorities:** Recruit, support, retain teachers and principals **Problem Statements:** Demographics 1 - School Processes & Programs 1	45%	45%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Foster a welcoming and positive rapport with teachers **Strategy's Expected Result/Impact:** By maintaining an open door policy for teachers and doing quarterly temperature checks will increase staff retention. **Staff Responsible for Monitoring:** Direct managers and principal **TEA Priorities:** Recruit, support, retain teachers and principals	45%	15%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: There is a lack of schoolwide celebrations for students, teachers, and staff resulting in our teacher retention at a 79%. **Root Cause**: Teachers, leaders, and staff were scared to do physical gatherings or celebrations due to the high cases of COVID. We were very limited as leaders of the school to make decisions that would ultimately keep our staff and students safe.

School Processes & Programs

Problem Statement 1: There is a lack of staff retention because it decreased approximately 14% from the previous year. **Root Cause**: The lack of alignment between what is expected from teachers/ staff and the communication is being sent out in regards to work/life balance.

Goal 2: Meet or exceed enrollment targets

Performance Objective 1: 100% of enrollment target will be met or exceeded as set by the Texas Board of directors, by the homeroom period on the 11th day of school of the 2023-2024 school year.

High Priority

Evaluation Data Sources: Enrollment Dashboard

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Consistent weekly and monthly recruitment events **Strategy's Expected Result/Impact:** Ensuring we stay on top of weekly and monthly recruitment events by identifying and planning around it during APO check-ins will result in meeting or exceeding enrollment targets. **Staff Responsible for Monitoring:** Assistant Principal of Operations and Principal **Problem Statements:** Demographics 1, 3	15%	25%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Maximizing Social Media and Virtual recruitment **Strategy's Expected Result/Impact:** By maximizing social media and virtual recruitment by marketing why our school is unique will result in meeting or exceeding enrollment targets **Staff Responsible for Monitoring:** Assistant Principal of Operations and Principal **Problem Statements:** Demographics 3	0%	0%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: There is a lack of schoolwide celebrations for students, teachers, and staff resulting in our teacher retention at a 79%. **Root Cause**: Teachers, leaders, and staff were scared to do physical gatherings or celebrations due to the high cases of COVID. We were very limited as leaders of the school to make decisions that would ultimately keep our staff and students safe.
Problem Statement 3: There is a lack of investment to increase student persistence for current families, therefore ending at 90.66% **Root Cause**: Lack of consistent and clear communication around school culture and expectations to parents and students during the entire onboarding process Lack of consistent annual reflection and interest surveys on what keep students/families at IDEA and what programmatic offerings we need to consider and incorporate

Goal 3: IDEA achieves an A rating

Performance Objective 1: 3rd-5th Idea Owassa scholars will perform at or above grade level in reading and math measured by the Grade Level Standard 90/60/30

High Priority

HB3 Goal

Evaluation Data Sources: Instructional Dashboard

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Effective Coaching and Development **Strategy's Expected Result/Impact:** The impact of observing and coaching teachers on a weekly basis by providing quality lesson plan feedback and ongoing coaching will enable teachers to make a change in data to ensure our teachers get instruction right "first teach" and close gaps for all students, including special populations. **Staff Responsible for Monitoring:** Principal, API, VP **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 1 **Funding Sources:** Interventionist - Federal Grant - $59,300, Interventionist - Federal Grant - $59,300	30%	45%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: use interventionists to improve 3-5th reading performance **Strategy's Expected Result/Impact:** This strategy will provide targeted, skills-based instruction at the student academic level to close learning gaps. **Staff Responsible for Monitoring:** Interventionist, API, Principal, Classroom Teachers **Title I:** 2.4, 2.5, 2.6 **Problem Statements:** Student Learning 1 **Funding Sources:** Interventionist - Federal Grant	100%	100%	100%	

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Effective Data Tracking **Strategy's Expected Result/Impact:** The impact of tracking ET/DN on a daily basis will help identify skills that need more intervention. Tracking individualized TEKS standards student trackers after each benchmark SWAM meetings will create an intense focus on sub-groups and individualized learning pathways for students. **Staff Responsible for Monitoring:** Principal, API, VP, Classroom Teachers				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: There is a lack of consistent intervention strategies for Pre-K-5th graders in reading and math. **Root Cause**: Lack of training on strategies for leaders to implement and monitor through out the year.

Goal 3: IDEA achieves an A rating

Performance Objective 2: 3rd grade students performing at or above grade level reading as measured by the Meets Grade Level Standard on STAAR will increase from 55% to 60% in Spring 2024

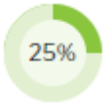
High Priority

HB3 Goal

Evaluation Data Sources: Internal Exam Dashboard, Instructional Dashboard, & Weekly Internal Data Analysis

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Effective Coaching and Development **Strategy's Expected Result/Impact:** The impact of observing and coaching teachers on a weekly basis by providing quality lesson plan feedback and ongoing coaching will enable teachers to make a change in data to ensure our teachers get instruction right "first teach" and close gaps for all students, including special populations. **Staff Responsible for Monitoring:** Principal, API, VP, Classroom Teachers **Title I:** 2.4, 2.5, 2.6 **Problem Statements:** Student Learning 1 **Funding Sources:** Interventionist - Federal Grant - $59,300, AR ZONE FACILITATOR - Federal Grant - $30,396.96	20%	45%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Effective Data Tracking **Strategy's Expected Result/Impact:** The impact of tracking ET/DN on a daily basis will help identify skills that need more intervention. Tracking individualized TEKS standards student trackers after each benchmark SWAM meetings will create an intense focus on sub-groups and individualized learning pathways for students. **Staff Responsible for Monitoring:** Principal, API, VP, Classroom Teachers **Title I:** 2.4, 2.5, 2.6 **Problem Statements:** Student Learning 1	20%	45%		

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Monitor implementation of adaptive software, Imagine Learning & AR **Strategy's Expected Result/Impact:** This strategy will provide targeted, skill-based instruction at the students academic level to close learning gaps. **Staff Responsible for Monitoring:** AR Facilitator, API, Principal, Classroom teachers **Title I:** 2.4, 2.5, 2.6 **Problem Statements:** Student Learning 1 **Funding Sources:** AR Facilitator - Federal Grant - $30,396.96				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: There is a lack of consistent intervention strategies for Pre-K-5th graders in reading and math. **Root Cause**: Lack of training on strategies for leaders to implement and monitor through out the year.

Goal 3: IDEA achieves an A rating

Performance Objective 3: 3rd grade students performing at or above grade level math as measured by the Meets Grade Level Standard on STAAR will increase from 38% to 60% in Spring 2024

High Priority

HB3 Goal

Evaluation Data Sources: Internal Exam Dashboard, Instructional Dashboard, & Weekly Internal Data Analysis

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Effective Coaching and Development **Strategy's Expected Result/Impact:** The impact of observing and coaching teachers on a weekly basis by providing quality lesson plan feedback and ongoing coaching will enable teachers to make a change in data to ensure our teachers get instruction right "first teach" and close gaps for all students, including special populations. **Staff Responsible for Monitoring:** Principal, API, VP, Classroom Teachers **Title I:** 2.4, 2.5, 2.6 **Problem Statements:** Student Learning 1	45%	45%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Effective Data Tracking **Strategy's Expected Result/Impact:** The impact of tracking ET/DN on a daily basis will help identify skills that need more intervention. Tracking individualized TEKS standards student trackers after each benchmark SWAM meetings will create an intense focus on sub-groups and individualized learning pathways for students. **Staff Responsible for Monitoring:** Principal, API, VP, Classroom Teachers **Title I:** 2.4, 2.5, 2.6 **Problem Statements:** Student Learning 1	25%	50%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 3 Problem Statements:

Student Learning

Problem Statement 1: There is a lack of consistent intervention strategies for Pre-K-5th graders in reading and math. **Root Cause**: Lack of training on strategies for leaders to implement and monitor through out the year.

Goal 4: Increase student daily attendance

Performance Objective 1: IDEA Owassa Academy will achieve a 97% annual attendance rate for the 22-23 school year

High Priority

Evaluation Data Sources: Locus Dashboard

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: ADA Communication **Strategy's Expected Result/Impact:** The impact of contacting 100% of students who are absent before OATP will increase our ADA on a daily basis and will reiterate to our parents our ADA policy and guidelines. **Staff Responsible for Monitoring:** APO and SIS **Title I:** 2.5 **Problem Statements:** Demographics 2	20%	35%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: ADA Tracking Logs **Strategy's Expected Result/Impact:** The impact of tracking our ADA will ensure teachers and leaders are finding students of concerns and setting up meetings with parents to find solutions for possible root causes, helping increase our daily ADA. **Staff Responsible for Monitoring:** APO and SIS **Title I:** 2.5 **Problem Statements:** Demographics 2	20%	20%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: There is a lack of follow through ADA Minute by Minute plan to increase attendance resulting with our ADA at 89%. **Root Cause**: Lack of stakeholders not properly trained early in the year so that the plan is carried out with fidelity. Not executing the Escalation Matrix by the 4th week of school (or earlier, if needed). Residual challenges with the COVID-19 pandemic including teacher absences, student quarantines, health concerns, and virtual fatigue has suppressed intervention efforts to improve services and investment

Goal 5: Increase student persistence

Performance Objective 1: 90% of IDEA Owassa Academy students enrolled during the 22-23 school year will persist and return for the start of the 23-24 school year.

High Priority

Evaluation Data Sources: Locus Dashboard

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Parent communication **Strategy's Expected Result/Impact:** Having multiple communication methods with parents and having teachers log in their calls and follow ups in a school wide call log will increase student persistence **Staff Responsible for Monitoring:** APO **Title I:** 2.5 **Problem Statements:** Demographics 3 **Funding Sources:** PRE-KINDERGARTEN TEACHER - Federal Grant - $55,000	25%	35%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Strong Family Community Engagement **Strategy's Expected Result/Impact:** The impact of having monthly family engagement events will help staff build positive relationship with parents, increasing our student persistence. **Staff Responsible for Monitoring:** Lead Team **Title I:** 4.2 **Problem Statements:** Demographics 3		55%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 3: There is a lack of investment to increase student persistence for current families, therefore ending at 90.66% **Root Cause**: Lack of consistent and clear communication around school culture and expectations to parents and students during the entire onboarding process Lack of consistent annual reflection and interest surveys on what keep students/families at IDEA and what programmatic offerings we need to consider and incorporate

Goal 5: Increase student persistence

Performance Objective 2: Increase student support in SEL competencies and mental health through our district wide counseling program and vision, prioritizing our positive behavior support interventions and our students in special programs, including students with special needs, English language Learners, and students who have a 504 plan

High Priority

Evaluation Data Sources: Student persistence Dashboard, Leaver Reasons (source data: Powerschool) Move this World lesson completion reports, and Mission Lists

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Hire and retain a licensed school counselor **Strategy's Expected Result/Impact:** highly qualified and licensed counselor for students and staff to appropriately support our counseling program at the school level **Staff Responsible for Monitoring:** Rog Wagner, Director of Mental health and SEL **Title I:** 2.5, 2.6 **- ESF Levers:** Lever 3: Positive School Culture	25%	35%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Implementation of a common SEL program, Move this World, across all schools **Strategy's Expected Result/Impact:** Achieve a 4.7 out of 5.0 rating on Student Survey statement in Spring 2003: I feel safe at School.: **Staff Responsible for Monitoring:** Robert Wagner, Director of Mental Health and SEL **Title I:** 2.6		0%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 5: Increase student persistence

Performance Objective 3: 75% of 1st -5th grade students have at least 1,200 MVPA (Moderate Vigorous Physical Activity) by EOY

High Priority

Evaluation Data Sources: Student Assessment Data, Locus Dashboard

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: PE lesson plans turned in on a weekly basis **Strategy's Expected Result/Impact:** Ensuring coaches turn in lesson plan lets instructional leaders provide quality feedback and ensures that coaches have a clear plan to get students moving in a fun and engaging way moving them closer to meet their individual goal. **Staff Responsible for Monitoring:** Coaches, API, Principal **Title I:** 2.5 **Problem Statements:** Demographics 1	25%	0%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: There is a lack of schoolwide celebrations for students, teachers, and staff resulting in our teacher retention at a 79%. **Root Cause**: Teachers, leaders, and staff were scared to do physical gatherings or celebrations due to the high cases of COVID. We were very limited as leaders of the school to make decisions that would ultimately keep our staff and students safe.

Title I Personnel

Name	Position	Program	FTE
Gabriella Herrera	PRE-KINDERGARTEN TEACHER	Title I	1
Jorge Alanis	Interventionist	Title I	1
Monica Gutierrez	AR Zone Facilitator	Title I	1
Vanessa Villarreal	Interventionist	Title I	1

Campus Funding Summary

Federal Grant					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	1	1	Interventionist		$59,300.00
3	1	1	Interventionist		$59,300.00
3	1	2	Interventionist		$0.00
3	2	1	Interventionist		$59,300.00
3	2	1	AR ZONE FACILITATOR		$30,396.96
3	2	3	AR Facilitator		$30,396.96
5	1	1	PRE-KINDERGARTEN TEACHER		$55,000.00
				Sub-Total	$293,693.92

Addendums

Master CNA & SAIP Reporting Checklist

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

Campus Name

2021-22 Student Achievement Improvement Plan

ACADEMY

APO	Initiatives	Needs Assess.	Special Pops.	Person(s) Responsible	Timeline Start/End	Resources: Human/ Material/Fiscal	Documentation	Formative Evaluation

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

Annual Performance Objectives (APO)

PRIORITY #1: Students Graduate College-Ready

1A. % of graduates who matriculate to a College or University: 100%

1B. % of graduates matriculate to a Tier I/II College or University: 15% | 25%

1C. % of Seniors accepted to a College or University: 100%

1D. % of Seniors named AP scholars | Earn IB diploma: 30% | 25%

1E. Earned State Rating: A

1F. % Basic | % Mastery | % Advanced on LEAP: 82% | 44% | 11%

1G. % Approaches | % Meets | % Masters on STAAR/EOC: 90% | 60% | 30%

1H. % Level 3 | % Level 4 | % Level 5 on FSA/FSAA: 70% | 40% | 20%

1I. % of Pre-K-2nd Students End The Year On/Above Grade Level in Reading - Year 1 Campuses | Year 2 Campuses: 80% | 90%

1J. % of students in CSI achieve 2 years growth in Reading | Math (measured by Ren STAR) 50% | 60%

1K. Average ACT score: 21

1L. % of students graduating college in 4 | 6 years: 25% | 55%

PRIORITY #2: Build a Strong & Sustainable Organization

2A. % Teacher Retention | Employee Retention: 85% | 85%

2B. 80% composit score on GPTW: 82%

2B. %Average Daily Attendance: 97.50%

2C. New Student Persistence: 90%

2D. Operating Income: $133M

2E. FIRST Rating: A

PRIORITY #3: Achieve Mission at Scale

3A. % of students with low socio-economic status: 80%

3B. Enrollment in August 2020: 83,894

3C. Schools in operation in August 2020: 149

3D. Total Funds Raised (millions): $93M

Needs Assessment

S-STAAR

D-DIBELS

E-EOC

A-ACT

RR-Reading Renaissance

ST-STAR for Math

DR-Discipline Report

AP-AP Tests

O-Other

Special Populations

All

AR-At Risk

ELL-English Language Learners

ED-Economically Disadvantaged

M-Migrant

SE-Special Education

Comprehensive Needs Assessment ACADEMY						
Data Sources: Eureka Math & Electives Academy						
	DISTAR Pre-K on Grade Level	**Eureka Kinder on Grade Level**	**Eureka First on Grade Level**	**Eureka Second on Grade Level**	**% Math Masters Pk-2**	**Pk-2 MM Goal Met/Not Met**
% Students	**98%**	**96/89/74**	**100/82/59**	**100/99/70**	67%	159/239
Data Source: STAAR Academy						
	STAAR Math Grade 3	**STAAR Math Grade 4**	**STAAR Math Grade 5**	**% Math Masters 3-5**	**3-5 MM Goal Met/Not Met**	
% Approaches	74	78	NA	49%	108/222	
% Meets	37	45	NA			
% Masters	20	30	NA			
% Student Achievement Average	44	51	NA			
% Meet 2 year growth			NA			
Data Source: CSI Academy						
	Math AC CSI					
% CSI (EOY Ren.)	NA					
% of CSI Passing STAAR	NA					
% of SPED Passing STAAR	NA					

Reflections	
Areas of Strength	**Areas of Need**
1. Extra intervention and individualized homework	1. Connections in math to TEKS based material for lower grades
2 Weekly Lesson Plan Submission	2 Teachers needs to grade all exit tickets and track data.
3 Focused Practice Sessions	3 Run reports after every Mid Module and End of Module

Campus Name

Comprehensive Needs Assessment
ACADEMY

Data Sources: DI ELA & Electives

	DI Pre-K on Grade Level	DI Kinder on Grade Level	DI First on Grade Level	DI Second on Grade Level	% Royal Readers	% Word Masters
% Students	95%	71%	49%	86%	14%	63%
					RR Goal Met/Not Met	WM Goal Met/Not Met
					31/222	284/461

Data Source: STAAR

	STAAR Reading Grade 3	STAAR Reading Grade 4	STAAR Writing Grade 3	STAAR Writing Grade 4
% Approaches	80	84	NA	NA
% Meets	55	56	NA	NA
% Masters	31	29	NA	NA
SAS	55	56	NA	NA
% Student Achievement Average	55%	56%	NA	NA

Data Source: CSI

% Meeting CSI Goal	Reading AC CSI
% CSI (EOY Ren.)	41%
% of CSI Passing STAAR	40%
% of SPED Passing STAAR	60%

Reflections

Areas of Strength	Areas of Need
1. The students learned how to use dictionaries effectively and used them on a daily basis.	1. Teachers had a difficult time finding intervention strategies that tie in with students IEP plans.
2. The teachers consistently used graphic organizers in their classroom with STAAR aligned questions for students to practice.	2. Teachers were not using higher order questions to target sped students in the classroom.
3. Anchor charts and CFS were always posted up and students referred back to during class and were always visible for students.	3. Writing: Teacher are not able to provide feedback to all students on the spot when drafting their writing creating a gap in students being able to go back when editing and combining information.

4. Teachers unpacked assessments to target key points in each lesson to ensure mastery.	4. Comprehension: Students are unable to analyze and make inferences about stories they read or listen to and usually have a hard time connecting their ideas to what is relevant in the story. □
5. The students showed their evidence by underlining and circling key words during the reading then they supported their understanding by going back to the text and annotating where they found their answers.	5. Teachers didn't provide students enough challenges to be able to have more students starting in first being word masters and royal readers
6. Students fluency decresed in time while doing check outs and when taking DIBELS test. □	6. Teachers and staff didn't track word count from the beginning of the school year.
7. All teachers collaborated based on student needs providing extra support during recess to low groups.□	

Campus Name

Comprehensive Needs Assessment ACADEMY						
Data Sources: Science Pk-2						
	Science Pre-K on Grade Level	**Science Kinder on Grade Level**	**Science First on Grade Level**	**Science Second on Grade Level**	**Science Third on Grade Level**	**Science Fourth on Grade Level**
% Students	**N/A**	**100/100/96**	**95/84/65**	**100/96/90**	**78/58/20**	**81/38/13**

Data Source: Science 3-5	
	STAAR Science Grade 5
% Approaches	NA
% Meets	NA
% Masters	NA
% Student Achievement Average	NA

Reflections	
Areas of Strength	**Areas of Need**
1. Lesson plans were very thoroughly detailed with CFS.	1. Enough books were not provided and copies needed to be made for students.
2. PPT and scope and sequence was provided to teachers through curriculum corner.	2. Teachers wanted more labs for students in the lower grades that could have been tied to the lessons.
3. Teachers were provided with content foundation lessons that allowed them to set up their space accordingly with all teacher and student materials.	3. There was not enough hands on activites for students to do through the curriculum, so teachers had to find resources on their own.

Campus Name

Comprehensive Needs Assessment ACADEMY							
Data Sources: Humanities Pk-2							
	Humanities Pre-K on Grade Level	**Humanities Kinder on Grade Level**	**Humanities First on Grade Level**	**Humanities Second on Grade Level**	**Humanities Third on Grade Level**	**Humanities Fourth on Grade Level**	**Humanities Fifth on Grade Level**
% Students	N/A	100/99/96	100/95/88	100/100/98	64/38/22	91/64/31	NA

Reflections	
Areas of Strength	**Areas of Need**
1. Lesson plans were very thoroughly detailed with CFS.	1. Enough books were not provided and copied needed to be made for students
2. PPT and scope and sequence were provided to teachers through the curriculum corner.	2. There was not enough hands on activites for students to do through the curriculum, so teachers had to find resources on
3. Modules taught students diverse ideas/customs/rituals from different regions around the world.	3. Teachers would like more in person trainings or see exemplars of what the social studies classroom look like. (resource pages, videos, pictures)

Campus Name

Comprehensive Needs Assessment
ACADEMY

TELPAS Composite Rating (Listening, Speaking, Reading, Writing

	Listening	Speaking	Reading	Writing
% Beginning	12%	22%	5%	13%
% Intermediate	7%	38%	23%	32%
% Advanced	46%	38%	9%	29%
% Advanced High	29%	2%	18%	27%

Reflections	
Areas of Strength	**Areas of N**
1. Our EL pont person and TC were able to have multiple Telpas tutorials before the test. They were able to go over testing enviorment and protocols with students.	1 EL Coordinator will have more co and a Parent Academy like we do wi the attendance for TELPAS is at 10(
2 Prior to testing the testing enviorment was set up by EL coordinator and aproved by Lead team to ensure students were in compliance with state regulations.	2 EL coordinator will involve teach know how the testing will be for TI the importance of it since begining STAR and DIBELS plans are share incoorporate
3 Lead team worked with teachers to know the EL students to ensure that these students practiced answering through out the year in complete sentences.	3. EL coordinator will work with AI teachers can help students more in c achieve their TELPAS.

;)
% of ELL Students who grew one or more levels
75%
16%
9%
13%

Need
ommunication about TELPAS ith STAAR test to ensure that 0% like with STAAR.
ers in the tutorials so that they ELPAS, so that students know of year. The same way that Ren ed, the TELPAS plan will also e them.
PI to share resources on how class to ensure that students

Campus Name

Comprehensive Needs Assessment	
ACADEMY	
Staff Quality, Recruitment, Retention	
	Percentage
% School Lead Team Retention	100%
% Instructional Support Retention	65.22%
% Teacher Retention	78.79%
% Campus Support Retention	71.43%
% SPED Teachers	100%
% State/National Certified Teachers	N/A
% State Certified Leaders	40%
% State/Board certified Counselors	0%
Number of teacher applicants per 2020-21 school year	N/A

Reflection	
Areas of Strength	**Areas of Need**
1. Continue to recognize and celbrate teachers (jean passes, perfect attendance, random acts of appreaciation, weekly shout outs, recognition through Rowdy Round ups) Continue w/ temperature checks at lease one every semester	1. start building a pool of candidates for upcoming positions
2. Continue to have an open door policy with staff.	2. Creat an onboarding plan for mid year hires
3. Continue with teacher references for new hires.	3. Have better trainings for teachers based on content
4. Continue to coach and develop our own Co-teachers into teaching positions.	4

Campus Name

Comprehensive Needs Assessment ACADEMY	
Data Source: School Culture and Climate	
	Campus %
% Average Daily Attendance	89.68%
% Overall Persistence	91.67
% New Student Persistence	90.6
# of Admin Withdrawals/ Level 3 Offenses	0%
% SPED	5.32%
% ELL	49.39%
% Eco Dis	92.40%
% Migrant	0
% Race: American-Indian-Alaska-Native	0.00%
% Asian	0.16%
% White-Hispanic	1.35%
% Multi	2
% Black-African-American	0.01%
% Native-Hawaiian-Pacific-Islander	0.00%
% White	71.40%
% Male	52.27%
% Female	47.72%

Data Source: School Culture and Climate	
Reflections	
Areas of Strength	**Areas of Need**
1. As a school we celebrated successes with students when jumping programs.	1. Field Lessons need to be planned throughout the year.
2. As a school we held Rowdy Round Up every Friday to celebrate students and teachers for their accomplishment throughout the week.	2. Instead of having house cups happen every semester, we should aim to have them every quarter.
3. As a school we held ADA challenges to help promote attendance.	3. As a school we need to have more team building activites or team gatherings throughout the year.

4. As a lead team we did small tokens of teacher appreciation throughout the year.	4. Follow ADA Minute by Minute plan to increase attendance. Ensure training for all stakeholders takes place

Campus Name

Comprehensive Needs Assessment ACADEMY	
Data Source: Family and Community Involvement	
	Percentage
% Families Attended WTI	67%
% Families Attended Curriculum Night	30%
% Families Who Attended EOY Ceremonies	80 %
% Families who attended Fall Festival	80%
% Families who attended Winter Festival	NA
% Families who attended Spring Festival	90 %

Reflection	
Areas of Strength	**Areas of Need**
1 Everyone came together as a school to ensure that our family events were succesful through out the year.	1. SSA will ensure to have GRIPI and RASI ready for all events in a timely matter to ensure everyone knows the
2 SSA and Principal always work closely to ensure that parent communication was share in a timely manner, this helped with our family attendance.	2 SSA and APO will work closely with facility manager to ensure that traffic control isset since campus capacity is getting bigger next year.
3 Eventhough as a campus we were still having restrictions we worked together to have family touch points since BOY and	3 Since next year we will divide our events due tobeing a full campus SSA will work on having monthly calendar

IDEA Public Schools

Owassa College Prep

2022-2023 Campus Improvement Plan

Accountability Rating: A

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

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

Mission Statement

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

Vision

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

Core Values

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

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

Our school core values are servant leadership, honor, unity, and perserverance. These are the founding core pillars of our school.

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Comprehensive Needs Assessment

Revised/Approved: September 8, 2022

Demographics

Demographics Summary

IDEA Owassa College Prep is a charter school located in Pharr, Texas. IDEA Owassa was founded in 2018 and currently has grades 6-10th. We are an open enrollment charter school. At IDEA Owassa we focus on Data Driven Instruction. We set numerical goals and we track our progress towards those goals on a daily, weekly and monthly basis. We also look at trends in student misconceptions, and we use the data to adjust instruction in real time to best meet the needs of our students. We offer intervention classes and tutoring to students in need. Our population has a large number of first generation college students as well as students who commute from Mexico. We offer support and tutoring on the daily. We celebrate wins by recognizing incremental and individual growth.

At IDEA Owassa we love our students. We have a culture of joy engaging students by investing programs, classes tailored to their interests and passions. We offer CTE courses, after school electives and clubs like National Honor Society and Student Counsel. We work on having a culture of achievement where we set high expectations of all stakeholders.We are an A campus, selected from our peers as best scaling campus. We currently have 6th-10th grade students and we have 2 AP scholars. We offer Advance Placement Courses for all students. We strive to meet and exceed high academic expectations. We teach students these skills though core values, culture checks, professional development for teachers and administrative presence. We will keep standards high and tailor our strategies to help every child reach their full potential.

See PDF addendum for more information.

Demographics Strengths

See Addendum PDF for more information.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): We did not meet ADA goal of 97% **Root Cause:** There was a lack of investment from parents and students around ADA. Parents had concerns regarding COVID and wanted virtual option. We started ADA matrix very late in the year due to COVID.

Problem Statement 2 (Prioritized): Student persistence was not met. **Root Cause:** Root Cause: (1) lack of consistent and clear communication around campus activities. 25% of students left IDEA Owassa stating lack of school electives. Root Cause: (2) lack of interest surveys on what students/families at IDEA Owassa needs to offer for extra-curricular activities, athletics, or clubs.

Problem Statement 3 (Prioritized): There is a lack of student centered school culture. **Root Cause:** Root Cause (1) school culture geared more towards middle school activities, lacking high school student participation Root Cause (2) lack of interest surveys on what students perceive as the high school experience and building cultural events that are high school student centered.

Problem Statement 4: Not a focus on developing new teachers to adjust to school culture. **Root Cause:** Root Cause (1) Discipline issues increased significantly 4 students were

withdrawn due to disciplinary concerns. Root Cause (2) Founding students withdrew stating that they no longer liked the culture at school due to disrespect in the classroom with new to IDEA teachers.

Student Learning

Student Learning Summary

Domain ratings Domain 1-83, Domain 2-91, Domain 3-99. Our overall score from our STAAR ratings was a 95. Our students are 90.6% Hispanic and 95.5 economically disadvantaged. We have met 6/7 distinctions. We met all math, ela, SPED and EL targets. We met disctinctions for top 25% of schools in academic growth. Our top performing domain is domain 3. This was the highest our students have performed in previous years. Our hispanic and EL populations outperformed other schools with similar demographics. The only disctinction we did not meet was Social Studies. We also did not meet the continuously enrolled target. Student performance on STAAR aligns with what student performed on benchmarks. Each benchmark students met greater than expected growth.

Our students are currently on track to graduate. Our current passing rates are 99% for classes.

We currently do not have CCMR.

Student Learning Strengths

See PDF addendum for more information.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): There is a lack of student progress in math as students progress through grade levels. **Root Cause:** Root Cause 1: Lead team has not provided enough time for content teams to align on strategies that align and work across all grade levels. Root Cause 2: Content leader was not holding content team accountable for transferable skills and strategies.

Problem Statement 2 (Prioritized): Support around instructional strategies that can be used across the content in all grade levels was not provided. **Root Cause:** (1) Teachers needed more time to collaborate as a content to share best practices. (2) Vertical aligned between 6th History and AP World History needs to be prioritized to help close gaps in student learning. (3) Norming on scoring open-ended needs to be implemented.

Problem Statement 3 (Prioritized): Overall student growth on TELPAS has been minimal. **Root Cause:** (1) Students need more opportunities to practice speaking in class in order through a variety of class discussions/collaboration. (2) Teachers need to be held accountable to apply instructional strategies that are presented during PDs to support ELs. (3) Teachers need more training around TELPAS expectations so that they can implement best practices throughout the school year.

Problem Statement 4 (Prioritized): Middle school Science struggled to meet its STAAAR Goal. **Root Cause:** Root Cause 1: The amount of EL students at our campus is above 90% all of these students struggled with vocabulary. Root Cause 2: Lead Team and Content Team need to do a better job at consistently using EL Strategies to help all of our students be successful. Root Cause 3: Sped students need to be pushed to consistently use accommodations, graphic organizers, tables, to be successful.

Problem Statement 5: Lack of collaboration between all stakeholders who support students in ELA. **Root Cause:** 1. Content vertical alignment and norming needs to be implemented from middle school to high school. 2. Collaboration between ELA teachers for 8th grade and up with AR is not implemented. 3. ELA teachers and CSI teachers need to work together to develop a strong tutoring plan for students.

School Processes & Programs

School Processes & Programs Summary

We develop instructional leaders by using the School Leadership Levers which is a rubric designed to help coach key leadership skills. All leaders have a leadership plan in which we decide which levers to focus on for the year. Those levers are then observed and rated throughout the year and feedback is given to the leader on what to improve. All roles and responsibilities are made clear from the beginning of the year using a RASI. Each leader is given their scope of work along with goals and metrics for that goal.

All of staff PD is planned by collecting data during instructional rounds and from our metrics such as ADA, Persistence, and state assessments. We utilize this data to create a scope and sequence of PD sessions for our teachers. Every week we look at low assessment data and prioritize coaching for those teachers. We also utilize the GET rubric to determine the topics covered for teachers. Some of the key actions we take are providing coaching and models for the teachers. We provide examples and criteria for success for teachers. We also rehearse with teachers to ensure that they have mastered these key skills. We make sure that all teachers have feedback on their lesson plans so that they have engaging lessons for students.

Some of the academic progams that we have in place are Imagine Learning/Math, DI/DISE, and Accelerated Reader. These programs all support our core classes and have goals and metrics for them. We track progress of all of these programs. They supplement the learning of the students and provide equity by providing access to the struggling students.

See PDF in Addendum for more information.

School Processes & Programs Strengths

Curriculum & Instruction:

- At least one-third of IDEA students graduate with the "AP Scholar" designation, evidence of earning a qualifying score on at least three AP exams, demonstrating successful completion of college-level coursework prior to graduation.
- IDEA provides students access to accelerated instruction through the 1:1 technology device, including adaptive software for mathematics and literacy and access to hundreds of thousands of books in the district's digital library.
- IDEA curricular resources include high-quality instructional materials that earn the highest ratings on national evaluation measures.
- IDEA curriculum is regularly evaluated using a quality evaluation tool, ensuring alignment to the Texas Essential Knowledge and Skills and AP course standards, as well as the STAAR/EOC and AP exams.
- IDEA implements a variety of training opportunities for teachers and leadership staff with the goal of developing teachers' pedagogical content knowledge and leaders' coaching skills.
- For 15 years in a row, 100% of IDEA students have been accepted into college, demonstrating that IDEA academic programming is adequately preparing students for post-secondary education.
- In 2022, four IDEA schools were ranked in the top 10 Most Challenging Schools in the Nation and 13 were ranked in the top 1% of schools nationwide, by the Jay Mathews Challenge Index High School Rankings.

Special Programs

- IDEA exceeded the expected growth target for EL student performance on TELPAS in 2021 with 48% of ELs meeting that target.
- IDEA provide targeted research based instruction to students who have a 2.0 year gap in Reading and/or Math with the goal of closing that gap by 2.0 years during the school year with our initiative called Critical Student Intervention (CSI). During the 21-22 school year, 2,562 out of 6,632 students meet that goal for Reading and 703 out of 1,268 students met the goal for Math.
- IDEA is in Year 3 of our TEA awarded Autism Grant. Through this grant we were able to increase support for 195 students with autism in Rio Grande Valley and Austin who met the criteria outlined by TEA for this grant.

- IDEA submitted and was awarded a Dyslexia Grant by the TEA so that we will be able to provide increased professional development to teachers and leaders on working with students with dyslexia and increase the support resources for our students with dyslexia.

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.

See PDF in Addendum for more information.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): There is a lack of accountability among staff members **Root Cause:** Root Cause 1: Pandemic protocols limited opportunities for team building Root Cause 2: There was a lack of participation in planned events due to pandemic Root Cause 3: There were no trainings in crucial conversations for staff

Problem Statement 2 (Prioritized): Lack of clear procedures for disciplinary action. **Root Cause:** (1) Level of infractions were not shared and clarified with teachers and grade team leaders. (2) Roles and responsibilities were not clarified with staff members. (3) Lack of communication and follow up between teachers and administrators.

Problem Statement 3 (Prioritized): Teachers state a lack of work life balance in their lives. **Root Cause:** Root Cause (1) clear communication roles and responsibilities to alleviate misconceptions. Root Cause (2) lack of mentorship relationships with veteran teachers and new to IDEA teachers.

Perceptions

Perceptions Summary

We currently do not have graduation or drop out rates since we are a scaling campus.

When conflict arises on campus, we use de-escalation techniques with students. When students are not getting along with eachother, we have peer mediations and discuss how to resolve conflict appropriately. We also offer couseling services and social-emotional curriuculum to teach students healthy conflict resoultion skills.

Our recent staff turnover was 85%. This is a little bit lower than previous years in which we were above 90%. Staff members do have high academic expectations for students. Absences have increased due to Covid. Overall staff perceptions are positive.

Parent/guardian/community participation is measured by having surveys after parent engagement events and sign in sheets. Some barriers that prevent participation may be transportation for some parents or working schedules. Most of our population is economically disadvantaged so they may have lack of transportation. We have offered virtual options for parents to accommodate.

Perceptions Strengths

See PDF addendum for more information.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Lacks focus on mental health, concerns have consistently grown year to year. **Root Cause:** Root Cause (1) There has been a lack of a mental health counselor on campus. Root Cause (2) There has been a lack of training provided for teachers on how to address issues of mental health. Root Cause (3) mental health curriculum provided from the district has not be implemented with fidelity by campus. Root Cause (4) Parent centered programs for mental health not available to families.

Problem Statement 2 (Prioritized): Connection with families with school is lacking. **Root Cause:** Root Cause (1) Time limitations, work conflicts and childcare needs are causing lack of participation in family events.

Problem Statement 3 (Prioritized): Lack of clear visions and goals of family engagement events that lack tracking of family demographic participation. **Root Cause:** Root Cause (1) There is no tracking of family participation in family events. Root Cause (2) Lack of surveys on family engagement events geared towards our demographic.

Priority Problem Statements

Problem Statement 1: We did not meet ADA goal of 97%

Root Cause 1: There was a lack of investment from parents and students around ADA. Parents had concerns regarding COVID and wanted virtual option. We started ADA matrix very late in the year due to COVID.

Problem Statement 1 Areas: Demographics

Problem Statement 2: There is a lack of student progress in math as students progress through grade levels.

Root Cause 2: Root Cause 1: Lead team has not provided enough time for content teams to align on strategies that align and work across all grade levels. Root Cause 2: Content leader was not holding content team accountable for transferable skills and strategies.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Support around instructional strategies that can be used across the content in all grade levels was not provided.

Root Cause 3: (1) Teachers needed more time to collaborate as a content to share best practices. (2) Vertical aligned between 6th History and AP World History needs to be prioritized to help close gaps in student learning. (3) Norming on scoring open-ended needs to be implemented.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Overall student growth on TELPAS has been minimal.

Root Cause 4: (1) Students need more opportunities to practice speaking in class in order through a variety of class discussions/collaboration. (2) Teachers need to be held accountable to apply instructional strategies that are presented during PDs to support ELs. (3) Teachers need more training around TELPAS expectations so that they can implement best practices throughout the school year.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Middle school Science struggled to meet its STAAAR Goal.

Root Cause 5: Root Cause 1: The amount of EL students at our campus is above 90% all of these students struggled with vocabulary. Root Cause 2: Lead Team and Content Team need to do a better job at consistently using EL Strategies to help all of our students be successful. Root Cause 3: Sped students need to be pushed to consistently use accommodations, graphic organizers, tables, to be successful.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: Student persistence was not met.

Root Cause 6: Root Cause: (1) lack of consistent and clear communication around campus activities. 25% of students left IDEA Owassa stating lack of school electives. Root Cause: (2) lack of interest surveys on what students/families at IDEA Owassa needs to offer for extra-curricular activities, athletics, or clubs.

Problem Statement 6 Areas: Demographics

Problem Statement 7: There is a lack of student centered school culture.

Root Cause 7: Root Cause (1) school culture geared more towards middle school activities, lacking high school student participation Root Cause (2) lack of interest surveys on what students perceive as the high school experience and building cultural events that are high school student centered.

Problem Statement 7 Areas: Demographics

Problem Statement 8: There is a lack of accountability among staff members

Root Cause 8: Root Cause 1: Pandemic protocols limited opportunities for team building Root Cause 2: There was a lack of participation in planned events due to pandemic Root Cause 3: There were no trainings in crucial conversations for staff

Problem Statement 8 Areas: School Processes & Programs

Problem Statement 9: Lack of clear procedures for disciplinary action.

Root Cause 9: (1) Level of infractions were not shared and clarified with teachers and grade team leaders. (2) Roles and responsibilities were not clarified with staff members. (3) Lack of communication and follow up between teachers and administrators.

Problem Statement 9 Areas: School Processes & Programs

Problem Statement 10: Teachers state a lack of work life balance in their lives.

Root Cause 10: Root Cause (1) clear communication roles and responsibilities to alleviate misconceptions. Root Cause (2) lack of mentorship relationships with veteran teachers and new to IDEA teachers.

Problem Statement 10 Areas: School Processes & Programs

Problem Statement 11: Lack of clear visions and goals of family engagement events that lack tracking of family demographic participation.

Root Cause 11: Root Cause (1) There is no tracking of family participation in family events. Root Cause (2) Lack of surveys on family engagement events geared towards our demographic.

Problem Statement 11 Areas: Perceptions

Problem Statement 12: Lacks focus on mental health, concerns have consistently grown year to year.

Root Cause 12: Root Cause (1) There has been a lack of a mental health counselor on campus. Root Cause (2) There has been a lack of training provided for teachers on how to address issues of mental health. Root Cause (3) mental health curriculum provided from the district has not be implemented with fidelity by campus. Root Cause (4) Parent centered programs for mental health not available to families.

Problem Statement 12 Areas: Perceptions

Problem Statement 13: Connection with families with school is lacking.

Root Cause 13: Root Cause (1) Time limitations, work conflicts and childcare needs are causing lack of participation in family events.

Problem Statement 13 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- 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
- SAT and/or ACT assessment data
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

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

- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

Goals

Goal 1: Increase staff retention

Performance Objective 1: Increase staff retention from 87% to 90%.

High Priority

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Provide more opportunities for staff mixers **Strategy's Expected Result/Impact:** Staff well continue to build relationships with each other and will intern create trust during the work hours. **Staff Responsible for Monitoring:** Principal, Assistant Principals **TEA Priorities:** Recruit, support, retain teachers and principals **Problem Statements:** School Processes & Programs 1, 2, 3	35%	50%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Onboard, train, and Promote Teachers to ensure that they feel that all their needs are met professionally. **Strategy's Expected Result/Impact:** Teachers will grow professionally and in their roles through training keeping more teachers at our campus. **Staff Responsible for Monitoring:** Principal, Assistant Principals **TEA Priorities:** Recruit, support, retain teachers and principals **Problem Statements:** School Processes & Programs 1, 2, 3	85%	85%		

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: create and facilitate professional development for all teachers. **Strategy's Expected Result/Impact:** to provide teachers with the necessary skills to have effective instruction **Staff Responsible for Monitoring:** principal, APIS				

Title I: 2.4 **- TEA Priorities:** Recruit, support, retain teachers and principals				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: There is a lack of accountability among staff members **Root Cause**: Root Cause 1: Pandemic protocols limited opportunities for team building Root Cause 2: There was a lack of participation in planned events due to pandemic Root Cause 3: There were no trainings in crucial conversations for staff
Problem Statement 2: Lack of clear procedures for disciplinary action. **Root Cause**: (1) Level of infractions were not shared and clarified with teachers and grade team leaders. (2) Roles and responsibilities were not clarified with staff members. (3) Lack of communication and follow up between teachers and administrators.
Problem Statement 3: Teachers state a lack of work life balance in their lives. **Root Cause**: Root Cause (1) clear communication roles and responsibilities to alleviate misconceptions. Root Cause (2) lack of mentorship relationships with veteran teachers and new to IDEA teachers.

Goal 1: Increase staff retention

Performance Objective 2: Increase Org Health Survey from 88% to 93%..

High Priority

Evaluation Data Sources: org health survey data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Ensure that all staff members have what they need in order to be successful in their role **Strategy's Expected Result/Impact:** Teachers will feel like they are provided the tools for them to be successful, and will rate our organization a better place to work. **Staff Responsible for Monitoring:** Administrative Assistant, Business clerk , Principals, Assistant Principals **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **Problem Statements:** School Processes & Programs 1, 2, 3	20%	50%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Provide Monthly Lunch bunch with grade levels to allow them to express grow and glows of the campus and organization. **Strategy's Expected Result/Impact:** Teachers will know that their opinions are being heard and that they matter when making school wide decisions. **Staff Responsible for Monitoring:** Principal, Assistant Principals, College Conuselor **TEA Priorities:** Recruit, support, retain teachers and principals **Problem Statements:** School Processes & Programs 1, 2, 3	100%	45%	100%	

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Ask for referrals from current staff members for vacancies to recruit teachers **Strategy's Expected Result/Impact:** recruit highly effective teachers and like minded individuals **Staff Responsible for Monitoring:** principal, APIs **TEA Priorities:** Recruit, support, retain teachers and principals	25%	45%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 1: There is a lack of accountability among staff members **Root Cause**: Root Cause 1: Pandemic protocols limited opportunities for team building Root Cause 2: There was a lack of participation in planned events due to pandemic Root Cause 3: There were no trainings in crucial conversations for staff
Problem Statement 2: Lack of clear procedures for disciplinary action. **Root Cause**: (1) Level of infractions were not shared and clarified with teachers and grade team leaders. (2) Roles and responsibilities were not clarified with staff members. (3) Lack of communication and follow up between teachers and administrators.
Problem Statement 3: Teachers state a lack of work life balance in their lives. **Root Cause**: Root Cause (1) clear communication roles and responsibilities to alleviate misconceptions. Root Cause (2) lack of mentorship relationships with veteran teachers and new to IDEA teachers.

Goal 2: All IDEA students matriculate to college

Performance Objective 1: 96% of students will be on track to graduate by passing all classes.

High Priority

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: College Counselor will track this data and provide intervention for students not on track. **Strategy's Expected Result/Impact:** 100 percent of students matriculate to college **Staff Responsible for Monitoring:** James Martinez, Samantha Rivera, Principal, and Assistant, Principal **Title I:** 2.5 **- TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools **Funding Sources:** College Counselor - Federal Grant	75%	80%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Teachers will create intervention plans to support students who are not on track to passing their class. **Strategy's Expected Result/Impact:** 100% of students will pass all classes with a 70% or higher. **Staff Responsible for Monitoring:** Teachers, College Counselors, Assistant Principals **Title I:** 2.5 **- TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools **Problem Statements:** Demographics 2 - Student Learning 1 **Funding Sources:** College Counselor - Federal Grant	45%	70%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: Student persistence was not met. **Root Cause**: Root Cause: (1) lack of consistent and clear communication around campus activities. 25% of students left IDEA Owassa stating lack of school electives. Root Cause: (2) lack of interest surveys on what students/families at IDEA Owassa needs to offer for extra-curricular activities, athletics, or clubs.

Student Learning

Problem Statement 1: There is a lack of student progress in math as students progress through grade levels. **Root Cause**: Root Cause 1: Lead team has not provided enough time for content teams to align on strategies that align and work across all grade levels. Root Cause 2: Content leader was not holding content team accountable for transferable skills and strategies.

Goal 2: All IDEA students matriculate to college

Performance Objective 2: 50% of Freshman class will pass TSI.

High Priority

Evaluation Data Sources: TSI benchmarks and assessment data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: A tutor will be hired and the tutor will work with small group of students on specific subjects **Strategy's Expected Result/Impact:** Tutor will work with students and prepare them in a smaller group setting in order for students to pass and receive TSi Credit **Staff Responsible for Monitoring:** Tutors, College counselor, RTTC teacher **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 2 - Student Learning 2	50%	60%		

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: Student persistence was not met. **Root Cause**: Root Cause: (1) lack of consistent and clear communication around campus activities. 25% of students left IDEA Owassa stating lack of school electives. Root Cause: (2) lack of interest surveys on what students/families at IDEA Owassa needs to offer for extra-curricular activities, athletics, or clubs.

Student Learning
Problem Statement 2: Support around instructional strategies that can be used across the content in all grade levels was not provided. **Root Cause**: (1) Teachers needed more time to collaborate as a content to share best practices. (2) Vertical aligned between 6th History and AP World History needs to be prioritized to help close gaps in student learning. (3) Norming on scoring open-ended needs to be implemented.

Goal 2: All IDEA students matriculate to college

Performance Objective 3: Increase ACT average to at least a 19 for the sophomore class.

High Priority

Evaluation Data Sources: ACT benchmarks

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: ACT Bootcamps on Saturdays **Strategy's Expected Result/Impact:** increase student achievement on ACT **Staff Responsible for Monitoring:** college counselor, principal, APIS **Title I:** 2.4 **- TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college **Funding Sources:** College Counselor - Federal Grant	50%	55%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: ACT mini lessons during homeroom time **Strategy's Expected Result/Impact:** increase ACT average for students **Staff Responsible for Monitoring:** teachers, College counselor, principal, API **TEA Priorities:** Connect high school to career and college	25%	20%		

 No Progress Accomplished Continue/Modify Discontinue

Goal 3: IDEA achieves an A rating

Performance Objective 1: 8th US History will increase from 50/25/12 to

High Priority

Evaluation Data Sources: Semester Exam, Unit Exams, Mock Exams, State Assessment

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: AR zone will support with writing book reports that will push students ability for comprehension **Strategy's Expected Result/Impact:** Student will read more and express their comprehension on book reports pushing comprehension on STAAR 8th grade History **Staff Responsible for Monitoring:** Noel Villa, Jonathan Escamilla **Title I:** 2.4, 2.6 **- TEA Priorities:** Improve low-performing schools **Problem Statements:** Student Learning 2 **Funding Sources:** AR Zone Teacher - Federal Grant	30%	60%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Teacher training-teacher will attend Lead4ward Staar trainings to learn about new TEKS **Strategy's Expected Result/Impact:** increase in student achievement for History STAAR **Staff Responsible for Monitoring:** APIS, principal **TEA Priorities:** Recruit, support, retain teachers and principals	95%	90%		

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: vertical alignment through history content PLCs **Strategy's Expected Result/Impact:** build better foundation for history in lower grades and increase history scores in 8th grade **Staff Responsible for Monitoring:** principal, APIS **TEA Priorities:** Recruit, support, retain teachers and principals	40%	60%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 2: Support around instructional strategies that can be used across the content in all grade levels was not provided. **Root Cause**: (1) Teachers needed more time to collaborate as a content to share best practices. (2) Vertical aligned between 6th History and AP World History needs to be prioritized to help close gaps in student learning. (3) Norming on scoring open-ended needs to be implemented.

Goal 3: IDEA achieves an A rating

Performance Objective 2: Increase Domain 2 from 91-96 percent.

High Priority

HB3 Goal

Evaluation Data Sources: Semester Exam, Unit Exams, Mock Exams, State Assessment

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: provide reading interventions for at-risk students. **Strategy's Expected Result/Impact:** increase the amount of at-risk students reading on grade level **Staff Responsible for Monitoring:** Interventionists, principal, API **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 2, 3 **Funding Sources:** Interventionist - Federal Grant	90%	90%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 2: Support around instructional strategies that can be used across the content in all grade levels was not provided. **Root Cause**: (1) Teachers needed more time to collaborate as a content to share best practices. (2) Vertical aligned between 6th History and AP World History needs to be prioritized to help close gaps in student learning. (3) Norming on scoring open-ended needs to be implemented.
Problem Statement 3: Overall student growth on TELPAS has been minimal. **Root Cause**: (1) Students need more opportunities to practice speaking in class in order through a variety of class discussions/collaboration. (2) Teachers need to be held accountable to apply instructional strategies that are presented during PDs to support ELs. (3) Teachers need more training around TELPAS expectations so that they can implement best practices throughout the school year.

Goal 3: IDEA achieves an A rating

Performance Objective 3: Increase SPED passing rates to at least 70% approaches on STAAR in reading and math.

High Priority

HB3 Goal

Evaluation Data Sources: utilize unit exams and semester exams to track progress towards STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Track and monitor SPED data after every assessment using Locus Dashboard. **Strategy's Expected Result/Impact:** increase SPED student performance **Staff Responsible for Monitoring:** SPED teacher, APIs, teacher, principals **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				
No Progress Accomplished Continue/Modify Discontinue				

Goal 3: IDEA achieves an A rating

Performance Objective 4: Increase Domain I score from 83 to 87.

High Priority

HB3 Goal

Evaluation Data Sources: STAAR semester exam, exit tickets, unit exams.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Use Locus dashboard to track and respond to data. **Strategy's Expected Result/Impact:** meet indicators for domain 1, 2, 3 **Staff Responsible for Monitoring:** APIs, core STAAR tested teachers **Title I:** 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** Interventionist - Federal Grant	90%	95%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: students will close gaps by taking accelerated courses in AR and Hotspot **Strategy's Expected Result/Impact:** These accelerated course offer individualized instruction for students. **Staff Responsible for Monitoring:** AR/Hotspot Facilitator **Title I:** 2.4 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** AR and Hotspot Facilitator - Federal Grant	85%	90%		

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: host parent engagement events to increase knowledge of ways to partner in increasing student achievement data **Strategy's Expected Result/Impact:** higher student achievement data **Staff Responsible for Monitoring:** Principal, counselor, APIS **Title I:** 2.4 **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Perceptions 2, 3				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 4 Problem Statements:

Perceptions
Problem Statement 2: Connection with families with school is lacking. **Root Cause**: Root Cause (1) Time limitations, work conflicts and childcare needs are causing lack of participation in family events.
Problem Statement 3: Lack of clear visions and goals of family engagement events that lack tracking of family demographic participation. **Root Cause**: Root Cause (1) There is no tracking of family participation in family events. Root Cause (2) Lack of surveys on family engagement events geared towards our demographic.

Goal 4: Increase student daily attendance

Performance Objective 1: Increase ADA from 91% to 97%.

High Priority

Evaluation Data Sources: utilize locus dashboard and Power BI

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: bi-weekly student incentives such as moon jump party, monthly ADA dance for all students who have perfect attendance and no more than 3 tardies. **Strategy's Expected Result/Impact:** This strategy will help increase student investment and motivation. **Staff Responsible for Monitoring:** Principal, APO, Lead Team, GTLS **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1	90%	95%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: We did not meet ADA goal of 97% **Root Cause**: There was a lack of investment from parents and students around ADA. Parents had concerns regarding COVID and wanted virtual option. We started ADA matrix very late in the year due to COVID.

Goal 4: Increase student daily attendance

Performance Objective 2: Implement the ADA matrix with fidelity.

High Priority

Evaluation Data Sources: track ADA using locus dashboard and PowerSchool

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Create bi weekly, monthly and quarterly incentives to encourage student ada. **Strategy's Expected Result/Impact:** Students will find pride in being invited to these events and in turn will assist school with more fidelity. **Staff Responsible for Monitoring:** SSI, APO,GTL,APIs **Title I:** 2.4, 2.6 **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1, 3	60%	75%	15%	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: We did not meet ADA goal of 97% **Root Cause**: There was a lack of investment from parents and students around ADA. Parents had concerns regarding COVID and wanted virtual option. We started ADA matrix very late in the year due to COVID.
Problem Statement 3: There is a lack of student centered school culture. **Root Cause**: Root Cause (1) school culture geared more towards middle school activities, lacking high school student participation Root Cause (2) lack of interest surveys on what students perceive as the high school experience and building cultural events that are high school student centered.

Goal 5: Increase student persistence

Performance Objective 1: Increase student persistence from 86% to 90%.

High Priority

Evaluation Data Sources: locus dashboard

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Provide Monthly opportunities for student events, led by students. **Strategy's Expected Result/Impact:** Students will get invested in their own school because they are the ones that are planning the events they would like to see on their campus. **Staff Responsible for Monitoring:** Principal, Grade Team Leaders, School counselor **TEA Priorities:** Connect high school to career and college, Improve low-performing schools **Problem Statements:** Demographics 2, 3	80%	85%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: Student persistence was not met. **Root Cause**: Root Cause: (1) lack of consistent and clear communication around campus activities. 25% of students left IDEA Owassa stating lack of school electives. Root Cause: (2) lack of interest surveys on what students/families at IDEA Owassa needs to offer for extra-curricular activities, athletics, or clubs.
Problem Statement 3: There is a lack of student centered school culture. **Root Cause**: Root Cause (1) school culture geared more towards middle school activities, lacking high school student participation Root Cause (2) lack of interest surveys on what students perceive as the high school experience and building cultural events that are high school student centered.

Goal 5: Increase student persistence

Performance Objective 2: Increase Move this World participation to 90%.

High Priority

Evaluation Data Sources: Move this world dashboard

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: track and monitor the move this world dashboard and provide feedback to teachers on progress of lessons **Strategy's Expected Result/Impact:** increase participation of move this world among teachers and students **Staff Responsible for Monitoring:** School counselor, principal **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 3	20%	50%		

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 3: There is a lack of student centered school culture. **Root Cause**: Root Cause (1) school culture geared more towards middle school activities, lacking high school student participation Root Cause (2) lack of interest surveys on what students perceive as the high school experience and building cultural events that are high school student centered.

Goal 5: Increase student persistence

Performance Objective 3: Increase student physical activity to at least 900 minutes per year.

High Priority

Evaluation Data Sources: fitness watches

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: track and monitor fitness goals through the use of fitness watches **Strategy's Expected Result/Impact:** increase student fitness minutes **Staff Responsible for Monitoring:** PE coaches, APIS **ESF Levers:** Lever 3: Positive School Culture	60%	75%		

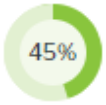
No Progress | Accomplished | Continue/Modify | Discontinue

Goal 5: Increase student persistence

Performance Objective 4: Decrease level II and III discipline referrals by at least 20%.

High Priority

Evaluation Data Sources: student code of conduct, disciplinary records

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: decrease negative student behaviors through the use of PBIS Live School store **Strategy's Expected Result/Impact:** decrease violations of the code of conduct and level 2/3 infractions **Staff Responsible for Monitoring:** principal, APIS, School Counselor **Title I:** 2.6 **- TEA Priorities:** Improve low-performing schools				

 No Progress Accomplished Continue/Modify Discontinue

Title I Personnel

Name	Position	Program	FTE
Alicia Oliva	INTERVENTIONIST	Title 1	1
Erika Castillo	INTERVENTIONIST	Title I	1
James Martinez	SR. COLLEGE COUNSELOR	Title 1	1
Melissa Estorga	INTERVENTIONIST	Title 1	1
Noel Villa	AR ZONE FACILITATOR	Title 1	1
Samantha Rivera	RTTC Teacher	Tile I	1

Campus Funding Summary

Federal Grant					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	1	1	College Counselor		$0.00
2	1	2	College Counselor		$0.00
2	3	1	College Counselor		$0.00
3	1	1	AR Zone Teacher		$0.00
3	2	1	Interventionist		$0.00
3	4	1	Interventionist		$0.00
3	4	2	AR and Hotspot Facilitator		$0.00
				Sub-Total	$0.00

Addendums

Master CNA & SAIP Reporting Checklist

		PTG		0%	PTG		0%
DEPT	**Data Source**	**Data Tabs**	**Guidance**	**Status**	**Principal Notes or Questions**	**VP Verification**	**Notes & Next Steps**
College Prep	KEYS Tab (Tab 3)	Student Achievement Improvement Plan 2021-2022 School Year	This SAIP plan will require logging concrete initiatives put in place for student improvement, as well as their associated timelines, resources, and responsible staff. Each initiative will be tracked mid-year and at the end of the year. Mid-year assessments should be completed by each campus between December 1, 2022 and no later than January 31, 2023.	Pending		Action Required	
	Locus Dashboards: CIS STARR, AP Campus IB Reports EOY Assessments	Comprehensive Needs Assessment 2022 English Language Arts	These Pages should include the percentage of students who achieved each listed score for the 2021-2022 School Year. For each subject, list a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Pending		Action Required	
		Comprehensive Needs Assessment 2022 Math		Pending		Action Required	
		Comprehensive Needs Assessment 2022 Science		Pending		Action Required	
		Comprehensive Needs Assessment 2022 Humanities		Pending		Action Required	
	State TELPAS Report	Comprehensive Needs Assessment 2022 TELPAS	This data set will outline the percentage of students that earned proficiency in the areas of Listening, Speaking, Reading, and Writing, as indicated in the State TELPAS report. Llist a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Pending		Action Required	
	Locus Dashboards: ACT, AP, TSI Campus IB Reports Campus Matriculation Reports	100% College Matriculation 2021-2022 School Year	This page will only be applicable to campuses that had graduating classes in the Spring of 2022. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Pending		Action Required	
	Locus Dashboard: Staff Rentention	Staff Quality, Retention, & Recruitment 2021-2022 School Year	Under the %SPED Data Point, this should relfect the percentage of SPED certified teachers, compared to the overall SPED staff. Under number of teacher applicants, note how many teachers were interviewed by campus leaders for positions during the 2021-2022 School Year. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Pending		Action Required	
	Locus Dashboards: Student Persistence, Enrollment, ADA	School Culture & Climate 2021-2022 School Year	For the Withdrawals/Level 3 Offenses data point, list the number of withdrawals or offenses. All other data points should reflect percentages. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Pending		Action Required	
	Campus Academic Counselor Tracking Systems	2022 Family & Community Involvement	In addition to listing data percentages, list a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Pending		Action Required	

Campus Name

2021-22 Student Achievement Improvement Plan - College Prep

COLLEGE PREP

APO	Initiatives	Needs Assess.	Special Pops.	Person(s) Responsible	Timeline Start/End	Resources: Human/ Material/Fiscal	Documentation	Formative Evaluation

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

Annual Performance Objectives (APO)

PRIORITY #1: Students Graduate College-Ready

1A. % of graduates who matriculate to a College or University: 100%

1B. % of graduates matriculate to a Tier I/II College or University: 15% | 25%

1C. % of Seniors accepted to a College or University: 100%

1D. % of Seniors named AP scholars | Earn IB diploma: 30% | 25%

1E. Earned State Rating: A

1F. % Basic | % Mastery | % Advanced on LEAP: 82% | 44% | 11%

1G. % Approaches | % Meets | % Masters on STAAR/EOC: 90% | 60% | 30%

1H. % Level 3 | % Level 4 | % Level 5 on FSA/FSAA: 70% | 40% | 20%

1I. % of Pre-K-2nd Students End The Year On/Above Grade Level in Reading - Year 1 Campuses | Year 2 Campuses: 80% | 90%

1J. % of students in CSI achieve 2 years growth in Reading | Math (measured by Ren STAR) 50% | 60%

1K. Average ACT score: 21

1L. % of students graduating college in 4 | 6 years: 25% | 55%

Needs Assessment

S-STAAR

D-DIBELS

E-EOC

A-ACT

RR-Reading Renaissance

ST-STAR for Math

DR-Discipline Report

AP-AP Tests

O-Other

Special Populations

All

AR-At Risk

ELL-English Language Learners

ED-Economically Disadvantaged

M-Migrant

SE-Special Education

Owassa COLLEGE PREP

Comprehensive Needs Assessment
Owassa COLLEGE PREP

Data Source: CSI

% Meeting CSI Goal	Reading CP CSI
% CSI (EOY Ren.)	65%
% of CSI Passing STAAR	51%
% of SPED Passing STAAR	50%

Data Source: STAAR

	STAAR Reading 6th	STAAR Reading 7th	STAAR Reading 8th	STAAR Writing 7th	English I EOC
% Approaches	77	89	78	NA	85
% Meets	44	59	51	NA	70%
% Masters	18	40	35	NA	9%
% Student Achievement Average	46	63	55	NA	55%

Data Source: AP/IB/Electives

AP Scores	Pass AP Lit	Pass AP Lang	IB Scores	IB Group 1	% Royal Readers
% Score 1	NA	NA	% Score 1-3	NA	13%
% Score 2	NA	NA	% Score 4-5	NA	NA
% Score 3+	NA	NA	% Score 6-7	NA	NA

RR Goal Met/Not Met
MET

Reflections

Areas of Strength	Areas of Need
Collaborative Reteach Strategies	Content Vertical Alignment and nc Content/ From Middle School to I
Cross Content Collaboration - Close Reading Support	Access to AR Lab for 8th, 9th, and Collaborate to create rotation for g
Vertically Aligned - Reading Strategies	Collaboration between AR coordin team for greater push in reading an

Data tracking on excel and in the classrooms	Collaboration between ELA teache team for greater tutorial support.
RENSTAR testing without pushback during open window period	Software program to suppliment C (i.e. Nearpod, Study.com, ect.)
Incentives to motivate students to reach campus goals.	

English II EOC
NA
NA
NA
NA

% Word Master
62%
NA
NA

WM Goal Met/Not Met
MET

orming. - Across
High School

l 10th Grade. -
grade levels.

ıator and CSI
ıd testing for

ers and CSI
SI curriculum

Owassa College Prep

Comprehensive Needs Assessment - Owassa College Prep COLLEGE PREP					
Data Source: STAAR					
	STAAR Math 6th	**STAAR Math 7th**	**STAAR Alg I**		
% Approaches	78	85	90		
% Meets	42	57	51		
% Masters	13	24	33		
% Student Achievement Average	44	55	58		
Data Source: AP/IB					
AP Scores	**Pass AP Calculus AB**	**Pass AP Calculus CD**	**Pass AP Prob. & Stats.**	**IB Scores**	**IB Group 5**
% Score 1	NA	NA	NA	**% Score 1-3**	NA
% Score 2	NA	NA	NA	**% Score 4-5**	NA
% Score 3+	NA	NA	NA	**% Score 6-7**	NA

Reflections	
Areas of Strength	**Areas of Need**
The team had a very good set of key points for every objective taught.	The team determine that one area of growth will be to teach the students from the very beginning test strategies and skills that might help them more successful.
The team had a very good tracking and monitoring students performance.	The team needs to improve on the way we differentiate during class and during review time
The team was good at finding misconceptions and using them to close learning gaps.	The team wants to create a tutoring buddy system when the students from higher grades can come and help the ones on the lower grades.

Campus Name

Comprehensive Needs Assessment COLLEGE PREP						
Data Source: Internal Assessments						
	6th Grade EOY Assessment	**7th Grade EOY Assessment**				
% Passing	**81%**	**90%**				
Data Source: STAAR						
	STAAR 8th Science	**STAAR Biology**				
% Approaches	69	96				
% Meets	42	69				
% Masters	26	22				
% Student Achievement Average	46	62				
Data Source: AP/IB						
AP Scores	**Pass AP Biology**	**Pass AP Chemistry**	**Pass AP Physics (1, 2, & C)**	**Pass AP Env. Science**	**IB Scores**	**IB Group 4**
% Score 1	NA	NS	NA	NA	**% Score 1-3**	NA
% Score 2	NA	NA	NA	NA	**% Score 4-5**	NA
% Score 3+	NA	NA	NA	NA	**% Score 6-7**	NA

Reflections	
Areas of Strength	**Areas of Need**
Mastery machine usage and implementation	Planning labs
Science team collaboration	Getting lab materials
Tutoring and Saturday school	Vocab, literacy, and writing

Campus Name

Comprehensive Needs Assessment
COLLEGE PREP

Data Source: Internal Assessments

	6th Grade EOY Assessment	7th Grade EOY Assessment
% Passing	100%	100%

Data Source: STAAR

	STAAR 8th US History	EOC US History
% Approaches	59	NA
% Meets	26	NA
% Masters	12	NA
% Student Achievement Average	32	NA

Data Source: AP/IB

AP Scores	Pass AP Human Geography	Pass AP World History	Pass AP US History	Pass AP Goverment	Pass AP Economics	IB Scores	IB Group 3
% Score 1	80	NA	NA	NA	NA	% Score 1-3	NA
% Score 2	10	NA	NA	NA	NA	% Score 4-5	NA
% Score 3+	7	NA	NA	NA	NA	% Score 6-7	NA

Reflections

Areas of Strength	Areas of Need
silently collaborating, vertical alignment	Have more vertical alignment of instructional strategies in history.
different methods of teaching and student learning	open ended response practice
Teacher are always wiling to share working practices to ensure that all students are succesful	We need to be meeting more as a content, it will be a little better next year when we have an additional AP teacher and we can reflect on how to collaborate starting from 6th grade

Campus Name

Comprehensive Needs Assessment
COLLEGE PREP

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

	Listening	Speaking	Reading	Writing	% of ELL Students who grew one or more levels
% Beginning	6th- 4% 7th- 7% 8th- 6% 9th- 3%	6th- 4% 7th- 9% 8th- 12% 9th- 9%	6th- 14% 7th- 13% 8th- 16% 9th- 5%	6th- 6% 7th- 9% 8th- 10% 9th- 3%	LISTENING 6th- 31% 7th- 25% 8th- 16% 9th- 19% Overall- 23%
% Intermediate	6th- 4% 7th- 7% 8th- 6% 9th- 3%	6th- 53% 7th- 46% 8th- 46% 9th- 24%	6th- 24% 7th- 14% 8th- 28% 9th- 16%	6th- 27% 7th- 18% 8th- 24% 9th- 9%	SPEAKING 6th- 12% 7th- 29% 8th- 13% 9th- 43% Overall- 24%
% Advanced	6th- 27% 7th- 21% 8th- 27% 9th- 41%	6th- 41% 7th- 41% 8th- 37% 9th- 57%	6th- 35% 7th- 27% 8th- 31% 9th- 50%	6th- 39% 7th- 29% 8th- 37% 9th- 31%	READING 6th- 8% 7th- 21% 8th- 13% 9th- 26% Overall- 17%
% Advanced High	6th- 55% 7th- 64% 8th- 49% 9th- 40%	6th- 2% 7th- 4% 8th- 4% 9th- 10%	6th- 37% 7th- 46% 8th- 24% 9th- 29%	6th- 27% 7th- 45% 8th- 28% 9th- 57%	WRITING 6th- 12% 7th- 16% 8th- 18% 9th- 26% Overall- 18%

Reflection	
Areas of Strength	**Areas of Need**
Finished on time	Collecting the 5 samples
Designated teacher to practice speaking portion- students scored higher	Printed one pager of Specific instuctions of common misconceptions. Ex. ONLY black pen, student first and last name etc.
Core teachers in charge of writing prompts	Core teahers collecting samples for each subject

Campus Name

Comprehensive Needs Assessment COLLEGE PREP					
100% College Matriculation					
Matriculation %	**Matricuation % 4 year**	**Matriculation % 2 year**	**Tier 1/2 % Acceptances**	**Tier 1/2 % Matriculation**	
NA	**NA**	**NA**	**NA**	**NA**	**NA**
Tier 1 % Matriculation	**Tier 2 % Matriculation**	**Tier 3 % Matriculation**	**Tier 4 % Matriculation**	**Senior Class CCMR %**	**Senior Class TSI Completion %**
NA	NA	NA	NA	NA	NA
Campus Data					
Senior Class ACT Average	**Junior Class ACT Average**	**Overall AP Scholars (3+ or more tests)**	**IB Medallion Scholars (Passing 3+ exams)**	**Overall % IB Diploma**	**Campus End of Year OTG**
NA	NA	2%	NA	NA	NA

Reflections	
Areas of Strength	**Areas of Need**
1. 100% passing AP Spanish	1. Need more ACT prep for the students in lower grades
2	2
3	3

Campus Name

Comprehensive Needs Assessment COLLEGE PREP	
Staff Quality, Recruitment, Retention	
	Percentage
% School Lead Team Retention	100%
% Instructional Support Retention	63%
% Teacher Retention	85%
% Campus Support Retention	71%
% SPED Certified Teachers	75%
% State/National Certified Teachers	N/A
% State Certified Leaders	100%
% State/Board certified Counselors	NA
Number of teacher applicants per 2020-21 school year	N/A

Reflections	
Areas of Strength	**Areas of Need**
Gifts throughout the year, showing appreciation	Clear procedures for disciplinary action - to ensure focus on teacher role.
Celebrated staff success and awarded successes	Work life balance
Check-in's and feedback	Retention Compensation
Holiday parties and events for staff bonding	Follow through with student expectations and consquences
	Teacher responsibilities should be limited to job description. there are too many add-ons that keep teachers from their actual job
	Building a sense of Team within the grade teams. Not just from teacher leaders but also from admin.

Campus Name

Comprehensive Needs Assessment Owassa College Prep	
Data Source: School Culture and Climate	
	Campus %
% Average Daily Attendance	91.15%
% Overall Persistence	91.75%
% New Student Persistence	90.91%
# of Admin Withdrawals/ Level 3 Offenses	4
% SPED	7.69
% ELL	82.05%
% Eco Dis	94.10%
% Migrant	0%
% Race: American-Indian-Alaska-Native	0%
% Asian	0.77%
% White-Hispanic	93.59%
% Multi	0.26%
% Black-African-American	0.51%
% Native-Hawaiian-Pacific-Islander	0.26%
% White	4.62%
% Male	52.82%
% Female	47.18%

Data Source: School Culture and Climate	
Reflections	
Areas of Strength	**Areas of Need**
The school has a very effective way to communicate with the registrar regarding absences	We need to promote awareness to parents and students regarding ADA.
The students were engaged with ADA incentives	Students need to have input on activities and clubs that are happening in school.
The students were motivated knowing they received liveschool prizes.	More participation from teachers and Lead Team in campus spirit weeks and activities.
	Mentoring system for veteran teachers to help with new to IDEA teachers; adjust to pace and new campus culture.

Campus Name

Comprehensive Needs Assessment COLLEGE PREP	
Data Source: Family and Community Involvement	
	Percentage
% Families Attended WTI	91%
% Families Attended Curriculum Night	NA
% Families Who Attended EOY Ceremonies	90%
% Families who attended Fall Festival	NA
% Families who attended Winter Festival	NA
% Families who attended Spring Festival	NA

Reflections	
Areas of Strength	**Areas of Need**
Unpresendeted amounts families came to the welcome to Idea.	more festivals
Families are getting more comfortable coming to WTI events, participating and asking questions	more family oriented days
Facilities and admin do a great job at accomodating award assemblies and getting everything ready/set up	Incentives for report card pick up night for parents. Something more inviting like snacks, meeting the teachers in the classroom so parents can see where their kids are learning

IDEA Public Schools

Palmview Academy

2022-2023 Campus Improvement Plan

Accountability Rating: Not Rated

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

Mission Statement

IDEA Public Schools prepare students from underserved communitiesÂ 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 Academy Palmview, weÂ prepare all students for success in college and citizenship.Â Our scholars understand and embrace the journey to and through college. Our staff, families and the Palmview community are invested in our scholarsâ€™ success and embrace the college going identity as they supportÂ our scholars in their journey. We are true to our Team and Family core value because we care about our scholars, staff, families, and community. At IDEA Academy Palmview, scholars receive the highest quality academic education and enrich their learning through hands on activities and real-world learning through an agricultural focus. We understand that the experiences and relationships they build at IDEA Academy Palmview will impact their contributions to their community and beyond. We are aggies because we â€œKnow the wayâ€**,** â€œGo the wayâ€ and â€œShow the wayâ€**.** To be true to our vision, we will operate each year with three pillars of commitment: Experiences Relationships Excellence

Core Values

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

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

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Comprehensive Needs Assessment

Demographics

Demographics Summary

IDEA Palmview Academy was founded in 2020 as a K-2 campus. Currently we serve over 480 students from K-4 grade primarily from the Plamview, La Joya and Mission communities.

See PDF in Addendum for more information

Palmview Academy

Comprehensive Needs Assessment

ACADEMY

Data Source: School Culture and Climate

	Campus %
% Average Daily Attendance	89.21%
% Overall Persistence	92.44%
% New Student Persistence	91.16%
# of Admin Withdrawals/ Level 3 Offenses	0%
% SPED	17.00%
% ELL	59.00%
% Eco Dis	96%
% Migrant	0%
% Race: American-Indian-Alaska-Native	2%

Palmview Academy	
% Asian	0%
% White-Hispanic	95.90%
% Multi	0
% Black-African-American	0
% Native-Hawaiian-Pacific-Islander	0.23%
% White	3.64%
% Male	50.47%
% Female	49.43%

Demographics Strengths

86.5% Teacher retention

89% Student Persistence

See PDF in Addendum for more information

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Recruiting and hiring certified special education teachers **Root Cause:** Lack of qualified/certified SPED candidates

Problem Statement 2: Increase culturally diverse celebrations to bring awareness and acceptance of other cultures **Root Cause:** Over 95% of population are Hispanic.

Problem Statement 3: Increase parent involvement by establishing a culture of collaboration and commitment. **Root Cause:** Parents work schedules

Problem Statement 4 (Prioritized): Implementation of a program to support with EB learners. **Root Cause:** High percentage of EB learners

Student Learning

Student Learning Summary

Region	3rd Grade Reading	3rd Grade Math
RGV	**55/36/11** LEP: 48/29/8 SpEd: 8/0/0 Eco Dis.:53/34/10	**54/26/10** LEP: 47/24/9 SpED: 23/8/0 Eco. Dis: 51/23/8

See PDF in Addendum for more information

Student Learning Strengths

See PDF in Addendum for more information

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Students in 3rd and 4th grade have significant academic gaps and are over two years behind in reading and math. **Root Cause:** Students are able to read in isolation, but comprehension is lacking.

Problem Statement 2: Students missing out weeks of instruction **Root Cause:** Student's attendance is inconsistent

Problem Statement 3 (Prioritized): Students are struggling with basic operations such as addition, subtraction, multiplication and division. **Root Cause:** Learning gaps due to pandemic

School Processes & Programs

School Processes & Programs Summary

Teacher and Leader Development:

Teachers, co-teachers and leaders had numerous opportunities for professional development. In addition to professional development provided by the campus (Tuesdays, ongoing, year-round), teachers engage in the following professional development provided by the district.

New Teacher Institute (July)

BOY PD (August)

Content Wednesday Webinars (On going, year-round)

Content Course Collaboration (Quarterly)

Teachers receive support from their assistant principal of instruction and feedback and coaching using the GET (Guidepost for Excellent Teaching) Rubric.

Leaders follow the SLLs (School Leadership Levers)

Teacher and Leader Development:

Teachers, co-teachers and leaders had numerous opportunities for professional development. In addition to professional development provided by the campus (Tuesdays, ongoing, year-round), teachers engage in the following professional development provided by the district.

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Teachers receive support from their assistant principal of instruction and feedback and coaching using the GET (Guidepost for Excellent Teaching) Rubric.

Leaders follow the SLLs (School Leadership Levers)

Curriculum & instruction

Extracurricular:

4H

21st century (folclorico, team sports, cheerleading, STEM)

Curriculum:

K-2 Reading: Reading Transformations

K-4 Science: Amplify

K-4 Math: Eureka

K-5 Reading: Wit and Wisdom

Computer Software:

Dreambox Math

Iready

See PDF in Addendum for additional information.

School Processes & Programs Strengths

Curriculum & Instruction:

- At least one-third of IDEA students graduate with the "AP Scholar" designation, evidence of earning a qualifying score on at least three AP exams, demonstrating successful completion of college-level coursework prior to graduation.
- IDEA provides students access to accelerated instruction through the 1:1 technology device, including adaptive software for mathematics and literacy and access to hundreds of thousands of books in the district's digital library.
- IDEA curricular resources include high-quality instructional materials that earn the highest ratings on national evaluation measures.
- IDEA curriculum is regularly evaluated using a quality evaluation tool, ensuring alignment to the Texas Essential Knowledge and Skills and AP course standards, as well as the STAAR/EOC and AP exams.
- IDEA implements a variety of training opportunities for teachers and leadership staff with the goal of developing teachers' pedagogical content knowledge and leaders' coaching skills.
- For 15 years in a row, 100% of IDEA students have been accepted into college, demonstrating that IDEA academic programming is adequately preparing students for post-secondary education.
- In 2022, four IDEA schools were ranked in the top 10 Most Challenging Schools in the Nation and 13 were ranked in the top 1% of schools nationwide, by the Jay Mathews Challenge Index High School Rankings.

Special Programs

- IDEA Palmview 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 Palmview hired a Social Workers to support students and their families
- IDEA Public Schools pre-pandemic ADA averaged 97.4%, and IDEA Palmview is committed to reaching prepandemic
- 88% of students persisted at IDEA Palmview Academy
- 100% of SPED/RISE students Approached or Mastered Reading and Math STAAR test

See PDF in Addendum for more information

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Content Specific teacher pool is low. **Root Cause:** Low vacancy: candidate ratio of qualified candidates

Problem Statement 2 (Prioritized): Co-teacher candidate shortage **Root Cause:** Job responsibilities are same as teachers, while pay is lower

Perceptions

Perceptions Summary

Our campus event participation is low for most parent events. Less than 50% of our new families participated in Welcome to IDEA event, report card night and academic performance nights. Higher participation was osbserved have occurred with events such as Thanksgiving pic-nic, Winter performance, and EOY Ceremonies.

Only 33.6% of parent completed parent survey.

See PDF in Addendum for more information

Perceptions Strengths

Many community partnerships with local businesses, campus host fun family oriented activities.

See PDF in Addendum for more information

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Family engagement for academic activities is very low **Root Cause:** Transportation, working parents

Problem Statement 2 (Prioritized): Low participation in parent surveys **Root Cause:** Limited access to technology

Priority Problem Statements

Problem Statement 1: Students in 3rd and 4th grade have significant academic gaps and are over two years behind in reading and math.
Root Cause 1: Students are able to read in isolation, but comprehension is lacking.
Problem Statement 1 Areas: Student Learning

Problem Statement 2: Students are struggling with basic operations such as addition, subtraction, multiplication and division.
Root Cause 2: Learning gaps due to pandemic
Problem Statement 2 Areas: Student Learning

Problem Statement 3: Recruiting and hiring certified special education teachers
Root Cause 3: Lack of qualified/certified SPED candidates
Problem Statement 3 Areas: Demographics

Problem Statement 4: Implementation of a program to support with EB learners.
Root Cause 4: High percentage of EB learners
Problem Statement 4 Areas: Demographics

Problem Statement 5: Family engagement for academic activities is very low
Root Cause 5: Transportation, working parents
Problem Statement 5 Areas: Perceptions

Problem Statement 6: Content Specific teacher pool is low.
Root Cause 6: Low vacancy: candidate ratio of qualified candidates
Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: Co-teacher candidate shortage
Root Cause 7: Job responsibilities are same as teachers, while pay is lower
Problem Statement 7 Areas: School Processes & Programs

Problem Statement 8: Low participation in parent surveys
Root Cause 8: Limited access to technology
Problem Statement 8 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Federal Report Card and accountability data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- 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
- Special education/non-special education population including discipline, progress and participation data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Class size averages by grade and subject
- Enrollment trends

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Professional development needs assessment data

Parent/Community Data

- Parent surveys and/or other feedback

- Parent engagement rate

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation

Goals

Goal 1: Increase staff retention

Performance Objective 1: By August 2022, the 85% or more of teachers and staff will return to IDEA Palmview or IDEA Public Schools

High Priority

Evaluation Data Sources: Staff retention data

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Host listening tours for staff during fall/spring **Strategy's Expected Result/Impact:** Listen to staff feedback **Staff Responsible for Monitoring:** Principal and admin assistant	100%	100%	100%	100%

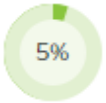
0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 1: Increase staff retention

Performance Objective 2: IDEA Palmview Academy will receive an 85% or higher on GPTW survey.

High Priority

Evaluation Data Sources: GPTW survey data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Conduct informal surveys prior to GPTW window to gather and address data				

  No Progress Accomplished Continue/Modify Discontinue

Goal 1: Increase staff retention

Performance Objective 3: 100% of teachers will receive rating on the GET power rows.

High Priority

Evaluation Data Sources: TeachBoost heatmap data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Host professional development to address GET strands Calendar GET rating for teachers	20%	30%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 2: 100% Student Enrollment is met

Performance Objective 1: IDEA Palmview will reach 100% student enrollment met by 11th day of 2023-2024 school year as measured by Power School.

High Priority

Evaluation Data Sources: PowerSchool enrollment report

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Use Locus to track and manage data	45%			

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 2: 100% Student Enrollment is met

Performance Objective 2: IDEA Palmview Academy will receive a 2:1 application ratio for Kinder (240 applications) and 2:1 application ratio for open seats in 1st-5th grade by 1st day of lottery as measured by Stream.

Evaluation Data Sources: Stream reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Conduct refer a friend campaign	10%			

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 2: 100% Student Enrollment is met

Performance Objective 3: 100% of instructional staff will support enrollment efforts by participating in 2 super recruitment day events (one Fall and one Spring semester)

Evaluation Data Sources: SRD day sign in sheets

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Communicate with staff on these dates with ample time to increase participation, host "make-up days" for staff who can't attend				
No Progress Accomplished Continue/Modify Discontinue				

Goal 3: IDEA achieves an A rating

Performance Objective 1: By June 2023 IDEA La Palmview Academy will be an A rated campus as measured by STAAR assessment. 3rd/4th grade Math & Reading will achieve a 54 Student Achievement Score for Domain 1.

High Priority

Evaluation Data Sources: STAAR data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Track and manage data through Locus	30%			

 No Progress Accomplished Continue/Modify Discontinue

Goal 3: IDEA achieves an A rating

Performance Objective 2: By June 2023 3rd and 4th grade students IDEA La Palmview Academy will achieve meet 100% of Domain 3 targets (low SES, EB, SPED,)

High Priority

Evaluation Data Sources: STAAR data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Identify student sub pops and provided differentiated support for (EBs, SPED, etc)	30%			

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 3: IDEA achieves an A rating

Performance Objective 3: By June 2023 75% of 4th grade students IDEA La Palmview Academy will reach growth goal. (Domain 2)

High Priority

Evaluation Data Sources: STAAR data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Conduct growth goal conversations with students and parents	50%			

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 3: IDEA achieves an A rating

Performance Objective 4: 50% EB students will make 2 years growth by receive additional decoding support through intervention

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Students will attend intervention class daily to support with decoding skills **Strategy's Expected Result/Impact:** 50% of EB students will make 2 years growth as measured by RenStar testing **Staff Responsible for Monitoring:** API **Title I:** 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1 **Funding Sources:** Christina Hernandez (Interventionist) - Federal Grant - $54,500	0%			

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 4 Problem Statements:

Student Learning
Problem Statement 1: Students in 3rd and 4th grade have significant academic gaps and are over two years behind in reading and math. **Root Cause**: Students are able to read in isolation, but comprehension is lacking.

Goal 4: Increase Student Persistence

Performance Objective 1: IDEA Palmview Academy will reach 90% students persistence by 11th day of 23-24 school year as measured by final persistence report.

High Priority

Evaluation Data Sources: BOY persistence report

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Plan and host new family touch-points throughout the year	25%			

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 4: Increase Student Persistence

Performance Objective 2: By June 2023, 100% of teachers will engage students in Move the World lessons at least 3 times a week as an effort for violence prevention and intervention.

Evaluation Data Sources: MTW data reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Share MTW data with teachers on teacher weekly **Staff Responsible for Monitoring:** Social Worker **Title I:** 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Perceptions 1 **Funding Sources:** Nancy Alanis - Federal Grant - $72,999.99	100%	100%	100%	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 1: Family engagement for academic activities is very low **Root Cause**: Transportation, working parents

Goal 4: Increase Student Persistence

Performance Objective 3: Parent participation/engagement will increase by 25% as measured in event sign in sheets.

Evaluation Data Sources: Event sign in sheets.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Use multiple avenues to communicate events to families (social media, flyers, Remind, etc)	100%	100%	100%	

 No Progress Accomplished Continue/Modify Discontinue

Goal 4: Increase Student Persistence

Performance Objective 4: By May 2022, 75% of 1st-5th grade students will meet or exceed 1,200 minutes in moderate to vigorous physical activity as measured by Locus district dashboard.

Evaluation Data Sources: Locus reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Track, manage and report data via Locus				

  No Progress Accomplished Continue/Modify Discontinue

Goal 5: Increase student attendance

Performance Objective 1: IDEA Palmview Academy will average 97% daily attendance as measured by end of the year PEIMS reporting.

High Priority

Evaluation Data Sources: EOY PEIMs report

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Teachers will be the first line of communication with parents when students are out	90%			

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 5: Increase student attendance

Performance Objective 2: IDEA Palmview adheres to escalation matrix at least 95% of the time as measured by campus escalation matrix reporting.

Evaluation Data Sources: escalation matrix tracker

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: APO will lead and track use of escalation matrix and report out during check-ins				

 No Progress Accomplished Continue/Modify Discontinue

Goal 5: Increase student attendance

Performance Objective 3: IDEA Palmview Academy leadership team follows ADA minute by minute with fidelity 95% of the time.

Evaluation Data Sources: APO feedback

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: All lead team members will have invites which reflect ADA support expectations.	0%			

 No Progress Accomplished Continue/Modify Discontinue

Title I Personnel

Name	Position	Program	FTE
Elena Alonzo	INTERVENTIONIST	Decoding	1
Maribel Mariscal	AR ZONE FACILITATOR	AR	1
Nancy Alaniz	Social Worker	Move this World	1

Campus Funding Summary

Federal Grant					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	4	1	Christina Hernandez (Interventionist)		$54,500.00
4	2	1	Nancy Alanis		$72,999.99
				Sub-Total	$127,499.99

IDEA Public Schools

Palmview College Prep

2022-2023 Campus Improvement Plan

Accountability Rating: A

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

Board Approval Date: October 21, 2022
Public Presentation Date: September 14, 2022

Mission Statement

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

Vision

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

IDEA Palmview College Prep

"Of the thousands, be the one." -Drew Brees; NFL quarterback.

Vision: IDEA Palmview College Prep strives to ensure 100% of students reach their full potential of being "the one" prepared for success in college and citizenship. We are guided by three pillars that we instill in our scholars everyday: we have a **choice** in the pathway of our lives, engage and partner with our **community,** and become the **change** we want to see.

Pillar 1: Choice

"It is our choices that show what we truly are, far more than our abilities." – J.K. Rowling

According to the USDA, "between 2010 and 2015 there were more jobs available in agriculture and food systems, renewable energy, and environment than qualified graduates to fill them." IDEA Palmview will answer this need by producing scholars prepared for college in many majors of focus including agriculture.

The IDEA Palmview is composed of three integral components:

- Classroom Instruction aligned to Pre-AP and AP Pathways to college
- Supervised agricultural experience (SAE)
- Student organization (4H and/or FFA)

Pathways:

Our Aggie families come together to make an informed choice toward their future college major in the College of Sciences pathways. We will align curriculum, identify strengths, and provide AP coursework to introduce and engage students in their choice major to encourage self-agency.

A study conducted by Texas A&M, found that many students balance college and jobs. Seidman, author of the new book Crossing the Finish Line: How to Retain and Graduate Your Students. Students "don't understand the cost-benefit of going to college" — the typically higher wages earned by degree-holders — "and we do a bad job of explaining that." I have also seen this firsthand while working in Laredo ISD, IDEA San Juan and Mission. Many of our students, both struggling and high achieving, are enticed by the quick money or easy wages of the pipeline, welding, and trucking industries. They see family members working or are recruited by companies because of their age and resiliency. IPCP will combat this short-term mentality of a "quick win" and focus on long-term effects by creating foundational awareness (family graduation plan meetings, classroom instruction, and labs), learning to balance academics and work (internships, SAEs), along with college experiences (FFA, CSAP) and field lessons (you cannot dream about what you don't know exists).

Supervised agricultural experience (SAE):

Students learn by doing with the SAEs. Agricultural Education teachers assist students in developing an SAE project based on their interests and available opportunities in our community. Most SAE programs are performed outside of regular class time, either after school, at home, or in a place of business. There are four types of SAE programs: exploratory, entrepreneurship, placement, and research/experimentation. This experience allows students to explore possible careers in agriculture and become a competitive college candidate ready to become leaders in their chosen field/college major.

Student organization:

FFA is an intracurricular student organization for those interested in agriculture and leadership. A study conducted by the American Association for Agricultural Education found that the majority of FFA members' three basic human needs are met due to their involvement in career development events, leadership positions, and other FFA activities including "love and belonging, self-esteem, and self-actualization." Of all research questions, the highest concentration of members claimed to have a more enjoyable high school experience as a result of their membership in FFA allowing them to build life-long friendships.

FFA members embrace concepts taught in agricultural science classrooms, build valuable skills through hands-on experiential learning, and each year demonstrate their proficiency in competitions based on real-world agricultural and leadership skills used to prepare them for 235 unique college majors/careers in agriculture and leadership. Competitions also render scholarship opportunities and networking with leaders in the agricultural sciences and business. To date, more than $44 million in FFA collegiate scholarships have been awarded to students pursuing higher education.

Pillar 2: Community

"Alone we can do so little; together we can do so much." - Helen Keller

Family:

When we share connections, values, and work together as a family (parent/school team), we become committed to each other. We cannot achieve our goals alone. We are all partners each giving 100% every day.

Commitment: Upon entering the commitment of joining IDEA Palmview for the duration of our Aggies' middle/high school career, our families start with the end in mind. During WTI, our families experience testimonials from students who have graduated from IDEA, parents of those students, and watch a video of College Signing Day or even visit the event. Many families know there are possibilities but seeing an exemplar that met the goals of being accepted into college(s), moving away/staying local, returning, graduating from college, and starting a career is proving the possible. Families hear testimonies of the parents who sacrificed to know that their sacrifice will also pay off. We won't stop at WTI; every assembly of families will begin with a story of the possible to keep the feeling fresh until our school begins to produce exemplars of our own.

Open, consistent, two-way communication: As a parent, all I really want is for my children to be safe, learn, and be celebrated for their successes. I want to be notified of the struggles in behavior, academics, when they grow, and overcome their obstacles. I want to know what is going on each week/month/year on campus whether it is an event, something is due, informed of a need in advanced with frequent reminders, and know that I am a partner not an obstacle.

As a team it is important to hold each other accountable and welcome feedback. In addition, we will call our families. If a student is absent, we will call because we know they are missing instruction. We will call if the child is out of uniform because professionalism and safety is essential. We want families to call us when they have questions or share a home

situation to make our Aggies feel comfortable and safe. Teachers will call/text/send home notes (called Aggie mail) with updates on progress and positive accolades at least twice a month, if not more, to every single student.

Our families are part of the campus: Our Aggie families know they are part of our everyday by receiving information in several ways including: the parent weekly we call "The Paw Print," a text system called REMIND, our IDEA website, and our Facebook page. Aggie families know what our children are experiencing so they can see the joy through photos and extend support at home. We get to know our families and build quality relationships with them. Our Aggie families are partners and are encouraged to call, send notes, leave comments on our pages, and visit our campus. Our families are welcome to share concerns, accolades, perspectives and ideas.

We know it is crucial to not only be a team but to get to know each member on the team. IPCP will host family events because we want our school to feel like a home away from home for the whole family. Our families participate whether in Donuts with Dad, chaperoning field trips and field lessons, being a guest speaker, attending college counseling sessions, attending Report Card/Open House nights, or simply observing in school tours. Our families participate and are present.

Community:

Our Palmview community is made up of a fellowship with others, as a result of sharing common experiences, attitudes, interests, and goals. We share the goal of having our children meet their full potential, do better than we did, and have a life full of purpose and wellbeing. IDEA Palmview will support this by serving our community and sharing our why we chose to "be the one."

Community Service: At IDEA Palmview we build empathetic students who aren't only prepared to get into college but enter with a purpose, skill sets, and use those skills to get through college in order to return and improve their community. A 126-hour graduation requirement for our students, community service will build joy, belonging, and application of the skills in social engagement, self-agency like problem-solving, advocating, etc. resulting in self-efficacy (independence) and a college-going identity.

Studies conducted by Georgetown, DePaul University (2015), and Birkenholz (1993), have shown that participating in campus organizations increase the likelihood of students not only graduate from college but within the 4-5year mark rather than the 6+ year mark. Students tend to be more successful with higher GPAs if they are involved in student-life organizations on campus because participating creates support-systems, leadership skills, communication skills, time management, and social awareness.

We practice this to learn how to handle all AP coursework and the demands of advanced curriculum by teaching them to get involved with community organizations such as Habitat for Humanity, Mujeres Unidas, participating in pantries, crop sharing with local farmers, becoming historians of the elder community, correct stereotypes with organizations like LUPE who help advocate for the rights of immigrants to be a big brother/sister mentor to our younger students at the academy level.

Service to others helps push our students in the direction of true college readiness by practicing what they learn in the classroom, taking it to the real world, and partnering with people the content is written about and applies. Aggies will engage in community service by grade level to help their community build, act, and thrive. This ranges from being able to 5 times per year (for at least 4 hours each day= 140 hours of service) students will go out to engage in community service projects developed by the school appropriate for the grade level, FFA, and/or mini-capstone/AP Capstone requirements aligned to WE Service.

College and Sharing our Why:

In my leadership story, I mentioned one of the reasons I became the person I am today was due to the realization that it was not my fault that I had obstacles in my life, but it was my responsibility to figure out how to deal with them and build success. I also shared how I feel that it is my responsibility and those of all our Aggie family members to lead by example, show students that anything is possible, and there is no excuse that can stop us. Rather, these are opportunities to answer the call of leadership. We do that by sharing our stories of how we were "the one" in our family and community.

When you walk into classrooms, you'll hear how teachers answered the vocation of education, their underdog stories that took resilience, and turning point moments in their lives. When you set foot in our assemblies, you will hear professionals from our community share their breakthrough moments of "being the one" in their family as a 1st generation college student. When you listen to the student leaders on our campus, you will hear how they have chosen to "be the one," overcome hurdles, and take responsibility. You can also see this in our monthly showcase highlighting a nonstudent Aggie family member who sacrificed and lead their family.

CSAP internships, partnerships with Colleges of Agriculture, and internships with career experts further help our students follow a pathway into college through firsthand experience, inspiring stories, and mentorships. Guest speakers showcase their why, what it takes to be admitted into college as undergraduates and graduate students, follow career paths, and inspire innovation. Everyone on campus will be encouraged to share their story whether it is an administrator, teacher, operations member, student, or even parents because we are proud of where we come from because it helps shape who we are and who we can be in the future!

Pillar 3: Change Agency

"There is no power for change greater than a community discovering what it cares about." – Margaret J. Wheatley

Mini-Capstones:

Academy and middle school students will prep for rigorous independent AP Capstone classes in high school by engaging in mini-capstone projects with a gradual release from whole class projects to small group projects. Students as young as Kindergarten host plant and animal project-based learning experiences in order to be exposed to cause/effect and problem/solutions in agriculture and life sciences to enact change in their community.

AP Capstone:

By their senior year in high school, students can earn the AP Capstone Diploma or the AP Seminar and Research Certificate. Students who earn scores of 3 or higher in AP Seminar and AP Research and on four additional AP Exams of their choosing receive the AP Capstone Diploma. Students who earn scores of 3 or higher in AP Seminar and AP Research but not on four additional AP Exams receive the AP Seminar and Research Certificate. This endorsement is highly valued on college transcripts and furthers our students' competitive appeal. Benefits include standing out to colleges in the application process, develop key academic skills students use in college and beyond, become self-confident, independent thinkers and problem solvers, and earn college credit that many colleges offer for qualifying scores.

WE Service (AP Partnership):

Through WE Service AP partnership Aggies become agents of change. For instance, students in ourAP Environmental Science students can propose a solution to reduce biodiversity loss; AP Human Geography students can develop an action plan that addresses hunger in our community; AP Studio Art: 2-D Design students can paint a mural to demonstrate their individual perspectives on man-made and natural environments. Service learning incorporated in our AP courses further our students' college-going identity.

Students who earn AP credit with WE Service Recognition may be eligible to apply for AP with WE Service-Learning Scholarship, made possible by the Allstate Foundation. This award recognizes exceptional students who have made a positive impact through their service-learning project (can be combined with their Capstone). $50,000 scholarships are awarded to either an individual student or a team annually. With the WE Service AP endorsement IDEA Agriculture & Science students are that much more sought after, recognized, and competitive in the college admission market. Rather than asking our Aggies what they want to be when they grow up, we ask what problems they want to solve and how can they "be the one."

Core Values

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

- We achieve **Academic Excellence**
- We deliver **Results**
- We ensure **Equity**

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

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Comprehensive Needs Assessment

Revised/Approved: September 14, 2022

Demographics

Demographics Summary

In 2021-22, IDEA Palmview College Prep served grades 6th and 7th.

Data Source: School Culture and Climate

	Campus %
% Average Daily Attendance	91.11%
% Overall Persistence	90.00%
% New Student Persistence	94.32%
# of Admin Withdrawals/ Level 3 Offenses	3%
% SPED	18.95%
% ELL	62%
% Eco Dis	96.08%
% Migrant	0
% Race: American-Indian-Alaska-Native	0
% Asian	0
% White-Hispanic	95%
% Multi	0
% Black-African-American	1%
% Native-Hawaiian-Pacific-Islander	0

Data Source: School Culture and Climate

% White	4%
% Male	39%
% Female	61%

Staff Quality, Recruitment, Retention

	Percentage
% School Lead Team Retention	100%
% Instructional Support Retention	83%
% Teacher Retention	87%
% Campus Support Retention	100%
% SPED Certified Teachers	27%
% State/National Certified Teachers	85%
% State Certified Leaders	20%
% State/Board certified Counselors	0%
Number of teacher applicants per 2021-22 school year	65%

Demographics Strengths

Data Source: School Culture and Climate

Reflections

Areas of Strength

1 Owning roles & responsibility
with ADA Daily process.

2 New student onboarding

Data Source: School Culture and Climate

3 Income surveys follow through

Staff Quality, Recruitment, Retention

Reflections

Areas of Strength

1 Teacher Retention

2 Feedback from teachers/staff surveys for org health

3 Honoring time with purposful training and meetings

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Lack of community partnerships built by our leaders with SEL and persistence as their driving goal. **Root Cause:** Families of low-socioeconomic category do not have the knowledge or means to learn about or seek out support from services provided (community partnerships for SEL, SPED, EL, 504).

Problem Statement 2 (Prioritized): Lack of knowledge and experience in educating individuals at differing level of special needs. **Root Cause:** Professional development was not focused on how to serve and differentiate for students in special populations.

Problem Statement 3: Insufficient certified special education teachers in order to facilitate the needs of our special education scholars and fulfill compliance mandates. **Root Cause:** Lack of candidates with RISE/SPED certifications.

Student Learning

Student Learning Summary

Reading Intervention:

% Meeting CSI Goal	Reading CP CSI
% CSI (EOY Ren.)	64
% of CSI Passing STAAR	58
% of SPED Passing STAAR	60

ELA STAAR:

	STAAR Reading 6th	STAAR Reading 7th
% Approaches	76.6%	76.5%
% Meets	41.6%	47.2%
% Masters	23.3%	28.3%
% Student Achievement Average	47.1%	50.3%

Math STAAR:

	STAAR Math 6th	STAAR Math 7th
% Approaches	73%	61%
% Meets	34%	31%
% Masters	10%	14%

	STAAR Math 6th	STAAR Math 7th
% Student Achievement Average	39%	35%

Student Learning Strengths

ELA:

Areas of Strength

1. 92.2% of students met growth goal

2 Domain 2- All indicators met for both Relative Performance and Academic Growth

3 Domain 3- All indicators met for Academic Growth and all but 1 met for Academic Achievement

Math:

Areas of Strength

1 Mastery Tracking student growth goals- 90% of students in math met/exceeded their growth target.

2 Mastery Tracking student STAAR goals. All Domain 3 categories hit their target %.

3 Co-Teacher Math Interventionist provided by ESSR funding. Helped with full year push-in/pull-out and small group reteach.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): iLearning Hotspot was not aligned to the needs of our students from the beginning of the school year. **Root Cause:** Switched from Dreambox

because it did not meet the needs of our students especially our special populations.

Problem Statement 2 (Prioritized): Isolated push in/pull out support for students in math was only available in 6th or 7th grade every other day. **Root Cause:** By having only 1 ESSR funded intervention co-teacher, their ability was limited to serving push in/pull out students every other day.

Problem Statement 3 (Prioritized): Lack of ELA- specific interventions/strategies for Sped population **Root Cause:** SPED teacher/point person was not used to observe and check for student accommodations usage and accuracy.

Problem Statement 4: Did not focus on tracking Meets from BOY- Mastery tracking **Root Cause:** Focused on Academic Growth for our A rating.

School Processes & Programs

School Processes & Programs Summary

Vision and Rationale:

At IDEA Palmview CP, we believe that exemplars are the roadmaps/guides for our Aggies. Students will have the opportunity, in every classroom, to engage in rigorous course work whether it is Pre-AP or AP. However, to produce AP level work themselves, they must first see it.

Every educator will be carefully selected and coached in how to produce exemplar work/practices during BOY and throughout the year. This will allow our educators to show students the standard of work needed to master content for college readiness. Exemplars will give the educators look-fors when aggressively monitoring student work, giving instant feedback, tracking trends of misconceptions, and using the opportunity to reteach in real-time before our students practice incorrectly. As coaches we will engage in instructional rounds, instructional scripting, coaching conversations, and follow-up to uphold this vision (aka: The Coaching Cycle).

Our WIG, wildly important goal, is to move our SAS from X to Y by Semester exams (example move our SAS from 38% to 47% by STAAR season to become an "A" Rated campus). We will then engage in a Stepback, to reassess/reset our Lead measures. Using the Scoreboarding technique, the data will narrow our focus and advise the team on where observations are needed as a group. We will do this during our WIG meetings.

Once we have narrowed our focus for the week, we will engage in the Coaching Cycle Instructional Rounds that consist of:

Monday

- **WIG meeting (During Tactical for 30 mins)**
- **Norming the GET/GBF focus**
- **Initial observations**
- **Scripting coaching conversations**
- **Rehearsals & feedback for the leader**
- **Observing check-ins & feedback for the leader**

Tuesday

- **Follow-up observations with receipts**
- **Debrief observations**

Principal will observe the instructional leader tight loop coach the teacher

Wednesday

- **Repeat Tuesday as needed to coach to mastery**
- **Observations to ensure the teacher can produce results without real-time coaching**

Thursday

- **Lesson plan feedback- must reflect the planning of the last action step**
- **Criteria for success on the campus GET/GBF focus of the week**

further opportunity to coach to mastery if needed

Friday

- **SWAM/Data conversations over the current data (UE, BWA, Mastery tracking reteach TEKS/Standards)**
- **Setting up reteach over lowest scoring high priority TEKS/Standards**

student/teacher awareness come from Mastery tracking

- **Instructional leader scoreboarding EOD**
- **Instructional leader reflects and preps for Monday's WIG meeting**

In order to fulfill our vision, we must the following SMART goals:

1. **100% of teachers will meet the action steps consistently within 1 week of it being given.**
2. **100% of teachers will be Advanced or better in Aggressive Monitoring by end of Semester 1. (priority GET for S1)**
3. **100% of teachers will be Advanced or better in Remediation and Reteach. (priority GET for S2)**

School Processes & Programs Strengths

Curriculum & Instruction:

- At least one-third of IDEA students graduate with the "AP Scholar" designation, evidence of earning a qualifying score on at least three AP exams, demonstrating successful completion of college-level coursework prior to graduation.
- IDEA provides students access to accelerated instruction through the 1:1 technology device, including adaptive software for mathematics and literacy and access to hundreds of thousands of books in the district's digital library.

- IDEA curricular resources include high-quality instructional materials that earn the highest ratings on national evaluation measures.
- IDEA curriculum is regularly evaluated using a quality evaluation tool, ensuring alignment to the Texas Essential Knowledge and Skills and AP course standards, as well as the STAAR/EOC and AP exams.
- IDEA implements a variety of training opportunities for teachers and leadership staff with the goal of developing teachers' pedagogical content knowledge and leaders' coaching skills.
- For 15 years in a row, 100% of IDEA students have been accepted into college, demonstrating that IDEA academic programming is adequately preparing students for post-secondary education.
- In 2022, four IDEA schools were ranked in the top 10 Most Challenging Schools in the Nation and 13 were ranked in the top 1% of schools nationwide, by the Jay Mathews Challenge Index High School Rankings.

Special Programs

- IDEA exceeded the expected growth target for EL student performance on TELPAS in 2021 with 48% of ELs meeting that target.
- IDEA provide targeted research based instruction to students who have a 2.0 year gap in Reading and/or Math with the goal of closing that gap by 2.0 years during the school year with our initiative called Critical Student Intervention (CSI). During the 21-22 school year, 2,562 out of 6,632 students meet that goal for Reading and 703 out of 1,268 students met the goal for Math.
- IDEA is in Year 3 of our TEA awarded Autism Grant. Through this grant we were able to increase support for 195 students with autism in Rio Grande Valley and Austin who met the criteria outlined by TEA for this grant.
- IDEA submitted and was awarded a Dyslexia Grant by the TEA so that we will be able to provide increased professional development to teachers and leaders on working with students with dyslexia and increase the support resources for our students with dyslexia.

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 1 (Prioritized): SPED/EL Point person did not own observations and PTGs for student accommodation usage and educating the teacher on best practices. **Root**

Cause: Professional development of the point person's role and knowledge of the job requirements was not clearly defined.

Perceptions

Perceptions Summary

IDEA Palmview College Prep conducts beginning of year strengths interviews, staff retreat to share vision, our why, and mindset, monthly pulse checks, and quarterly surveys. Our GPTW survey has been one of if not the highest in the network for 2 year in a row.

Student and Parent surveys and feedback are incoorporated throughout the year and used for teacher and leader developement and annual performance reviews.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Lack of community partnerships for services in SEL, SPED, and other resources to help parents and families. **Root Cause:** Lack of skill setting them up through our Family Engagement point person.

Priority Problem Statements

Problem Statement 1: Lack of community partnerships for services in SEL, SPED, and other resources to help parents and families.

Root Cause 1: Lack of skill setting them up through our Family Engagement point person.

Problem Statement 1 Areas: Perceptions

Problem Statement 2: Lack of community partnerships built by our leaders with SEL and persistence as their driving goal.

Root Cause 2: Families of low-socioeconomic category do not have the knowledge or means to learn about or seek out support from services provided (community partnerships for SEL, SPED, EL, 504).

Problem Statement 2 Areas: Demographics

Problem Statement 3: iLearning Hotspot was not aligned to the needs of our students from the beginning of the school year.

Root Cause 3: Switched from Dreambox because it did not meet the needs of our students especially our special populations.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Isolated push in/pull out support for students in math was only available in 6th or 7th grade every other day.

Root Cause 4: By having only 1 ESSR funded intervention co-teacher, their ability was limited to serving push in/pull out students every other day.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: SPED/EL Point person did not own observations and PTGs for student accommodation usage and educating the teacher on best practices.

Root Cause 5: Professional development of the point person's role and knowledge of the job requirements was not clearly defined.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: Lack of knowledge and experience in educating individuals at differing level of special needs.

Root Cause 6: Professional development was not focused on how to serve and differentiate for students in special populations.

Problem Statement 6 Areas: Demographics

Problem Statement 7: Lack of ELA- specific interventions/strategies for Sped population

Root Cause 7: SPED teacher/point person was not used to observe and check for student accommodations usage and accuracy.

Problem Statement 7 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus 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

Student Data: Assessments

- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local benchmark or common assessments 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
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data

Student Data: Behavior and Other Indicators

- Attendance data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio

- State certified and high quality staff data
- Campus department and/or faculty meeting discussions and data

Parent/Community Data

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

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Goal 1: Increase staff retention

Performance Objective 1: Become known as the greatest place to work in education by May 2023.

Vision

IDEA Public School will become known as the greatest place to work in education by being a high performing, rewarding, and supportive organization where all students and staff can succeed. Our greatest resource to achieve our mission of preparing 100% of our students for college is the people we attract and retain. We believe that when our adults are supported, developed, and celebrated - our students thrive.

As an organization that benefits from the rich and diverse backgrounds of nearly 75,000 students and 11,000 staff members, we acknowledge that this is a lifetime journey and one in which each IDEA team member plays a critical role. This year, on our path to becoming the best place to work in education, our focus will specifically be on:

Defining and aligning our organization around our Employee Value Proposition (EVP) to clarify what makes IDEA Public School the greatest place to work in education.

Growing and developing Effective People Managers by capturing and transferring resources and promising practices from IDEA leaders who have created environments where all staff and students can succeed.

Increasing Employee Engagement through successful internal communication that creates clarity, fosters transparency, champions diversity, equity, and inclusion, and builds connection to the IDEA network.

At our best, we have a clear understanding of what attracts and retains the IDEA Team & Family , develop and strengthen the people management skills of all IDEA leaders, and effectively communicate to meaningfully engage our uniquely diverse and widespread staff.

Supporting Research
External:
Great Place to Work (GPTW) Trust Model provides a recognized standard of what it means to be a great workplace. Learn more here.

A strong employee value proposition (EVP) is an effective tool for attracting and retaining talent. See visual aid at bottom of this document and learn more here.

Once an organization has a strong employee value proposition, ensuring person-organization (P-O) fit between candidates and their colleagues is a strong

predictor of teacher retention. Learn more here.

Internal communication is key to employee engagement. Learn more here.

Employee recognition can prevent employee attrition. Learn more here.

Effective people-management skills and mindsets must be practiced and refined regularly. Teaching from the work of Dr. Brene Brown (Dare to Lead) and Elena Aguilar (Onward and The Art of Coaching Teams) guided the manager training scope and sequence.

Internal:
The 5 GPTW Impact Statements (fun, pride, cooperation, resources, and hiring for fit) have a strong correlation to retention. See research here.

Yearlong Performance Indicators
85% Staff Retention
By region
By job group
By race/ethnicity
80% New Staff Retention
80% GPTW Annual Trust Index Agreement on 22-23 annual survey
2% average improvement across the 5 impact statements from fall 2022 org-wide pulse check to spring 2023 org-wide pulse check

Role Overview: Key Impacts
What will be true at the end of the year for the various IDEA stakeholders?
Students
Staff
Performance Managers
Executive Leadership
Students demonstrate high achievement because they feel a sense of stability knowing they will interact with, learn from, and be supported by the same individuals throughout the entire school year.

Students persist at IDEA because they are surrounded by joyful, motivated and skillful staff that have significant positive impacts on their growth each day.

New Staff feel motivated by the workplace culture and are clear about their role expectations and how they will develop and be supported to meet those expectations.

Returning Staff feel a sense of belonging at IDEA and are consistently reminded of why they love working here.

All Staff feel informed, inspired, and connected to IDEA in a genuine way.

All Staff desire to return to IDEA the following year due to their confidence in the path IDEA is on and how it fits their long-term career goals.

Performance Managers implement practices that create a high-performance environment that supports staff development and well-being.

Performance Managers are trained, supported, and empowered to foster a strong team and staff culture that enables the realization of their vision and goals.

Senior Leaders champion our employee value proposition (EVP) and work strategically to ensure all our regions and campuses feel connected to the q1 mission and core values of our organization.

Senior Leaders adapt to the diverse needs of our staff, students, and schools to provide support and direction that leads to success.

High Priority

Evaluation Data Sources: Milestone 1 (July-Dec)

Milestone 2 (Jan-June)

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Frequent pulse checks and surveys. **Strategy's Expected Result/Impact:** Teachers report that they have all of the resources and PD to do their work well each time. **Staff Responsible for Monitoring:** API AA Principal **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	0%	0%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Training and support for managers to ensure completion effectively and with fidelity. **Strategy's Expected Result/Impact:** All leaders will complete the weekly coaching cycle consistently throughout the school year. 100% of teachers will be rated L3+ on their APR. **Staff Responsible for Monitoring:** API Principal AA **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals	0%	0%		

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: IDEA Palmview Campus meets or exceeds enrollment target, as set by the Texas Board of Directors.

Performance Objective 1: Talking points while recruiting: IDEA Palmview prepares 8th grade to be on track to graduate with 2 high school credits- Algebra I and Principles of Agriculture.
CTE credit for programs of study- Animal Science and AgriBuisness (7th grade Professional Communication and 8th grade Principles of Agriculture). Students also engage in math, science, reading, writing, and humanities aligned to Pre-AP and AP coursework at an A rated campus.

Evaluation Data Sources: STAAR and local grade/district assessments throughout the year. STREAM with benchmarks for application targets.

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Mastery Tracking **Strategy's Expected Result/Impact:** 90%+ student meet/exceed growth goals. **Staff Responsible for Monitoring:** API Teachers Principal **Title I:** 2.4, 2.5, 2.6 **- 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	0%	0%	0%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: 7th and 8th graders are on track to become completers in CTE programs of study. **Strategy's Expected Result/Impact:** 100% of 7th graders have earned 1/2 HS credit and CTE funding for Professional Communications. 100% of 8th graders earned 1 HS credit and CTE funding for Principles of Agriculture. **Staff Responsible for Monitoring:** CTE Teachers API Principal Registrar **Title I:** 2.5 **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction	0%	0%		

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: IDEA Palmview Campus meets or exceeds enrollment target, as set by the Texas Board of Directors.

Performance Objective 2: 100% of the campus will engage in at least 2 super recruitment days, 4 open to the community events for refer-a-friend campaigns, and 2 additional ops/community tabling events in order to gain student applications for enrollment.

Evaluation Data Sources: Ops participation tracking

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Super recruitment days 1 in S1 and 1 in S2. **Strategy's Expected Result/Impact:** Meeting benchmarks set per week, month, and semesters. **Staff Responsible for Monitoring:** Ops	0%	0%		

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: IDEA Palmview Campus meets or exceeds enrollment target, as set by the Texas Board of Directors.

Performance Objective 3: Reregistration- 90% of current student persist into the following year.

Evaluation Data Sources: Persistence Dashboard

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: S2 Ops will host reregistration. **Strategy's Expected Result/Impact:** 100% enrollment and 90% persistence **Staff Responsible for Monitoring:** SSA and APO	0%	0%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 3: IDEA achieves an A rating

Performance Objective 1: Excellent writing, discourse, and use of evidence in every classroom.

Priority Overview

Vision Our scholars will get better at what they do every day. Scholars at IDEA write, have meaningful discourse, and support their ideas with evidence in class every day. Our future leaders, scientists, doctors, educators, etc. need to be prepared starting in Pre-K and Kindergarten with the knowledge and skills they will need in college and their future careers. When our teachers engage students in rigorous practice and hold students to an excellent standard of writing, discourse, and use of evidence every day in every class, students learn what they are capable of, gain critical thinking skills, and master grade level content. When campus leaders coach teachers in real time to build skill, provide feedback on lesson plans and observations, and deep dive into student work with teachers, our teachers gain the capacity to make an even bigger impact on our scholars. When our regional and national leaders are aligned in their campus support, have a common vision of excellence, and provide research-based development and resources, our campus Team and Family members are empowered to focus on what they do best: teach and lead our scholars on the path to fulfilling their potential. Instructional Priority Look-Fors: Click here

Supporting

Research Writing improves reading comprehension & memory of what was read (Naka & Naoi, 1995) Writing about content in science, social studies, and mathematics enhances learning in all subjects (Graham, Kiuhara, MacKay, 2020) Discussion helps students share and build meaning collaboratively and serves as an essential process for learning in the mathematics and science classrooms because it leads to collective, reciprocal, supportive, cumulative, and purposeful interactions (Hattie, 2012) Discourse promotes higher-cognitive learning (Gall & Acheson, 2011) Students develop problem solving abilities during discourse when they look at material from several points of view and build on earlier understandings through frequent discussions with peers (Sergiovanni, 2014) Key Performance Indicators End of year (EOY) student achievement with no statistically significant gaps across lines of difference: - RMT (on level) - State/Non-State (on or above GL) - AP (2+/3+) - ACT (21+)" *Still pending 21-22 data, this section will be finalized by Milestone 2. We believe that when our instructional staff are supported to have success in their roles related to this priority, it will also drive success with staff experience. See the staff experience priority KPIs as a way to measure this.

High Priority

HB3 Goal

Evaluation Data Sources: Milestone 1 [August + September]: Culture & Planning

December- Semester Exam
March- Mock Exam
May- STAAR

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Mastery, Growth, and Accelerated Learning Tracking to identify areas to intervene with the follow student groups: Special Populations (SPED/EL), HB4545 students, ECD, and Hispanic students. **Strategy's Expected Result/Impact:** 90%+ student meet/exceed growth goals. **Staff Responsible for Monitoring:** API Teachers Principal **Title I:** 2.4, 2.5, 2.6 **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction **Funding Sources:** Olga Garcia - Federal Grant - $55,500, Delilah Garcia - Federal Grant - $57,500, Eric Villegas - Federal Grant - $34,000, Melina Villarreal - Federal Grant - $34,000, Maria Elena Hernandez - Federal Grant - $34,000, Alex Davila - Federal Grant - $54,000	0%	0%		

 No Progress Accomplished Continue/Modify Discontinue

Goal 4: Increase student daily attendance

Performance Objective 1: Milestone 1 [July-Sept 2023]: Family Engagement

Priority Overview:

Vision Family engagement begins before students enter an IDEA school--our recruitment process needs to be founded on strong marketing campaigns and communication so that families learn the academic reputation of our schools and they clearly understand the commitment they make when they choose IDEA. Responsiveness and informative onboarding for new families are an opportunity to further invest students and families before their first day at IDEA. Families who feel connected to their school are more likely to return year after year. Students who are engaged and feel cared for at school are more likely to attend school every day. Students who attend school each day are more likely to have improved academic outcomes that will set them on a successful path--academically, socially, emotionally, and physically--to and through college. IDEA must be more than just what happens in the classroom. Not only do we commit to supporting the whole child, but we also have the discipline to invest in and uphold that commitment to the whole child--from rigorous and joyful instruction and school culture; to consistent extracurriculars and athletics; to a strong infrastructure of non-academic supports; and to staff who are well-trained with the skills to build relationships, communicate, and stay with IDEA to strengthen bonds. Genuine family engagement requires strong multi-way communication and feedback loops among schools, families, students, and communities to inform how we continue to improve our schools together and tackle local needs. This means that our families interact with their school and are informed about their student through weekly newsletters, frequent Remind communication from teachers and administrators that is responsive and appropriately addresses individual needs, frequent vibrant social media posts, academic updates through progress reports and parent portals, and ongoing surveys and family needs assessments. Creating and reinforcing healthy family engagement mindsets, processes, and systems will drive higher family and student investment, higher attendance leading to better academic and non-academic outcomes, higher persistence into the next academic year, and more stable demands on enrollment.

Key

Performance

Indicators

(KPIs) Outcome Metrics: * ADA (Texas: 97%; IPS: TBD) * ADA Compliance (100% attendance verifications and 95% Daily Teacher submission) * Chronic Absenteeism * Enrollment (Rolling Enrollment to Schools Projected Enrollment) * Persistence Rates: Overall, New, and Targeted Grades o 90% Overall Persistence o 90% New Persistence o 1% Increase for Specific Grades (Pre-K/K/6th/8th) * 1% decrease in persistence leaver codes for lack of communication * Parent Rating of 4.5 on Panorama Survey Question: "The school asks parents for their opinions on the school and its programs." (LY: 4.3) * Parent Rating of 4.7 on Panorama Survey Question: "The school provides materials and training to help parents work with their children to improve student achievement." (LY: 4.5) Supporting Research: * Research shows that parental or family engagement in a child's education can improve their test scores, attendance, social skills, relationships, behavior, and how a child feels about school. (https://www.canr.msu.edu/news/the-importance-of-family-engagement) * Parents are the experts on their children. Yet, district leaders know that promoting family engagement is far from a simple endeavor. Educators and administrators play a large role in shaping family-school partnerships. When schools elevate families as true partners and the experts that they are, students benefit significantly. When districts support families through thoughtful, equitable policies and programs, it encourages broader community engagement that can help to enrich student learning and

optimize student success. (Panorama Ed) * National Association of Family, School, and Community Engagement: High-impact family and community engagement is collaborative, culturally competent, and focused on improving children's learning (Parent involvement and student academic performance: A multiple mediational analysis https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3020099/) * Research shows that parental or family engagement in a child's education can improve their test scores, attendance, social skills, relationships, behavior and how a child feels about school. (https://www.canr.msu.edu/news/the-importance-of-family-engagement).

Strategy 1: Build investment and capacity of campus leaders to impact enrollment, ADA, and persistence

* Tactic #1: Develop a training scope and sequence that targets principals, APIs, and PIRs, specifically building capacity to communicate and invest parents in Pre-K/K, 6th, and 8th grades. The organization's training sessions on priorities will occur the second and third Thursday of every month.

* Tactic #2: Train campus cohort teams on course collaboration days. Require principals, APOs, APIs, Counselors, SIS Coordinators, and Registrars to attend a 2-hour training session that holds the team accountable to the co-dependent goals and builds capacity to manage and meet goals.

Strategy #2: Increase family feedback strategically throughout the year- Building authentic relationships with families through high-quality two-way communication

* Tactic #1: Every campus meets standard expectations to build 2-way communication with families (ex. REMIND, social media, Parent Comms Flow Charts)

* Tactic #2: Standardize the expectations for schools to host academically aligned parent engagement and academic celebration events such as "Meet the Teacher," report card pickup night and/or curriculum nights, monthly town halls, etc. (ex. 4: 1 required MTT, schools pick 2-4 example: DI on track night, CSI night)-

* Tactic #3: Implementation of 3 parent surveys to increase parent feedback (1. BOY survey 2. Fall Survey (October)- 50% of every campus 3. Spring Panorama Survey)

* Tactic #4: Identify trends in feedback from parents and create focus area for improvement. This will include a National ALP Project around non-academic programs and extracurricular.

Evaluation Data Sources: National Collaboration: Operating Mechanisms

Family Engagement Core Committee:

* AST: Heather, Joelisse, Maya

* IST: Amanda, Grace, Inelba, Lisa

* MCC: Andie, Matt, Shalimar

* Ops: Abby, Derrick, Jovanna, Liz, Osvaldo

* Schools: TBD (designated by Superintendent)

* Data Reporting (Dashboard): Adriana

When What Who

Family Engagement Core

Committee Tactical Weekly, Tuesdays, 1 hour (starts in September) Tackle projects and strategy implementation; Report progress from subcommittees and implementation; Identify gaps Core Committee members (listed above)

Regional Family

Engagement Strategy Quarterly, 1 hour (multiplied by number of priority regions) Replace Quarterly regional persistence calls by adding ADA and enrollment; Prioritization of specific regions **these will be in place of the regional persistence strategy sessions we had the last 2 years EDs, VPs of Schools, RDOs

Family Engagement Report-

Out and Step-Back Quarterly, 90 minutes Present progress and review obstacles, gaps to close, upcoming strategies and other information to Chiefs Heather, Inelba, Osvaldo

Direct Report Check-Ins Weekly Team leader will bring updates and project progress to check-ins with Chief Heather, Inelba, Osvaldo

Training Prep Monthly dress rehearsal and feedback sessions Team will review upcoming trainings weekly in tactical, identify designer, facilitators and additional roles in preparation. Standing agenda item in the weekly tactical to continue to ensure alignment across all teams. Core Committee members

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Campus rated as a Healthy Kids Here compliant campus. **Strategy's Expected Result/Impact:** Honor Roll for student fitness assessment data, methods to ensure students participate in moderate to vigorous physical activity. **Staff Responsible for Monitoring:** PE Teacher API **Title I:** 2.5 **- ESF Levers:** Lever 3: Positive School Culture	0%	0%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Following our ADA Matrix so 100% of students are here 97% of the time. **Strategy's Expected Result/Impact:** Parent Meetings with Grade team and leaders upon the 3rd absence in a row. APO meetings with persist absences. **Staff Responsible for Monitoring:** APO SSA Teachers **Title I:** 2.4, 2.5, 2.6 **- ESF Levers:** Lever 1: Strategic School Leadership and Planning, Lever 3: Positive School Culture	0%	0%		

 No Progress Accomplished Continue/Modify Discontinue

Goal 5: Increase student persistence

Performance Objective 1: We operate physically and emotionally safe schools:

Creating safe, orderly, and welcoming learning environments is critical to educating and preparing IDEA students to achieve their highest potential and contribute to society. Efforts to improve school climate, safety, and learning are not separate endeavors and must be designed and implemented as a comprehensive school-wide approach. Ensuring that mental health and safety programming and services are appropriately integrated into the overall multitiered system of support is essential for successful and sustainable improvements in school safety and academic achievement. Students spend most of their waking lives in schools. Our school-based staff are the life of our school buildings. School safety and positive school climate are not achieved by singular actions like purchasing a designated program or piece of equipment but rather by effective comprehensive and collaborative efforts requiring the dedication and commitment of all school staff. At IDEA Public Schools, we are committed to providing a safe and secure environment to support our mission of preparing students from the communities we serve for success in college and citizenship. Physical and Emotional Safety Priorities: 1. Our students and staff must first feel physically and emotionally safe to achieve our mission a. We set a vision and create ambitious goals to promote physically and emotionally safe schools b. We track progress to our goals and make our data visible to all stakeholders c. We believe that meeting foundational needs will lead our students and staff towards their full potential 2. Physical and emotional safety is everyone's responsibility a. We invest our staff, families, and students in the importance of safety and the need for standardized safety practices and routines b. We cross-functionally train, coach, and support our school, regional, and national staff in proactive/preventative and reactive/responsive safety measures c. We empower students to build capacity in self-awareness, self-management, responsible decision-making, relationship skills, and social awareness 3. Everything I say and do matters (and so does everything I don't say and don't do) a. We hold team members accountable to this priority by inspecting what we expect b. We execute safety and security program, mental health, and SEL initiatives transformationally (not transactionally) to maximize their impact c. We model actions and behaviors aligned to our physical and emotional safety strategy.

Supporting Research * SEL interventions that address the five core competencies increased students' academic performance by 11 percentile points, compared to students who did not participate (CASEL, 2022). * Students participating in SEL programs showed improved classroom behavior, an increased ability to manage stress and depression, and better attitudes about themselves, others, and school (CASEL, 2022). * Additional meta-analyses echoed these findings. Consistency across independent research teams offers strong support that well-implemented SEL programs are beneficial (CASEL, 2022). * Our students and families respond to several questions each year through the Panorama Survey reporting their feelings about safety at school. Last year, students reported they "feel safe at school" at a 4.2 out of a 5-point scale. Parents responses to questions were rated at a 4.6 out of 5 last year. * Any effort to address school safety should balance building and security/physical safety with psychological safety. Relying on highly restrictive physical safety measures alone, such as increasing armed security or imposing metal detectors, typically does not objectively improve school safety. In fact, such measures may cause students to feel less safe and more fearful at school and could undermine the learning environment. In contrast, combining reasonable physical security measures with efforts to enhance school climate more fully promotes overall school safety (Framework for Safe and Successful Schools, NASP, 2013). Key Performance Indicators Outcome Metrics 100% of Staff complete BOY Crisis Management / Emergency Response Training 100% Safety Drill Execution o Monthly, Quarterly, Annually 80% of campuses are rated Proficient or higher by the end of the year on the Campus Safety Score (Regional & National Aggregate) o Intruder Assessment o Physical Building Safety o Climate & Culture SS Staff, Students, Families o Compliance SS Training, Facility Safety, Execution 100% of lead facilitators deliver Move This World with fidelity (3 days a week) 100% of teachers are trained in trauma informed practices at BOY training before the first day of school Leaders rate org priority training throughout the year as a 60+ NPS score Student and family survey goals: 1. Students rate the statement "I feel safe at school" a 4.5 out of 5 2. Parent safety and security Composite rating of 4.8 out of 5.

Evaluation Data Sources: Milestone #1: July - September Milestone #2: October- December Milestone #3: January-February Milestone #4: March- June

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Develop and distribute Parent and Family Engagement Policy The following individuals, including roles (parents, teachers, admin, etc.) assisted with the development of the Parent and Family Engagement Policy:				

Parents - PTO and SDMC
Teachers
Campus Leadership Team
The PFE was distributed
On the campus website
The Parent Weekly
PTO meeting
English
Spanish

Four strategies to increase Parent and Family Engagement include:
1. Develop with parents a parent-school compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement.
2. The school will provide full opportunities for the participation, including virtual participation, of all parents especially those with limited English proficiency, parents of students with disabilities, and parents of migratory children.
3. Campus will provide materials and training to help parents work with their children to improve their children's academic achievement and encourage their participation. These meetings will be held at flexible times to accommodate parents' schedules.
4. Campus will take the following actions to ensure that information related to the school and parent programs, meetings, and other activities is sent to parents in an understandable and uniform format, including alternate formats upon request, and to the extent practicable, in a language the parents can understand. All Title I materials will be sent in English and Spanish versions.

Strategy's Expected Result/Impact: 90%+ parents report that they have access to Parent Weekly and other communication.

90%+ parents attend at least 4 family engagement events throughout the year.

Students and parents report out on survey's that they feel safe at school.

Staff Responsible for Monitoring: SSA

Title I:
4.1, 4.2
- ESF Levers:
Lever 3: Positive School Culture

0% | 0%

No Progress

Accomplished

Continue/Modify

Discontinue

Goal 5: Increase student persistence

Performance Objective 2: Continue being recognized as a Healthy Kids Here School

Evaluation Data Sources: Healthy kids initiative through our PE, Health Aid and CNP programs.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Track the MVP minutes in PE per student. **Strategy's Expected Result/Impact:** 100% of students meet the honor roll requirement in MVP minutes in PE. Fitness Gram is 100% complete by all students. **Staff Responsible for Monitoring:** PE Teacher, Athletic Coordinator **Title I:** 2.4, 2.5, 2.6 **- ESF Levers:** Lever 3: Positive School Culture	0%	0%		

 No Progress Accomplished Continue/Modify Discontinue

State Compensatory

Budget for Palmview College Prep

Total SCE Funds:
Total FTEs Funded by SCE: 2
Brief Description of SCE Services and/or Programs

Personnel for Palmview College Prep

Name	Position	FTE
Delilah Garcia	Intervention Teacher	1
Maria Elena Hernandez	Math Intervention CoTeacher	0.5
Melina Villarreal	iLearning Facilitator	0.5

Title I Personnel

Name	Position	Program	FTE
Alex Davila	Science Teacher	Title 1	1

Campus Funding Summary

Federal Grant					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	1	1	Melina Villarreal		$34,000.00
3	1	1	Eric Villegas		$34,000.00
3	1	1	Delilah Garcia		$57,500.00
3	1	1	Maria Elena Hernandez		$34,000.00
3	1	1	Alex Davila		$54,000.00
3	1	1	Olga Garcia		$55,500.00
				Sub-Total	$269,000.00

Addendums

IDEA Palmview

Comprehensive Needs Assessment
COLLEGE PREP

Data Source: CSI

% Meeting CSI Goal	Reading CP CSI
% CSI (EOY Ren.)	64
% of CSI Passing STAAR	58
% of SPED Passing STAAR	60

Data Source: STAAR

	STAAR Reading 6th	STAAR Reading 7th	STAAR Reading 8th	STAAR Writing 7th	English I EOC	English II EOC
% Approaches	76.6%	76.5%	NA	NA	NA	NA
% Meets	41.6%	47.2%	NA	NA	NA	NA
% Masters	23.3%	28.3%	NA	NA	NA	NA
% Student Achievement Average	47.1%	50.3%	NA	NA	NA	NA

Data Source: AP/IB/Electives

AP Scores	Pass AP Lit	Pass AP Lang	IB Scores	IB Group 1	% Royal Readers	% Word Master
% Score 1	NA	NA	% Score 1-3	NA	71%	20%
% Score 2	NA	NA	% Score 4-5	NA		
% Score 3+	NA	NA	% Score 6-7	NA		
					RR Goal Met/Not Met	WM Goal Met/Not Met
					Met	Met

Reflections	
Areas of Strength	**Areas of Need**
1. 92.2% of students met growth goal	1. specific interventions/strategies for Sped population (the 1 indicator missed for Academic
2 Domain 2- All indicators met for both Relative Performance and Academic Growth	2 Focus on tracking Meets from BOY- Mastery tracking
3 Domain 3- All indicators met for Academic Growth and all but 1 met for Academic Achievement	3 Persistence for our Masters students

IDEA Palmview

Comprehensive Needs Assessment - College Prep COLLEGE PREP					
Data Source: STAAR					
	STAAR Math 6th	**STAAR Math 7th**	**STAAR Alg I**		
% Approaches	73%	61%	NA		
% Meets	34%	31%	NA		
% Masters	10%	14%	NA		
% Student Achievement Average	39%	35%	NA		
Data Source: AP/IB					
AP Scores	**Pass AP Calculus AB**	**Pass AP Calculus CD**	**Pass AP Prob. & Stats.**	**IB Scores**	**IB Group 5**
% Score 1	NA	NA	NA	**% Score 1-3**	NA
% Score 2	NA	NA	NA	**% Score 4-5**	NA
% Score 3+	NA	NA	NA	**% Score 6-7**	NA

Reflections	
Areas of Strength	**Areas of Need**
1 Mastery Tracking student growth goals- 90% of students in math met/exceeded their growth target.	1 Begin analysis and filling gaps in iLearning Hotspot since BOY using pathways (we started this during STAAR unit and was helpful).
2 Mastery Tracking student STAAR goals. All Domain 3 categories hit their target %.	2 NTI teacher will now have more experience and mentored by a master teacher/course leader to gain
3 Co-Teacher Math Interventionist provided by ESSR funding. Helped with full year push-in/pull-out and small group reteach.	3 Continue funding the Co-Teacher Interventionist in middle school- adding 8th grade Alg 1 next year.

IDEA Palmview

Comprehensive Needs Assessment COLLEGE PREP						
Data Source: Internal Assessments						
	6th Grade EOY Assessment	**7th Grade EOY Assessment**				
% Passing	63/35/14	65/42/17				
Data Source: STAAR						
	STAAR 8th Science	**STAAR Biology**				
% Approaches	NA	NA				
% Meets	NA	NA				
% Masters	NA	NA				
% Student Achievement Average	NA	NA				
Data Source: AP/IB						
AP Scores	**Pass AP Biology**	**Pass AP Chemistry**	**Pass AP Physics (1, 2, & C)**	**Pass AP Env. Science**	**IB Scores**	**IB Group 4**
% Score 1	NA	NA	NA	NA	**% Score 1-3**	NA
% Score 2	NA	NA	NA	NA	**% Score 4-5**	NA
% Score 3+	NA	NA	NA	NA	**% Score 6-7**	NA

Reflections	
Areas of Strength	**Areas of Need**
1 Receptive to feedback	1 Qualified content knowledgable teacher
2 Alignment support from Ag class	2 Classroom Management
3 New teacher coming with background in Science	3 Use of district curriculum

IDEA Palmview

Comprehensive Needs Assessment COLLEGE PREP							
Data Source: Internal Assessments							
	6th Grade EOY Assessment	**7th Grade EOY Assessment**					
% Passing	**95/76/67**	**100/100/100**					
Data Source: STAAR							
	STAAR 8th US History	**EOC US History**					
% Approaches	NA	NA					
% Meets	NA	NA					
% Masters	NA	NA					
% Student Achievement Average	NA	NA					
Data Source: AP/IB							
AP Scores	**Pass AP Human Geography**	**Pass AP World History**	**Pass AP US History**	**Pass AP Goverment**	**Pass AP Economics**	**IB Scores**	**IB Group 3**
% Score 1	NA	NA	NA	NA	NA	**% Score 1-3**	NA
% Score 2	NA	NA	NA	NA	NA	**% Score 4-5**	NA
% Score 3+	NA	NA	NA	NA	NA	**% Score 6-7**	NA

Reflections	
Areas of Strength	**Areas of Need**
1 Interactive lessons	1 Mastery tracking
2 Joy in the classroom	2 Prioritizing heavy hitting students
3 Content knowledge teacher	3 Goal conversations

IDEA Palmview

Comprehensive Needs Assessment
COLLEGE PREP

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

	Listening	Speaking	Reading	Writing	% of ELL Students who grew one or more levels
% Beginning	7%	15%	15%	13%	
% Intermediate	18%	52%	22%	26%	
% Advanced	30%	32%	27%	43%	
% Advanced High	44%	1%	37%	18%	

Reflection	
Areas of Strength	**Areas of Need**
1 Teachers used visuals (anchor charts) for in person learning	1. TC can host in person TELPAS testing sessions during the year for EL population.
2 Tracking ELs and their data througout the school year	2 Teachers reference and use Proficiency Level Descriptors (PLDs) when considering students' access to lesson (differentiation)
3 Validity of testing enviorment done by 2 consistent people	3 Implement accommodations for EL students throughout the school year

IDEA Palmview

Comprehensive Needs Assessment COLLEGE PREP					
100% College Matriculation					
Matriculation %	**Matricuation % 4 year**	**Matriculation % 2 year**	**Tier 1/2 % Acceptances**	**Tier 1/2 % Matriculation**	
NA	NA	NA	NA	NA	
Tier 1 % Matriculation	**Tier 2 % Matriculation**	**Tier 3 % Matriculation**	**Tier 4 % Matriculation**	**Senior Class CCMR %**	**Senior Class TSI Completion %**
NA	NA	NA	NA	NA	NA
Campus Data					
Senior Class ACT Average	**Junior Class ACT Average**	**Overall AP Scholars (3+ or more tests)**	**IB Medallion Scholars (Passing 3+ exams)**	**Overall % IB Diploma**	**Campus End of Year OTG**
NA	NA	NA	NA	NA	NA

Reflections	
Areas of Strength	**Areas of Need**
1 NA	1 NA
2 NA	2 NA
3 NA	3 NA

IDEA Palmview

Comprehensive Needs Assessment COLLEGE PREP	
Staff Quality, Recruitment, Retention	
	Percentage
% School Lead Team Retention	100%
% Instructional Support Retention	83%
% Teacher Retention	87%
% Campus Support Retention	100%
% SPED Certified Teachers	27%
% State/National Certified Teachers	85%
% State Certified Leaders	20%
% State/Board certified Counselors	0%
Number of teacher applicants per 2021-22 school year	65%

Reflections	
Areas of Strength	**Areas of Need**
1 Teacher Retention	1. 2 not certified teachers
2 Feedback from teachers/staff surveys for org health	2 SPED recruitment pool
3 Honoring time with purposful training and meetings	3 State certified Leaders

IDEA Palmview

Comprehensive Needs Assessment College Prep	
Data Source: School Culture and Climate	
	Campus %
% Average Daily Attendance	91.11%
% Overall Persistence	90.00%
% New Student Persistence	94.32%
# of Admin Withdrawals/ Level 3 Offenses	3%
% SPED	18.95%
% ELL	62%
% Eco Dis	96.08%
% Migrant	0
% Race: American-Indian-Alaska-Native	0
% Asian	0
% White-Hispanic	95%
% Multi	0
% Black-African-American	1
% Native-Hawaiian-Pacific-Islander	0
% White	4%
% Male	39%
% Female	61%

Data Source: School Culture and Climate	
Reflections	
Areas of Strength	**Areas of Need**
1 Owning roles & responsibility with ADA Daily process.	1 Parent contracts, commitment letters.
2 New student onboarding	2 Parent communication and follow up
3 Income surveys follow through	3 Educating about services

IDEA Palmview

Comprehensive Needs Assessment COLLEGE PREP	
Data Source: Family and Community Involvement	
	Percentage
% Families Attended WTI	58%
% Families Attended Curriculum Night	10%
% Families Who Attended EOY Ceremonies	87%
% Families who attended Fall Festival	N/A
% Families who attended Winter Festival	N/A
% Families who attended Spring Festival	N/A

Reflections	
Areas of Strength	**Areas of Need**
1 Inviting all of our new families and current families to campus events.	1 Having a plan in place to properly onboarding 100% of students event if enrolling the first 10 days of the new
2 Preplanning and hosting is strong	2 Relating the message that some events are mandatory attendance is required.
3 Make up WTI- 1:1	3 Survey when parents can attend
	4. Highlight parents that attended events throughout the

Master CNA & SAIP Reporting Checklist

		PTG		0%	PTG		0%
DEPT	**Data Source**	**Data Tabs**	**Guidance**	**Status**	**Principal Notes or Questions**	**VP Verification**	**Notes & Next Steps**
College Prep	KEYS Tab (Tab 3)	Student Achievement Improvement Plan 2021-2022 School Year	This SAIP plan will require logging concrete initiatives put in place for student improvement, as well as their associated timelines, resources, and responsible staff. Each initiative will be tracked mid-year and at the end of the year. Mid-year assessments should be completed by each campus between December 1, 2022 and no later than January 31, 2023.	Pending		Action Required	
	Locus Dashboards: CIS STARR, AP Campus IB Reports EOY Assessments	Comprehensive Needs Assessment 2022 English Language Arts	These Pages should include the percentage of students who achieved each listed score for the 2021-2022 School Year. For each subject, list a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Pending		Action Required	
		Comprehensive Needs Assessment 2022 Math		Pending		Action Required	
		Comprehensive Needs Assessment 2022 Science		Pending		Action Required	
		Comprehensive Needs Assessment 2022 Humanities		Pending		Action Required	
	State TELPAS Report	Comprehensive Needs Assessment 2022 TELPAS	This data set will outline the percentage of students that earned proficiency in the areas of Listening, Speaking, Reading, and Writing, as indicated in the State TELPAS report. Llist a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Pending		Action Required	
	Locus Dashboards: ACT, AP, TSI Campus IB Reports Campus Matriculation Reports	100% College Matriculation 2021-2022 School Year	This page will only be applicable to campuses that had graduating classes in the Spring of 2022. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Pending		Action Required	
	Locus Dashboard: Staff Rentention	Staff Quality, Retention, & Recruitment 2021-2022 School Year	Under the %SPED Data Point, this should relfect the percentage of SPED certified teachers, compared to the overall SPED staff. Under number of teacher applicants, note how many teachers were interviewed by campus leaders for positions during the 2021-2022 School Year. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Pending		Action Required	
	Locus Dashboards: Student Persistence, Enrollment, ADA	School Culture & Climate 2021-2022 School Year	For the Withdrawals/Level 3 Offenses data point, list the number of withdrawals or offenses. All other data points should reflect percentages. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Pending		Action Required	
	Campus Academic Counselor Tracking Systems	2022 Family & Community Involvement	In addition to listing data percentages, list a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Pending		Action Required	

IDEA PALMVIEW

2022-23 Student Achievement Improvement Plan - College Prep

COLLEGE PREP

APO	Initiatives	Needs Assess.	Special Pops.	Person(s) Responsible	Timeline Start/End	Resources: Human/ Material/Fiscal	Documentation	Formative Evaluation
1E	Fidelity to the Coaching Cycle	S	All	Principal	8/9-5/26	All instructional staff and leaders	Scoreboard, Check-in docs, & TeachBoost	STAAR Accountability Rating
1E	Mastery Tracking	S	All	Principal	8/9-5/26	All instructional staff and leaders	Scoreboard, Check-in docs, & TeachBoost	STAAR Accountability Rating
1H	CSI Intervention	RR	AR	API	8/9-5/26	Interventionist and Coteacher, DISE, DI, Reading Success, Imagine Learning math and reading, and Expressive Writing	Scoreboard, Check-in docs, & TeachBoost	RenStar
1H	SPED/EL/504/RTI/CSI Push in/Pull out intervention	S	All	API	8/9-5/26	SPED teachers, interventionist, coteacher, Dyslexia resources, SAIP	Scoreboard, IEPs, ARDs, Check-in docs, & TeachBoost	STAAR Accountability Rating
1H	Brain Breakfast	S	All	SC	8/9-5/26	Accelerate resources and training, Study Island, STAAR Maker	Scoreboard, Check-in docs, & TeachBoost	STAAR Accountability Rating
2A	Camp Rio Staff Retreat during BOY PD	O	All	Principal	8/5-8/6	5K in budget, Camp Rio accommodations	BOY PD	GPTW Survey
2B	Quarterly PTG Staff Meeting/CNA/SAIP meetings	S	All	Principal	8/9-5/26	CNA/SAIP resources, staff PD materials	Scorecard, Scoreboard, CNA/SAIP docs	GPTW Survey
2B	5 step ADA Matrix	O	All	SC and APO	8/9-5/26	Homevisit resources, School Van	1 pager	YTD ADA
2C	House Cups- Quarterly	O	All	Athletic Coor.	8/9-5/26	Party Rental supplies, 1/2 day scheduling and staff	Attendance Rosters	YTD Persistence
2C	Kickboard Tracking for Behavior Management System	DR	All	SC	8/9-5/26	4K in budget for materials, training, software and hardwware	Kickboard platform	YTD Persistence
2C	Aggie Community Circle	O	All	SC	8/9-5/26	Move this World, Project RESSPECT (3K) resources, Leadership training for staff	Assembly Schedules and Minutes	YTD Persistence
3B	Monthly Super Recruitment Days	O	All	APO	6/17/21-6/17/22	Extra duty pay for hourly staff, van, buses, recruitment materials and swag, partnership vending	STREAM	Enrollment

IDEA PALMVIEW

2022-23 Student Achievement Improvement Plan - College Prep

COLLEGE PREP

2C	Behavior Unit and Sensory Learning	O	SE	PIR and Principal	8/9-5/26	Coteachers, RISE, SPED and training. Supplies and furniture	IEPs, ARDs, Behavior intervention documentation record (ABC)	YTD Persistence
2C	Agriculture Program and 4H	O	All	API	8/9-5/26	4H membership= $25 per student, iCEVonline curriculum= 2K per grade level lisences, PD for teachers, FTEs for Ag Science classes, extra duty and mileage pay for teachers, travel for students	4H membership, awards and recognitions	YTD Persistence
2C	21st Century after school programs	O	All	APO	8/9-5/26	Coordinator, tutors, partnerships, materials	APO tracker	YTD Persistence

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

Title I Qualifying Programs			Initiatives Status			
Internal Use Only			Mid Year		End of Year	
Supplemental Program (Y/N)	New Program (Y/N)	Budget Allocation	Outcome	Increase/Decreased by X%	Outcome	Increase/Decreased by X%

Annual Performance Objectives (APO)

PRIORITY #1: Students Graduate College-Ready

1A. % of graduates who matriculate to a College or University: 100%

1B. % of graduates matriculate to a Tier I/II College or University: 15% | 25%

1C. % of Seniors accepted to a College or University: 100%

1D. % of Seniors named AP scholars | Earn IB diploma: 30% | 25%

1E. Earned State Rating: A

1F. % Basic | % Mastery | % Advanced on LEAP: 82% | 44% | 11%

1G. % Approaches | % Meets | % Masters on STAAR/EOC: 90% | 60% | 30%

1H. % Level 3 | % Level 4 | % Level 5 on FSA/FSAA: 70% | 40% | 20%

1I. % of Pre-K-2nd Students End The Year On/Above Grade Level in Reading - Year 1 Campuses | Year 2 Campuses: 80% | 90%

1J. % of students in CSI achieve 2 years growth in Reading | Math (measured by Ren STAR) 50% | 60%

1K. Average ACT score: 21

1L. % of students graduating college in 4 | 6 years: 25% | 55%

Needs Assessment

S-STAAR

D-DIBELS

E-EOC

A-ACT

RR-Reading Renaissance

ST-STAR for Math

DR-Discipline Report

AP-AP Tests

O-Other

Special Populations

All

AR-At Risk

ELL-English Language Learners

ED-Economically Disadvantaged

M-Migrant

SE-Special Education

IDEA Public Schools

Parmer Park Academy

2022-2023 Campus Improvement Plan

Accountability Rating: B

Distinction Designations:
Academic Achievement in Science

Board Approval Date: October 21, 2022
Public Presentation Date: September 12, 2022

Mission Statement

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

Parmer Park Academy Vision 2022-2023â€‹

At IDEA Parmer Park academy, our staff will work synergistically by instilling our panther values of pride, academic excellence, accountability and community. As a result, every single one of our students will leave our building as proud panthers, readily equipped with crucial skills to be agents of change and transformative leaders within their communities .

Vision

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

Core Values

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

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

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Comprehensive Needs Assessment

Revised/Approved: September 1, 2022

Demographics

Demographics Summary

IDEA Parmer Park sets high expectations for every student and goes the extra mile to make sure every student realizes their own potential. Personalized learning, critical thinking skills, mastery of core subjects is our recipe for success. School was founded in 2019 , we serve grade levels k-5, we currently have 714 students , 30% of our students are bilingual/ ESL, 33.7% of our students are categorized at risk, our students are predominantly african american and hispanic, teachers have an average experience on 1.6 years. The majority of our staff are also African American and Hispanic. See PDF in adendum for more information.

Demographics Strengths

See PDF in adendum for more information.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): School did not have a clear behavior management system **Root Cause:** Leadership team did not implement behavior matrix, incentives, interventions

Problem Statement 2: Staff members were moved around different roles through the year **Root Cause:** High performing teachers were moved to STAAR subjects, instability was caused in grade levels

Problem Statement 3 (Prioritized): Only 67% of instructional staff returned for 22-23. **Root Cause:** Inconsistent leadership and inconsistent development led to high turn over in priority subject areas.

Student Learning

Student Learning Summary

Students in fourth grade struggled with exams. Our students did well across science subjects. Students struggled mostly in mathematics. Students performed better in ELA/Reading.

Mastery in 3rd grade reading and math was also below 10%

See PDF in Addendum for more information.

Student Learning Strengths

See PDF in Addendum for more information.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Limited cross curricular opportunities **Root Cause:** systems not in place to allow teachers to collaborate

Problem Statement 2 (Prioritized): 3rd grade students lack foundational math skills **Root Cause:** Due to staff shortages, students did not receive support and planned intervention with computational fluency and reading comprehension of complex math problems post pandemic.

Problem Statement 3 (Prioritized): 5th grade students lack foundational math skills **Root Cause:** Lack of consistent teacher coaching and teacher preparation

School Processes & Programs

School Processes & Programs Strengths

Curriculum & Instruction:

- At least one-third of IDEA students graduate with the "AP Scholar" designation, evidence of earning a qualifying score on at least three AP exams, demonstrating successful completion of college-level coursework prior to graduation.
- IDEA provides students access to accelerated instruction through the 1:1 technology device, including adaptive software for mathematics and literacy and access to hundreds of thousands of books in the district's digital library.
- IDEA curricular resources include high-quality instructional materials that earn the highest ratings on national evaluation measures.
- IDEA curriculum is regularly evaluated using a quality evaluation tool, ensuring alignment to the Texas Essential Knowledge and Skills and AP course standards, as well as the STAAR/EOC and AP exams.
- IDEA implements a variety of training opportunities for teachers and leadership staff with the goal of developing teachers' pedagogical content knowledge and leaders' coaching skills.
- For 15 years in a row, 100% of IDEA students have been accepted into college, demonstrating that IDEA academic programming is adequately preparing students for post-secondary education.
- In 2022, four IDEA schools were ranked in the top 10 Most Challenging Schools in the Nation and 13 were ranked in the top 1% of schools nationwide, by the Jay Mathews Challenge Index High School Rankings.

Special Programs

- IDEA exceeded the expected growth target for EL student performance on TELPAS in 2021 with 48% of ELs meeting that target.
- IDEA provide targeted research based instruction to students who have a 2.0 year gap in Reading and/or Math with the goal of closing that gap by 2.0 years during the school year with our initiative called Critical Student Intervention (CSI). During the 21-22 school year, 2,562 out of 6,632 students meet that goal for Reading and 703 out of 1,268 students met the goal for Math.
- IDEA is in Year 3 of our TEA awarded Autism Grant. Through this grant we were able to increase support for 195 students with autism in Rio Grande Valley and Austin who met the criteria outlined by TEA for this grant.
- IDEA submitted and was awarded a Dyslexia Grant by the TEA so that we will be able to provide increased professional development to teachers and leaders on working with students with dyslexia and increase the support resources for our students with dyslexia.

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 1 (Prioritized): Lack of timely communication to parents regarding school events **Root Cause:** Designated family engagement staff member was tasked with assistant principal of instruction role and limited their capacity to fulfill the duties of their role.

Problem Statement 2 (Prioritized): 77% of students persisted from 21-22 into 22-23 **Root Cause:** Lack of behavior management systems within classrooms.

Priority Problem Statements

Problem Statement 1: School did not have a clear behavior management system

Root Cause 1: Leadership team did not implement behavior matrix, incentives, interventions

Problem Statement 1 Areas: Demographics

Problem Statement 2: 5th grade students lack foundational math skills

Root Cause 2: Lack of consistent teacher coaching and teacher preparation

Problem Statement 2 Areas: Student Learning

Problem Statement 3: 3rd grade students lack foundational math skills

Root Cause 3: Due to staff shortages, students did not receive support and planned intervention with computational fluency and reading comprehension of complex math problems post pandemic.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Only 67% of instructional staff returned for 22-23.

Root Cause 4: Inconsistent leadership and inconsistent development led to high turn over in priority subject areas.

Problem Statement 4 Areas: Demographics

Problem Statement 5: Lack of timely communication to parents regarding school events

Root Cause 5: Designated family engagement staff member was tasked with assistant principal of instruction role and limited their capacity to fulfill the duties of their role.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: 77% of students persisted from 21-22 into 22-23

Root Cause 6: Lack of behavior management systems within classrooms.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: Average of all Great Place to Work Survey statements was 52% for IDEA Parmer Park employees for 21-22 school year

Root Cause 7: Three principal transitions throughout the 21-22 school year.

Problem Statement 7 Areas: Perceptions

Problem Statement 8: Inconsistent attendance tracking for parent and family engagement events; attendance for events that was tracked was approximately 50%

Root Cause 8: not enough events and no tracking available.

Problem Statement 8 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- Alternative Education Accountability (AEA) data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- ASPIRE
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data

- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

Goals

Goal 1: Increase staff retention

Performance Objective 1: Execute weekly and monthly staff appreciation/recognition

High Priority

Evaluation Data Sources: GPTW Survey

Summative Evaluation: No progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Joy Calendar For teachers **Strategy's Expected Result/Impact:** GPTW 80% or higher **Staff Responsible for Monitoring:** Lead team **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture				

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: All IDEA students matriculate to college

Performance Objective 1: 60 % Students score meets and 30% of students achieve masters on major IAs

High Priority

HB3 Goal

Evaluation Data Sources: end of module assessments, exit ticket data, SE, Mocks, STAAR

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Conduct lesson rehearsals, evaluate lesson plans, provide feedback **Strategy's Expected Result/Impact:** teachers are proficient on GET 3 around lesson planning **Staff Responsible for Monitoring:** Lead team **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**				

 No Progress Accomplished Continue/Modify Discontinue

Goal 3: IDEA achieves an A rating

Performance Objective 1: 100% of Teachers get the first teach right through lesson rehearsal

High Priority

HB3 Goal

Evaluation Data Sources: Teachboost evaluation post lesson rehearsals

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: develop teachers during lesson rehearsals and exit ticket huddles **Strategy's Expected Result/Impact:** 90% of students or more are mastering content across classes **Staff Responsible for Monitoring:** teachers and lead team **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**				

 No Progress Accomplished Continue/Modify Discontinue

Goal 3: IDEA achieves an A rating

Performance Objective 2: Achieve 60% or higher on student achievement in 3rd reading and math

High Priority

HB3 Goal

Evaluation Data Sources: EOMs, Mock, Semester Exam

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Real time coaching and tight loop coaching of 3rd grade team **Strategy's Expected Result/Impact:** Student achievement average of 60 **Staff Responsible for Monitoring:** APIs **TEA Priorities:** Build a foundation of reading and math				

 No Progress Accomplished Continue/Modify Discontinue

Goal 3: IDEA achieves an A rating

Performance Objective 3: 82% of 5th grade meet their math and ela growth goals

High Priority

HB3 Goal

Evaluation Data Sources: Teachboost, EOMs, Mock Semester exams

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: RTC, Tightloop coaching, focus on priority teachboost strands, interventionist support **Strategy's Expected Result/Impact:** Student achievement of 60 or higher, 82% of students meet growth goals by EOY on STAAR	25%			

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 3: IDEA achieves an A rating

Performance Objective 4: 40% of SPED students score Meets, 60% of SPED students score approaches

High Priority

HB3 Goal

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: in class sped support and tracking of minutes **Strategy's Expected Result/Impact:** 40% of SPED students score Meets, 60% of SPED students score approaches **Staff Responsible for Monitoring:** Special education teachers/case managers and SPED API **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction	10%			

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 4: Increase student daily attendance

Performance Objective 1: 97% or higher Average Daily attendance

High Priority

HB3 Goal

Evaluation Data Sources: Powerschool data collection

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: incentivize attendance, all hands on deck in attendance out reach **Strategy's Expected Result/Impact:** 97 or higher average ADA **Staff Responsible for Monitoring:** everyone **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**	50%			

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 5: Increase student persistence

Performance Objective 1: 90% or higher student persistence

High Priority

HB3 Goal

Evaluation Data Sources: Powerschool and the hub dashboard

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Bring joy to weekly celebrations **Strategy's Expected Result/Impact:** Students report sense of connectedness as measured by panorama survey data **Staff Responsible for Monitoring:** teachers and leaders **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**				

 No Progress Accomplished Continue/Modify Discontinue

Goal 5: Increase student persistence

Performance Objective 2: 100% of biweekly drills are executed on time, with fidelity and bi weekly Monthly crisis team meetings held

High Priority

Evaluation Data Sources: School drills and rubric data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Consistent meeting with lead team **Strategy's Expected Result/Impact:** 100% compliance with district expectation **Staff Responsible for Monitoring:** Principal and APO **ESF Levers:** Lever 3: Positive School Culture	25%			

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 5: Increase student persistence

Performance Objective 3: 80% of students hit fitness masterby end of year

Evaluation Data Sources: IHT heart rate monitor data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Coach teacher on high impact DDI **Strategy's Expected Result/Impact:** 80% or higher of students hit or exceed benchmark **Staff Responsible for Monitoring:** PE Coach, APIs **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 5: Effective Instruction	90%			

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Title I

1. Comprehensive Needs Assessment (CNA)

1.1: Comprehensive Needs Assessment

IDEA PARMER PARK ACADEMY

Comprehensive Needs Assessment

ACADEMY

Data Sources: Eureka Math & Electives Academy

	DISTAR Pre-K on Grade Level	Eureka Kinder on Grade Level	Eureka First on Grade Level	Eureka Second on Grade Level	% Math Masters Pk-2	Pk-2 MM Goal Met/Not Met
% Students	n/a	73%	49%	39%	0%	Not Met

Data Source: STAAR Academy

	STAAR Math Grade 3	STAAR Math Grade 4	STAAR Math Grade 5	% Math Masters 3-5	3-5 MM Goal Met/ Not Met
% Approaches	54.00%	35%	67.00%	0%	Not Met
% Meets	24.00%	17%	34.00%		
% Masters	6.00%	5%	11.00%		
% Student Achievement Average	28%	19%	37%		
% Meet 2 year growth	n/a	n/a	n/a		

Data Source: CSI Academy

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

IDEA Parmer Park Academy

Comprehensive Needs Assessment

ACADEMY

Data Sources: DI ELA & Electives

	DI Pre-K on Grade Level	DI Kinder on Grade Level	DI First on Grade Level	DI Second on Grade Level	% Royal Readers	% Word Masters
% Students	N/A	30%	24%	62%	9%	67%
					RR Goal Met/ Not Met	WM Goal Met/ Not Met
					Not Met	Met

Data Source: STAAR

IDEA Parmer Park Academy

	STAAR Reading Grade 3	STAAR Reading Grade 4	STAAR Reading Grade 5
% Approaches	62.00%	61%	74
% Meets	40.00%	40%	47
% Masters	21.00%	21%	32
SAS	n/a	n/a	n/a
% Student Achievement Average	41%	41%	51

Data Source: CSI

% Meeting CSI Goal	Reading AC CSI
% CSI (EOY Ren.)	30%
% of CSI Passing STAAR	38%
% of SPED Passing STAAR	16%

IDEA Parmer Park Academy

Comprehensive Needs Assessment

ACADEMY

Data Sources: Science Pk-2

	Science Pre-K on Grade Level	Science Kinder on Grade Level	Science First on Grade Level	Science Second on Grade Level	Science Third on Grade Level	Science Fourth on Grade Level
% Students	NA	97%	NA	NA	NA	NA

IDEA Parmer Park Academy

Data Source: Science 3-5

	STAAR Science Grade 5
% Approaches	68.00%
% Meets	38.00%
% Masters	20.00%
% Student Achievement Average	42%

IDEA Parmer Park Academy

Comprehensive Needs Assessment

ACADEMY

Data Sources: Humanities Pk-2

	Humanities Pre-K on Grade Level	Humanities Kinder on Grade Level	Humanities First on Grade Level	Humanities Second on Grade Level	Humanities Third on Grade Level	Humanities Fourth on Grade Level	Humanities Fifth on Grade Level
% Students	N/A	N/A	N/A	N/A	N/A	N/A	N/A

IDEA Parmer Park Academy

Comprehensive Needs Assessment

ACADEMY

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

	Listening	Speaking	Reading	Writing	% of ELL Students who grew one or more levels

IDEA Parmer Park Academy

% Beginning	26%	61%	59%	52%	20%
% Intermediate	62%	101%	88%	94%	20%
% Advanced	109%	65%	66%	70%	20%
% Advanced High	48%	10%	31%	29%	20%

2. Campus Improvement Plan

2.1: Campus Improvement Plan developed with appropriate stakeholders

IDEA Parmer Park Academy

2021-22 Student Achievement Improvement Plan

ACADEMY

APO	Initiatives	Needs Assess.	Special Pops.	Person(s) Responsible	Timeline Start/End	Resources: Human/ Material/Fiscal	Documentation	Formative Evaluation
1G	Lesson rehearsals 4 times a week with priority teachers	S	A	APIs	8/22/22-6/ 16/22	human	teacher self assessment	Exit ticket tracking, Assessment data, low inference form s on teams
2B	Additonal daily rehearsals with teachers who need additional support	S	A	APIs	8/22/22-6/ 16/22	human	teacher self assessment	Exit ticket tracking, Assessment data, low inference form s on teams
1I	Daily script practice with K 1st and 2nd	D	A	APIs	8/22/22-6/ 16/22	human	Exit ticket tracking, Assessment data, low inference form s on teams	DI Check outs and dibels
2B	Weekly academic celebrations	D	A	SSA and SW	8/22/22-6/ 16/22	human	Awards tracker	Panorama data
2C	Daily SEL development in homerooms	D	A	SSA and SW	8/22/22-6/ 16/22	material	MTW dashboard	Panorama data

2B	ADA processes shared priority as a campus	O	A	APO and lead team	8/8/22-6/16/22	fiscal	ADA calls tracker	Daily and EOY ADA
2C	Monthly family events	O	A	SSA and APO	8/2/22-6/16/22	human/material/fiscal	Sign in sheets	EOY Peristence
2C	Parent newsletter weekly	O	A	SSA and SW	8/8/22-6/16/22	human	SMORE	Panorama data
1J	Weekly SPED/EL/504 Rounds	S, D, RR	All	APIs , Interventionists, SPED	8/22/22-6/16/22	human	microsoft forms	email documented follow up
1E	Interventionist for critical math cohorts	S	EL,SE	APIs , Interventionists	8/22/22-6/16/22	human	master schedule	EOM/MM data, ren star
2A	Joy calendar for teachers	O	A	Principal and admin	8/2/2016	human/material/fiscal	HCCI document	EOY teacher retention
2C	Clear behavior support processes	O	A	Principal and lead team	8/8/2022-6/16/2022	human/material/fiscal	canva, ppt, printed document in classrooms	RTI referrals
1J	Offer after school tutoring from Beginning of year	S	AR	Teacher leaders	9/2/2022-6/16/2022	human	Timesheets, Tutorial Attendance	Student tracking of PTG, Assessment Data
1G	Literacy collaborative support from the national team throug monthly PD	S	A	Principal and APIs	8/5/2022-6/16/2022	human/material	student work MM/ EOM	Student tracking of PTG, Assessment Data

2.2: Regular monitoring and revision

We will use weekly tactical meetings to evaluate and respond to data.

2.3: Available to parents and community in an understandable format and language

All documentation will be provided in Spanish and English.

2.4: Opportunities for all children to meet State standards

We will provide strong lessons, tutoring and interventions to support all of our scholars.

2.5: Increased learning time and well-rounded education

Students have access to electives classes.

2.6: Address needs of all students, particularly at-risk

our school counselor and social worker will use data to drive priorities around family meetings and student supports.

3. Annual Evaluation

3.1: Annually evaluate the schoolwide plan

We will look at school wide plans at the end of the year to evaluate efficacy.

4. Parent and Family Engagement (PFE)

4.1: Develop and distribute Parent and Family Engagement Policy

We will host monthly parent events to allow parents to provide feedback.

Everyone must respond to parents within 24 hours.

4.2: Offer flexible number of parent involvement meetings

We will host monthly parent events to allow parents to provide feedback.

5. Targeted Assistance Schools Only

Addendums

Master CNA & SAIP Reporting Checklist

				PTG	89%	PTG	0%	
DEPT	Data Sources	Data Tabs	Guidance	Status	Principal Notes or Questions	VP Verification	Notes & Next Steps	
ACADEMY	KEYS Tab (Tab 3)	Student Achievement Improvement Plan 2021-2022 School Year	This SAIP plan will require logging concrete initiatives put in place for student improvement, as well as their associated timelines, resoures, and responsible staff. Each initiative will be tracked mid-year and at the end of the year. Mid-year assessments should be completed by each campus between December 1, 2022 and no later than January 31, 2023.	Complete	Lead team does not have a clear mechanism for having data internalized to be able to report out quickly There seem to be many gaps around tracking high level data for 21-22	Action Required	Create clear OPMS for tracking and managing high level data Student data is really low. Principal will need to sit with regional members to brainstorm intervention initiatives to move needle on instruction	
	Locus Dashboards: CSI, STARR, AP CampusIB Reports EOY Assessments	Comprehensive Needs Assessment 2022 English Language Arts	These pages should include the percentage of students who achieved each listed score for the 2021-2022 School Year. For each subject, list a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete	Data is pending from staar, team needs centra	Action Required	Principal wants to connect with regional coaches and VP to get support here , implement clear OPMS in response to staff feedback	
		Comprehensive Needs Assessment 2022 Math		Complete	Data is pending from staar, team needs centra	Action Required	Principal wants to connect with regional coaches and VP to get support here , implement clear OPMS in response to staff feedback	
		Comprehensive Needs Assessment 2022 Science		Complete	Data is pending from staar, team needs centra	Action Required	Principal wants to connect with regional coaches and VP to get support here , implement clear OPMS in response to staff feedback	
		Comprehensive Needs Assessment 2022 Humanities		Complete	Data is pending from staar, team needs centra	Action Required	Principal wants to connect with regional coaches and VP to get support here , implement clear OPMS in response to staff feedback	
	State TELPAS Report	Comprehensive Needs Assessment 2022 TELPAS	This data set will outline the percentage of students that earned proficiency in the areas of Listening, Speaking, Reading, and Writing, as indicated in the State TELPAS report. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Pending	We do not have all of the data here but we hit the state benchmark for TELPAS for 21-22	Action Required	Idea: implement a writing structure every Wednesday as part of do now to get students used to the writing component of TELPAS	
	Locus Dashboard: Staff Retention	Staff Quality, Rentention, & Recruitment 2021-2022 School Year	Under the %SPED Data Point, this should reflect the percentage of SPED certified teachers, compared to the overall SPED staff. Under number of teacher applicants, note how many teachers were interviewed by campus leaders for positions during the 2021-2022 School Year. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete	teacher retention is higher than LT retention, need to explore what is working for teachers that is not for leaders	Action Required	Create a strong onboarding plan for lead team to ensure we have high LT retention for 23-24	
	Locus Dashboards: Student Persistence, Enrollment, ADA	School Culture & Climate 2021-2022 School Year	For the Withdrawals/Level 3 Offenses data point, list the number of withdrawals or offenses. All other data points should reflect percentages. List a minimum of 3 areas of strength and 3 areas of need in full	Complete	this is complete but the data looks inaccurate	Action Required		
	Campus Academic Counselor Tracking Systems	2022 Family & Community Involvement	In addition to listing data percentages, list a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete		Action Required	there seems to be a system for peristence but its not centralized- need to work on centralizing this data as well	

IDEA Public Schools

Parmer Park College Prep

2022-2023 Campus Improvement Plan

Accountability Rating: C

Distinction Designations:
Academic Achievement in Science
Academic Achievement in Social Studies

Board Approval Date: October 21, 2022
Public Presentation Date: October 7, 2022

Mission Statement

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

Vision

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

Core Values

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

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

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Comprehensive Needs Assessment

Revised/Approved: September 15, 2022

Demographics

Demographics Summary

IDEA Parmer Park College Prep is an open enrollment charter school within the IDEA network. The school is in year four and serves grades 6-9 and will continue to grow until it serves grades 6-12. We currently have CTE in 8th and 9th grade as well as Spanish. Our 8th graders experience a schedule that is more like high school to prepare them for an experience of seven classes. We have a thriving Special Education program and opened up a RISE (Life Skills) unit this year.

Demographics Strengths

See PDF in Addendum for more information.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Communication between lead, teacher teams, and stakeholders was weak. **Root Cause:** Underdeveloped systems.

Problem Statement 2 (Prioritized): African American students are leaving in a larger proportion than others. **Root Cause:** Students feel lack connection to the schools, students, and community.,

Student Learning

Student Learning Summary

We have made progress in ELA in all domains, but we are still not on track as a fourth year campus. Our math scores across the board, every subpopuliation are substantialy lower. This is a result of a number of factors, but the numbers bear out that there needs to be math growth at every grade with every popoulation of students. Finally, our SPED performance did not meet their goals and thus this affected our Domain 3 rating. We also did not meet our TELPAS growth measure.

See PDF in addendum for more information.

Student Learning Strengths

Our students have received strong humanities instruction and the numbers bear out

Our students are invested in electives, especially the athletics and PE programs.

See PDF in addendum for more information.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): The most relevant problem is our low math performance. It is low on assessments, as well as number sense and foundational skills. **Root Cause:** The root cause is linked to the two years of COVID and because we did not have strong teachers of record in the classroom all year this past year.

Problem Statement 2 (Prioritized): New teachers lack development. **Root Cause:** Lack of strong coaching systems.

School Processes & Programs

School Processes & Programs Summary

We develop instructional leader through a combination of district training and traditional coaching on campus. This includes facitilating proficient check-in, running, strong instructional rounds, and responding to data. We plan for professional development that aligns to the arc of the year and the fact that we must develop our current staff.

See PDF in addendum for more information.

School Processes & Programs Strengths

Curriculum & Instruction:

- At least one-third of IDEA students graduate with the "AP Scholar" designation, evidence of earning a qualifying score on at least three AP exams, demonstrating successful completion of college-level coursework prior to graduation.
- IDEA provides students access to accelerated instruction through the 1:1 technology device, including adaptive software for mathematics and literacy and access to hundreds of thousands of books in the district's digital library.
- IDEA curricular resources include high-quality instructional materials that earn the highest ratings on national evaluation measures.
- IDEA curriculum is regularly evaluated using a quality evaluation tool, ensuring alignment to the Texas Essential Knowledge and Skills and AP course standards, as well as the STAAR/EOC and AP exams.
- IDEA implements a variety of training opportunities for teachers and leadership staff with the goal of developing teachers' pedagogical content knowledge and leaders' coaching skills.
- For 15 years in a row, 100% of IDEA students have been accepted into college, demonstrating that IDEA academic programming is adequately preparing students for post-secondary education.
- In 2022, four IDEA schools were ranked in the top 10 Most Challenging Schools in the Nation and 13 were ranked in the top 1% of schools nationwide, by the Jay Mathews Challenge Index High School Rankings.

Special Programs

- IDEA exceeded the expected growth target for EL student performance on TELPAS in 2021 with 48% of ELs meeting that target.
- IDEA provide targeted research based instruction to students who have a 2.0 year gap in Reading and/or Math with the goal of closing that gap by 2.0 years during the school year with our initiative called Critical Student Intervention (CSI). During the 21-22 school year, 2,562 out of 6,632 students meet that goal for Reading and 703 out of 1,268 students met the goal for Math.
- IDEA is in Year 3 of our TEA awarded Autism Grant. Through this grant we were able to increase support for 195 students with autism in Rio Grande Valley and Austin who met the criteria outlined by TEA for this grant.
- IDEA submitted and was awarded a Dyslexia Grant by the TEA so that we will be able to provide increased professional development to teachers and leaders on working with students with dyslexia and increase the support resources for our students with dyslexia.

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 1 (Prioritized): Our family engagement and communication is not as strong as founding schools. **Root Cause:** The root cause is leader vision.

Problem Statement 2 (Prioritized): Our families lacked ouchpoints on campus in the first 4 years. **Root Cause:** Lack of tight management of the school counseling team.

Perceptions

Perceptions Summary

The staff turnover rate this past year is approximately 30%. This is higher than other years and we have addressed this proactively with recurring operating mechanisms. Additionally, we have done the same with conflict. We have an experienced social worker and a discipline system that emphasizes the root cause of misbehavior over merely consequences.

See PDF in addendum for more information.

Perceptions Strengths

See PDF in addendum for more information.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): School lacked a system to cascade information to families about events. **Root Cause:** There have been disparate communication methods. We will communicate in only 2-3 ways with families.

Problem Statement 2 (Prioritized): Perception that leadership changes each year. **Root Cause:** Frequent turnover in the past for various reasons.

Priority Problem Statements

Problem Statement 1: Communication between lead, teacher teams, and stakeholders was weak.
Root Cause 1: Underdeveloped systems.
Problem Statement 1 Areas: Demographics

Problem Statement 2: African American students are leaving in a larger proportion than others.
Root Cause 2: Students feel lack connection to the schools, students, and community.,
Problem Statement 2 Areas: Demographics

Problem Statement 3: The most relevant problem is our low math performance. It is low on assessments, as well as number sense and foundational skills.
Root Cause 3: The root cause is linked to the two years of COVID and because we did not have strong teachers of record in the classroom all year this past year.
Problem Statement 3 Areas: Student Learning

Problem Statement 4: New teachers lack development.
Root Cause 4: Lack of strong coaching systems.
Problem Statement 4 Areas: Student Learning

Problem Statement 5: Our family engagement and communication is not as strong as founding schools.
Root Cause 5: The root cause is leader vision.
Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: Our families lacked ouchpoints on campus in the first 4 years.
Root Cause 6: Lack of tight management of the school counseling team.
Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: School lacked a system to cascade information to families about events.
Root Cause 7: There have been disparate communication methods. We will communicate in only 2-3 ways with families.
Problem Statement 7 Areas: Perceptions

Problem Statement 8: Perception that leadership changes each year.
Root Cause 8: Frequent turnover in the past for various reasons.
Problem Statement 8 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Campus/District improvement plans (current and prior years)
- 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
- Accountability Distinction Designations

Student Data: Assessments

- 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
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Enrollment trends

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership 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
- Communications data

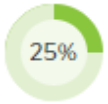
Goals

Goal 1: Increase staff retention

Performance Objective 1: 85% staff retention

High Priority

Evaluation Data Sources: Survey data, TCP levels

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Hold pulse checks in check-ins **Strategy's Expected Result/Impact:** increase teacher retention **Staff Responsible for Monitoring:** Teacher Managers **TEA Priorities:** Recruit, support, retain teachers and principals				

 No Progress Accomplished Continue/Modify Discontinue

Goal 1: Increase staff retention

Performance Objective 2: 88% of new teachers present during Q2, return for the following year

Evaluation Data Sources: Teachboost coaching, surveys, and 15 minutes of fame

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: New Teacher surveys **Strategy's Expected Result/Impact:** Discern the new teacher experience **Staff Responsible for Monitoring:** Teacher managers **TEA Priorities:** Recruit, support, retain teachers and principals				

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: All IDEA students matriculate to college

Performance Objective 1: 95% of students are OTG

Evaluation Data Sources: Quarterly grades

Strategy 1 Details	Reviews			
Strategy 1: OTG meetings with parents and teachers quarterly to address gaps	Formative			Summative
	Oct	Jan	Mar	June
	45%	75%		

Strategy 2 Details	Reviews			
Strategy 2: College Counselor will drive OTG through weekly data sharing **Strategy's Expected Result/Impact:** This will create awareness and a college-going culture **Staff Responsible for Monitoring:** College Counselor **Funding Sources:** College Counselor - Federal Grant	Formative			Summative
	Oct	Jan	Mar	June
	50%	70%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 3: IDEA achieves an A rating

Performance Objective 1: IDEA Parmer Park College Prep will earn a 55 achievement average on internal exams at semester and spring mock

High Priority

Evaluation Data Sources: internal exam scores

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Teachers, students, and leaders will strategically use goals to drive instruction, tracking, and tutor groups.	50%	5%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 3: IDEA achieves an A rating

Performance Objective 2: IDEA Parmer Park CP will meet the 60% of students in SPED earn approaches on internal and STAAR exams

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Domain focused tutoring after school **Strategy's Expected Result/Impact:** This will provide domain data on all students for domains 1-3 **Staff Responsible for Monitoring:** Teachers and leaders **Targeted Support Strategy**				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Interventionist will tutor to close Domain 3 gaps **Strategy's Expected Result/Impact:** Meet the 55 achievement average in math **Staff Responsible for Monitoring:** Interventionist **Funding Sources:** Interventionist - Federal Grant	0%	5%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 3: IDEA achieves an A rating

Performance Objective 3: 90% of 9th graders meet TSIA exempt on the geometry assessment.

High Priority

HB3 Goal

Evaluation Data Sources: TSIA exam

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: RTTC do nows and morning work are aligned to	20%	20%		

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 4: Increase student daily attendance

Performance Objective 1: Teachers, students, and families describe our school as "safe" per internal safety survey.

High Priority

Evaluation Data Sources: Survey data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Track attendance by grade **Strategy's Expected Result/Impact:** draw trends so that we can target attendance strategically **Staff Responsible for Monitoring:** Grade level principals **Title I:** 2.5, 2.6	25%	50%		

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 4: Increase student daily attendance

Performance Objective 2: IDEA Parmer Park College Prep passes external door audit for safety

Evaluation Data Sources: Audit results

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Meet district deadlines for drills and crisis team meetings **Strategy's Expected Result/Impact:** prepare for crisis **Staff Responsible for Monitoring:** Assistant Principal of Operations	25%	75%		

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 5: Increase student persistence

Performance Objective 1: IDEA Parmer Park College Prep will meet 90% persistence for all and new students

High Priority

Evaluation Data Sources: leaver data

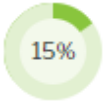
Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: 95% of students will meet TSI goals and thus want to remain at school. **Strategy's Expected Result/Impact:** students feel success and belonging at our school **Staff Responsible for Monitoring:** College Counselor **TEA Priorities:** Connect high school to career and college	10%	50%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 5: Increase student persistence

Performance Objective 2: 98% of middle school students will participate in the IDEA Coordinate Health Program.

Evaluation Data Sources: Surveys from 6th and 7th PE and 8th grade health.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Students will continue with health lessons when applicable to increase interest and knowledge in health.				

  No Progress Accomplished Continue/Modify Discontinue

Title I Personnel

Name	Position	Program	FTE
	COLLEGE COUNSELOR		1
	INTERVENTIONIST		1
Ana Umana	Interventionist	Title I	1
Ceci Garcia	College Counselor	Title I	1

Campus Funding Summary

Federal Grant					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	1	2	College Counselor		$0.00
3	2	2	Interventionist		$0.00
				Sub-Total	$0.00

Addendums

Master CNA & SAIP Reporting Checklist

				PTG		0%	PTG		0%
DEPT	**Data Source**	**Data Tabs**	**Guidance**	**Status**	**Principal Notes or Questions**		**VP Verification**	**Notes & Next Steps**	
College Prep	KEYS Tab (Tab 3)	Student Achievement Improvement Plan 2021-2022 School Year	This SAIP plan will require logging concrete initiatives put in place for student improvement, as well as their associated timelines, resources, and responsible staff. Each initiative will be tracked mid-year and at the end of the year. Mid-year assessments should be completed by each campus between December 1, 2022 and no later than January 31, 2023.	Pending	Is this enough for this section? I was not sure		Action Required		
	Locus Dashboards: CIS STARR, AP Campus IB Reports EOY Assessments	Comprehensive Needs Assessment 2022 English Language Arts	These Pages should include the percentage of students who achieved each listed score for the 2021-2022 School Year. For each subject, list a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Pending			Action Required		
		Comprehensive Needs Assessment 2022 Math		Pending			Action Required		
		Comprehensive Needs Assessment 2022 Science		Pending			Action Required		
		Comprehensive Needs Assessment 2022 Humanities		Pending			Action Required		
	State TELPAS Report	Comprehensive Needs Assessment 2022 TELPAS	This data set will outline the percentage of students that earned proficiency in the areas of Listening, Speaking, Reading, and Writing, as indicated in the State TELPAS report. Llist a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Pending	I was not sure how to find the data of who advanced specifically from 1 level to another. I had the cumulative data.		Action Required		
	Locus Dashboards: ACT, AP, TSI Campus IB Reports Campus Matriculation Reports	100% College Matriculation 2021-2022 School Year	This page will only be applicable to campuses that had graduating classes in the Spring of 2022. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Pending			Action Required		
	Locus Dashboard: Staff Rentention	Staff Quality, Retention, & Recruitment 2021-2022 School Year	Under the %SPED Data Point, this should relfect the percentage of SPED certified teachers, compared to the overall SPED staff. Under number of teacher applicants, note how many teachers were interviewed by campus leaders for positions during the 2021-2022 School Year. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Pending			Action Required		
	Locus Dashboards: Student Persistence, Enrollment, ADA	School Culture & Climate 2021-2022 School Year	For the Withdrawals/Level 3 Offenses data point, list the number of withdrawals or offenses. All other data points should reflect percentages. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Pending			Action Required		
	Campus Academic Counselor Tracking Systems	2022 Family & Community Involvement	In addition to listing data percentages, list a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Pending			Action Required		

IDEA Parmer Park

2021-22 Student Achievement Improvement Plan - College Prep

COLLEGE PREP

APO	Initiatives	Needs Assess.	Special Pops.	Person(s) Responsible	Timeline Start/End	Resources: Human/ Material/Fiscal	Documentation	Formative Evaluation
1G.	Homeroom morning work	S	All	Teachers	8/9/5/25	Formative Loop	Kickboard HR point	Midyear Kickboard
1E.	Kickboard behavior management	S	All	Teachers and Lead	8/9/5/25	Kickboard and Super Trackers	Kickboard HR point	Field lesson attendance
1E.	Adult Accountability System	S	All	Lead Team	8/9/5/26	Lead Team Tracker	Sharepoint	2x2 and midyear meetings
1A	8th Grade GPA	O	All	College Counselor	8/9/5/27	GPA Training PD	GPA Tracker	Mock college applications

<table>
<tr><th colspan="3">Title I Qualifying Programs</th><th colspan="4">Initiatives Status</th></tr>
<tr><th colspan="3">Internal Use Only</th><th colspan="2">Mid Year</th><th colspan="2">End of Year</th></tr>
<tr><th>Supplemental Program (Y/N)</th><th>New Program (Y/N)</th><th>Budget Allocation</th><th>Outcome</th><th>Increase/Decreased by X%</th><th>Outcome</th><th>Increase/Decreased by X%</th></tr>
<tr><td colspan="3">Budget Allocations only need to be entered for programs that are <u>BOTH</u> Supplemental & New</td><td colspan="4">Use these columns to assess your strategy progress at the middle and end of the year</td></tr>
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Annual Performance Objectives (APO)

PRIORITY #1: Students Graduate College-Ready

1A. % of graduates who matriculate to a College or University: 100%

1B. % of graduates matriculate to a Tier I/II College or University: 15% | 25%

1C. % of Seniors accepted to a College or University: 100%

1D. % of Seniors named AP scholars | Earn IB diploma: 30% | 25%

1E. Earned State Rating: A

1F. % Basic | % Mastery | % Advanced on LEAP: 82% | 44% | 11%

1G. % Approaches | % Meets | % Masters on STAAR/EOC: 90% | 60% | 30%

1H. % Level 3 | % Level 4 | % Level 5 on FSA/FSAA: 70% | 40% | 20%

1I. % of Pre-K-2nd Students End The Year On/Above Grade Level in Reading - Year 1 Campuses | Year 2 Campuses: 80% | 90%

1J. % of students in CSI achieve 2 years growth in Reading | Math (measured by Ren STAR) 50% | 60%

1K. Average ACT score: 21

1L. % of students graduating college in 4 | 6 years: 25% | 55%

Needs Assessment

S-STAAR

D-DIBELS

E-EOC

A-ACT

RR-Reading Renaissance

ST-STAR for Math

DR-Discipline Report

AP-AP Tests

O-Other

Special Populations

All

AR-At Risk

ELL-English Language Learners

ED-Economically Disadvantaged

M-Migrant

SE-Special Education

IDEA Parmer Park

Comprehensive Needs Assessment

COLLEGE PREP

Data Source: CSI

% Meeting CSI Goal	Reading CP CSI
% CSI (EOY Ren.)	32
% of CSI Passing STAAR	49
% of SPED Passing STAAR	0

Data Source: STAAR

	STAAR Reading 6th	STAAR Reading 7th	STAAR Reading 8th	STAAR Writing 7th	English I EOC	English II EOC
% Approaches	62	72	76	NA	NA	NA
% Meets	36	43	48	NA	NA	NA
% Masters	16	23	32	NA	NA	NA
% Student Achievement Average	38	46	52	NA	NA	NA

Data Source: AP/IB/Electives

AP Scores	Pass AP Lit	Pass AP Lang	IB Scores	IB Group 1	% Royal Readers	% Word Master
% Score 1	NA	NA	% Score 1-3	NA	NA	NA
% Score 2	NA	NA	% Score 4-5	NA	NA	NA
% Score 3+	NA	NA	% Score 6-7	NA	NA	NA
					RR Goal Met/Not Met	WM Goal Met/Not Met

Reflections	
Areas of Strength	**Areas of Need**
1 Students perform well on short story fiction analysis and annotations.	1 Students need more opportunities to write about the reading.
2 Teacher delivery of novel study units and student interest proved to be strong in this area.	2 The guided reading intervention group did not make the requisite growth.
3 The shift to Peardeck in multiple classes allowed for real time feedback	3 Grammar and vocab instruction needs to be present to prepare for the new STAAR format and to bolster writing.

IDEA Parmer Park

Comprehensive Needs Assessment - College Prep COLLEGE PREP					
Data Source: STAAR					
	STAAR Math 6th	**STAAR Math 7th**	**STAAR Alg I**		
% Approaches	54	46	50		
% Meets	26	20	24		
% Masters	8	6	17		
% Student Achievement Average	29	24	30		
Data Source: AP/IB					
AP Scores	**Pass AP Calculus AB**	**Pass AP Calculus CD**	**Pass AP Prob. & Stats.**	**IB Scores**	**IB Group 5**
% Score 1	NA	NA	NA	**% Score 1-3**	NA
% Score 2	NA	NA	NA	**% Score 4-5**	NA
% Score 3+	NA	NA	NA	**% Score 6-7**	NA

Reflections	
Areas of Strength	**Areas of Need**
1 Math pullout groups demonstrated growth during the push to STAAR.	1 Vertical alignment in the instruction and teams did not happen often.
2 Leader support in classes led to growth/	2 Lesson pacing and teacher internalization of the materials was insufficient.
3 Strong culture in math classes led to high numbers of students attending tutoring and extra support.	3 Errors in 7th grade curriculum hindered instruction.

IDEA Parmer Park

Comprehensive Needs Assessment COLLEGE PREP						
Data Source: Internal Assessments						
	6th Grade EOY Assessment	**7th Grade EOY Assessment**				
% Passing	**60**	**NA**				
Data Source: STAAR						
	STAAR 8th Science	**STAAR Biology**				
% Approaches	70	NA				
% Meets	32	NA				
% Masters	19	NA				
% Student Achievement Average	40.3					
Data Source: AP/IB						
AP Scores	**Pass AP Biology**	**Pass AP Chemistry**	**Pass AP Physics (1, 2, & C)**	**Pass AP Env. Science**	**IB Scores**	**IB Group 4**
% Score 1	NA	NA	NA	NA	**% Score 1-3**	
% Score 2	NA	NA	NA	NA	**% Score 4-5**	
% Score 3+	NA	NA	NA	NA	**% Score 6-7**	

Reflections	
Areas of Strength	**Areas of Need**
1 Students had opportunities for hands-on learning	1 Content meetings are rare.
2 Student engagement was high with labs and projects	2 Classroom management training is necessary so that students can do exciting science activities.
3 Student collaboration and group-learning opportunities were present in 8th grade.	3 We must utilize elective teachers for project-based learning and/or extra practice.

Parmer Park

Comprehensive Needs Assessment COLLEGE PREP							
Data Source: Internal Assessments							
	6th Grade EOY Assessment	**7th Grade EOY Assessment**					
% Passing	**88**	**99**					
Data Source: STAAR							
	STAAR 8th US History	**EOC US History**					
% Approaches	56	NA					
% Meets	29	NA					
% Masters	17	NA					
% Student Achievement Average	34	NA					
Data Source: AP/IB							
AP Scores	**Pass AP Human Geography**	**Pass AP World History**	**Pass AP US History**	**Pass AP Goverment**	**Pass AP Economics**	**IB Scores**	**IB Group 3**
% Score 1	NA	NA	NA	NA	NA	**% Score 1-3**	NA
% Score 2	NA	NA	NA	NA	NA	**% Score 4-5**	NA
% Score 3+	NA	NA	NA	NA	NA	**% Score 6-7**	NA

Reflections	
Areas of Strength	**Areas of Need**
1 Homework completion was high	1 Teachers need to align tests vertically and to the 8th grade STAAR exam.
2 Students participated in groupwork or project-bawed learning.	2 Students need to use the textbook daily to build this habit.
3 Student satisfaction survey results were high.	3 The campus needs to provide extracurricular opportunities related to humanities content.

IDEA Parmer Park

Comprehensive Needs Assessment
COLLEGE PREP

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

	Listening	Speaking	Reading	Writing	% of ELL Students who grew one or more levels
% Beginning	3	17	9	13	39
% Intermediate	18	57	25	35	39
% Advanced	26	25	29	27	39
% Advanced High	53	1	36	25	39

Reflection	
Areas of Strength	**Areas of Need**
1 Mock TELPAS exams were run well and provided strong practice.	1 Mock TELPAS data is not used to drive instruction.
2 Students often used Spanish/English dictionaries	2 There was a lack of programs for ELL students. (Duolingo, Rosetta Stone etc.)
3 Sentence starters in English are often used to support language acquisition	3 There was a lack of quality PD around instruction that benefits ELL.

IDEA Parmer Park

Comprehensive Needs Assessment COLLEGE PREP					
100% College Matriculation					
Matriculation %	**Matricuation % 4 year**	**Matriculation % 2 year**	**Tier 1/2 % Acceptances**	**Tier 1/2 % Matriculation**	
NA	NA	NA	NA	NA	NA
Tier 1 % Matriculation	**Tier 2 % Matriculation**	**Tier 3 % Matriculation**	**Tier 4 % Matriculation**	**Senior Class CCMR %**	**Senior Class TSI Completion %**
NA	NA	NA	NA	NA	NA
Campus Data					
Senior Class ACT Average	**Junior Class ACT Average**	**Overall AP Scholars (3+ or more tests)**	**IB Medallion Scholars (Passing 3+ exams)**	**Overall % IB Diploma**	**Campus End of Year OTG**
NA	NA	NA	NA	NA	NA

Reflections	
Areas of Strength	**Areas of Need**
1 There is trong class culture exists around being students at IDEA Parmer Park CP.	1 Parents and students cannot check grades regularly.
2 We communicated well around 8th to 9th events	2 Students do not currently havea college-going identity.
3 The To and Through message is clearly articulated in classes and throughout the school.	3 There need to be more opportunities for intervention for failing students.

IDEA Parmer Park

Comprehensive Needs Assessment COLLEGE PREP	
Staff Quality, Recruitment, Retention	
	Percentage
% School Lead Team Retention	80%
% Instructional Support Retention	75%
% Teacher Retention	69%
% Campus Support Retention	67%
% SPED Certified Teachers	83%
% State/National Certified Teachers	48%
% State Certified Leaders	20%
% State/Board certified Counselors	100%
Number of teacher applicants per 2020-21 school year	1300%

Reflections	
Areas of Strength	**Areas of Need**
1 Teachers expressed appreciation for the small celebrations at school.	1 The Lead Team must consistently follow through on commitments
2 The school consistently provided "shout-out" recognition.	2 The schools needs a consistent and fair behavior management system.
3 The Teacher of the Month system gave maningful recognition for excellence.	3 Teachers would like more PLC or planning time.

PARMER PARK

Comprehensive Needs Assessment COLLEGE PREP	
Data Source: School Culture and Climate	
	Campus %
% Average Daily Attendance	91
% Overall Persistence	89
% New Student Persistence	89
# of Admin Withdrawals/ Level 3 Offenses	1
% SPED	13
% ELL	52
% Eco Dis	83
% Migrant	0
% Race: American-Indian-Alaska-Native	0.3
% Asian	3
% White-Hispanic	76
% Multi	1
% Black-African-American	13
% Native-Hawaiian-Pacific-Islander	0.3
% White	7
% Male	51
% Female	49

Data Source: School Culture and Climate	
Reflections	
Areas of Strength	**Areas of Need**
1 Teachers show strong invesment in student relationships.	1 Campus communication between Lead Team, teachers, and Grade Team Leaders needs improvement.
2 The school provides several joyful events to celebrate academic and athletic achievement.	2 The school needs purposeful PD weekly.
3 Students have an adult they trust.	3 The school needs to increase positive parent outreach.

IDEA Parmer Park

Comprehensive Needs Assessment COLLEGE PREP	
Data Source: Family and Community Involvement	
	Percentage
% Families Attended WTI	75%
% Families Attended Curriculum Night	NA
% Families Who Attended EOY Ceremonies	80%
% Families who attended Fall Festival	NA
% Families who attended Winter Festival	NA
% Families who attended Spring Festival	NA

Reflections	
Areas of Strength	**Areas of Need**
1 Dojo communication about behavior provided clear progress monitoring for families.	1 School needs a system to cascade information to families about events.
2 Sports develops character and motivates families	2 The school promotes family businesses at events and contracts with them
3 Teachers are willing to translate for each other when needed	3 There is a strong sense of community in the school

IDEA Public Schools

Pflugerville Academy

2022-2023 Campus Improvement Plan

Accountability Rating: A

Distinction Designations:
Academic Achievement in Science

Board Approval Date: October 21, 2022
Public Presentation Date: September 14, 2022

Mission Statement

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

Vision

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

Core Values

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

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

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Comprehensive Needs Assessment

Revised/Approved: September 1, 2022

Demographics

Demographics Summary

Data Source: School Culture and Climate

	Campus %
% Average Daily Attendance	89.61%
% Overall Persistence	89.94%
% New Student Persistence	80.14%
# of Admin Withdrawals/ Level 3 Offenses	1
% SPED	2.30%
% ELL	48.60%
% Eco Dis	74.80%
% Migrant	0
% Race: American-Indian-Alaska-Native	1.30%
% Asian	5.70%
% White-Hispanic	60.60%
% Multi	1.90%
% Black-African-American	22.70%

Data Source: School Culture and Climate

% Native-Hawaiian-Pacific-Islander	0.49%
% White	10.6
% Male	51.30%
% Female	49.70%

Demographics Strengths

See PDF in Addendum for more information

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): There is a need to improve achievement in Math due to it being at 39% in grades 3-5. **Root Cause:** (1) Poor scholar attendance and (2) lack of data-driven instruction with poor to no re-teach plan for skills not mastered

Problem Statement 2 (Prioritized): 48.60% of scholars classified as ELs are struggling with literacy across core contents. **Root Cause:** (1) Lack of academic supports (staffing for EL Coordinator/interventionist) for EL scholars and (2) lack of professional development for teachers providing instruction to EL scholars.

Problem Statement 3 (Prioritized): There is a need to increase student persistence specifically for new to IDEA students because it has declined over the past two years. **Root Cause:** Lack of consistent and clear communication around school culture and expectations to parents and students during the entire onboarding process (Welcome to IDEA), and (2) lack of "joy" (opportunities for scholars to engage in after-school clubs, pep-rallies, and/or other events that create school spirit.

Problem Statement 4 (Prioritized): There is a need to increase student attendance because it has declined over the past two years. **Root Cause:** (1) High volume of absences due to COVID (or other illnesses) and (2) lack of consistency in holding families and students accountable. (3) Weak operating mechanism to track and respond to gaps in ADA

Problem Statement 5 (Prioritized): There is a need to create more space for Academy scholars on campus to ensure there are designated spaces for intervention, Direct Instruction, and electives. **Root Cause:** (1) Lack of creativity in finding alternate learning space.

School Processes & Programs

School Processes & Programs Strengths

Curriculum & Instruction:

- At least one-third of IDEA students graduate with the "AP Scholar" designation, evidence of earning a qualifying score on at least three AP exams, demonstrating successful completion of college-level coursework prior to graduation.
- IDEA provides students access to accelerated instruction through the 1:1 technology device, including adaptive software for mathematics and literacy and access to hundreds of thousands of books in the district's digital library.
- IDEA curricular resources include high-quality instructional materials that earn the highest ratings on national evaluation measures.
- IDEA curriculum is regularly evaluated using a quality evaluation tool, ensuring alignment to the Texas Essential Knowledge and Skills and AP course standards, as well as the STAAR/EOC and AP exams.
- IDEA implements a variety of training opportunities for teachers and leadership staff with the goal of developing teachers' pedagogical content knowledge and leaders' coaching skills.
- For 15 years in a row, 100% of IDEA students have been accepted into college, demonstrating that IDEA academic programming is adequately preparing students for post-secondary education.
- In 2022, four IDEA schools were ranked in the top 10 Most Challenging Schools in the Nation and 13 were ranked in the top 1% of schools nationwide, by the Jay Mathews Challenge Index High School Rankings.

Special Programs

- IDEA exceeded the expected growth target for EL student performance on TELPAS in 2021 with 48% of ELs meeting that target.
- IDEA provide targeted research based instruction to students who have a 2.0 year gap in Reading and/or Math with the goal of closing that gap by 2.0 years during the school year with our initiative called Critical Student Intervention (CSI). During the 21-22 school year, 2,562 out of 6,632 students meet that goal for Reading and 703 out of 1,268 students met the goal for Math.
- IDEA is in Year 3 of our TEA awarded Autism Grant. Through this grant we were able to increase support for 195 students with autism in Rio Grande Valley and Austin who met the criteria outlined by TEA for this grant.
- IDEA submitted and was awarded a Dyslexia Grant by the TEA so that we will be able to provide increased professional development to teachers and leaders on working with students with dyslexia and increase the support resources for our students with dyslexia.

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 1 (Prioritized): 48.60% of scholars classified as ELs are struggling with literacy across core contents. **Root Cause:** (1) Lack of academic supports (staffing for EL Coordinator/interventionist) for EL scholars and (2) lack of professional development for teachers providing instruction to EL scholars.

Problem Statement 2 (Prioritized): There is a need to increase student persistence specifically for new to IDEA students because it has declined over the past two years. **Root Cause:** Lack of consistent and clear communication around school culture and expectations to parents and students during the entire onboarding process (Welcome to IDEA), and (2) lack of "joy" (opportunities for scholars to engage in after-school clubs, pep-rallies, and/or other events that create school spirit.

Problem Statement 3 (Prioritized): There is a need to increase student attendance because it has declined over the past two years. **Root Cause:** (1) High volume of absences due to COVID (or other illnesses) and (2) lack of consistency in holding families and students accountable. (3) Weak operating mechanism to track and respond to gaps in ADA

Priority Problem Statements

Problem Statement 1: There is a need to increase student attendance because it has declined over the past two years.

Root Cause 1: (1) High volume of absences due to COVID (or other illnesses) and (2) lack of consistency in holding families and students accountable. (3) Weak operating mechanism to track and respond to gaps in ADA

Problem Statement 1 Areas: Demographics - School Processes & Programs - Perceptions

Problem Statement 2: There is a need to increase student persistence specifically for new to IDEA students because it has declined over the past two years.

Root Cause 2: Lack of consistent and clear communication around school culture and expectations to parents and students during the entire onboarding process (Welcome to IDEA), and (2) lack of "joy" (opportunities for scholars to engage in after-school clubs, pep-rallies, and/or other events that create school spirit.

Problem Statement 2 Areas: Demographics - School Processes & Programs - Perceptions

Problem Statement 3: There is a need to improve achievement in Math due to it being at 39% in grades 3-5.

Root Cause 3: (1) Poor scholar attendance and (2) lack of data-driven instruction with poor to no re-teach plan for skills not mastered

Problem Statement 3 Areas: Demographics - Student Learning

Problem Statement 4: 48.60% of scholars classified as ELs are struggling with literacy across core contents.

Root Cause 4: (1) Lack of academic supports (staffing for EL Coordinator/interventionist) for EL scholars and (2) lack of professional development for teachers providing instruction to EL scholars.

Problem Statement 4 Areas: Demographics - Student Learning - School Processes & Programs

Problem Statement 5: There is a need to create more space for Academy scholars on campus to ensure there are designated spaces for intervention, Direct Instruction, and electives.

Root Cause 5: (1) Lack of creativity in finding alternate learning space.

Problem Statement 5 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- Alternative Education Accountability (AEA) data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- ASPIRE
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data

- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

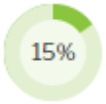
Goals

Goal 1: Increase staff retention

Performance Objective 1: 100% of staff members complete 30 hours professional development for their core subject by April.

High Priority

Evaluation Data Sources: RoadMap, Texas Reading Academies, Bi-monthly Webinars, and Course Collab.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: 100% of instructional staff members will attend bi-weekly webinars, monthly content PDs, quarterly course collaboration days in their core content. **Strategy's Expected Result/Impact:** Highly-qualified instructional staff members who feel successful and supported in teaching their content. **Staff Responsible for Monitoring:** Assistant Principal of Instruction(s) **TEA Priorities:** Recruit, support, retain teachers and principals				

 No Progress Accomplished Continue/Modify Discontinue

Goal 1: Increase staff retention

Performance Objective 2: IDEA Pflugerville Academy scores a 80% of higher on GPTW Survey in the Spring.

High Priority

Evaluation Data Sources: Great Places to Work Survey

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Hold quarterly Think Tank Meetings with staff to address results/feedback provided in GPTW surveys. **Strategy's Expected Result/Impact:** Staff members will be retained due to feeling heard and supported. **Staff Responsible for Monitoring:** Principal **TEA Priorities:** Recruit, support, retain teachers and principals	25%	50%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 1: Increase staff retention

Performance Objective 3: Scholars will engage in 170 minutes of vigorous physical activity during PE.

Evaluation Data Sources: Increased physical activity and health among students.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: API managing Physical Education will provide real-time coaching and lesson plan feedback to PE teachers on a consistent basis. **Strategy's Expected Result/Impact:** Increased vigor in physical activity for scholars. **Staff Responsible for Monitoring:** API, Teachers **Title I:** 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture	25%	50%		
0% No Progress 100% Accomplished Continue/Modify Discontinue				

Goal 2: IDEA achieves an A rating

Performance Objective 1: 100% of 3rd-5th grade scholars achieve 90/60/30 on the Math and ELA STAAR in May.

High Priority

HB3 Goal

Evaluation Data Sources: Mock Math STAAR, Mock ELA STAAR, Math STAAR, and ELA STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Scholars who failed Math and/or ELA STAAR in the 3rd and 4th grade will be provided with 30 hours of remediation in a small group setting with a interventionist. **Strategy's Expected Result/Impact:** Struggling scholars will get individualized instruction. **Staff Responsible for Monitoring:** Math and ELA APIs **Title I:** 2.4 **- TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Demographics 1, 2 - Student Learning 1, 2 - School Processes & Programs 1	25%	50%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: There is a need to improve achievement in Math due to it being at 39% in grades 3-5. **Root Cause**: (1) Poor scholar attendance and (2) lack of data-driven instruction with poor to no re-teach plan for skills not mastered
Problem Statement 2: 48.60% of scholars classified as ELs are struggling with literacy across core contents. **Root Cause**: (1) Lack of academic supports (staffing for EL Coordinator/interventionist) for EL scholars and (2) lack of professional development for teachers providing instruction to EL scholars.

Student Learning
Problem Statement 1: There is a need to improve achievement in Math due to it being at 39% in grades 3-5. **Root Cause**: (1) Poor scholar attendance and (2) lack of data-driven instruction with poor to no re-teach plan for skills not mastered
Problem Statement 2: 48.60% of scholars classified as ELs are struggling with literacy across core contents. **Root Cause**: (1) Lack of academic supports (staffing for EL Coordinator/interventionist) for EL scholars and (2) lack of professional development for teachers providing instruction to EL scholars.

School Processes & Programs

Problem Statement 1: 48.60% of scholars classified as ELs are struggling with literacy across core contents. **Root Cause**: (1) Lack of academic supports (staffing for EL Coordinator/interventionist) for EL scholars and (2) lack of professional development for teachers providing instruction to EL scholars.

Goal 2: IDEA achieves an A rating

Performance Objective 2: 90% of scholars in Kinder-2nd grade are reading on or above grade level.

High Priority

HB3 Goal

Evaluation Data Sources: DIBELS, RenSTAR, Direct Instruction Mastery Tests

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Daily classroom observations and tight-loop coaching in high-priority classrooms. **Strategy's Expected Result/Impact:** Ensure scholars are receiving quality instruction. **Staff Responsible for Monitoring:** Direct Instruction API **Title I:** 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **Problem Statements:** Demographics 2 - Student Learning 2 - School Processes & Programs 1	25%	50%		

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: 48.60% of scholars classified as ELs are struggling with literacy across core contents. **Root Cause**: (1) Lack of academic supports (staffing for EL Coordinator/interventionist) for EL scholars and (2) lack of professional development for teachers providing instruction to EL scholars.
Student Learning
Problem Statement 2: 48.60% of scholars classified as ELs are struggling with literacy across core contents. **Root Cause**: (1) Lack of academic supports (staffing for EL Coordinator/interventionist) for EL scholars and (2) lack of professional development for teachers providing instruction to EL scholars.
School Processes & Programs
Problem Statement 1: 48.60% of scholars classified as ELs are struggling with literacy across core contents. **Root Cause**: (1) Lack of academic supports (staffing for EL Coordinator/interventionist) for EL scholars and (2) lack of professional development for teachers providing instruction to EL scholars.

Goal 2: IDEA achieves an A rating

Performance Objective 3: 60% of SPED scholars with IEPs achieve Approaching on the STAAR.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Special Education who failed the Math and/or Reading STAAR receive 45 minutes, twice a week, of targeted, content based instruction in small groups. **Strategy's Expected Result/Impact:** Increased achievement among special education pops. **Staff Responsible for Monitoring:** SPED API, Math and ELA Interventionists **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction	25%	50%		

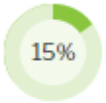
0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 3: Increase student daily attendance

Performance Objective 1: 97.5% of all scholars in grade Kinder-5th achieve average daily attendance by last day of school.

High Priority

Evaluation Data Sources: PowerSchool

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Teachers, Lead Team, Social Worker/School Counselor, and Operation Staff will contact scholars who are absent on a daily basis to increase awareness around the importance of daily attendance. **Strategy's Expected Result/Impact:** Increase average daily attendance **Staff Responsible for Monitoring:** APO **Title I:** 2.6 **- TEA Priorities:** Improve low-performing schools **Problem Statements:** Demographics 4 - School Processes & Programs 3 - Perceptions 2				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 4: There is a need to increase student attendance because it has declined over the past two years. **Root Cause**: (1) High volume of absences due to COVID (or other illnesses) and (2) lack of consistency in holding families and students accountable. (3) Weak operating mechanism to track and respond to gaps in ADA
School Processes & Programs
Problem Statement 3: There is a need to increase student attendance because it has declined over the past two years. **Root Cause**: (1) High volume of absences due to COVID (or other illnesses) and (2) lack of consistency in holding families and students accountable. (3) Weak operating mechanism to track and respond to gaps in ADA
Perceptions
Problem Statement 2: There is a need to increase student attendance because it has declined over the past two years. **Root Cause**: (1) High volume of absences due to COVID (or other illnesses) and (2) lack of consistency in holding families and students accountable. (3) Weak operating mechanism to track and respond to gaps in ADA

Goal 4: Increase student persistence

Performance Objective 1: 90% of all scholars in grades Kinder-5th persist beyond the first ten days of the 23-24 school year.

High Priority

Evaluation Data Sources: PowerSchool, Locus

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Host one to two family engagement events every month for Academy and College Prep families. **Strategy's Expected Result/Impact:** 90% of scholars persist to the upcoming school year **Staff Responsible for Monitoring:** APO and Student Counselor	25%	50%		

No Progress

Accomplished

Continue/Modify

Discontinue

Goal 4: Increase student persistence

Performance Objective 2: 100% of Safety Drills are executed on time and effectively according to school district criteria for succss.

High Priority

Evaluation Data Sources: Safety Drill Evaluation Rubric

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Tight-loop APO to be compliant with district safety drill expectations. **Strategy's Expected Result/Impact:** 100% of Safety Drills are executed on time. **Staff Responsible for Monitoring:** APO, Principal **Title I:** 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture	25%	40%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 5: All IDEA scholars matriculate to college.

Performance Objective 1: 90% of scholars in grades 3-5 attend a Field Lesson to a Texas college or university by end of Spring semester.

High Priority

Evaluation Data Sources: Internal Tracker

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Expose 3rd-5th scholars to Texas colleges and universities. **Strategy's Expected Result/Impact:** Increase awareness of higher ed among scholars from low-income communities. **Staff Responsible for Monitoring:** School Counselor **Title I:** 2.6 **Problem Statements:** Demographics 3 - School Processes & Programs 2 - Perceptions 1	0%	50%		

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 3: There is a need to increase student persistence specifically for new to IDEA students because it has declined over the past two years. **Root Cause**: Lack of consistent and clear communication around school culture and expectations to parents and students during the entire onboarding process (Welcome to IDEA), and (2) lack of "joy" (opportunities for scholars to engage in after-school clubs, pep-rallies, and/or other events that create school spirit.
School Processes & Programs
Problem Statement 2: There is a need to increase student persistence specifically for new to IDEA students because it has declined over the past two years. **Root Cause**: Lack of consistent and clear communication around school culture and expectations to parents and students during the entire onboarding process (Welcome to IDEA), and (2) lack of "joy" (opportunities for scholars to engage in after-school clubs, pep-rallies, and/or other events that create school spirit.
Perceptions
Problem Statement 1: There is a need to increase student persistence specifically for new to IDEA students because it has declined over the past two years. **Root Cause**: Lack of consistent and clear communication around school culture and expectations to parents and students during the entire onboarding process (Welcome to IDEA), and (2) lack of "joy" (opportunities for scholars to engage in after-school clubs, pep-rallies, and/or other events that create school spirit.

Addendums

Master CNA & SAIP Reporting Checklist

				PTG	33%	PTG	0%
DEPT	**Data Sources**	**Data Tabs**	**Guidance**	**Status**	**Principal Notes or Questions**	**VP Verification**	**Notes & Next Steps**
ACADEMY	KEYS Tab (Tab 3)	Student Achievement Improvement Plan 2021-2022 School Year	This SAIP plan will require logging concrete initiatives put in place for student improvement, as well as their associated timelines, resources, and responsible staff. Each initiative will be tracked mid-year and at the end of the year. Mid-year assessments should be completed by each campus between December 1, 2022 and no later than January 31, 2023.	Pending	Not sure what needs to be done here. Please advise.	Action Required	
	Locus Dashboards: CSI, STARR, AP CampusIB Reports EOY Assessments	Comprehensive Needs Assessment 2022 English Language Arts	These pages should include the percentage of students who achieved each listed score for the 2021-2022 School Year. For each subject, list a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Pending		Action Required	
		Comprehensive Needs Assessment 2022 Math		Pending		Action Required	
		Comprehensive Needs Assessment 2022 Science		Pending		Action Required	
		Comprehensive Needs Assessment 2022 Humanities		Pending		Action Required	
	State TELPAS Report	Comprehensive Needs Assessment 2022 TELPAS	This data set will outline the percentage of students that earned proficiency in the areas of Listening, Speaking, Reading, and Writing, as indicated in the State TELPAS report. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete		Action Required	
	Locus Dashboard: Staff Retention	Staff Quality, Rentention, & Recruitment 2021-2022 School Year	Under the %SPED Data Point, this should reflect the percentage of SPED certified teachers, compared to the overall SPED staff. Under number of teacher applicants, note how many teachers were interviewed by campus leaders for positions during the 2021-2022 School Year. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete		Action Required	
	Locus Dashboards: Student Persistence, Enrollment, ADA	School Culture & Climate 2021-2022 School Year	For the Withdrawals/Level 3 Offenses data point, list the number of withdrawals or offenses. All other data points should reflect percentages. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Pending		Action Required	
	Campus Academic Counselor Tracking Systems	2022 Family & Community Involvement	In addition to listing data percentages, list a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete		Action Required	

Campus Name

2021-22 Student Achievement Improvement Plan

ACADEMY

APO	Initiatives	Needs Assess.	Special Pops.	Person(s) Responsible	Timeline Start/End	Resources: Human/ Material/Fiscal	Documentation	Formative Evaluation
2B	Student-facing Montlhy ADA Incentives	O	ALL	Dwayne Shorter (APO)	8/5-5/27			
IG	Math Intervention	S	ALL	Sarah Perez	8/5-5/27			
2C	Monthly Family Engagement Events	O	ALL	Tyrell Harmon	8/5-5/27			
2C	Monthly Parent Classess	O	ALL	Abby Masselink/ Tyrell Harmon	8/5-5/27			
1E	100% of K-5 Content Teachers are SIOP trained and ESL certified.	S	ELL	Melissa Lopez	7/25-5/27			
2C	After-school Clubs in the following areas will be made available to all K-5 students: Cheerleading, Running, Art, Student Council and Yearbook	O	ALL	Melissa Lopez and various K-5 Teachers	8/5-5/27			
1E	Weekly Culture Lessons created by SW/SSA to address social-emotional/behvioral issues	O	ALL	Abby Masselink/ Tyrell Harmon	8/5-5/27			
2A	Monthly PD for GTLs	O	ALL	Sandra Olvera	7/12-5/27			
2B	Fun-Friday Scope and Sequence	O	ALL	Stephanie Anzaldua	8/5-5/27			

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

Annual Performance Objectives (APO)

PRIORITY #1: Students Graduate College-Ready

1A. % of graduates who matriculate to a College or University: 100%

1B. % of graduates matriculate to a Tier I/II College or University: 15% | 25%

1C. % of Seniors accepted to a College or University: 100%

1D. % of Seniors named AP scholars | Earn IB diploma: 30% | 25%

1E. Earned State Rating: A

1F. % Basic | % Mastery | % Advanced on LEAP: 82% | 44% | 11%

1G. % Approaches | % Meets | % Masters on STAAR/EOC: 90% | 60% | 30%

1H. % Level 3 | % Level 4 | % Level 5 on FSA/FSAA: 70% | 40% | 20%

1I. % of Pre-K-2nd Students End The Year On/Above Grade Level in Reading - Year 1 Campuses | Year 2 Campuses: 80% | 90%

1J. % of students in CSI achieve 2 years growth in Reading | Math (measured by Ren STAR) 50% | 60%

1K. Average ACT score: 21

1L. % of students graduating college in 4 | 6 years: 25% | 55%

PRIORITY #2: Build a Strong & Sustainable Organization

2A. % Teacher Retention | Employee Retention: 85% | 85%

2B. 80% composit score on GPTW: 82%

2B. %Average Daily Attendance: 97.50%

2C. New Student Persistence: 90%

2D. Operating Income: $133M

2E. FIRST Rating: A

PRIORITY #3: Achieve Mission at Scale

3A. % of students with low socio-economic status: 80%

3B. Enrollment in August 2020: 83,894

3C. Schools in operation in August 2020: 149

3D. Total Funds Raised (millions): $93M

Needs Assessment

S-STAAR

D-DIBELS

E-EOC

A-ACT

RR-Reading Renaissance

ST-STAR for Math

DR-Discipline Report

AP-AP Tests

O-Other

Special Populations

All

AR-At Risk

ELL-English Language Learners

ED-Economically Disadvantaged

M-Migrant

SE-Special Education

Campus Name

Comprehensive Needs Assessment ACADEMY						
Data Sources: Eureka Math & Electives Academy						
	DISTAR Pre-K on Grade Level	**Eureka Kinder on Grade Level**	**Eureka First on Grade Level**	**Eureka Second on Grade Level**	**% Math Masters Pk-2**	**Pk-2 MM Goal Met/Not Met**
% Students	**N/A**	**58.80%**	**27.50%**	**70.60%**	**25.50%**	Not Met
Data Source: STAAR Academy						
	STAAR Math Grade 3	**STAAR Math Grade 4**	**STAAR Math Grade 5**	**% Math Masters 3-5**	**3-5 MM Goal Met/Not Met**	
% Approaches	63.00%	59%	70%	35%		
% Meets	34.00%	29%	47%			
% Masters	13.00%	15%	21%			
% Student Achievement Average	37.00%	34.00%	46.00%			
% Meet 2 year growth	N/A					
Data Source: CSI Academy						
	Math AC CSI					
% CSI (EOY Ren.)	N/A					
% of CSI Passing STAAR	N/A					
% of SPED Passing STAAR						

Reflections	
Areas of Strength	**Areas of Need**
1 Teacher autonomy and scaffolding to meet student needs	1 EL supports for instruction
2 Teacher development and student implementation of strategies with fidelity	2 Math intervention for most critical students
3 Strategic use of manipulatives to make learning more accesible	3 Building reading comprehension in math

Campus Name

Comprehensive Needs Assessment ACADEMY							
Data Sources: Humanities Pk-2							
	Humanities Pre-K on Grade Level	**Humanities Kinder on Grade Level**	**Humanities First on Grade Level**	**Humanities Second on Grade Level**	**Humanities Third on Grade Level**	**Humanities Fourth on Grade Level**	**Humanities Fifth on Grade Level**
% Students	N/A	N/A	100%	100%	84.40%	63.40%	N/A

Reflections	
Areas of Strength	**Areas of Need**
1 End of course projects	1 Lesson length and pacing
2. Helpful course collaborations with the other teachers	2 Supplemental work: powerpoints, vocabulary words,
	3 Resources for ELLs

Campus Name

Comprehensive Needs Assessment ACADEMY						
Data Sources: DI ELA & Electives						
	DI Pre-K on Grade Level	**DI Kinder on Grade Level**	**DI First on Grade Level**	**DI Second on Grade Level**	**% Royal Readers**	**% Word Masters**
% Students	**N/A**	**68%**	**40%**	**56%**	13%	61%
					RR Goal Met/Not Met	**WM Goal Met/Not Met**
Data Source: STAAR						
	STAAR Reading Grade 3	**STAAR Reading Grade 4**	**STAAR Writing Grade 3**	**STAAR Writing Grade 4**		
% Approaches	80	67				
% Meets	52	40				
% Masters	34	25				
SAS						
% Student Achievement Average	55	44				
Data Source: CSI						
% Meeting CSI Goal	**Reading AC CSI**					
% CSI (EOY Ren.)	48%					
% of CSI Passing STAAR	24%					
% of SPED Passing STAAR						

Reflections	
Areas of Strength	**Areas of Need**
1 STAAR success/plan/unit	1 EL support/ training
2 Modifying the curriculum	2 ELA supplies (notebooks, pencils)

3 Coaching and check ins	DI New program, program was too rigorous, lack of ELL scaffolding, IW did not match rigour MT. Schedule does not take into account the actual time it takes to complete a lesson. Gap between RSME content and transitioning to RMT. Communication between lesson progress and Lesson mastery. ELL transitioning from EtoE to RMT.

Prep supplies ahead of unit

Content PDs monthly from BOY

SPED in class support

Campus Name

Comprehensive Needs Assessment ACADEMY						
Data Sources: Science Pk-2						
	Science Pre-K on Grade Level	**Science Kinder on Grade Level**	**Science First on Grade Level**	**Science Second on Grade Level**	**Science Third on Grade Level**	**Science Fourth on Grade Level**
% Students	**N/A**	**69.80%**	**87%**	**63%**	**89.40%**	**69%**

Data Source: Science 3-5		
	STAAR Science Grade 5	
% Approaches	74%	
% Meets	50%	
% Masters	30%	
% Student Achievement Average	51.00%	

Reflections	
Areas of Strength	**Areas of Need**
1. Outside resources (videos)	1. Well distributed supplies
2. Remediation materials	2. Extra planning time for labs
3. Clear and concise lesson plans	3. Materials for ELL

*****

Reflections	
Areas of Strength	**Areas of Need**
	1. Discipline policy
	2. Extra planning time for labs
	Materials for ELL

Campus Name

Comprehensive Needs Assessment ACADEMY					
TELPAS Composite Rating (Listening, Speaking, Reading, Writing)					
	Listening	**Speaking**	**Reading**	**Writing**	**% of ELL Students who grew one or more levels**
% Beginning	14.30%	24.30%	21.10%	26.00%	70.50%
% Intermediate	24.50%	36.50%	42.50%	34.50%	65.12%
% Advanced	38.30%	30.50%	16.50%	29.50%	46.51%
% Advanced High	22.80%	10.60%	20.00%	12.00%	25.00%

Reflections	
Areas of Strength	**Areas of Need**
students who have tested previously have either improved or stayed at same composite level	practice speaking into the mic clearly and at normal voice level and recording on the first try (only 2 tries given to
	practice telpas testing before taking telpas
3	3

Campus Name

Comprehensive Needs Assessment	
ACADEMY	
Staff Quality, Recruitment, Retention	
	Percentage
% School Lead Team Retention	100%
% Instructional Support Retention	61.11%
% Teacher Retention	83.33%
% Campus Support Retention	50%
% SPED Teachers	100%
% State/National Certified Teachers	100%
% State Certified Leaders	N/A
% State/Board certified Counselors	N/A
Number of teacher applicants per 2020-21 school year	1513 (Austin region)

Reflection	
Areas of Strength	**Areas of Need**
1 All 3-5 Core Content Teachers are returning for 22-23 School Year.	1 Strong staff onboarding; preferably owned by someone
2 Only 2 Co-Teacher positions left to hire for 22-23 School Year.	2
3 Strong candidates have applied and been hired throughout the school year. Strong partnership with Talent Partner.	3

other than principal.

Campus Name

Comprehensive Needs Assessment ACADEMY	
Data Source: School Culture and Climate	
	Campus %
% Average Daily Attendance	89.61%
% Overall Persistence	89.94%
% New Student Persistence	80.14%
# of Admin Withdrawals/ Level 3 Offenses	1
% SPED	2.30%
% ELL	48.60%
% Eco Dis	74.80%
% Migrant	0
% Race: American-Indian-Alaska-Native	1.30%
% Asian	5.70%
% White-Hispanic	60.60%
% Multi	1.90%
% Black-African-American	22.70%
% Native-Hawaiian-Pacific-Islander	0.49%
% White	10.6
% Male	51.30%
% Female	49.70%

Data Source: School Culture and Climate	
Reflections	
Areas of Strength	**Areas of Need**
Spirit weeks, Celebrating each culture, Family engagement	1 Math Instruction
2	2 EL Supports
3	3 SPED Supports

Campus Name

Comprehensive Needs Assessment ACADEMY	
Data Source: Family and Community Involvement	
	Percentage
% Families Attended WTI	
% Families Attended Curriculum Night	0%
% Families Who Attended EOY Ceremonies	90%
% Families who attended Fall Festival	90%
% Families who attended Winter Festival	0%
% Families who attended Spring Festival	0%

Re+A11:F13flection	
Areas of Strength	**Areas of Need**
1. Award ceremony, meet the teacher, AR family reading, curriculum night, open house, parent conferences, parent shadows (Academic support)	Curriculum night, Parent Conferences 3 times a year. Rentention Communication. Report Card Night Q1-Q4
2. Parents are eager to be engaged and respond with teachers and class	2. Parent suggestion box or suggestion survey sent to parents, coffee with the prinicipal/counselor, PTO
3. Dojo and Remind translate, dual print in Spanish/English, We have access to headphones for translating	3. High population of Vietnamese families in need of translation, Designated translator for each gradelevel
4. Food trays, extra backpacks, extra clothes, coat drive, after school programs with snacks, social work referrals to outside services	4. More access to extra food and resources, GoFund Me for family needs
5. Dojo is primary form of communication	5. Google number to make phone calls, regular phone calls to parents, parent conferences BOY, MOY & EOY (focus on 10 critical students), STAAR night, curriculum night
6. Language Line Solutions, teachers and students as translators	6. Teachers learning to communicate in broken language

7. Informal communication between parents and staff	7. Survey attached via QR code to flyers, incentivize students for providing feedback, "review booth"
8	8. Hold parents accountable to return papers with at-risk data so that we can continue to receive resources, use social media to promote events/resources, brocure/newsletter, Calendar

IDEA Public Schools

Pflugerville College Prep

2022-2023 Campus Improvement Plan

Accountability Rating: B

Distinction Designations:
Academic Achievement in English Language Arts/Reading
Academic Achievement in Mathematics
Academic Achievement in Social Studies
Postsecondary Readiness

Board Approval Date: October 21, 2022
Public Presentation Date: September 14, 2022

Mission Statement

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

Vision

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

Core Values

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

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

As a campus, we also focus on being:

Challenge Seekers

Creative & Critical

Community Centered

Secure & Proud

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Comprehensive Needs Assessment

Revised/Approved: September 14, 2022

Demographics

Demographics Summary

IDEA Pflugerville College Prep currently serves grades 6-10 and will serve grades 6-12 starting in 2024. Our founding class of students who started with us as a sixth graders will graduate in May of 2025. IDEA Public Schools follows an "AP For All" program, and our students take their first AP Course in 9th grade. This is our first year offering CTE Programming; we plan to offer two pathways: Multimedia and Nursing Science. We also offer Band and Art and have a robust and ever-growing Athletics program. Approximately 14% of our student body receives Special Education services, and we also have a RISE unit.

Demographics Strengths

See PDF in Addendum for more information

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Our Average Daily Attendance fell short of our district goal of 97%; we ended the year with 90.70% Average Daily Attendance. **Root Cause:** Lack of consistent tracking to identify large number of absences and lack of meetings with families to inform them of attendance policies and impact on academic development. Lack of differentiation between COVID absences and general absences.

Problem Statement 2 (Prioritized): Our New Student Persistence was 57.38%. **Root Cause:** 1) Parents did not receive frequent or systematic communication about academic progress of their students. 2) Our consequence system lacked uniformity on the teacher level.

Student Learning

Student Learning Summary

Our school was rated a B (88) for our Academic Achievement during the 2021-2022 school year. We earned an 80 in Academic Achievement, a 90 on School Progress, and an 83 in Closing the Gaps.

The last year we received a rating was pre-pandemic in our founding year, 2018, when we earned an 87 (B). During this past school year, we also earned our Distinctions for Academic Achievement in Reading, Math, and Social Studies. We also earned our Postsecondary Readiness Distinctions. Our distinctions indicate that we are peforming well above schools with a similar student body.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Only 39% of our students in grades 6-8 were at Meets Grade Level Standard or Above on the STAAR. **Root Cause:** 1) We did not sufficiently address conceptual gaps in math understanding; 2) We need more robust math intervention; 3) We did not have a strong understanding of math gaps or track performance until second semester.

Problem Statement 2 (Prioritized): Less than 50% of our sixth and seventh grade cohorts made 1 year of growth on TELPAS. **Root Cause:** 1) Speaking was the lowest performing category across all grade levels, which indicates a need for more practice and evaluation embedded in the curricula. 2) We need to strengthen our ELL supports.

School Processes & Programs

School Processes & Programs Summary

Our campus develops instructional leaders through collaboration with our Regional Team and a robust coaching and collaboration cycle. We observe classrooms daily and go on weekly Lead Team rounds for instruction and culture. Our professional development prioritizes teacher growth in instructional skills and data analysis. All teachers have weekly check-in's, unless they are on the path to master teacher, which focus on specific and targeted skills for their practice.

See PDF in Addendum for more information.

School Processes & Programs Strengths

Curriculum & Instruction:

- At least one-third of IDEA students graduate with the "AP Scholar" designation, evidence of earning a qualifying score on at least three AP exams, demonstrating successful completion of college-level coursework prior to graduation.
- IDEA provides students access to accelerated instruction through the 1:1 technology device, including adaptive software for mathematics and literacy and access to hundreds of thousands of books in the district's digital library.
- IDEA curricular resources include high-quality instructional materials that earn the highest ratings on national evaluation measures.
- IDEA curriculum is regularly evaluated using a quality evaluation tool, ensuring alignment to the Texas Essential Knowledge and Skills and AP course standards, as well as the STAAR/EOC and AP exams.
- IDEA implements a variety of training opportunities for teachers and leadership staff with the goal of developing teachers' pedagogical content knowledge and leaders' coaching skills.
- For 15 years in a row, 100% of IDEA students have been accepted into college, demonstrating that IDEA academic programming is adequately preparing students for post-secondary education.
- In 2022, four IDEA schools were ranked in the top 10 Most Challenging Schools in the Nation and 13 were ranked in the top 1% of schools nationwide, by the Jay Mathews Challenge Index High School Rankings.

Special Programs

- IDEA exceeded the expected growth target for EL student performance on TELPAS in 2021 with 48% of ELs meeting that target.
- IDEA provide targeted research based instruction to students who have a 2.0 year gap in Reading and/or Math with the goal of closing that gap by 2.0 years during the school year with our initiative called Critical Student Intervention (CSI). During the 21-22 school year, 2,562 out of 6,632 students meet that goal for Reading and 703 out of 1,268 students met the goal for Math.
- IDEA is in Year 3 of our TEA awarded Autism Grant. Through this grant we were able to increase support for 195 students with autism in Rio Grande Valley and Austin who met the criteria outlined by TEA for this grant.
- IDEA submitted and was awarded a Dyslexia Grant by the TEA so that we will be able to provide increased professional development to teachers and leaders on working with students with dyslexia and increase the support resources for our students with dyslexia.

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

All of our instructional lead team members at IDEA Pflugerville College Prep stayed at IDEA Public Schools.

See PDF in Addendum for more information.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Almost all of our ninth grade teachers left to pursue other opportunities. **Root Cause:** 1) Lack of vision for high school culture and discipline 2) New teacher onboarding was not sufficient (all but one teacher was new to the school)

Problem Statement 2 (Prioritized): Overall, our teacher retention is low **Root Cause:** 1) Our hiring process did not identify staff who wanted the experience of founding a school 2) Lack of monitoring staff culture more closely throughout the year and offering opportunities for feedback and staff voice.

Perceptions

Perceptions Summary

IDEA provides bi-annual surveys for families and students to share their experiences, opinions, and feelings about our school the Panorama Platform. Teachers provide feedback on the Great Places to Work Survey, and we offer a place for teachers to offer suggestions throughout the school year to improve our campus. We have monthly events for families and advertise through social media and our Weekly Newsletter. We are gradually cultivating partnerships with our community through inviting them to our events, such as Trunk or Treat. We have a strong partnership with Backpack Friends, which ensures that our students do not experience food insecurity over weekends. Our most popular events are Beginning of Year Orientation, Step Up's/Graduations, and Trunk or Treat.

See PDF in Addendum for more information.

Perceptions Strengths

See PDF in Addendum for more information.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Our families did not have access to staff except for administrators, which led to lack of community and also a lack of awareness around academic progress. **Root Cause:** 1) No system or technology was in place for teachers to reach out to families ; the existing technology (Remind) was hard to navigate 2) Little expectations or guidance were provided to teachers around what communication needed to be

Problem Statement 2 (Prioritized): We saw a dip in engagement during the winter events, with families only attending graduation and Trunk or Treat. **Root Cause:** 1) Lack of social media presence for engaging families 2) Hard to navigate communication platform (Remind) 3) Insufficient advertising to students

Priority Problem Statements

Problem Statement 1: Less than 50% of our sixth and seventh grade cohorts made 1 year of growth on TELPAS.

Root Cause 1: 1) Speaking was the lowest performing category across all grade levels, which indicates a need for more practice and evaluation embedded in the curricula. 2) We need to strengthen our ELL supports.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Only 39% of our students in grades 6-8 were at Meets Grade Level Standard or Above on the STAAR.

Root Cause 2: 1) We did not sufficiently address conceptual gaps in math understanding; 2) We need more robust math intervention; 3) We did not have a strong understanding of math gaps or track performance until second semester.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Almost all of our ninth grade teachers left to pursue other opportunities.

Root Cause 3: 1) Lack of vision for high school culture and discipline 2) New teacher onboarding was not sufficient (all but one teacher was new to the school)

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Overall, our teacher retention is low

Root Cause 4: 1) Our hiring process did not identify staff who wanted the experience of founding a school 2) Lack of monitoring staff culture more closely throughout the year and offering opportunities for feedback and staff voice.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: We saw a dip in engagement during the winter events, with families only attending graduation and Trunk or Treat.

Root Cause 5: 1) Lack of social media presence for engaging families 2) Hard to navigate communication platform (Remind) 3) Insufficient advertising to students

Problem Statement 5 Areas: Perceptions

Problem Statement 6: Our families did not have access to staff except for administrators, which led to lack of community and also a lack of awareness around academic progress.

Root Cause 6: 1) No system or technology was in place for teachers to reach out to families ; the existing technology (Remind) was hard to navigate 2) Little expectations or guidance were provided to teachers around what communication needed to be

Problem Statement 6 Areas: Perceptions

Problem Statement 7: Our New Student Persistence was 57.38%.

Root Cause 7: 1) Parents did not receive frequent or systematic communication about academic progress of their students. 2) Our consequence system lacked uniformity on the teacher level.

Problem Statement 7 Areas: Demographics

Problem Statement 8: Our Average Daily Attendance fell short of our district goal of 97%; we ended the year with 90.70% Average Daily Attendance.

Root Cause 8: Lack of consistent tracking to identify large number of absences and lack of meetings with families to inform them of attendance policies and impact on academic development. Lack of differentiation between COVID absences and general absences.

Problem Statement 8 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- 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
- 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

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

Student Data: Behavior and Other Indicators

- Attendance data
- Student surveys and/or other feedback
- Enrollment trends

Employee Data

- Staff surveys and/or other feedback
- State certified and high quality staff data

Parent/Community Data

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

Support Systems and Other Data

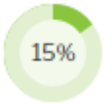
- Communications data
- Budgets/entitlements and expenditures data

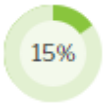
Goals

Goal 1: Increase staff retention

Performance Objective 1: Ensure all staff participate in the staff development cycle to increase feelings of being coached, personal and professional growth, and being able to give feedback.

Evaluation Data Sources: Percentage of staff members who have completed each aspect of staff development cycle.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Communication on campus level is sent 3 weeks in advance of each cycle's start date. **Strategy's Expected Result/Impact:** Completion and investment in staff development. **Staff Responsible for Monitoring:** Admin Assistant, Principal, Talent Partner, API's **TEA Priorities:** Recruit, support, retain teachers and principals **Problem Statements:** School Processes & Programs 1, 2				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Train and support all managers to ensure completion effectively and with fidelity, including scheduling time into pre-existing check-in's for high leverage conversations around the cycle. **Strategy's Expected Result/Impact:** Effective implementation of each Staff Development cycle task. **Staff Responsible for Monitoring:** Admin Assistant, Principal, Talent Partner **Problem Statements:** School Processes & Programs 1, 2				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: Almost all of our ninth grade teachers left to pursue other opportunities. **Root Cause**: 1) Lack of vision for high school culture and discipline 2) New teacher onboarding was not sufficient (all but one teacher was new to the school)
Problem Statement 2: Overall, our teacher retention is low **Root Cause**: 1) Our hiring process did not identify staff who wanted the experience of founding a school 2) Lack of monitoring staff culture more closely throughout the year and offering opportunities for feedback and staff voice.

Goal 1: Increase staff retention

Performance Objective 2: Achieve 75% or higher average on Great Places to Work Survey.

Evaluation Data Sources: Final Great Places to Work Survey Results

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Comprehensive communication and tracking plans to ensure high completion rate. **Strategy's Expected Result/Impact:** Ensure high completion rate that leads to broader staff input. **Staff Responsible for Monitoring:** Admin assistant, principal, managers **TEA Priorities:** Recruit, support, retain teachers and principals **Problem Statements:** School Processes & Programs 1, 2	0%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Use monthly pulse points from district to analyze data with campus lead team and present findings to staff in whole or small group setting to provide more detailed ideas around what changes would make our campus staff feel supported. **Strategy's Expected Result/Impact:** Improve employee engagement and satisfaction **Staff Responsible for Monitoring:** Principal, Admin Assistant, Talent Partner, Managers **TEA Priorities:** Recruit, support, retain teachers and principals **Problem Statements:** School Processes & Programs 1, 2	0%			

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 1: Almost all of our ninth grade teachers left to pursue other opportunities. **Root Cause**: 1) Lack of vision for high school culture and discipline 2) New teacher onboarding was not sufficient (all but one teacher was new to the school)
Problem Statement 2: Overall, our teacher retention is low **Root Cause**: 1) Our hiring process did not identify staff who wanted the experience of founding a school 2) Lack of monitoring staff culture more closely throughout the year and offering opportunities for feedback and staff voice.

Goal 2: All IDEA students matriculate to college

Performance Objective 1: Increase percentage of students who are TSI exempt on campus: 90% of all sophomores are TSI reading and writing exempt by end of year and 90% of freshmen and sophomores are TSI math exempt by EOY.

HB3 Goal

Evaluation Data Sources: TSI end of year testing data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: All tenth graders will take ACT Prep every other day to improve their overall test readiness. **Strategy's Expected Result/Impact:** -Increase percentage of students who are TSIA exempt in the 2025 cohort. -Average increase of at least 1 point on ACT each semester. **Staff Responsible for Monitoring:** College Counselor, ACT Prep Teacher, Testing Coordinator, Principal **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college	25%	25%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Increase TSIA content in Road to and Through College. **Strategy's Expected Result/Impact:** Increase TSIA exemption. **TEA Priorities:** Connect high school to career and college **Problem Statements:** Student Learning 1	0%			

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Only 39% of our students in grades 6-8 were at Meets Grade Level Standard or Above on the STAAR. **Root Cause**: 1) We did not sufficiently address conceptual gaps in math understanding; 2) We need more robust math intervention; 3) We did not have a strong understanding of math gaps or track performance until second semester.

Goal 3: IDEA achieves an A rating

Performance Objective 1: All students in grades 6-8 performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase from 39% to 47%.

High Priority

Evaluation Data Sources: Internal Exam Dashboard, Instructional Dashboard, Bi-Weekly Internal Data Analysis, EOY STAAR Performance

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Ensure all teachers are delivering a strong, effective First Teach. **Strategy's Expected Result/Impact:** All teachers receive impactful coaching and development; students receive strong first introduction to content. **Staff Responsible for Monitoring:** Classroom Teachers, Assistant Principals of Instruction, Principal, Regional Math Coach, Vice President of School **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 1	10%	20%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Implement appropriate, targeted skills-based learning pathways for intervention and acceleration. **Strategy's Expected Result/Impact:** Close gaps for students who have conceptual misunderstandings or gaps from previous years. **Staff Responsible for Monitoring:** Classroom teachers (math, AR/HotSpot), Content Lead, Assistant Principal of Instruction, Principal, Regional Math Coach, Vice President of Schools **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 1	15%	45%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Only 39% of our students in grades 6-8 were at Meets Grade Level Standard or Above on the STAAR. **Root Cause**: 1) We did not sufficiently address conceptual gaps in math understanding; 2) We need more robust math intervention; 3) We did not have a strong understanding of math gaps or track performance until second semester.

Goal 3: IDEA achieves an A rating

Performance Objective 2: At least 61% of our Special Education students in grades 6-8 will meet their state-assigned performance goal.

Evaluation Data Sources: Internal Exam Dashboard, Instructional Dashboard, Bi-Weekly Internal Data Analysis, EOY STAAR Performance

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Increase data tracking of Special Education students' performance through developing case managers' knowledge and skill of state goals and school systems of data tracking and investment. **Strategy's Expected Result/Impact:** Increased family, student, and staff awareness of our Special Education students' academic progress in math.	10%	15%		

 No Progress Accomplished Continue/Modify Discontinue

Goal 3: IDEA achieves an A rating

Performance Objective 3: 50% of 7th grade students taking TELPAS assessments will maintain or increase a proficiency level.

Evaluation Data Sources: Internal Exam Dashboard, Instructional Dashboard, Monthly Internal Data Analysis

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Targeted instruction with strategic seating. **Strategy's Expected Result/Impact:** Increase staff knowledge of students who qualify as EL. **Staff Responsible for Monitoring:** Classroom Teachers, Assistant Principal of Instruction, Campus Principal, National and Regional EL Coordinators/Coaches **Problem Statements:** Student Learning 2	20%	50%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Coach and develop all leaders and teachers in implementing learning opportunities for all emergent bilingual students focused on listening, speaking, reading, and writing. **Strategy's Expected Result/Impact:** Increase emergent bilingual students' language attainment to increase proficiency. **Staff Responsible for Monitoring:** Classroom Teachers, Assistant Principal of Instruction, Campus Principal, National and Regional EL Coordinators/Coaches **Problem Statements:** Student Learning 2	15%			

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 2: Less than 50% of our sixth and seventh grade cohorts made 1 year of growth on TELPAS. **Root Cause**: 1) Speaking was the lowest performing category across all grade levels, which indicates a need for more practice and evaluation embedded in the curricula. 2) We need to strengthen our ELL supports.

Goal 4: Increase student daily attendance

Performance Objective 1: Reduce chronic absenteeism rate among student population from 37.01% (2021-2022 end of year average) to 10% or less by the end of 2022-2023 school year.

High Priority

Evaluation Data Sources: ADA Dashboard

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Build data visibility through regular use of the Chronic Absenteeism report on the ADA dashboard to facilitate conversations and interventions around learning loss. **Strategy's Expected Result/Impact:** School and community wide awareness of current chronic absenteeism risk. **Staff Responsible for Monitoring:** Assistant Principal of Operations, Principal, School Success Advisor, Social Worker, College Counselor **Problem Statements:** Demographics 1	0%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Leverage district approved ADA escalation matrix to ensure structured accountability for students missing multiple days of instruction. **Strategy's Expected Result/Impact:** Increased communication and engagement with families of frequently absent scholars to change trajectory early in the year. **Staff Responsible for Monitoring:** Assistant Principal of Operations, Principal, School Success Advisor, Social Worker, College Counselor **Problem Statements:** Demographics 1	15%			

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Our Average Daily Attendance fell short of our district goal of 97%; we ended the year with 90.70% Average Daily Attendance. **Root Cause**: Lack of consistent tracking to identify large number of absences and lack of meetings with families to inform them of attendance policies and impact on academic development. Lack of differentiation between COVID absences and general absences.

Goal 4: Increase student daily attendance

Performance Objective 2: Campus receives a score of proficient or higher on the campus safety scorecard for the 2022-2023 school year.

Evaluation Data Sources: Campus Safety Score Card

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Campus implements actions and recommendations identified in audit finding reports in quarters 2 and 4. **Strategy's Expected Result/Impact:** Improve overall safety and security readiness; ensure families feel safe sending students to school daily. **Staff Responsible for Monitoring:** Assistant Principal of Operations, Facilities Manager, Principals **Problem Statements:** Demographics 1 - School Processes & Programs 2	0%			

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

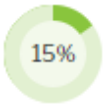
Performance Objective 2 Problem Statements:

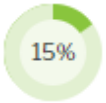
Demographics
Problem Statement 1: Our Average Daily Attendance fell short of our district goal of 97%; we ended the year with 90.70% Average Daily Attendance. **Root Cause**: Lack of consistent tracking to identify large number of absences and lack of meetings with families to inform them of attendance policies and impact on academic development. Lack of differentiation between COVID absences and general absences.
School Processes & Programs
Problem Statement 2: Overall, our teacher retention is low **Root Cause**: 1) Our hiring process did not identify staff who wanted the experience of founding a school 2) Lack of monitoring staff culture more closely throughout the year and offering opportunities for feedback and staff voice.

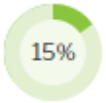
Goal 5: Increase student persistence

Performance Objective 1: Increase new student persistence to 80% across all grade levels and increase overall student persistence to 90% by 11th day of 23-24 School Year.

Evaluation Data Sources: Student Persistence Dashboard (sourced through Powerschool)

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Increase family communication between teachers and families around academic performance through Deanslist platform and bi-weekly progress reports. **Strategy's Expected Result/Impact:** Increased connection to campus and family understanding of student progress and daily campus life. **Staff Responsible for Monitoring:** Student Success Advisor, College Counselor, Principal, Grade Team Leaders, Assistant Principals of Instruction **Problem Statements:** Demographics 2 - Perceptions 1, 2				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Increased social media presence to at least 3 post weekly in order to share school happenings and upcoming events. **Strategy's Expected Result/Impact:** Connect new and returning families to campus events and daily campus life. **Staff Responsible for Monitoring:** Student Success Advisor, College Counselor, Principal, Grade Team Leaders, Assistant Principals of Instruction **Problem Statements:** Demographics 2 - Perceptions 1, 2				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Restart our PTA by Semester 2 and hold at least 5 meetings. **Strategy's Expected Result/Impact:** Increased family and community voice and support on campus. **Staff Responsible for Monitoring:** Assistant Principal of Operations, Student Success Advisor, Principal, Grade Team Leaders, Assistant Principals of Instruction **Problem Statements:** Demographics 2 - Perceptions 1, 2				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 2: Our New Student Persistence was 57.38%. **Root Cause**: 1) Parents did not receive frequent or systematic communication about academic progress of their students. 2) Our consequence system lacked uniformity on the teacher level.

Perceptions

Problem Statement 1: Our families did not have access to staff except for administrators, which led to lack of community and also a lack of awareness around academic progress. **Root Cause**: 1) No system or technology was in place for teachers to reach out to families ; the existing technology (Remind) was hard to navigate 2) Little expectations or guidance were provided to teachers around what communication needed to be

Problem Statement 2: We saw a dip in engagement during the winter events, with families only attending graduation and Trunk or Treat. **Root Cause**: 1) Lack of social media presence for engaging families 2) Hard to navigate communication platform (Remind) 3) Insufficient advertising to students

Goal 5: Increase student persistence

Performance Objective 2: 100% of students participate in Fitness Gram data which is then shared with families.

HB3 Goal

Evaluation Data Sources: FitnessGram Dashboard

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Increase awareness with families around Fitness Gram via Remind, Deanslist, and Social Media. **Strategy's Expected Result/Impact:** Emphasize IDEA's strong Physical Education programming. **Staff Responsible for Monitoring:** Student Success Advisor, PE Teachers **Problem Statements:** Demographics 2 - Perceptions 1	0%			

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: Our New Student Persistence was 57.38%. **Root Cause**: 1) Parents did not receive frequent or systematic communication about academic progress of their students. 2) Our consequence system lacked uniformity on the teacher level.

Perceptions
Problem Statement 1: Our families did not have access to staff except for administrators, which led to lack of community and also a lack of awareness around academic progress. **Root Cause**: 1) No system or technology was in place for teachers to reach out to families ; the existing technology (Remind) was hard to navigate 2) Little expectations or guidance were provided to teachers around what communication needed to be

Title I Personnel

Name	Position	Program	FTE
Tameka Thomas	COLLEGE COUNSELOR		1

Addendums

Master CNA & SAIP Reporting Checklist

				PTG	90%	PTG	0%
DEPT	**Data Source**	**Data Tabs**	**Guidance**	**Status**	**Principal Notes or Questions**	**VP Verification**	**Notes & Next Steps**
College Prep	KEYS Tab (Tab 3)	Student Achievement Improvement Plan 2021-2022 School Year	This SAIP plan will require logging concrete initiatives put in place for student improvement, as well as their associated timelines, resources, and responsible staff. Each initiative will be tracked mid-year and at the end of the year. Mid-year assessments should be completed by each campus between December 1, 2022 and no later than January 31, 2023.	Complete	Any thoughts of what to add here?	Action Required	
	Locus Dashboards: CIS STARR, AP Campus IB Reports EOY Assessments	Comprehensive Needs Assessment 2022 English Language Arts	These Pages should include the percentage of students who achieved each listed score for the 2021-2022 School Year. For each subject, list a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete		Action Required	
		Comprehensive Needs Assessment 2022 Math		Complete		Action Required	
		Comprehensive Needs Assessment 2022 Science		Complete		Action Required	
		Comprehensive Needs Assessment 2022 Humanities		Complete		Action Required	
	State TELPAS Report	Comprehensive Needs Assessment 2022 TELPAS	This data set will outline the percentage of students that earned proficiency in the areas of Listening, Speaking, Reading, and Writing, as indicated in the State TELPAS report. Llist a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete		Action Required	
	Locus Dashboards: ACT, AP, TSI Campus IB Reports Campus Matriculation Reports	100% College Matriculation 2021-2022 School Year	This page will only be applicable to campuses that had graduating classes in the Spring of 2022. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Pending	N/A	Action Required	
	Locus Dashboard: Staff Rentention	Staff Quality, Retention, & Recruitment 2021-2022 School Year	Under the %SPED Data Point, this should relfect the percentage of SPED certified teachers, compared to the overall SPED staff. Under number of teacher applicants, note how many teachers were interviewed by campus leaders for positions during the 2021-2022 School Year. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete		Action Required	
	Locus Dashboards: Student Persistence, Enrollment, ADA	School Culture & Climate 2021-2022 School Year	For the Withdrawals/Level 3 Offenses data point, list the number of withdrawals or offenses. All other data points should reflect percentages. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete		Action Required	
	Campus Academic Counselor Tracking Systems	2022 Family & Community Involvement	In addition to listing data percentages, list a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete	missing a few data points	Action Required	

Campus Name

2021-22 Student Achievement Improvement Plan - College Prep

COLLEGE PREP

APO	Initiatives	Needs Assess.	Special Pops.	Person(s) Responsible	Timeline Start/End	Resources: Human/ Material/Fiscal	Documentation	Formative Evaluation
1G/1E	7th Grade ELA and Math Intervention	S	All./SE	Dougherty, Orth	9/2022-5/2023	Human (Math Interventionist) IXL (fiscal), Book Studies (fiscal/prep)	HB4545 Trackers	Internal Assessment Tracking
1G/1E	Weekly Data Huddle for STAAR + Targeted Exit Ticket	S/E	All.	Banghart, Orth	9/2022-5/2023	Human: Leaders model and monitor	ET Tracker	Internal Assessment Tracking
1G/1E	Goal and Data Tracking Process	S/E	All	Lead Team + Teachers	9/2022-5/2023	LT rolls out and monitors teacher implementation	ET Tracker	Internal Assessment Tracking
1G/1E	Celebration Cycle	S/E	All	Grade Team Leaders +SW+CC	9/2022-5/2023	Fiscal/material: cardstock for certificates, Human: post on social media and planning		

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

Annual Performance Objectives (APO)

PRIORITY #1: Students Graduate College-Ready

1A. % of graduates who matriculate to a College or University: 100%

1B. % of graduates matriculate to a Tier I/II College or University: 15% | 25%

1C. % of Seniors accepted to a College or University: 100%

1D. % of Seniors named AP scholars | Earn IB diploma: 30% | 25%

1E. Earned State Rating: A

1F. % Basic | % Mastery | % Advanced on LEAP: 82% | 44% | 11%

1G. % Approaches | % Meets | % Masters on STAAR/EOC: 90% | 60% | 30%

1H. % Level 3 | % Level 4 | % Level 5 on FSA/FSAA: 70% | 40% | 20%

1I. % of Pre-K-2nd Students End The Year On/Above Grade Level in Reading - Year 1 Campuses | Year 2 Campuses: 80% | 90%

1J. % of students in CSI achieve 2 years growth in Reading | Math (measured by Ren STAR) 50% | 60%

1K. Average ACT score: 21

1L. % of students graduating college in 4 | 6 years: 25% | 55%

Needs Assessment

S-STAAR

D-DIBELS

E-EOC

A-ACT

RR-Reading Renaissance

ST-STAR for Math

DR-Discipline Report

AP-AP Tests

O-Other

Special Populations

All

AR-At Risk

ELL-English Language Learners

ED-Economically Disadvantaged

M-Migrant

SE-Special Education

Pflugerville

Comprehensive Needs Assessment - College Prep COLLEGE PREP					
Data Source: STAAR					
	STAAR Math 6th	**STAAR Math 7th**	**STAAR Alg I**		
% Approaches	62	67	66		
% Meets	31	40	41		
% Masters	10	17	24		
% Student Achievement Average	34	41	44		
Data Source: AP/IB					
AP Scores	**Pass AP Calculus AB**	**Pass AP Calculus CD**	**Pass AP Prob. & Stats.**	**IB Scores**	**IB Group 5**
% Score 1	N/A	N/A	N/A	**% Score 1-3**	N/A
% Score 2	N/A	N/A	N/A	**% Score 4-5**	N/A
% Score 3+	N/A	N/A	N/A	**% Score 6-7**	N/A

Reflections	
Areas of Strength	**Areas of Need**
1 - Math small groups - students were placed into small groups to help them be successful and get	1 - Assess gaps in knowledge and build skill continually and in a targeted manner throughout the year.
2 - Planning for the misconception - teachers focused on anticipating the misconceptions for each skill	2- Our rising 7th grade cohort needs lots of attention with building missed skills from the past.
3 - Once data tracking started, teachers and students responded well to the challenge of keeping and	3 Begin data tracking from the beginning of the year for gaps identified in number 1.

Pflugerville CP

Comprehensive Needs Assessment
COLLEGE PREP

Data Source: CSI

% Meeting CSI Goal	Reading CP CSI
% CSI (EOY Ren.)	10.45%
% of CSI Passing STAAR	not available yet
% of SPED Passing STAAR	not available yet

Data Source: STAAR

	STAAR Reading 6th	STAAR Reading 7th	STAAR Reading 8th	STAAR Writing 7th	English I EOC
% Approaches	61	83	88	N/A	70
% Meets	39	54	60	N/A	58%
% Masters	19	33	40	N/A	19%
% Student Achievement Average	42	57	63	N/A	49%

Data Source: AP/IB/Electives

AP Scores	Pass AP Lit	Pass AP Lang	IB Scores	IB Group 1	% Royal Readers
% Score 1	N/A	N/A	% Score 1-3	N/A	N/A
% Score 2	N/A	N/A	% Score 4-5	N/A	N/A
% Score 3+	N/A	N/A	% Score 6-7	N/A	10%

RR Goal Met/Not Met
Met

Reflections

Areas of Strength	Areas of N
1 The class of 2026 and 2027 cohorts made a lot of ELA growth throughout the year due to strong instructional strategies and coaching.	1 Begin data tracking and goal setti build awareness of state-set growth and students.
2. Our students met the RR and WM goal, indicating a strong motivation created through our AR programming.	2 We need to ensure fidelity to imp programming weekly.

3. Our 8th grade Master's percentage is high, indicating a sufficent amount of rigor in that classroom.	3. We need to plan for and strategi rising 7th Grade students' interven

English II EOC
N/A
N/A
N/A
N/A

% Word Master
N/A
N/A
60%

WM Goal Met/Not Met
Met

eed
ing earlier in the year to ı goals for both teachers
plementation of vocabulary

ze around our focus on
tion and skills.

Campus Name

Comprehensive Needs Assessment
COLLEGE PREP

Data Source: Internal Assessments

	6th Grade EOY Assessment	7th Grade EOY Assessment
% Passing		90%

Data Source: STAAR

	STAAR 8th Science	STAAR Biology
% Approaches	73	85
% Meets	39	61
% Masters	24	20
% Student Achievement Average	35	55

Data Source: AP/IB

AP Scores	Pass AP Biology	Pass AP Chemistry	Pass AP Physics (1, 2, & C)	Pass AP Env. Science	IB Scores	IB Group 4
% Score 1	N/A	N/A	N/A	N/A	% Score 1-3	N/A
% Score 2					% Score 4-5	
% Score 3+					% Score 6-7	

Reflections

Areas of Strength	Areas of Need
1 - Students did well problem solving by breaking down the questions and being sure to use what they know to answer questions.	1 - In science courses, students struggled with foundational math skills to solve the mathematics problems.
2 - Students completed labs where they were able to apply their learning to the lab.	2 - In science, we need more emphasis on vocabulary and teaching students science words and concepts that occur throughout an entire unit of study.
3 - Students received material in different ways. Students worked in small groups and pairs. They did research projects and presentations to help apply their learning.	3 - Working on writing in science. As students move through high school and college, they will need to be able to explain and justify their scientific knowledge. Focusing more on writing in science will be these foundational skills.

Campus Name

Comprehensive Needs Assessment

COLLEGE PREP

Data Source: Internal Assessments

	6th Grade EOY Assessment	7th Grade EOY Assessment
% Passing	88	88

	STAAR 8th US History	EOC US History
% Approaches	69	N/A
% Meets	36	N/A
% Masters	23	N/A
% Student Achievement Average	43	N/A

Data Source: AP/IB

AP Scores	Pass AP Human Geography	Pass AP World History	Pass AP US History	Pass AP Goverment	Pass AP Economics	IB Scores	IB Group 3
% Score 1	72%	N/A	N/A	N/A	N/A	% Score 1-3	N/A
% Score 2	9%	N/A	N/A	N/A	N/A	% Score 4-5	N/A
% Score 3+	19%	N/A	N/A	N/A	N/A	% Score 6-7	N/A

Reflections

Areas of Strength	Areas of Need
1 - Student achievement. Students in 7G and 8G performed well this year on their end of semester assessments; this teacher taught the course for two years, so retenention has helped.	1 - Late start to data tracking. Once systems were in place, the tracking was effective. We would like to start these earlier in the year to ensure we can follow student progress throughout the entire year.
2 - Data Tracking - Once systems and expectations were set, data tracking became a strength on our campus. Humanities teachers were able to use the data to inform their instrucitonal choices specifically regarding individual students and their goals.	2--Skills around contextualization within timeframes. Our students need to understand how to contextualize different events in history in accordance with timelines.
3 - When high annotation expectations were set, teachers helped students meet these expectations by holding them accountable and expecting best efforts from students.	3 - Study and memorization skills--our students need to learn to memorize facts about history.

Campus Name

Comprehensive Needs Assessment
COLLEGE PREP

TELPAS Composite Rating (Listening, Speaking, Reading, V

	Listening	Speaking	Reading
% Beginning	6G:2/7G:0/8G:0/9G:4	6G:13/7G:7/8G: 22/9G:17	6G: 13/7G:10/8G:15/9G:5
% Intermediate	6G: 24/ 7G:18/8G: 14/9G:14	6G:62/7G:52/8G:45/9G:25	6G: 25/7G:19/8G:38/9G:27
% Advanced	6G: 29/ 7G:29/8G:19/9G:44	6G:25/7G: 39/8G:29/9G:45	6G: 28/7G:38/8G:24/9G:35
% Advanced High	6G: 45/ 7G:54/8G:56/9G: 38	6G:0/7G: 2/8G:4/9G:13	6G: 34/7G:33/8G:24/9G:32

Reflection

Areas of Strength	
1 Our class of 2025 has the largest number of advanced high students in the Reading category, which indicates growth in alignment with their age and exposure to langauge acquisition.	1 Our 6G students did not make as more monitoring and intervention
2 Students performed better in Reading and Writing, which aligns with the two most practiced skills in our Humanities courses.	2 Speaking is the lowest performi more practice in the coming years
3 Our students had the highest achivement in the Advanced High Category in the "Listening" section, indicating a strong command of academic listening abilities.	3 There are a high percentage of s which indicates a need for those s

Writing)

Writing	% of ELL Students who grew one or more levels
6G:4/7G:0/8G:6/9G:0	6G: 29%
6G: 40/7G:19/8G:11/9G:13	7G: 40%
6G: 43/7G: 52/8G:51/9G:34	8G:50%
6G: 13/7G:30/8G:32/9G:54	9G:50%

Areas of Need

; much growth as other grade levels, which indicates a need for
ı in the coming year.

ıg category across all grade levels, which indicates a need for
--through socratic seminars and verbal assessments.

tudents in grades 6-8 who are at "Beginning" in Reading,
tudents to receive intervention in Reading.

Campus Name

Comprehensive Needs Assessment COLLEGE PREP					
100% College Matriculation					
Matriculation %	**Matricuation % 4 year**	**Matriculation % 2 year**	**Tier 1/2 % Acceptances**	**Tier 1/2 % Matriculation**	
Tier 1 % Matriculation	**Tier 2 % Matriculation**	**Tier 3 % Matriculation**	**Tier 4 % Matriculation**	**Senior Class CCMR %**	**Senior Class TSI Completion %**
Campus Data					
Senior Class ACT Average	**Junior Class ACT Average**	**Overall AP Scholars (3+ or more tests)**	**IB Medallion Scholars (Passing 3+ exams)**	**Overall % IB Diploma**	**Campus End of Year OTG**

Reflections	
Areas of Strength	**Areas of Need**
1	1
2	2
3	3

Campus Name

Comprehensive Needs Assessment COLLEGE PREP	
Staff Quality, Recruitment, Retention	
	Percentage
% School Lead Team Retention	100%
% Instructional Support Retention	100%
% Teacher Retention	68%
% Campus Support Retention	75%
% SPED Certified Teachers	100%
% State/National Certified Teachers	
% State Certified Leaders	N/A
% State/Board certified Counselors	100%
Number of teacher applicants per 2020-21 school year	?

Reflections	
Areas of Strength	**Areas of Need**
1 100% of our SPED Certified teachers are planning on returning next year; one transferred to an IDEA Academy.	1 Almost all of our ninth grade teachers left, which indicates a need to look at our high school systems and culture.
2 All of our instructional lead team stayed in roles at IDEA Public Schools with one leaving to become a prinicpal and another taking a teaching role, which indicates a strong lead team culture and belief in the work our school does.	2 Overall, our teacher retention is low, indicating a need to closely monitor staff culture throughout the year and to review hiring practices to ensure that we are hiring for fit.
3 Two of our three teachers who had the highest achievement are returning next year.	3 We need to invest our hourly staff in our team and advocate for their pay in order to retain them.

IDEA Pflugerville CP

Comprehensive Needs Assessment College Prep	
Data Source: School Culture and Climate	
	Campus %
% Average Daily Attendance	90.65%
% Overall Persistence	71.89
% New Student Persistence	57.38
# of Admin Withdrawals/ Level 3 Offenses	0 w/d
% SPED	13.80%
% ELL	58.26%
% Eco Dis	63.10%
% Migrant	0%
% Race: American-Indian-Alaska-Native	1.20%
% Asian or Pacific Islander	8.30%
% Hispanic	72%
% Multi	1.70%
% Black-African-American	10.70%
% White	10.10%
% Male	47.30%
% Female	52.70%

Data Source: School Culture and Climate	
Reflections	
Areas of Strength	**Areas**
1 Our overall persistence is near our organizational goal of 90%, despite the challenges of the pandemic and the increased cost of living in the area, which shows that our families are satisified with our school culture and academic program.	1 We need to hold meetings with families w more regularly.

2 Our attendance on STAAR days and AP testing days was in the high 90's, indicating investment in our academic programming.	2 We need to ensure new families understar
3 We honor different identities through affinity organizations, celebratory months, and events.	3 We need to connect with local organizatic families.

of Need
whose students miss several days of school

ıd that we do not have transportation.

ons to help find afforadable housing for our

Campus Name

Comprehensive Needs Assessment COLLEGE PREP	
Data Source: Family and Community Involvement	
	Percentage
% Families Attended WTI	37%
% Families Attended Curriculum Night	
% Families Who Attended EOY Ceremonies	
% Families who attended Fall Festival (Trunk or Treat)	
% Families who attended Winter Festival	n/a
% Families who attended Spring Festival	

Reflections	
Areas of Strength	**Areas of Need**
1 Our eighth grade graduation ceremony was so well attended that we were at capacity in our gym, which indicates strong communication with families and investment in our community from the class of 2026.	1We need to strengthen the frequecy with which we share on social media, to allow for a wider variety of family and community engagement.Our daytime events were not well attended (Coffee and Conversations, etc)
2 Our weekly newsletter is sent with fidelity and contains important information about our school events, updates, and expectations.	2 We need to offer parents access to the curricula through parent-facing content nights. We could also offer parent information nights on parenting strategies and helping students grow emotionally.
3 Despite the challenges of the pandemic, we still had community events monthly.	3 We need to increase teacher-parent contact by dedicating specific times during Staff Meetings for family contact and through updating our technology and resources for teachers to reach out.

IDEA Public Schools

Pharr Academy

2022-2023 Campus Improvement Plan

Accountability Rating: A

Distinction Designations:
Academic Achievement in English Language Arts/Reading
Top 25 Percent: Comparative Academic Growth

Board Approval Date: October 21, 2022
Public Presentation Date: September 14, 2022

Mission Statement

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

Vision

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

Core Values

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

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

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Comprehensive Needs Assessment

Demographics

Demographics Summary

IDEA PHARR ACADEMY is a PreK-5th grade school campus in the Rio Grande Valley that serves a high number of English Language learners and Economic Disadvantage students

See PDF addedndum for more information

Demographics Strengths

"See PDF in Addendum for more information"

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Lack of student attendance for 22-23 school year. **Root Cause:** Lack of parental investment due to covid guidelines, teachers lacked training on building a strong relationship with students.

Problem Statement 2 (Prioritized): Lack of knowledge and capacity in identifying students with special needs. **Root Cause:** Campus lacked a clear vision, and failed to align PD scope and sequence for teacher development in this area. Teachers lacked knowledge on referring students that struggled academically.

Student Learning

Student Learning Summary

"See PDF in addendum for more information"

Student Learning Strengths

"See PDF in Addedndum for more information"

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Teachers lacked the capacity to increase rigor in the classroom to ensure students received plenty of at bats. **Root Cause:** During planning stage teachers did not differentiate type of questioning in content to push higher order thinking skills. Leaders lacked clear plan on how to train teachers in the expectations of differentiation.

Problem Statement 2 (Prioritized): Teachers struggled to internalize lessons and ensure they have unpacked the criteria for success based on standards. **Root Cause:** Teachers struggled to keep fidelity to the campus internalization process. Leaders lacked the foundation of a clear system for lesson internalization and submission with a clear focus on feedback turnaround. (follow through)

Problem Statement 3 (Prioritized): The percent of students on grade level between the transition of 2nd to 3rd grade was below 50% **Root Cause:** Lower grade ELA instruction was effected during COVID online years, where students struggled to master key reading skills.

School Processes & Programs

School Processes & Programs Summary

"See PDF in Addendum for more information"

School Processes & Programs Strengths

Curriculum & Instruction:

- At least one-third of IDEA students graduate with the "AP Scholar" designation, evidence of earning a qualifying score on at least three AP exams, demonstrating successful completion of college-level coursework prior to graduation.
- IDEA provides students access to accelerated instruction through the 1:1 technology device, including adaptive software for mathematics and literacy and access to hundreds of thousands of books in the district's digital library.
- IDEA curricular resources include high-quality instructional materials that earn the highest ratings on national evaluation measures.
- IDEA curriculum is regularly evaluated using a quality evaluation tool, ensuring alignment to the Texas Essential Knowledge and Skills and AP course standards, as well as the STAAR/EOC and AP exams.
- IDEA implements a variety of training opportunities for teachers and leadership staff with the goal of developing teachers' pedagogical content knowledge and leaders' coaching skills.
- For 15 years in a row, 100% of IDEA students have been accepted into college, demonstrating that IDEA academic programming is adequately preparing students for post-secondary education.
- In 2022, four IDEA schools were ranked in the top 10 Most Challenging Schools in the Nation and 13 were ranked in the top 1% of schools nationwide, by the Jay Mathews Challenge Index High School Rankings.

Special Programs

- IDEA exceeded the expected growth target for EL student performance on TELPAS in 2021 with 48% of ELs meeting that target.
- IDEA provide targeted research based instruction to students who have a 2.0 year gap in Reading and/or Math with the goal of closing that gap by 2.0 years during the school year with our initiative called Critical Student Intervention (CSI). During the 21-22 school year, 2,562 out of 6,632 students meet that goal for Reading and 703 out of 1,268 students met the goal for Math.
- IDEA is in Year 3 of our TEA awarded Autism Grant. Through this grant we were able to increase support for 195 students with autism in Rio Grande Valley and Austin who met the criteria outlined by TEA for this grant.
- IDEA submitted and was awarded a Dyslexia Grant by the TEA so that we will be able to provide increased professional development to teachers and leaders on working with students with dyslexia and increase the support resources for our students with dyslexia.

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 1 (Prioritized): Many of our teachers are not bilingual certified, and or/ working on teacher certification. **Root Cause:** Not a very large pool of candidates with required certifications.

Problem Statement 2 (Prioritized): Lack of teacher investment led to an 85% retention rate, a double digit decrease from previous year. **Root Cause:** Teachers struggled with investment in our district/campus mission/vision.

Perceptions

Perceptions Summary

"See PDF in Addendum for more information"

Perceptions Strengths

"See PDF in Addendum for more information"

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Lack of parent investment in parent events. **Root Cause:** Due to COVID regulations campus shifted towards having majority of our campus parent events virtually.

Problem Statement 2 (Prioritized): Lack of operating systems to track and ensure goal of 97.5% ADA for 21-22 school year. **Root Cause:** Leaders failed to create a system to inform and meet with priority students that failed to be present at school.

Priority Problem Statements

Problem Statement 1: Lack of student attendance for 22-23 school year.

Root Cause 1: Lack of parental investment due to covid guidelines, teachers lacked training on building a strong relationship with students.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Lack of knowledge and capacity in identifying students with special needs.

Root Cause 2: Campus lacked a clear vision, and failed to align PD scope and sequence for teacher development in this area. Teachers lacked knowledge on referring students that struggled academically.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Teachers lacked the capacity to increase rigor in the classroom to ensure students received plenty of at bats.

Root Cause 3: During planning stage teachers did not differentiate type of questioning in content to push higher order thinking skills. Leaders lacked clear plan on how to train teachers in the expectations of differentiation.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Teachers struggled to internalize lessons and ensure they have unpacked the criteria for success based on standards.

Root Cause 4: Teachers struggled to keep fidelity to the campus internalization process. Leaders lacked the foundation of a clear system for lesson internalization and submission with a clear focus on feedback turnaround. (follow through)

Problem Statement 4 Areas: Student Learning

Problem Statement 5: The percent of students on grade level between the transition of 2nd to 3rd grade was below 50%

Root Cause 5: Lower grade ELA instruction was effected during COVID online years, where students struggled to master key reading skills.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: Many of our teachers are not bilingual certified, and or/ working on teacher certification.

Root Cause 6: Not a very large pool of candidates with required certifications.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: Lack of teacher investment led to an 85% retention rate, a double digit decrease from previous year.

Root Cause 7: Teachers struggled with investment in our district/campus mission/vision.

Problem Statement 7 Areas: School Processes & Programs

Problem Statement 8: Lack of parent investment in parent events.

Root Cause 8: Due to COVID regulations campus shifted towards having majority of our campus parent events virtually.
Problem Statement 8 Areas: Perceptions

Problem Statement 9: Lack of operating systems to track and ensure goal of 97.5% ADA for 21-22 school year.
Root Cause 9: Leaders failed to create a system to inform and meet with priority students that failed to be present at school.
Problem Statement 9 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- 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
- Effective Schools Framework data
- Accountability Distinction Designations
- Local Accountability Systems (LAS) data

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data

Student Data: Behavior and Other Indicators

- Attendance data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

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

Goals

Goal 1: Increase staff retention

Performance Objective 1: 85% of staff will persist into the 23-24 school year.

High Priority

Evaluation Data Sources: We will evaluate based on EOY PTG staff retention goal rubric.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Differentiated PD based on TCP levels and content **Strategy's Expected Result/Impact:** Increase staff satisfaction by targeting their specific areas of opportunity by having a differentiated plan that considers their strengths and maximizes time. **Staff Responsible for Monitoring:** Sonia Aguilar, Brianda Martinez, Narcedalia Briseno, Gerardo Garza, Annia Nuno, Brenda Garcia				

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: All IDEA students matriculate to college

Performance Objective 1: 100% of seniors will matriculate into college or join the armed forces

High Priority

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Senior Parent Meetings **Strategy's Expected Result/Impact:** 100% of parent meetings for seniors happen in each semester, to ensure every student has an application for college. **Staff Responsible for Monitoring:** College Counselors, SSA's, Lead Team	25%			

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 3: IDEA achieves an A rating

Performance Objective 1: IDEA PHARR ACADEMY will increase 3rd Grade Reading STAAR and 3rd Grade Math.

High Priority

HB3 Goal

Evaluation Data Sources: STAAR 22-23 data, and TEA accountability report.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: IDEA Pharr will continue to make data drive decisions by unpacking teks, prioritizing first instruction execution, and aggressive monitoring for student understanding in each class. **Strategy's Expected Result/Impact:** Increase teacher capacity in delivering teks based instruction through increased knowledge and awareness of potential misconceptions. Teachers will be able to further differentiate their reteach practices based on data collected in aggressive monitor laps. **Staff Responsible for Monitoring:** Sonia Aguilar, Brianda Martinez, Gerardo Garza, Brenda Garcia, Annia Nuno **Funding Sources:** ILearning HotSpot Facilitator - Federal Grant - $36,289.44	20%			

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 3: IDEA achieves an A rating

Performance Objective 2: IDEA PHARR ACADEMY 100% Sped students will achieve at least an approaches level in all STAAR assessments by EOY 22-23.

High Priority

Evaluation Data Sources: STAAR 22-23 data, TEA accountability report

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: IDEA PHARR will ensure that students in special education receive the appropriate accommodations based on IEP's, and differentiation in all content classes to ensure they reach a minimum of approaches level in STAAR. **Strategy's Expected Result/Impact:** Increase the student achievement in all STAAR level exams for all students in special education by receiving a collaborative teaching that is teks based by both the Gen Ed teacher and Special Ed teacher. **Staff Responsible for Monitoring:** Lead Team, General Education Teachers, and Sped teacher **Funding Sources:** Interventionist - Federal Grant - $61,300	30%			

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 4: Increase student daily attendance

Performance Objective 1: IDEA Pharr will achieve 97% ADA for the 22-23

High Priority

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Leaders will own a grade level to ensure teacher accountability in communication and support with next steps following the ADA escalation matrix. **Strategy's Expected Result/Impact:** Increase daily ADA in each grade level by targeting daily communication that increases a culture of attendance and accountability. **Staff Responsible for Monitoring:** Sonia Aguilar, Brianda Martinez, Narcedalia Briseno, Gerardo Garza, Annia Nuno	20%			

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 4: Increase student daily attendance

Performance Objective 2: IDEA Pharr will follow our campus healthy school initiative to coordinate various health components such as students fitness activity, fitness assessments and other health components.

High Priority

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: IDEA Pharr will continue to promote the healthy snack initiative and wellness activities with the community. **Strategy's Expected Result/Impact:** Increase the physical activity in our scholars to lead a healthy active lifestyle. **Staff Responsible for Monitoring:** Annia Nuno	20%			

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 5: Increase student persistence

Performance Objective 1: 90% of IDEA Pharr students will persist into the next grade level for the following school year.

High Priority

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: IDEA PHARR will follow a three prong approach that targets the highest risk student populations (PreK, 5th, and New Families) through a the implementation of a microplan that addresses the greatest needs of each of populations and their care givers. **Strategy's Expected Result/Impact:** We mitigate the loss of students in these 3 student populations further increasing overall and new student persistence. **Staff Responsible for Monitoring:** Sonia Aguilar, Brenda Garcia, Annia Nuno, Gerardo Garza, Brianda Martinez, Narcedalia Briseno **Funding Sources:** Pre-Kindergarten Teacher - Federal Grant - $55,500, Pre-Kindergarten Teacher - Federal Grant - $54,250, Co-teacher - Federal Grant - $29,304	55%	0%	0%	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 5: Increase student persistence

Performance Objective 2: IDEA Pharr will have a physical and emotional safe campus to achieve our overall mission of having all students attend college.

High Priority

HB3 Goal

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: We will continue to set a vision of promoting physical and emotional safe classrooms, by focusing on holding staff members accountable for implementing Move This World. **Strategy's Expected Result/Impact:** A decrease in student attendance concerns due to physical or emotional safety in school. **Staff Responsible for Monitoring:** All lead team members	30%			

 No Progress Accomplished Continue/Modify Discontinue

Title I Personnel

Name	Position	Program	FTE
	CO-TEACHER		1
	ILEARNING HOT SPOT FACILITATOR		1
	INTERVENTIONIST		1
	INTERVENTIONIST		1
	PRE-KINDERGARTEN TEACHER		1
	PRE-KINDERGARTEN TEACHER		1

Campus Funding Summary

Federal Grant					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	1	1	ILearning HotSpot Facilitator		$36,289.44
3	2	1	Interventionist		$61,300.00
5	1	1	Pre-Kindergarten Teacher		$55,500.00
5	1	1	Co-teacher		$29,304.00
5	1	1	Pre-Kindergarten Teacher		$54,250.00
				Sub-Total	$236,643.44

Addendums

Master CNA & SAIP Reporting Checklist

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

IDEA Pharr Academy

2022-23 Student Achievement Improvement Plan

ACADEMY

APO	Initiatives	Needs Assess.	Special Pops.	Person(s) Responsible	Timeline Start/End	Resources: Human/ Material/Fiscal	Documentation	Formative Evaluation
Needs Assessment Categories: S-STAAR D-Dibels, E-EO, A-ACT, RR-Reading Renaissance ST- STAAR for Math DR-Discipline Report O- Other								
3-5 Reading	Use academic software (i.e. Reading A-Z) to increase understanding of targeted objectives (aligned to state standards)	S	All	Teachers/Interventionist	8/8-5/26	Adacemic Software (i.e. Galaxy)	Individualized Objectives and student data	MM & EOM assessments, ET, STAAR
3-5 Reading	TEKS anchor charts in reading interactive journals	S	ALL	Teacher	8/8-5/26	composition notebooks, chart paper		District Benchamrks
3-4 Reading	Increase writing skills utilizing Being A Writer context with Wit and Wisdom	S	ALL/ELL	Teacher	8/8-5/26	Being A Writer	Writing Journal	Monthly Writing Samples
3-5 Reading	STAAR vocabulary games to prepare students for STAAR test	S	ALL	Teacher	8/8-5/26	Lakeshore learning/teachers pay teachers		District Benchamrks
3-5 Reading	Open-ended STAAR stem questions, to help increase all students critical thinking and writing skills	S	ALL	Teacher	8/8-5/26	Wit and Wisdom literature		District Benchamrks
3-5 Reading	Increase hands-on activties to increase application of reading comprehension skills	S	ALL	Teacher	8/8-5/26	STAAR bingo, Reading Comprehension Games/Centers, Taskcards for all objectives		District Benchamrks
3-5 Reading	Create a leveled library for students to self select novels, this will help increase student engagement	S	ALL	Teacher	8/8-5/26	novels for students (below, on, above grade level)		District Benchamrks / District Ren. Star
3-5 Reading	Introduce each objective on a step-by-step basis.	S	All	Teachers/Interventionist	8/8-5/26	Interactive Reading notebooks, DMR mnemonics,		MM & EOM assessments, ET, STAAR
3-5 Reading	Use for students to reinforce and challenge students as a countdown to the STAAR	S	All	Teachers/Interventionist	8/8-5/26	Count Down to STAAR, Measuring Up Express		MM & EOM assessments, ET, STAAR
3-5 Reading	Cow for AR Testing	RR	All	Teachers	8/8-5/26	Renaissance Reading Bright Fish	AR Testing Reports Weekly AR Ranking	Renaissance Star Testing
3-5 Math	Use to do hands on activities when introducing a new Objective.	S	All	Teacher/Interventionist	8/8-5/26	EAI.com manipulatives. (3D shapes), Fraction Models. Math centers, pattern blocks activities, etc.		MM & EOM assessments, ET, STAAR
3-5 Math	Everyday use to reinforce objectives and easy access to visuals.	S	All	Teacher/Interventionist	8/8-5/26	Anchor Charts		MM & EOM assessments, ET, STAAR

IDEA Pharr Academy

2022-23 Student Achievement Improvement Plan

ACADEMY

3-5 Math	Will be used to target the weak objectives and reinforce them.	S	All	Teacher/Interventionist	8/8-5/26	Weekly reports of RM CITY		MM & EOM assessments, ET, STAAR
3-5 Math	Use to introduce each objective on a step-by-step basis.	S	All	Teacher/Interventionist	8/8-5/26	Interactive Math notebooks with anchor charts		MM & EOM assessments, ET, STAAR
3-5 Math	Use to help the lower group to master objectives in small group for the second semester of school year.	S	All	Teacher	8/8-5/26	MATH Interventionist / Rally Mathematics		MM & EOM assessments, ET, STAAR
3-5 Math	Math vocabulary words with pictures for ELL students	S	ELL	Teacher	8/8-5/26	LoneStar Learning		District Benchamrks
3-5 Math	Provide hands on experiences for studens to develop math concept skills	S	ALL	Teacher	8/8-5/26	TEACHING STUDENT-CENTERED MATHEMATICS. Pearson	BWA Lesson Plans	District Benchamrks
3-5 Math	For students needing interventions use speicific intervention resources	S	AR	Teacher/Interventionist	8/8-5/26	TEKSING toward STAAR problem solving.		District Benchamrks
3-5 Math	STAAR pratice questions for critical students in tutoring	S	ALL	SpEd / Interventionist	8/8-5/26	Go Math! / STAAR Ready		District Benchamrks
3-5 Math	Daily review of basic concepts (addition,subtraction etc,)	S	ALL	SpEd / Interventionist	8/8-5/26	Eureka Math Fluency (Sprints)		District Benchamrks
3-5 Math	Use anchor charts to explain steps/procedurs to math problems	S	ALL	Teacher	8/8-5/26	chart paper/student journals	Student Journals Walk through SRI Lesson Plans	District Benchamrks
3-5 Math	Utilize district math curriculum, that include all supplmenntal aids	S	ALL	Teacher/Interventionist	8/8-5/26	Eureka Math		District Benchamrks
3-5 Math	If teachers are able to purchase activities from here we can implement them in all areas of our lesson plans as hands on activities and individualized learning.	S	All	Teacher	8/8-5/26	Teacher Pay Teachers activities		MM & EOM assessments, ET, STAAR
3-5 Math	STAAR vocabulary games to prepare students for STAAR test	S	ALL	Teacher	8/8-5/26	Lakeshore learning/teachers pay teachers		District Benchamrks
3-5 Math	Visuals	O	ALL	Teacher	8/8-5/26	Annecdotal notes	Observation	Informal assessments
3-5 Math	Manipulatives	O	ALL	Teacher	8/8-5/26	Coins, clock, counters, 100's chart	Sign in log	Informal assessments

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

Title I Qualifying Programs			Initiatives Status			
Internal Use Only			Mid Year		End of Year	
Supplemental Program (Y/N)	New Program (Y/N)	Budget Allocation	Outcome	Increase/Decreased by X%	Outcome	Increase/Decreased by X%

Annual Performance Objectives (APO)

PRIORITY #1: Students Graduate College-Ready

1A. % of graduates who matriculate to a College or University: 100%

1B. % of graduates matriculate to a Tier I/II College or University: 15% | 25%

1C. % of Seniors accepted to a College or University: 100%

1D. % of Seniors named AP scholars | Earn IB diploma: 30% | 25%

1E. Earned State Rating: A

1F. % Basic | % Mastery | % Advanced on LEAP: 82% | 44% | 11%

1G. % Approaches | % Meets | % Masters on STAAR/EOC: 90% | 60% | 30%

1H. % Level 3 | % Level 4 | % Level 5 on FSA/FSAA: 70% | 40% | 20%

1I. % of Pre-K-2nd Students End The Year On/Above Grade Level in Reading - Year 1 Campuses | Year 2 Campuses: 80% | 90%

1J. % of students in CSI achieve 2 years growth in Reading | Math (measured by Ren STAR) 50% | 60%

1K. Average ACT score: 21

1L. % of students graduating college in 4 | 6 years: 25% | 55%

PRIORITY #2: Build a Strong & Sustainable Organization

2A. % Teacher Retention | Employee Retention: 85% | 85%

2B. 80% composit score on GPTW: 82%

2B. %Average Daily Attendance: 97.50%

2C. New Student Persistence: 90%

2D. Operating Income: $133M

2E. FIRST Rating: A

PRIORITY #3: Achieve Mission at Scale

3A. % of students with low socio-economic status: 80%

3B. Enrollment in August 2020: 83,894

3C. Schools in operation in August 2020: 149

3D. Total Funds Raised (millions): $93M

Needs Assessment

S-STAAR

D-DIBELS

E-EOC

A-ACT

RR-Reading Renaissance

ST-STAR for Math

DR-Discipline Report

AP-AP Tests

O-Other

Special Populations

All

AR-At Risk

ELL-English Language Learners

ED-Economically Disadvantaged

M-Migrant

SE-Special Education

Pharr Academy

Comprehensive Needs Assessment ACADEMY						
Data Sources: Eureka Math & Electives Academy						
	DISTAR Pre-K on Grade Level	**Eureka Kinder on Grade Level**	**Eureka First on Grade Level**	**Eureka Second on Grade Level**	**% Math Masters Pk-2**	**Pk-2 MM Goal Met/Not Met**
% Students	**100%**	**96/88/85**	**89/70/50**	**94/81/44**	**71%**	MET
Data Source: STAAR Academy						
	STAAR Math Grade 3	**STAAR Math Grade 4**	**STAAR Math Grade 5**	**% Math Masters 3-5**	**3-5 MM Goal Met/Not Met**	
% Approaches	58	63	81	71%	MET	
% Meets	28	21	53			
% Masters	15	11	26			
SAS	34	32	53			
% Student Achievement Average	58%	63%	81%			
Data Source: CSI Academy						
	Math AC CSI					
% CSI (EOY Ren.)	100%					
% of CSI Passing STAAR	50%					
% of SPED Passing STAAR	100% in 5th					

Reflections	
Areas of Strength	**Areas of Need**
1Hotspot Goal was met as a campus, and in the top quartile in RGV region.	3rd Math & 4th math, critical students need more support to meet approaches level, this can be implemented with an increase in fidelity to dress rehearsals, unit unpacking, and aggressive monitoring.
K-2nd Math grew double digits in all performance bands from 20-21 year.	2: New teacher in 5th grade will be new to unpacking STAAR teks, focus on tight loop coaching, and co planning for unpacking of modules with leader..

4/5th Math met growth targets needed. According to preliminary reports about 90% of students met growth.	3 Focus on potential master's students to ensure that students receive student at bats on level of a Master's level student.

Pharr Academy

Comprehensive Needs Assessment ACADEMY						
Data Sources: DI ELA & Electives						
	DI Pre-K on Grade Level	**DI Kinder on Grade Level**	**DI First on Grade Level**	**DI Second on Grade Level**	**% Royal Readers**	**% Word Masters**
% Students	**R 100%, L 96%**	**77%**	**23%**	**91%**	18%	93%
					RR Goal Met/Not Met	**WM Goal Met/Not Met**
					MET	MET
Data Source: STAAR						
	STAAR Reading Grade 3	**STAAR Reading Grade 4**	**STAAR Reading Grade 5**	**STAAR Writing Grade 4**		
% Approaches	66	82	79	NA		
% Meets	39	62	60	NA		
% Masters	18	28	40	NA		
SAS	41	57	60	NA		
% Student Achievement Average	66%	82%	79$	n/a		
Data Source: CSI						
% Meeting CSI Goal	**Reading AC CSI**					
% CSI (EOY Ren.)	85%					
% of CSI Passing STAAR	32%					
% of SPED Passing STAAR	100% in 5th					

Reflections	
Areas of Strength	**Areas of Need**
1. 5th grade met SAS of 60, as well as meets and masters goal.	1. Incoming 4th grade is a priority based on student culture and results. Planning ahead how to maximize instructional time in those classrooms and incorporation of growth goals/trackers.
2. AR facilitator and ELA teachers owned the RR and WM goal in order to expose students to more independent reading.	2. 3rd-4th grade ELA teachers will be new to a teacher role at IDEA. 5th grade teacher is transitioning from Kinder to 5th. As leader, Q1 ELA PD planning has been made to ensure the support for internalization, standard alignment, and continuos improvement is provided.

3. ELA collaboration through PLC and dress rehearsals was evident when sharing best practices. RTC and lesson rehearsals helped tremendously at the end of the year to show growth from Mock to STAAR socres.	3. One area that is not a need because they were done with fidelity was PLC. However, I want to transform them into practice clinics based on teacher gaps and classroom observations.

Pharr Academy

Comprehensive Needs Assessment ACADEMY						
Data Sources: Science Pk-2						
	Science Pre-K on Grade Level	**Science Kinder on Grade Level**	**Science First on Grade Level**	**Science Second on Grade Level**	**Science Third on Grade Level**	**Science Fourth on Grade Level**
% Students	**96/71/57**	**83/63/39**	**52/5/2**	**62/21/12**	**79/40/9**	**90/66/38**
Data Source: Science 3-5						
	STAAR Science Grade 5					
% Approaches	78					
% Meets	50					
% Masters	17					
% Student Achievement Average	48					

Reflections	
Areas of Strength	**Areas of Need**
1st year teacher, was close to hitting 60% meets	Continue pushing our masters level students to reach 30%, LP's differentiated with higher order student at bats.
Teacher grew 9 points in SAS from Mock	Implement PLC's differentiated for science standards across K-5th to aim for vertical alignment.
3	3

Pharr Academy

Comprehensive Needs Assessment ACADEMY							
Data Sources: Humanities Pk-2							
	Humanities Pre-K on Grade Level	**Humanities Kinder on Grade Level**	**Humanities First on Grade Level**	**Humanities Second on Grade Level**	**Humanities Third on Grade Level**	**Humanities Fourth on Grade Level**	**Humanities Fifth on Grade Level**
% Students		100/96/91	92/63/46	89/83/63	47/21/4	73/56/34	90/42/18

Reflections	
Areas of Strength	**Areas of Need**
1. Students were exposed to more texts other than in reading class. Teachers planned and crafted lessons including visuals and implement a journal for notes.	1. More incoportation of informational text analysis as the core texts are mostly the same genre. Having SS teachers mimic the ELA strategies and expectations.
2	2
3	3

IDEA Pharr Academy

Comprehensive Needs Assessment

ACADEMY

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

	Listening	Speaking	Reading	Writing	Grade Level
% Beginning	24%	33%	38%	37%	1st
% Intermediate	26%	35%	27%	27%	2nd
% Advanced	26%	24%	15%	17%	3rd
% Advanced High	18%	1%	15%	12%	4th
					5th

Reflections	
Areas of Strength	**Areas of Need**
TELPAs had a high % of participation overall during testing.	There was room for improvement in the areas of spea to the pandemic students came with gaps and limited time on writing and speaking skills.
Teachers were aware of students' composite score since BOY due to being part of the accountability board and BOY PD.	Implement Imagine Learning in all grade levels with fi students are receiving the extra support in their secon IL leader to assign individual work to target skills stud
Teachers would support our EL students by translating and accommodating to students as needed with the English language.	Teachers translated well into the second semester for st support. Moving forward, teachers should work with ou intermediate students to build the speaking and writing

% of ELL Students who grew one or more levels
54%
54%
46%
33%
53%

king and writing, due exposure to practice
idelity to ensure d language. Working ents are struggling in.
tudents who needed ur beginner and component.

IDEA Pharr Academy

Comprehensive Needs Assessment	
ACADEMY	
Staff Quality, Recruitment, Retention	
	Percentage
% School Lead Team Retention	100
% Instructional Support Retention	93%
% Teacher Retention	84.#%
% Campus Support Retention	93%
% SPED Teachers	100%
% State/National Certified Teachers	32.00%
% State Certified Leaders	25%
% State/Board certified Counselors	0
Number of teacher applicants per 2021-22 school year	25

Reflection	
Areas of Strength	Areas of Need
1. Leader received intensive coaching from DLD to improve in theri craft	1. In high need of biligual teachers, many of our teachers are not bilingually certified and are working on certification
2. Teachers were celebrated in various forms, and recognized fro the work that they do.	2. Not a very large pool of candidates with certifications when looking for teachers.
3	3

IDEA Pharr Academy

Comprehensive Needs Assessment ACADEMY	
Data Source: School Culture and Climate	
	Campus %
% Average Daily Attendance	94.48%
% Overall Persistence	96.48%%
% New Student Persistence	92%
# of Admin Withdrawals/ Level 3 Offenses	0.00%
% SPED	1.84%
% ELL	87.70%
% Eco Dis	93.97%
% Migrant	0%
% Race: American-Indian-Alaska-Native	0%
% Asian	0%
% White-Hispanic	100%
% Multi	0%
% Black-African-American	0%
% Native-Hawaiian-Pacific-Islander	0
% White	0%
% Male	50.31%
% Female	46.69%

Data Source: School Culture and Climate	
Reflections	
Areas of Strength	**Areas of Need**
1. Over 95% of students persist at our campus.	1. Continue to target to have over 97.5 attendance this coming
2. Build a strong accountablilty system to be on campus ev	2 Continue to communicate and events to target new students
3. Monthly celebrations, multiple student achievement cele	3 Continue to work closely to identify students that need Spec

IDEA Pharr Academy

Comprehensive Needs Assessment ACADEMY	
Data Source: Family and Community Involvement	
	Percentage
% Families Attended WTI	100%
% Families Attended Curriculum Night	90%
% Families Who Attended EOY Ceremonies	95%
% Families who attended Fall Festival	NA
% Families who attended Winter Festival	NA
% Families who attended Spring Festival	NA

Reflection	
Areas of Strength	**Areas of Need**
1. High participation in winter parade, first illuminated school parade drive thru event	1. In person events, bring in more families thru out the year.
2. In person meet the teacher and report catd nights on campus.	2. Importance of attendance meetings with every single parent.
3. Send out attendance letters at every quarter to ensure students wer coming to school.	3. More in person school tours.

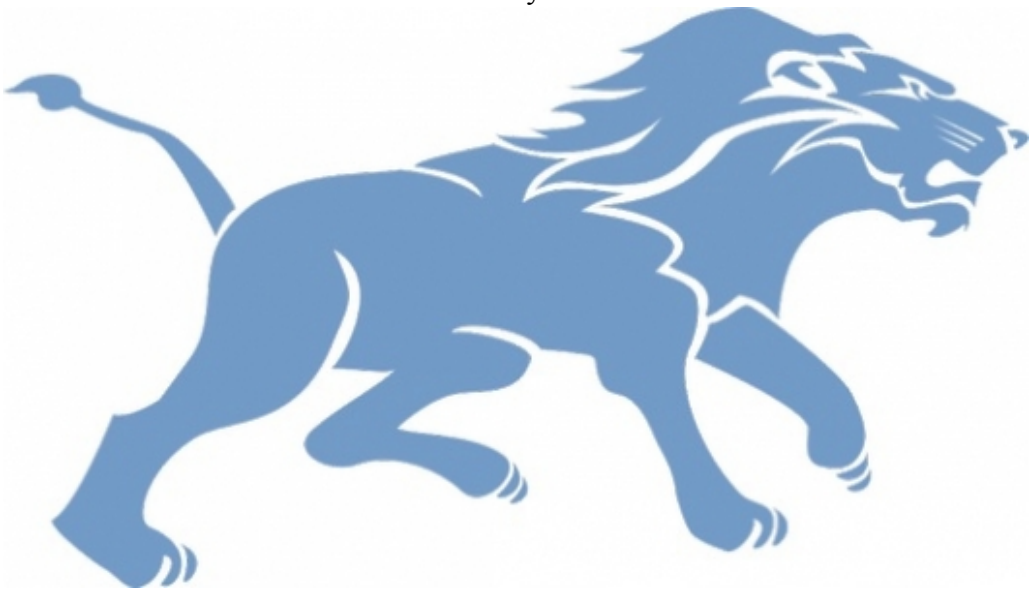
IDEA Public Schools

Pharr College Prep

2022-2023 Campus Improvement Plan

Accountability Rating: A

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



Board Approval Date: October 21, 2022
Public Presentation Date: September 14, 2022

Mission Statement

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

Vision

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

Core Values

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

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

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Comprehensive Needs Assessment

Revised/Approved: September 16, 2022

Demographics

Demographics Summary

IDEA College Preparatory Pharr is a 6th through 12th grade school that services students from the Pharr, San Juan, Alamo area. The school was opened in 2011 and is located in Pharr, Texas. ICP Pharr is an open-enrollment charter school. There are 15 AP classes offered from grades 8 through 12, with 100% of students participating in the AP program. The athletics program has many state titles in volleyball, track, and soccer. The arts program includes mariachi, folklorico, and numerous other activities for students to participate in, with state finalists in UIL Physics and Drama, amongst others. ICP Pharr has over 550 students identified as English Language Learners.

See PDF in Addendum for more information

Demographics Strengths

A factor of strength at ICP Pharr is our sense of community and belonging. With all students participating in AP for all, all students comign from our neighboring area, and our families having been at our school since its inception, our families have a strong sense of ownership over our school and therefore work hard to see its continued success.

See PDF in addendum for more information

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Last year we had many families not bringing students to school for various reasons, meaning our attendance was low throughout the year. **Root Cause:** Families did not feel that the school was a safe or healthy environment for their students due to poor communication from school.

Problem Statement 2 (Prioritized): There is a need to improve disciplinary actions against male students. **Root Cause:** There has not been enough training and leader vision specifically geared towards assisting male students deal with their emotional states.

Student Learning

Student Learning Summary

ICP Pharr received an A Rating from TEA, and also received 7 out of 7 distinctions this past year. We are performing as well or better than schools with similar demographics, and are able to ensure that our students are meeting their growth goals. Our middle school was able to achieve greater numbers of students achieving at least approaches in than in previous years on all tests, with our high school staying steadily high. Our students are consistenly on track to graduate, with over 95% hitting CCMR every year. Students perform as well or better on state exams than on benchmarks.

Our areas of need are mostly around where we can improve our meets and masters for our subjects, specifically in math. Our domain 3 scores in math were our lowest as a school.

Student Learning Strengths

See PDF in Addendum for more information.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Percentage of students reaching meets and masters in math was much lower than in other subjects. **Root Cause:** Math instruction is lacking targeted intervention for students needing more rigor, meaning more students need to engage in productive struggle with proper scaffolds.

Problem Statement 2 (Prioritized): Students passing with a 3 or higher in AP in STEM subjects is lower than students passing in Languages and Arts. **Root Cause:** Instruction in STEM subjects needs more scaffolding for students who lack foundational skills.

School Processes & Programs

School Processes & Programs Summary

Our campus uses core leader levers to ensure instructional leaders are able to accomplish their duties well, and with clear expectations for their duties and roles. Our professional development follows a scope and a sequence that assists teachers in the ways that they will need throughout the year, with addtional topics being added as needed. We observe our teachers frequently, and provide feedback on our observations in various ways to ensure that teachers are able to improve often.

See PDF in addendum for more information.

School Processes & Programs Strengths

Curriculum & Instruction:

- At least one-third of IDEA students graduate with the "AP Scholar" designation, evidence of earning a qualifying score on at least three AP exams, demonstrating successful completion of college-level coursework prior to graduation.
- IDEA provides students access to accelerated instruction through the 1:1 technology device, including adaptive software for mathematics and literacy and access to hundreds of thousands of books in the district's digital library.
- IDEA curricular resources include high-quality instructional materials that earn the highest ratings on national evaluation measures.
- IDEA curriculum is regularly evaluated using a quality evaluation tool, ensuring alignment to the Texas Essential Knowledge and Skills and AP course standards, as well as the STAAR/EOC and AP exams.
- IDEA implements a variety of training opportunities for teachers and leadership staff with the goal of developing teachers' pedagogical content knowledge and leaders' coaching skills.
- For 15 years in a row, 100% of IDEA students have been accepted into college, demonstrating that IDEA academic programming is adequately preparing students for post-secondary education.
- In 2022, four IDEA schools were ranked in the top 10 Most Challenging Schools in the Nation and 13 were ranked in the top 1% of schools nationwide, by the Jay Mathews Challenge Index High School Rankings.

Special Programs

- IDEA exceeded the expected growth target for EL student performance on TELPAS in 2021 with 48% of ELs meeting that target.
- IDEA provide targeted research based instruction to students who have a 2.0 year gap in Reading and/or Math with the goal of closing that gap by 2.0 years during the school year with our initiative called Critical Student Intervention (CSI). During the 21-22 school year, 2,562 out of 6,632 students meet that goal for Reading and 703 out of 1,268 students met the goal for Math.
- IDEA is in Year 3 of our TEA awarded Autism Grant. Through this grant we were able to increase support for 195 students with autism in Rio Grande Valley and Austin who met the criteria outlined by TEA for this grant.
- IDEA submitted and was awarded a Dyslexia Grant by the TEA so that we will be able to provide increased professional development to teachers and leaders on working with students with dyslexia and increase the support resources for our students with dyslexia.

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.

See PDF in addendum for more information.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Leaders do not have all the skills necessary to deal with student mental health issues. **Root Cause:** Our school does not have a comprehensive training program for leaders on how to ensure students are able to identify coping strategies when needing support.

Problem Statement 2 (Prioritized): Lack of family engagement across whole school. **Root Cause:** Grades were prioritized due to historical data pre-pandemic, but we needed to engage with the whole school in order to improve trust and engagement.

Perceptions

Perceptions Summary

ICP Pharr has a 100% graduation rate, with 100% of our students making it to a college of their choice. Our students are able to are 99% Hispanic, with over 97% of them coming from low-income backgrounds. We had only 1 teacher leave us last year, with our turnover rate being less than 3%. We did have frequent teacher absences, however, due to COVID.

Perceptions Strengths

See PDF in Addendum for more information.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): We struggled to ensure that all students attended class as frequently as before the pandemic. **Root Cause:** Leaders and teachers did not have adequate training or accountability around attendance procedures and following escalation protocols when faced with high volume of absences.

Problem Statement 2 (Prioritized): Our teachers struggled to make meaningful connections with families throughout the year before crises began. **Root Cause:** Teachers were not trained by leaders around a central vision concerning family engagement and events.

Priority Problem Statements

Problem Statement 1: Percentage of students reaching meets and masters in math was much lower than in other subjects.

Root Cause 1: Math instruction is lacking targeted intervention for students needing more rigor, meaning more students need to engage in productive struggle with proper scaffolds.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Students passing with a 3 or higher in AP in STEM subjects is lower than students passing in Languages and Arts.

Root Cause 2: Instruction in STEM subjects needs more scaffolding for students who lack foundational skills.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Leaders do not have all the skills necessary to deal with student mental health issues.

Root Cause 3: Our school does not have a comprehensive training program for leaders on how to ensure students are able to identify coping strategies when needing support.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Lack of family engagement across whole school.

Root Cause 4: Grades were prioritized due to historical data pre-pandemic, but we needed to engage with the whole school in order to improve trust and engagement.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: We struggled to ensure that all students attended class as frequently as before the pandemic.

Root Cause 5: Leaders and teachers did not have adequate training or accountability around attendance procedures and following escalation protocols when faced with high volume of absences.

Problem Statement 5 Areas: Perceptions

Problem Statement 6: Our teachers struggled to make meaningful connections with families throughout the year before crises began.

Root Cause 6: Teachers were not trained by leaders around a central vision concerning family engagement and events.

Problem Statement 6 Areas: Perceptions

Problem Statement 7: Last year we had many families not bringing students to school for various reasons, meaning our attendance was low throughout the year.

Root Cause 7: Families did not feel that the school was a safe or healthy environment for their students due to poor communication from school.

Problem Statement 7 Areas: Demographics

Problem Statement 8: There is a need to improve disciplinary actions against male students.

Root Cause 8: There has not been enough training and leader vision specifically geared towards assisting male students deal with their emotional states.

Problem Statement 8 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations

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
- 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
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments 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
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity,

gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- STEM and/or STEAM data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Action research results

Goals

Goal 1: Increase staff retention

Performance Objective 1: 80% of staff will indicate that they believe that "IDEA Pharr is a great place to work" on the GPTW survey.

High Priority

Evaluation Data Sources: GPTW Survey

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Principal create focus groups each month. **Strategy's Expected Result/Impact:** Increases teacher satisfaction and voice. **Staff Responsible for Monitoring:** Principal, administrative assistant. **TEA Priorities:** Recruit, support, retain teachers and principals **Problem Statements:** Perceptions 2	50%	60%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: For any position open, recruit and select highly effective teachers through careful screening and highlighting key non-negotiables for staff. **Strategy's Expected Result/Impact:** Increase staff who feel that school is a good fit. **Staff Responsible for Monitoring:** Principal **TEA Priorities:** Recruit, support, retain teachers and principals **Problem Statements:** Perceptions 2	30%	50%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 2: Our teachers struggled to make meaningful connections with families throughout the year before crises began. **Root Cause**: Teachers were not trained by leaders around a central vision concerning family engagement and events.

Goal 1: Increase staff retention

Performance Objective 2: 85% of staff will return for school year 2023-2024.

High Priority

Evaluation Data Sources: Staff retention data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Leaders have frequent coaching check-ins with teachers to provide two-way feedback. **Strategy's Expected Result/Impact:** Teachers are retained and stay at school. **Staff Responsible for Monitoring:** APIs, Counselors, Principal **TEA Priorities:** Recruit, support, retain teachers and principals **Problem Statements:** School Processes & Programs 1 **Funding Sources:** College Counselor - Federal Grant				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 1: Leaders do not have all the skills necessary to deal with student mental health issues. **Root Cause**: Our school does not have a comprehensive training program for leaders on how to ensure students are able to identify coping strategies when needing support.

Goal 2: All IDEA students matriculate to college

Performance Objective 1: 100% of students will graduate from ICP Pharr with a planned college to attend.

High Priority

Evaluation Data Sources: NSLU and matriculation data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: College Counselors create Great College Lists with students. **Strategy's Expected Result/Impact:** Students have a college they would like to attend. **Staff Responsible for Monitoring:** College Counselors. **Title I:** 2.6 - **TEA Priorities:** Connect high school to career and college **Problem Statements:** School Processes & Programs 2 **Funding Sources:** College Counselor - Federal Grant, Teacher - Federal Grant	50%	70%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: RTTC teachers are able to help students identify what makes a college a great fit and provide parents with information to help ensure students are able to go to college. **Strategy's Expected Result/Impact:** 100% of students are able to best-fit colleges. **Staff Responsible for Monitoring:** RTTC teachers, Principal, College Counselors **TEA Priorities:** Connect high school to career and college **Problem Statements:** Perceptions 2 **Funding Sources:** College Counselors - Federal Grant, Teacher - Federal Grant	45%	70%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

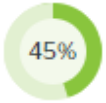
School Processes & Programs
Problem Statement 2: Lack of family engagement across whole school. **Root Cause**: Grades were prioritized due to historical data pre-pandemic, but we needed to engage with the whole school in order to improve trust and engagement.

Perceptions
Problem Statement 2: Our teachers struggled to make meaningful connections with families throughout the year before crises began. **Root Cause**: Teachers were not trained by leaders around a central vision concerning family engagement and events.

Goal 2: All IDEA students matriculate to college

Performance Objective 2: 100% of ICP Pharr students will matriculate into a college of their choice.

Evaluation Data Sources: NSLU and matriculation data.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: College counselors work closely with students and families throughout year to ensure students are confident with their decisions and make it to college. **Strategy's Expected Result/Impact:** 100% of students matriculate into a college. **Staff Responsible for Monitoring:** College counselors, principal. **TEA Priorities:** Connect high school to career and college **Problem Statements:** Perceptions 2 **Funding Sources:** College Counselors - Federal Grant				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 2: Our teachers struggled to make meaningful connections with families throughout the year before crises began. **Root Cause**: Teachers were not trained by leaders around a central vision concerning family engagement and events.

Goal 3: IDEA achieves an A rating

Performance Objective 1: 100% of Special Education Students perform at their expected growth level on the STAAR exam.

High Priority

Evaluation Data Sources: STAAR exam results.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Leaders and Special Education teacher work collaboratively with families to ensure students attend tutorials and get the extra support they need. **Strategy's Expected Result/Impact:** Special Education students receive extra support. **Staff Responsible for Monitoring:** API and Special education teacher **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 1, 2	30%	75%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Percentage of students reaching meets and masters in math was much lower than in other subjects. **Root Cause**: Math instruction is lacking targeted intervention for students needing more rigor, meaning more students need to engage in productive struggle with proper scaffolds.
Problem Statement 2: Students passing with a 3 or higher in AP in STEM subjects is lower than students passing in Languages and Arts. **Root Cause**: Instruction in STEM subjects needs more scaffolding for students who lack foundational skills.

Goal 3: IDEA achieves an A rating

Performance Objective 2: Percentage of students meeting their CCMR by end of junior year increases by 30 points.

High Priority

HB3 Goal

Evaluation Data Sources: CCMR readiness

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Create schedule of classes from middle school to high school which ensures 100% of students have multiple opportunities to pass an AP exam between 8th grade and 11th grade. **Strategy's Expected Result/Impact:** 100% of students pass at least 1 AP exam by 11th grade and are therefore TSI exempt. **Staff Responsible for Monitoring:** College Counselor, API, Principal **Title I:** 2.6 **- TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 2 **Funding Sources:** College Counselor - Federal Grant	25%	50%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: TSI test all students by end of junior year and provide scaffolded and targeted instruction to students not passing by end of 11th grade. **Strategy's Expected Result/Impact:** 100% of students start 12th grade with either having been TSI exempt or clear next steps. **Staff Responsible for Monitoring:** College Counselor **Title I:** 2.6 **- TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 1 **Funding Sources:** College Counselors - Federal Grant	10%	25%		

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 2 Problem Statements:

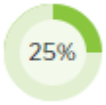
Student Learning
Problem Statement 1: Percentage of students reaching meets and masters in math was much lower than in other subjects. **Root Cause**: Math instruction is lacking targeted intervention for students needing more rigor, meaning more students need to engage in productive struggle with proper scaffolds.
Problem Statement 2: Students passing with a 3 or higher in AP in STEM subjects is lower than students passing in Languages and Arts. **Root Cause**: Instruction in STEM subjects needs more scaffolding for students who lack foundational skills.

Goal 3: IDEA achieves an A rating

Performance Objective 3: ICP Pharr increases in Domain 3 by an overall 3 points.

High Priority

Evaluation Data Sources: STAAR data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Assess and track student achievement across all domains (i.e., growth and overall achievement). **Strategy's Expected Result/Impact:** Students increase in overall growth and mastery. **Staff Responsible for Monitoring:** Teachers, APIs, Principal **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Provide professional development for all staff that increases tracking and student mastery attainment. **Strategy's Expected Result/Impact:** Teachers improve in their instruction. **TEA Priorities:** Recruit, support, retain teachers and principals **Problem Statements:** Student Learning 2				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Provide accelerated learning for all students through in class support and after school tutorials. **Strategy's Expected Result/Impact:** Students are provided with scaffolds for material that they have not mastered and demonstrate growth.				

Staff Responsible for Monitoring: Teachers, APIs, Principal

Title I:
2.4, 2.5, 2.6
- **TEA Priorities:**
Build a foundation of reading and math
Problem Statements: Student Learning 1

No Progress

Accomplished

Continue/Modify

Discontinue

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 1: Percentage of students reaching meets and masters in math was much lower than in other subjects. **Root Cause**: Math instruction is lacking targeted intervention for students needing more rigor, meaning more students need to engage in productive struggle with proper scaffolds.
Problem Statement 2: Students passing with a 3 or higher in AP in STEM subjects is lower than students passing in Languages and Arts. **Root Cause**: Instruction in STEM subjects needs more scaffolding for students who lack foundational skills.

Goal 4: Increase student daily attendance

Performance Objective 1: 100% of students will experience violence prevention and intervention instruction through various curriculum in school.

Evaluation Data Sources: Attendance rates

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Counselor implements Move This World instruction and informs students of ways to identify interventions and behaviors necessary to reduce stress. **Strategy's Expected Result/Impact:** Students feel safe and secure in their classes and have outlets for their behavior. **Staff Responsible for Monitoring:** School counselor and principal **Problem Statements:** School Processes & Programs 1				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

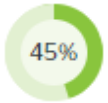
School Processes & Programs
Problem Statement 1: Leaders do not have all the skills necessary to deal with student mental health issues. **Root Cause**: Our school does not have a comprehensive training program for leaders on how to ensure students are able to identify coping strategies when needing support.

Goal 4: Increase student daily attendance

Performance Objective 2: 97% of students attend school every day.

High Priority

Evaluation Data Sources: Attendance data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Provide families with multiple opportunities to engage with school personnel for feedback and increase student achievement. **Strategy's Expected Result/Impact:** Students attend school more and families are involved in academics of students. **Staff Responsible for Monitoring:** Teachers, School Counselor, APO, API, Principal **Title I:** 4.1, 4.2 **Problem Statements:** School Processes & Programs 2				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 2: Lack of family engagement across whole school. **Root Cause**: Grades were prioritized due to historical data pre-pandemic, but we needed to engage with the whole school in order to improve trust and engagement.

Goal 5: Increase student persistence

Performance Objective 1: 90% of students return to school year 2023-2024.

High Priority

Evaluation Data Sources: Enrollment data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Families are able to meet with teachers and principal frequently through various kinds of meetings and provided ample opportunities to give feedback. **Strategy's Expected Result/Impact:** Families feel connected to school and therefore students persist year after year. **Staff Responsible for Monitoring:** School Counselor, Principal **Title I:** 4.2 **Problem Statements:** Perceptions 2	30%	50%		

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 2: Our teachers struggled to make meaningful connections with families throughout the year before crises began. **Root Cause**: Teachers were not trained by leaders around a central vision concerning family engagement and events.

Goal 5: Increase student persistence

Performance Objective 2: 100% of students engage in a coordinated health program and engage in vigorous physical activity in class or extracurriculars throughout the year.

Evaluation Data Sources: Health watch data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Leaders and teachers incentivize student performance goals around physical activity. **Strategy's Expected Result/Impact:** Students feel engaged in school and active. **Staff Responsible for Monitoring:** PE teachers, APIs, Principal **Title I:** 2.5 **Problem Statements:** Perceptions 1	15%	50%		

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 1: We struggled to ensure that all students attended class as frequently as before the pandemic. **Root Cause**: Leaders and teachers did not have adequate training or accountability around attendance procedures and following escalation protocols when faced with high volume of absences.

Title I Personnel

Name	Position	Program	FTE
Aida Martinez	Teacher	Title 1	1
Alondra Guerra	Teacher	Title 1	1
Carla Olivarez	College Counselor	Title	1
Luzie Espinoza	College Counselor	Title 1	1
San Juanita Ruiz	Director of College Counseling	Title 1	1

Campus Funding Summary

Federal Grant					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	1	College Counselor		$0.00
2	1	1	Teacher		$0.00
2	1	1	College Counselor		$0.00
2	1	2	Teacher		$0.00
2	1	2	College Counselors		$0.00
2	2	1	College Counselors		$0.00
3	2	1	College Counselor		$0.00
3	2	2	College Counselors		$0.00
				Sub-Total	$0.00

Addendums

Campus Name

Comprehensive Needs Assessment COLLEGE PREP	
Staff Quality, Recruitment, Retention	
	Percentage
% School Lead Team Retention	100%
% Instructional Support Retention	85%
% Teacher Retention	98%
% Campus Support Retention	100%
% SPED Certified Teachers	100%
% State/National Certified Teachers	%
% State Certified Leaders	84%
% State/Board certified Counselors	25%
Number of teacher applicants per 2020-21 school year	N/A

Reflections	
Areas of Strength	**Areas of Need**
We've built a strong school support system for our teachers	Work life balance can sometimes suffer
We focus on the GPTW	Support for teachers in lesson planning
Lots of incentives for teachers	3

IDEA Public Schools

Quest Academy

2022-2023 Campus Improvement Plan

Accountability Rating: A

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

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

Mission Statement

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

Vision

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

Core Values

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

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

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Comprehensive Needs Assessment

Revised/Approved: September 16, 2022

Demographics

Demographics Summary

IDEA Quest Academy is located in McAllen TX (with an Edinburg address). We currently serve Pre-Kinder through fifth grade and have a current student population of 778 (as of 8/29/22) and still enrolling at our campus. We are considered an open enrollment campus and we are a part charter. We currently have after school programs coordinated through our 21st Century Grant facilitiator that covers academic and extra curricular activities. We have service programs for Bilingual/ESL, 504, and Special Education.

See PDF in addendum for additional information.

Demographics Strengths

See PDF in addendum for more information.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): The need to increase student average daily attendance for the entire school year because we were below 97% last school year **Root Cause:** 1) Parent safety concerns when it came to students who presented symptoms. 2)Lack of school communication on attendance expectations/policies after virtual learning 3) lack of consistent ADA celebrations

Problem Statement 2 (Prioritized): The need to increase overall student persistence since over the past two school years we have been below 90%. **Root Cause:** 1)Lack of communication among parents and school through onboarding process. 2)Student expectations are high and cause families to retract their commitment, 3)Families are interested in Athletics for thier children other than those we provide.

Problem Statement 3 (Prioritized): The need to increase student enrollment becuase we did not have 100% projected enrollemnt this past school year **Root Cause:** 1)Lack of promoting academic excellence during recruitment efforts. 2)Parents wanting door to door transportation pick up and drop off to and from their house.

Student Learning

Student Learning Summary

This year we achieved an 'A' Rating based on TEA rubric. Also, six out of six distinctions were met this past academic year. In grades 3-5 and overall SAS of 60 was achieved for Reading, Math and Science STAAR. Our Over 90% of PK-2nd grade students end the year on or above grade level in reading and math. TELPAS measures were met this past year with a 56% from our target of 36% (surpassing our taget by 20%). Science and social studies across all grades achieved an SAS of 50 or higher in grades PK-5th.

See PDF in Addendum for Aditional information

Student Learning Strengths

See PDF in Addendum for more information.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): The need for academic vocabulary alignment across grade levels because students scored lower on questions that contained content vocabulary **Root Cause:** 1)Vertical alignment meetings focused on strategies for problem solving and lesson rehearsals but not specifically on academic vocabulary 2) Students struggle to comprehend questions with academic vocabulary

Problem Statement 2 (Prioritized): The need to increase writing across all content areas because state testing format is changing **Root Cause:** 1)Mindset of this only being on Writing teacher portfolio 2) format of test did not call for open ended responses 3) More time to have students write out responses vs. selectin a multiple choice.

School Processes & Programs

School Processes & Programs Summary

At my campus consistent coaching for leaders is provided through an established rubric (SLL). New leaders are provided with an additional coach and also attend a training path that sets them up for success. Professional development is provided to staff based on trends identified throughout the school. Teachers are observed and coached through a normed rubric (GET). In addition to the set curriculum that is used we also provide academic support through HB4545 for Accelerated learning and also computer software that supports content achievement.

See PDF in Addendum for additional information.

School Processes & Programs Strengths

Curriculum & Instruction:

- At least one-third of IDEA students graduate with the "AP Scholar" designation, evidence of earning a qualifying score on at least three AP exams, demonstrating successful completion of college-level coursework prior to graduation.
- IDEA provides students access to accelerated instruction through the 1:1 technology device, including adaptive software for mathematics and literacy and access to hundreds of thousands of books in the district's digital library.
- IDEA curricular resources include high-quality instructional materials that earn the highest ratings on national evaluation measures.
- IDEA curriculum is regularly evaluated using a quality evaluation tool, ensuring alignment to the Texas Essential Knowledge and Skills and AP course standards, as well as the STAAR/EOC and AP exams.
- IDEA implements a variety of training opportunities for teachers and leadership staff with the goal of developing teachers' pedagogical content knowledge and leaders' coaching skills.
- For 15 years in a row, 100% of IDEA students have been accepted into college, demonstrating that IDEA academic programming is adequately preparing students for post-secondary education.
- In 2022, four IDEA schools were ranked in the top 10 Most Challenging Schools in the Nation and 13 were ranked in the top 1% of schools nationwide, by the Jay Mathews Challenge Index High School Rankings.

Special Programs

- IDEA exceeded the expected growth target for EL student performance on TELPAS in 2021 with 48% of ELs meeting that target.
- IDEA provide targeted research based instruction to students who have a 2.0 year gap in Reading and/or Math with the goal of closing that gap by 2.0 years during the school year with our initiative called Critical Student Intervention (CSI). During the 21-22 school year, 2,562 out of 6,632 students meet that goal for Reading and 703 out of 1,268 students met the goal for Math.
- IDEA is in Year 3 of our TEA awarded Autism Grant. Through this grant we were able to increase support for 195 students with autism in Rio Grande Valley and Austin who met the criteria outlined by TEA for this grant.
- IDEA submitted and was awarded a Dyslexia Grant by the TEA so that we will be able to provide increased professional development to teachers and leaders on working with students with dyslexia and increase the support resources for our students with dyslexia.

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

See addendum for more information

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): The need to increase comprehension skills in 3rd grade students. **Root Cause:** 1)Lack of alignment in 2nd grade curriculum with question format to 3rd grade state assessment. 2) Lack of academic vocabulary to build comprehension 3) lack of content meeting towards vertical alignment for 2nd and 3rd grade teacher

Problem Statement 2 (Prioritized): The need to retain Co-Teachers due to large turn over last year **Root Cause:** 1) Lack of team building 2) Lack of strategic questions during interview. to seek committment despite the compensation

Problem Statement 3 (Prioritized): The need to establish a work life balance among staff because last year Great Place to Work survey indicated 73% people are not encourage their work life balance. **Root Cause:** 1)Lack of follow up to ensure teachers were not staying late and or taking work home 2)tempature checks not consistent with staff. 3)Lack of not removing but rather adding items to teacher load

Perceptions

Perceptions Summary

Conflict is reduced by ensuring utilizing different strategies/programs that promte well rounded citizens: Project R.E.S.S.P.E.C.T, Citizenship skills, Core Values, Move this world, and restoritive justice. Teacher Turn over is low compared to Co-Teacher turn over. Participation rates for events are measured through Sign in sheets.

See PDF in Addendum for more information.

Perceptions Strengths

See PDF in Addendum for more information.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): The need for an increase in family attendance for academic events **Root Cause:** 1) Parents have heard the information from previous grade level 2) If students are not failing, they feel this information does not pertain to them 3) Meeting are not made a requirement for parents 4) Ample time of notice for scheduled events

Problem Statement 2 (Prioritized): The need for parents and community to see and undersatand that we are not primarily focused on just academis but also building well-rounded citizens **Root Cause:** 1) Lack of communication to parents on building character programs 2) Lack of social worker and school counselor last year 3) Lack of posting recognition towards these skills to community

Priority Problem Statements

Problem Statement 1: The need to increase student average daily attendance for the entire school year because we were below 97% last school year

Root Cause 1: 1) Parent safety concerns when it came to students who presented symptoms. 2)Lack of school communication on attendance expectations/policies after virtual learning 3) lack of consistent ADA celebrations

Problem Statement 1 Areas: Demographics

Problem Statement 2: The need to increase overall student persistence since over the past two school years we have been below 90%.

Root Cause 2: 1)Lack of communication among parents and school through onboarding process. 2)Student expectations are high and cause families to retract their commitment, 3)Families are interested in Athletics for thier children other than those we provide.

Problem Statement 2 Areas: Demographics

Problem Statement 3: The need to increase student enrollment becuase we did not have 100% projected enrollemnt this past school year

Root Cause 3: 1)Lack of promoting academic excellence during recruitment efforts. 2)Parents wanting door to door transportation pick up and drop off to and from their house.

Problem Statement 3 Areas: Demographics

Problem Statement 4: The need to increase writing across all content areas because state testing format is changing

Root Cause 4: 1)Mindset of this only being on Writing teacher portfolio 2) format of test did not call for open ended responses 3) More time to have students write out responses vs. selectin a multiple choice.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: The need for academic vocabulary alignment across grade levels because students scored lower on questions that contained content vocabulary

Root Cause 5: 1)Vertical alignment meetings focused on strategies for problem solving and lesson rehearsals but not specifically on academic vocabulary 2) Students struggle to comprehend questions with academic vocabulary

Problem Statement 5 Areas: Student Learning

Problem Statement 6: The need to retain Co-Teachers due to large turn over last year

Root Cause 6: 1) Lack of team building 2) Lack of strategic questions during interview. to seek committment despite the compensation

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: The need to establish a work life balance among staff because last year Great Place to Work survey indicated 73% people are not encourage their work life balance.

Root Cause 7: 1)Lack of follow up to ensure teachers were not staying late and or taking work home 2)tempature checks not consistent with staff. 3)Lack of not removing but rather adding items to teacher load

Problem Statement 7 Areas: School Processes & Programs

Problem Statement 8: The need to increase comprehension skills in 3rd grade students.

Root Cause 8: 1)Lack of alignment in 2nd grade curriculum with question format to 3rd grade state assessment. 2) Lack of academic vocabulary to build comprehension 3) lack of content meeting towards vertical alignment for 2nd and 3rd grade teacher

Problem Statement 8 Areas: School Processes & Programs

Problem Statement 9: The need for an increase in family attendance for academic events

Root Cause 9: 1) Parents have heard the information from previous grade level 2) If students are not failing, they feel this information does not pertain to them 3) Meeting are not made a requirement for parents 4) Ample time of notice for scheduled events

Problem Statement 9 Areas: Perceptions

Problem Statement 10: The need for parents and community to see and undersatand that we are not primarily focused on just academis but also building well-rounded citizens

Root Cause 10: 1) Lack of communication to parents on building character programs 2) Lack of social worker and school counselor last year 3) Lack of posting recognition towards these skills to community

Problem Statement 10 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- HB3 Reading and math goals for PreK-3
- 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

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- 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
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data

- Discipline records
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data

Parent/Community Data

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

Support Systems and Other Data

- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Goal 1: Increase staff retention

Performance Objective 1: 85% of Staff will agree that IDEA Quest Academy is a Great Place to Work

High Priority

Evaluation Data Sources: GPTW Survey

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Provide Puposeful professional development for staff that is condusive to their need **Strategy's Expected Result/Impact:** Increase teachers responses to GPTW Survey **Staff Responsible for Monitoring:** Direct Managers **TEA Priorities:** Recruit, support, retain teachers and principals **Problem Statements:** School Processes & Programs 2, 3	100%	100%	100%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Monthly Staff Celebrations/Recognitions **Strategy's Expected Result/Impact:** Retain staff to renew contract for the following year **Staff Responsible for Monitoring:** We Bring Joy Power Team (SSA and SW) **TEA Priorities:** Recruit, support, retain teachers and principals **Problem Statements:** School Processes & Programs 2, 3	50%	100%	100%	

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Collaborate with Talent partner and utilize refer a high quality friend among staff **Strategy's Expected Result/Impact:** Increase high quality applicants **Staff Responsible for Monitoring:** Talent partner and Principal	50%			

No Progress

Accomplished

Continue/Modify

Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 2: The need to retain Co-Teachers due to large turn over last year **Root Cause**: 1) Lack of team building 2) Lack of strategic questions during interview. to seek committment despite the compensation
Problem Statement 3: The need to establish a work life balance among staff because last year Great Place to Work survey indicated 73% people are not encourage their work life balance. **Root Cause**: 1)Lack of follow up to ensure teachers were not staying late and or taking work home 2)tempature checks not consistent with staff. 3)Lack of not removing but rather adding items to teacher load

Goal 2: All IDEA students matriculate to college

Performance Objective 1: 100% of graduating Students at Quest matriculate to college after highschool

High Priority

Evaluation Data Sources: Matriculation internal data document

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Academy maintains a university environment all year long **Strategy's Expected Result/Impact:** Classroom non-negotiables of high school and College graduating class and university postings for classroom environment **Staff Responsible for Monitoring:** Direct Reports **TEA Priorities:** Connect high school to career and college	50%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Field Lessons tied to University visits or virstual tuors of universities **Strategy's Expected Result/Impact:** Motivate students to attend college **Staff Responsible for Monitoring:** Direct Managers **TEA Priorities:** Connect high school to career and college	40%			

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 3: IDEA achieves an A rating

Performance Objective 1: Obtain 90/60/30 accross all STAAR content Areas in grades 3-5

High Priority

HB3 Goal

Evaluation Data Sources: Domain one for all Content areas

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Weekly Content Meetings **Strategy's Expected Result/Impact:** Increase students achievement in grades 3-5 for all STAAR content **Staff Responsible for Monitoring:** APIs, Principal **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 1, 2	50%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: 100% of Domain 3 targets achieved for each sup group campus qualifies for **Strategy's Expected Result/Impact:** State Accountability and Locus, or principal dashboard **Staff Responsible for Monitoring:** APIs and Principal **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 1	35%			

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Interventionists Provide accelerated instruction to all students of need beofre state assessment (HB4545) **Strategy's Expected Result/Impact:** Powerschool, Internal Trackers **Staff Responsible for Monitoring:** HB4545 point person (SSA) **Title I:** 2.6 - **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 1 **Funding Sources:** Interventionists (Marina Guerra and Katherine Moreno) - Federal Grant - $118,000	40%			

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4: Utilize Dreambox program to provide at bats for low performing math objectives in 1st - 5th grade **Strategy's Expected Result/Impact:** increase student achievement math results **Staff Responsible for Monitoring:** HotSpot Facilitator, APIs **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math **Funding Sources:** HotSpot Facilitator (Norma Cadwell) - Federal Grant - $39,600				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: The need for academic vocabulary alignment across grade levels because students scored lower on questions that contained content vocabulary **Root Cause**: 1)Vertical alignment meetings focused on strategies for problem solving and lesson rehearsals but not specifically on academic vocabulary 2) Students struggle to comprehend questions with academic vocabulary
Problem Statement 2: The need to increase writing across all content areas because state testing format is changing **Root Cause**: 1)Mindset of this only being on Writing teacher portfolio 2) format of test did not call for open ended responses 3) More time to have students write out responses vs. selectin a multiple choice.

Goal 4: Increase student daily attendance

Performance Objective 1: Reduce the number chronic absenteeism to meet YTD ADA of 97% for Pk-5 students

High Priority

Evaluation Data Sources: ADA Dashboard, SIS reports, PowerSchool

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Daily teachers/co-teacher/SIS and Leaders follow Attendance escalation matrix for all absent students **Strategy's Expected Result/Impact:** improve ADA to meet district goal **Staff Responsible for Monitoring:** APO and Principal **Title I:** 2.6 - **TEA Priorities:** Connect high school to career and college **Problem Statements:** Demographics 1 **Funding Sources:** Pre-Kindergarten Teachers (Marilu Rosas and Rose Martinez) - Federal Grant - $117,700	45%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Monthly celebrations for students that meet perfect attendance for each month **Strategy's Expected Result/Impact:** Increase perfect attendance on a month to month basis **Staff Responsible for Monitoring:** APO and SIS **Problem Statements:** Demographics 1	25%			

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Promote Health program towards an in crease of healthy students leading into an increase of student attendance **Strategy's Expected Result/Impact:** Healthier students promote higher student attendance rates **Staff Responsible for Monitoring:** Coaches, Nurse, API **Problem Statements:** Demographics 1	25%			

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4: Utilize Safer Smarter Schools and Move this World Curriculum to increase Student ADA **Strategy's Expected Result/Impact:** Increase Student ADA **Staff Responsible for Monitoring:** SSA and SW				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

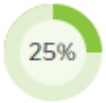
Demographics
Problem Statement 1: The need to increase student average daily attendance for the entire school year because we were below 97% last school year **Root Cause**: 1) Parent safety concerns when it came to students who presented symptoms. 2)Lack of school communication on attendance expectations/policies after virtual learning 3) lack of consistent ADA celebrations

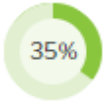
Goal 5: Increase student persistence

Performance Objective 1: 90% overall student persistence is met at Quest Academy (Aug-Aug)

High Priority

Evaluation Data Sources: Persistence Dashboard, in-house tracker

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Monthly parent engagement activities (social and academic) **Strategy's Expected Result/Impact:** Once IDEA always IDEA- increase student persistence **Staff Responsible for Monitoring:** APO, SSA, SW **Title I:** 4.2 - **TEA Priorities:** Connect high school to career and college **Funding Sources:** Social Worker (Joanna Martinez) - Federal Grant - $54,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: daily Student Celebrations/recognitions on announcements **Strategy's Expected Result/Impact:** Increase student persistence **Staff Responsible for Monitoring:** Principal				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Monthly/Quarterly Student Celebrations/Recognitions **Strategy's Expected Result/Impact:** increase student persistence **Staff Responsible for Monitoring:** SW, TC, SSA				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4: PK/New Family engagement: WTI, Summer fun, 50-day cruise... **Strategy's Expected Result/Impact:** Increase new student persistence **Staff Responsible for Monitoring:** PK Teachers/CT, API, APO, SSA, SW **Title I:** 2.6, 4.2 **Problem Statements:** Demographics 2 **Funding Sources:** PK Teachers (Marilu Rosas and Rose Martinez) - Federal Grant - $117,700				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: The need to increase overall student persistence since over the past two school years we have been below 90%. **Root Cause**: 1)Lack of communication among parents and school through onboarding process. 2)Student expectations are high and cause families to retract their commitment, 3)Families are interested in Athletics for thier children other than those we provide.

Title I Personnel

Name	Position	Program	FTE
Joanna Martinez	Social Worker	Title I	1
Katherine Moreno	Intervention	Title I	1
Marilu Rosas	PK Teacher	Title I	1
Marina Guerra	Intervention	Title I	1
Norma Cadwell	HotSpot Facilitator	Title I	1
Rose Martinez	PK Teacher	Title I	1

Campus Funding Summary

Federal Grant					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	1	3	Interventionists (Marina Guerra and Katherine Moreno)		$118,000.00
3	1	4	HotSpot Facilitator (Norma Cadwell)		$39,600.00
4	1	1	Pre-Kindergarten Teachers (Marilu Rosas and Rose Martinez)		$117,700.00
5	1	1	Social Worker (Joanna Martinez)		$54,000.00
5	1	4	PK Teachers (Marilu Rosas and Rose Martinez)		$117,700.00
				Sub-Total	$447,000.00

Addendums

IDEA QUEST ACADEMY

Comprehensive Needs Assessment	
ACADEMY	
Staff Quality, Recruitment, Retention	
	Percentage
% School Lead Team Retention	100%
% Instructional Support Retention	73%
% Teacher Retention	87%
% Campus Support Retention	83%
% SPED Teachers	100%
% State/National Certified Teachers	58%
% State Certified Leaders	29%
% State/Board certified Counselors	0%
Number of teacher applicants per 2020-21 school year	252

Reflection	
Areas of Strength	Areas of Need
1GPTW Survey indicates that for the most part staff is content at campus	1 Higher pay for CO-Teachers. Main reason for leaving is promotion or higher pay
2 SPED Teacehrs are returning for next year (High demand)	2 Work life balance for Support staff
3 Lead team retention is at 100% to focus on strengthening development of leaders	3 Increasing number of certified teachers for area

Master CNA & SAIP Reporting Checklist

		PTG	89%	PTG	0%

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

IDEA QUEST ACADEMY

2021-22 Student Achievement Improvement Plan

ACADEMY

APO	Initiatives	Needs Assess.	Special Pops.	Person(s) Responsible	Timeline Start/End	Resources: Human/ Material/Fiscal	Documentation	Formative Evaluation
1E	Math Genuis Celebrations	O	All	Norma Cadwell	Aug-May	Yard Signs, Trophies, medals	Locus	Honor Roll
1E	Royal Reader Celebrations	RR	All	Annette Garcia	Aug-May	Yard Signs, Trophies, medals,	Locus	Honor Roll
2C	Physical Education Ambassador Celebrations	O	All	Roel Guzman	Aug-May	Yard Signs, Trophies, medals, IHT Monitors	IHT Software	Honor Roll
2C	Move This World	O	All	Teresa Alvarado Joanna Martinez	Aug-May	SEL Curriculum	Observations	Surveys
1E	After School Tutorials	S	All	APIs	Oct-May	Funds, STAAR Material	Observations, Trackers	A Rating
1E	Saturday Tutorials	S	All	APIs	Feb-May	Funds, STAAR Material	Observations, Trackers	A Rating
1J	Pre K Eureka	O	All	Karina Rodriguez	Aug-May	Eureka Materials	Observations	GET, TCP
1E	Writing Across All Content and Grades	S	All	APIs	Aug-May	Consultants	Observations	A Rating
2C	Fall Festival	O	Community	Dora Olivarez Teresa Alvarado Joanna Martinez	Oct.	Games, Food	Buisness Clerk	Accot Strings
2C, 1E	Goal Setting Meeting for Parents	O, S	Community	GLCs	Sept.	PPTs, Food, Copies	Observations	Sign in Sheet
2A, 2B	Teacher Recognitions	O	Staff	Teresa Alvarado	Aug-May	Certificates, baskets with goodies, supplies		Teacher Survey
1E, 2B	Content Virtical Alignment Meetings	O, S	Staff	Content Leaders	Aug-May	Content Material	Observations, Trackers	A Rating
1E, 2B	Grade Level PTGa	O, S	Staff	GLCs	Quarterly	PPTs, Copies	Trackers	A Rating
1E	STAAR Redesign Trainings	S	Staff	Jesus Solis Blanca Garza	Aug-May	Consultants, materials	Trackers	A Rating
2C	Student Behavior Quarter Celebrations	DR	All	Lisa Martinez	Quarterly	Student Prizes, games, Blazer bucks	Behavior Chart	Referral Counts
2C	Semester A and A/B Honor Roll	O	All	Blanca Garza	Semester	Certificates, Banquets	Report card	Grades
2C	Christmas Around the World	O	Community	Teresa Alvarado	Dec.	Decor, Butcher Paper	Observations	Sign in Sheet
2C	Social Worker Parent Sessions	O	Community	Joanna Martinez	Aug-May	PPTs, Food, Copies	observations	Sign in Sheet
2A	Level 5 Teacher Perks	O	Community	Blanca Garza	Oct-May	Level 5 SWAG	GET, Obs. Trackers, Goal attainment	TCP
1E	Master Student Ceremonies	S	All	Blanca Garza	Sept.	Trophies, decor	STAAR Scores	A Rating
1E	Mock Incentives	S	All	APIs	Mar.-Apr.	Movies	Mock Scores	A Rating
1E	Principal AR and HotSpot Challenges	O,RR	All	Blanca Garza	Thanksgiving, Winter, and Spring Break	Barnes and nobels book selection, movies, peter piper.	Trackers	Honor Roll
2B	Attendance Celebrations	O	All	Vianey Alvarez Dora Olivarez	Aug-May	Games, Food, Dances	Power School	A Rating

IDEA QUEST ACADEMY

2021-22 Student Achievement Improvement Plan

ACADEMY

3B	Recruitment efforts	O	Community	Dora Jimenez Dora Olivarez	Year Round	Incentives, food	Stream	Enrollment

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

Title I Qualifying Programs			Initiatives Status			
Internal Use Only			Mid Year		End of Year	
Supplemental Program (Y/N)	New Program (Y/N)	Budget Allocation	Outcome	Increase/Decreased by X%	Outcome	Increase/Decreased by X%

Annual Performance Objectives (APO)

PRIORITY #1: Students Graduate College-Ready

1A. % of graduates who matriculate to a College or University: 100%

1B. % of graduates matriculate to a Tier I/II College or University: 15% | 25%

1C. % of Seniors accepted to a College or University: 100%

1D. % of Seniors named AP scholars | Earn IB diploma: 30% | 25%

1E. Earned State Rating: A

1F. % Basic | % Mastery | % Advanced on LEAP: 82% | 44% | 11%

1G. % Approaches | % Meets | % Masters on STAAR/EOC: 90% | 60% | 30%

1H. % Level 3 | % Level 4 | % Level 5 on FSA/FSAA: 70% | 40% | 20%

1I. % of Pre-K-2nd Students End The Year On/Above Grade Level in Reading - Year 1 Campuses | Year 2 Campuses: 80% | 90%

1J. % of students in CSI achieve 2 years growth in Reading | Math (measured by Ren STAR) 50% | 60%

1K. Average ACT score: 21

1L. % of students graduating college in 4 | 6 years: 25% | 55%

PRIORITY #2: Build a Strong & Sustainable Organization

2A. % Teacher Retention | Employee Retention: 85% | 85%

2B. 80% composit score on GPTW: 82%

2B. %Average Daily Attendance: 97.50%

2C. New Student Persistence: 90%

2D. Operating Income: $133M

2E. FIRST Rating: A

PRIORITY #3: Achieve Mission at Scale

3A. % of students with low socio-economic status: 80%

3B. Enrollment in August 2020: 83,894

3C. Schools in operation in August 2020: 149

3D. Total Funds Raised (millions): $93M

Needs Assessment

S-STAAR

D-DIBELS

E-EOC

A-ACT

RR-Reading Renaissance

ST-STAR for Math

DR-Discipline Report

AP-AP Tests

O-Other

Special Populations

All

AR-At Risk

ELL-English Language Learners

ED-Economically Disadvantaged

M-Migrant

SE-Special Education

IDEA QUEST ACADEMY

Comprehensive Needs Assessment
ACADEMY

Data Sources: Eureka Math & Electives Academy

	DISTAR Pre-K on Grade Level	Eureka Kinder on Grade Level	Eureka First on Grade Level	Eureka Second on Grade Level	% Math Masters Pk-2	Pk-2 MM Goal Met/Not Met
% Students	100%	100%	94%	96.50%	91%	MET

Data Source: STAAR Academy

	STAAR Math Grade 3	STAAR Math Grade 4	STAAR Math Grade 5	% Math Masters 3-5	3-5 MM Goal Met/Not Met
% Approaches	91	90	88		
% Meets	57	65	61	89.66	MET
% Masters	33	36	30		
% Student Achievement Average	60	64	60		
% Meet 2 year growth	N/A	85%	92		

Data Source: CSI Academy

	Math AC CSI
% CSI (EOY Ren.)	28/37 = 76%
% of CSI Passing STAAR	3rd-5th Mock 17/35 = 46%
% of SPED Passing STAAR	64%

Reflections

Areas of Strength	Areas of Need
1 Students were provided with journal notes, anchor charts, key points, and vocablulary for lesson reference.	1. Students struggled with solving multi-step problems.
2 Manipulatives, models, and multiple strategies were used for understanding and solving basic multiplication/division/additon/subtraction.	2 All math classes need to use the same academic vocabulary.

3 Students are able to compose and decompose numbers by using number bonds.	3 Identifying shapes and listing their attributes.
4 Students are able to solve basic addition and subtraction equations (with no regrouping)	4. Determine the value of a collection of coins, up to one dollar
5 Students can compare and order numbers by using the place value chart.	5. Students struggled with division, using the long division strategy.

IDEA QUEST ACADEMY

Comprehensive Needs Assessment
ACADEMY

Data Sources: DI ELA & Electives

	DI Pre-K on Grade Level	DI Kinder on Grade Level	DI First on Grade Level	DI Second on Grade Level	% Royal Readers
% Students	**98% (79 out of 81)**	**96% (90 ourt of 94)**	**88% (87 out of 104)**	**96% (109 out of 113)**	Pre -K: 54% (44 out 81) Kinder: 90% (85 out 94) 1st: 5% (5 out 104) 2nd: 9% (10 out 113)
					RR Goal Met/Not Met
					Pre -K: Met Kinder: Met 1st: Not Met 2nd: Not Met

Data Source: STAAR

	STAAR Reading Grade 3	STAAR Reading Grade 4	STAAR Reading Grade 5
% Approaches	90	90	95
% Meets	70	66	35
% Masters	95	77	47
SAS	68	64	73

Data Source: CSI

% Meeting CSI Goal	Reading AC CSI
% CSI (EOY Ren.)	1st-2nd 67% 3rd-5th: 59%
% of CSI Passing STAAR	MOCK Reading: 8/4/8 6%

% of SPED Passing STAAR	MOCK Reading- 29/14/14 Writing 33/33/0	

Reflections	
Areas of Strength	**Areas of Need**
1. Letter name and regular print start earlier in the program (pre k), where before is was in the middle of the 1st grade program.	1. Teacher perfer an actual book vs the ipad (sometimes its will log off , it takes to much time to log back in)
2. Writing and spelling starts earlier in the program (kinder, L. 30)	2. Student who are on the RMT programs should be exited s the high groups)
3. Comprehension (higher thinking): recollection of story event(from 2 or more lesson before), and use describtiing langugage when writing it down.	3. The program does not have a good lesson flow (it goes fr the book)
1. Exit tickets aligned to daily objective and STAAR TEKS. Daily exit tickets tracked in class. Daily data analysis of Exit ticket data with reteach created and implemented based off it.	1. Consistent analyzing of a text using the same strategies ac purpose the same for all grade levels so students can master
2. Creation and implementation of reteach monthly calander based off MOCK Data.	2. Students area of need was in summarizing and inferencing daily passages while spiraling in frequently tested question st
3. Small group implementation based on daily progress.	3. Introduce STAAR passages to students earlier in the year Increase independent student practice to ensure mastery.
1. Do now and exit ticket aligned to TEKs.	1. Same strategies for reading being shared across all grade le
2. Creating word master and royal reader target groups based on weekly data.	2. strategies for inferencing.

% Word Masters
Pre -K: 98% (79 out 81) Kinder: 100% (94 out 94) 1st: 100% (104 out 104) 2nd: 69% (78 out 113)
WM Goal Met/Not Met
Pre -K: Met Kinder: Met 1st: Met 2nd: Not Met

does not work due internet being out, or it
since their language skills are high (only for
om book, to spelling, to workbook, back to
ross all grade levels in ELA. Author's and continue using.
g. Implement use of tested vocabulary into ems.
to build stamina for semester/ mock exams.
evels.

IDEA QUEST ACADEMY

Comprehensive Needs Assessment ACADEMY						
Data Sources: Science Pk-2						
	Science Pre-K on Grade Level	**Science Kinder on Grade Level**	**Science First on Grade Level**	**Science Second on Grade Level**	**Science Third on Grade Level**	**Science Fourth on Grade Level**
% Students	**N/A**	**100%**	**93%**	**82%**	**93%**	**90%**

Data Source: Science 3-5		
	STAAR Science Grade 5	
% Approaches	91	
% Meets	65	
% Masters	37	
% Student Achievement Average	64	

Reflections	
Areas of Strength	**Areas of Need**
1 Teacher ability to highlight keypoints during lesson plans	1 Minimal gradual release for students independent practiceand access to bigger pool/variety of STAAR aligned rigorous questions
2 Visuals incorporated into preexisting curriculum to enhance student learning	2 Understanding how to use data to create student groups and adjust lessons
3 Use of claim and evidence, as well as guided and independent practice of process of elimination to select correct choices	3 Increased frequency of student inquiry labs and hands on activities

IDEA QUEST ACADEMY

Comprehensive Needs Assessment ACADEMY							
Data Sources: Humanities Pk-2							
	Humanities Pre-K on Grade Level	**Humanities Kinder on Grade Level**	**Humanities First on Grade Level**	**Humanities Second on Grade Level**	**Humanities Third on Grade Level**	**Humanities Fourth on Grade Level**	**Humanities Fifth on Grade Level**
% Students	N/A	100%	100%	99%	77%	74%	100%

Reflections	
Areas of Strength	**Areas of Need**
1 Teacher ability to internalize new curriculum and highlight keypoints during lesson planning	1 Minimal gradual release for student independent practice and access to a bigger pool/variety of STAAR aligned or rigorous exam questions
2 Visuals incorporated into prexisitng curriculum to enhance student learning	2 Understanding how to use data to create student groups and adjust lessons
3 Use of individualized rubrics and checklists to aid in and improve student writing expectations	3 Access to all texts required by the curriculum

IDEA QUEST ACADEMY

Comprehensive Needs Assessment
ACADEMY

TELPAS Composite Rating (Listening, Speaking, Reading, Wri

	Listening	Speaking	Reading	Writing
% Beginning	63=24%	74=28%	70=26%	81=30%
% Intermediate	44=16%	98=37%	75=28%	96=36%
% Advanced	90=34%	82=31%	46=17%	76=28%
% Advanced High	66=25%	24=9%	87=32%	24=9%

Reflections	
Areas of Strength	**Areas of**
1. Teachers are well aware of the TELPAS program and understand how to administer the test along with helping to tell students the importance of this exam.	1. Students need a little more time fo speaking parts of the practice test. T make sure students are trained prop
2. Our EL PP has been leading and planning TELPAS trainings and testing for a few years, so planning is done with time for teachers.	2. Encouraging students to do more throughout the year. Some students the microphones on the headsets. Tl confidence when testing.
3. Met target score for Domain three in state accountability for students growing from one level to the next over a year	3. Bilingual strategies for teachers to i instruction

iting)
% of ELL Students who grew one or more levels
1st Grade: 19/37=51% 2nd Grade: 30/41=73% 3rd Grade: 14/34=41% 4th Grade: 10/26=38% 5th Grade: 12/29=41% Overall: 85/167=51%

Need
or training for the listening and 'here aren't a lot of days given to erly.
in class presentation or talks are extremely shy to speak into his might help them gain more
implement in the class during

IDEA QUEST ACADEMY

Comprehensive Needs Assessment ACADEMY	
Data Source: School Culture and Climate	
	Campus %
% Average Daily Attendance	94.29%
% Overall Persistence	93.61%
% New Student Persistence	88.17%
# of Admin Withdrawals/ Level 3 Offenses	0
% SPED	3.56%
% ELL	42.88%
% Eco Dis	87.95%
% Migrant	0%
% Race: American-Indian-Alaska-Native	0%
% Asian	1.92%
% White-Hispanic	92.88%
% Multi	0%
% Black-African-American	0.96%
% Native-Hawaiian-Pacific-Islander	0%
% White	4.25%
% Male	52.74%
% Female	47.26%

Data Source: School Culture and Climate	
Reflections	
Areas of Strength	**Areas of Need**
1 Student referrals for suspensions/expulsions lower than ever before	1 Daily attendance matters. Reinvesting families to bring childrent to school daily (Pandemic)
2 Female to Male ratio is well proportioned for campus	2 Student persistence is an area of focus to keep students
3 Student diversity is always welcomed at our campus	3 Family engagement and student culture to keep students at campus or IDEA.

IDEA QUEST ACADEMY

Comprehensive Needs Assessment ACADEMY	
Data Source: Family and Community Involvement	
	Percentage
% Families Attended WTI	80%
% Families Attended Curriculum Night	About 40% Campus Wide
% Families Who Attended EOY Ceremonies	Over 90% for each grade level
% Families who attended Fall Festival	Approximately 60% Campus Wide
% Families who attended Winter Festival	N/A
% Families who attended Spring Festival	N/A

Reflection	
Areas of Strength	**Areas of Need**
1 Social events are always high attendance	1 Hold more family events in the winter and spring
2 Personal invitations and calling for RSVP for WTI events	2 Communicate in advance with families for curriculum events and make mandatory
3 Ahievement celebrations for recognition are high attendance	3 Increase attendance for Instructional/Info sessions

IDEA Public Schools

Quest College Prep

2022-2023 Campus Improvement Plan

Accountability Rating: A

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

Mission Statement

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

Vision

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

Core Values

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

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

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Comprehensive Needs Assessment

Revised/Approved: September 16, 2022

Demographics

Demographics Summary

- IDEA Quest College Preparatory opened in 2006, located in Edinburg, Texas by the Mexican border. A total of 731 students. 96% are low economic- disadvantaged, 94.5% student population consists of 91% Hispanic, 4 % White, 3% Asian, and .3% black American. Within the past three years, enrollment numbers show an increase in at-risk students from 110 to 180 during 2021-2022. EL/LEP students are at an utmost high from 40 to 86 and Sped students 14 to 21.Staff diversity 93% Hispanic, 5% White, 0% African American, 1% Asian, 1% American Indian with 21 students per teacher. 90% teachers, 6% co-teachers, 4% interventionists (support). 20% new teachers, 40% have 5 years of teaching, 40% have 1-2 years of teaching experience. Each grade level has a leader, and a mentor is assigned to each new teacher. There are 4 content leaders in science, math, Reading/Writing, and Social Studies, who meet once a month to vertically align skills. The principal and 3 other assistant principals are instructional managers and coach 56 teachers, co-teachers, and interventionists.

Demographics Strengths

See PDF in the addendum for more information.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Emergent bilinguals are currently underserved in and out of the classroom **Root Cause:** The curriculum is not aligned to English second language

Problem Statement 2: In middle school, students need to be educated on utilizing mental skills and provide lessons on bullying. **Root Cause:** Students do not know how to process emotions and distinguish bullying.

Problem Statement 3 (Prioritized): Teachers and coteachers lack professional development on how to support Special needs and emergent bilingual student needs **Root Cause:** We have a high rise of El students and the ratio is to high for teachers to identify resources, how to scaffold and at the same time teach rigor.

Student Learning

Student Learning Summary

- Total Graduates- 87 CCMR 83= 95% met
- English Language Proficiency status Target Met yes; goal was 35 met 44%
- Special education data math and ELA/Reading both targets met ELA by 10%(29%) and math by 1%, 24%

Student Learning Strengths

see pdf in addendum for more information.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Special Ed students are not reading at grade level or mastering math skills needed for their grade. Sped Teachers are not effectively helping students during push in for content mastery. **Root Cause:** Highly qualified and effectively sped teachers who can support and model what and how to help students in the classroom.

Problem Statement 2 (Prioritized): 6-8th grade students lack skills and foundations in math, therefore rigor is lacking. **Root Cause:** Lack of instructional time allotted for student practice

Problem Statement 3 (Prioritized): Support staff lack resources for pull outs and interventions **Root Cause:** lack of collaboration from sped teacher to teacher of record (content)

School Processes & Programs

School Processes & Programs Summary

Quest College Prep receives bi-weekly coaching from its principal. Instructional leaders are observed and feedback is given through teachboost and coaching follows. Roles and responsibilities are clear and shared during begging of the year and aligned to campus priorities and goals. At beginning of the year, professional development is created based on campus needs assessment. Actions taken to support powerful teaching are done through data analysis and by hosting after-school lesson rehearsals. Teachers utilize student-teacher exemplars and analyze exit tickets each period in order to adjust their instruction.

see pdf in addendum for more information.

School Processes & Programs Strengths

Curriculum & Instruction:

- At least one-third of IDEA students graduate with the "AP Scholar" designation, evidence of earning a qualifying score on at least three AP exams, demonstrating successful completion of college-level coursework prior to graduation.
- IDEA provides students access to accelerated instruction through the 1:1 technology device, including adaptive software for mathematics and literacy and access to hundreds of thousands of books in the district's digital library.
- IDEA curricular resources include high-quality instructional materials that earn the highest ratings on national evaluation measures.
- IDEA curriculum is regularly evaluated using a quality evaluation tool, ensuring alignment to the Texas Essential Knowledge and Skills and AP course standards, as well as the STAAR/EOC and AP exams.
- IDEA implements a variety of training opportunities for teachers and leadership staff with the goal of developing teachers' pedagogical content knowledge and leaders' coaching skills.
- For 15 years in a row, 100% of IDEA students have been accepted into college, demonstrating that IDEA academic programming is adequately preparing students for post-secondary education.
- In 2022, four IDEA schools were ranked in the top 10 Most Challenging Schools in the Nation and 13 were ranked in the top 1% of schools nationwide, by the Jay Mathews Challenge Index High School Rankings.

Special Programs

- IDEA exceeded the expected growth target for EL student performance on TELPAS in 2021 with 48% of ELs meeting that target.
- IDEA provide targeted research based instruction to students who have a 2.0 year gap in Reading and/or Math with the goal of closing that gap by 2.0 years during the school year with our initiative called Critical Student Intervention (CSI). During the 21-22 school year, 2,562 out of 6,632 students meet that goal for Reading and 703 out of 1,268 students met the goal for Math.
- IDEA is in Year 3 of our TEA awarded Autism Grant. Through this grant we were able to increase support for 195 students with autism in Rio Grande Valley and Austin who met the criteria outlined by TEA for this grant.
- IDEA submitted and was awarded a Dyslexia Grant by the TEA so that we will be able to provide increased professional development to teachers and leaders on working with students with dyslexia and increase the support resources for our students with dyslexia.

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 1 (Prioritized): Assignment of highly effective staff to support the highest need of students, special pops, and ELs **Root Cause:** Sped Teachers lack training from the district and/or not collaborating with school personnel

Problem Statement 2 (Prioritized): Developing teachers through effective coaching from managers, content dept chair and mentors. **Root Cause:** follow through with bite-size actions step, track and follow up. Role out role and responsibilities to all managers and mentors to ensure coaching is occurring monthly.

Perceptions

Perceptions Summary

Quest College Preparatory strongly believes that in order to invest and build strong stakeholders, a variety of channels of communication is imperative and key to academic success. Every week, parents receive information through remind and campus newsletters on ongoing events in and outside of the school. As a campus, we coordinate two-way feedback. Surveys are done monthly through on different components of campus life, valuing family input and feedback from parents and the community. We are fully committed to improving a strong academic and athletic program with clear channels of communication that allows our students to develop their individual interest in many organizations.

Quest College Preparatory faculty and staff are proud to be part of an amazing team and family. 50% of teachers and staff have been with Quest for over 7 years. Staff and teachers feel highly supported by their direct managers, mentos, grade-level chairs, and colleagues. As a campus, everyone comes together to ensure everyone feels safe and supported in everything we do.

Parent participation is low and a need for parent- teacher organization is highly needed. Parents are willing to engage and participate in various tasks but the campus lacks organization around family engagement.

Vision is there but lacks support and leadership participation.

See PDF in Addendum for more information

Perceptions Strengths

Quest College Preparatory develops teachers to be high-performing teachers in their content. 50% of Teachers are distinguished master teachers will high records of results in student achievement.

Direct managers and campus coaches have been with Quest for over 10 years and have a strong sense of pride. A team of 4 counselors follow up with our scholars and ensure every student is on track to graduate and matriculate to the university of their choice.

The social and emotional counselor provides lessons on bullying and supports teachers and students with skills needed that are conducive to a safe learning environment. The counselor provides mental support sessions and meets with new families for any support needed as they transition to a new campus.

See PDF in Addendum for more information

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Recruit highly effective Sped teachers in order to help in and outside of the classroom. **Root Cause:** New and veteran teachers need to be effectively onboarded and receive individualized professional development to break old habits or update new ways to teach and close academic gaps with more research-based tools. Sped teachers lack observations and on-the-spot feedback that will help students close any academic gaps. More frequent observations and coaching around best practices.l

Problem Statement 2: Parent involvement and family events are at their low. **Root Cause:** Due to limited restrictions due to safety school (covid and other) school events have not been organized in a way that promotes safety.

Problem Statement 3: During the last couple of years, staff and students' mental cases continue to increase each year. **Root Cause:** A lack of training for administrators and staff on how to cope with social and emotional stress and emotional intelligence so they can turn around and helps students with necessary skills.

Priority Problem Statements

Problem Statement 1: Emergent bilinguals are currently underserved in and out of the classroom

Root Cause 1: The curriculum is not aligned to English second language

Problem Statement 1 Areas: Demographics

Problem Statement 2: Special Ed students are not reading at grade level or mastering math skills needed for their grade. Sped Teachers are not effectively helping students during push in for content mastery.

Root Cause 2: Highly qualified and effectively sped teachers who can support and model what and how to help students in the classroom.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: 6-8th grade students lack skills and foundations in math, therefore rigor is lacking.

Root Cause 3: Lack of instructional time allotted for student practice

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Assignment of highly effective staff to support the highest need of students, special pops, and ELs

Root Cause 4: Sped Teachers lack training from the district and/or not collaborating with school personnel

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: Recruit highly effective Sped teachers in order to help in and outside of the classroom.

Root Cause 5: New and veteran teachers need to be effectively onboarded and receive individualized professional development to break old habits or update new ways to teach and close academic gaps with more research-based tools. Sped teachers lack observations and on-the-spot feedback that will help students close any academic gaps. More frequent observations and coaching around best practices.l

Problem Statement 5 Areas: Perceptions

Problem Statement 6: Developing teachers through effective coaching from managers, content dept chair and mentors.

Root Cause 6: follow through with bite-size actions step, track and follow up. Role out role and responsibilities to all managers and mentors to ensure coaching is occurring monthly.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: Teachers and coteachers lack professional development on how to support Special needs and emergent bilingual student needs

Root Cause 7: We have a high rise of El students and the ratio is to high for teachers to identify resources, how to scaffold and at the same time teach rigor.

Problem Statement 7 Areas: Demographics

Problem Statement 8: Support staff lack resources for pull outs and interventions

Root Cause 8: lack of collaboration from sped teacher to teacher of record (content)

Problem Statement 8 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

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

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- 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
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- Student failure and/or retention rates
- Local diagnostic reading 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
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Student surveys and/or other feedback

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Communications data
- Action research results

Goals

Goal 1: Increase staff retention

Performance Objective 1: Teachers feel Quest College Preparatory is a safe, great place to work and will be retained.

High Priority

Evaluation Data Sources: GPTW Survey and results, Strength Interviews, 2x2 and talent reviews

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Great place survey feedback will be utilized to identify areas of strength and areas we need to improve. **Strategy's Expected Result/Impact:** Increase teacher satisfaction with the final GPTW survey **Staff Responsible for Monitoring:** Lead team members, administrators, and Grade Level Leaders **TEA Priorities:** Recruit, support, retain teachers and principals **- Targeted Support Strategy**				

 No Progress Accomplished Continue/Modify Discontinue

Goal 1: Increase staff retention

Performance Objective 2: Goal to improve employee's overall well-being related to physical, emotional, and financial health. Teachers need training on how to cope with students and their own social and emotional needs.

High Priority

Evaluation Data Sources: ongoing school survey from professional development training

Goal 1: Increase staff retention

Performance Objective 3: 100% of Quest College Prep staff will complete IDEA's required Annual All Staff Training (AAST), including preventing sexual misconduct (staff to
students and staff to staff), mandatory reporting of child abuse, McKinney-Vento identifying homeless students, internet security, campus emergency operations plan, overtime management, bloodborne pathogens & communicable diseases.

High Priority

Evaluation Data Sources: Roadmap surveys, exit tickets from professional development, collect low inf data from observations during safety drills.

Goal 2: All IDEA students matriculate to college

Performance Objective 1: 100% of students will be on track to graduate.

High Priority

HB3 Goal

Evaluation Data Sources: OTG Report every 3 weeks, ADA report, student of concern report, TSI and ACT report. AT risk student tracker.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: DCC run report for 6-12 grade students who have an average of 69 or below. Report is presented to grade level teams, where they identify interventions for students and get them back on track. **Strategy's Expected Result/Impact:** Teachers identify students and startegies and implement a strategy meeting presented to parents and students to get them back on track to graduate **Staff Responsible for Monitoring:** all teachers of record, API, Counslors and principal **Title I:** 2.5, 2.6 - **TEA Priorities:** Connect high school to career and college **Funding Sources:** College Counselors - Federal Grant - $69,973.72	60%			

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 2: All IDEA students matriculate to college

Performance Objective 2: 100% of students be CCMR ready by meeting TSI/ACT.

High Priority

HB3 Goal

Evaluation Data Sources: AT benchmarks, AP mocks, TSI tutorial and in-class trackers for each assessment.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: 9-12 grade students receive ACT tutorials through RTTC class and receive tutorials as TCI preparation. **Strategy's Expected Result/Impact:** Students to master and track act benchamrks and attend specific tutporials based on needs. **Staff Responsible for Monitoring:** DCC, CC, RTTC teachers **Title I:** 2.5 - **TEA Priorities:** Connect high school to career and college **Problem Statements:** Student Learning 1 - School Processes & Programs 1 **Funding Sources:** RTTC Teacher - Federal Grant - $56,000				

0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: Special Ed students are not reading at grade level or mastering math skills needed for their grade. Sped Teachers are not effectively helping students during push in for content mastery. **Root Cause**: Highly qualified and effectively sped teachers who can support and model what and how to help students in the classroom.
School Processes & Programs
Problem Statement 1: Assignment of highly effective staff to support the highest need of students, special pops, and ELs **Root Cause**: Sped Teachers lack training from the district and/or not collaborating with school personnel

Goal 3: IDEA achieves an A rating

Performance Objective 1: Increase student achievement on meets and masters for 6-11 grade staar/ eoc exams.

High Priority

HB3 Goal

Evaluation Data Sources: Internal assessments, bi-weekly, summative, IXL programs, exit tickets

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Implement, monitor effective remedation durng catalyst, math, english seminar for 6-11 grade STAAR/EOC subjects to ensure students are on track to pass and be at grad elevel and beyond. **Strategy's Expected Result/Impact:** Students to attain meets and masters in all staar/.eoc exams in all core classes **Staff Responsible for Monitoring:** all teachers, api, and principal **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Perceptions 1 **Funding Sources:** RTTC teachers and college Counselors - Federal Grant - $195,973.72	60%			

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: Recruit highly effective Sped teachers in order to help in and outside of the classroom. **Root Cause**: New and veteran teachers need to be effectively onboarded and receive individualized professional development to break old habits or update new ways to teach and close academic gaps with more research-based tools. Sped teachers lack observations and on-the-spot feedback that will help students close any academic gaps. More frequent observations and coaching around best practices.l

Goal 3: IDEA achieves an A rating

Performance Objective 2: Close Gap in reading and math for 100% of special pop and emergent bilingual students.

High Priority

HB3 Goal

Evaluation Data Sources: otg report, Internal assessment, student work analysis on all assessments, csi class observations and student independent work.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Provide EB support during catalyst and seminars to increase english language profiency, reading comprehension and math skills **Strategy's Expected Result/Impact:** 6-10 grad etsudents be reading at grade level and beyond. Master math skillls based on grade level **Staff Responsible for Monitoring:** Teachers, sped teachers, co teachers, apis **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Demographics 1 - Student Learning 1, 2 - School Processes & Programs 1 **Funding Sources:** RTTC Teachers - Federal Grant - $56,000				

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Emergent bilinguals are currently underserved in and out of the classroom **Root Cause**: The curriculum is not aligned to English second language
Student Learning
Problem Statement 1: Special Ed students are not reading at grade level or mastering math skills needed for their grade. Sped Teachers are not effectively helping students during push in for content mastery. **Root Cause**: Highly qualified and effectively sped teachers who can support and model what and how to help students in the classroom.
Problem Statement 2: 6-8th grade students lack skills and foundations in math, therefore rigor is lacking. **Root Cause**: Lack of instructional time allotted for student practice
School Processes & Programs
Problem Statement 1: Assignment of highly effective staff to support the highest need of students, special pops, and ELs **Root Cause**: Sped Teachers lack training from the district and/or not collaborating with school personnel

Goal 3: IDEA achieves an A rating

Performance Objective 3: 100% of special needs students, RTI and emergency bilinguals close 2 year gap in reading and math through various interventions

High Priority

Evaluation Data Sources: CSI data, measure and track growth goal, renstar assessment begging of year, middle of year and end of year.

Goal 4: Increase student daily attendance

Performance Objective 1: 100% of students will attend school every day.

Evaluation Data Sources: Run daily reports, escalation matrix on ada tracker, home visits, grade level at risk students noted, failing report, Quarterly report

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: ADA calls every day and home visits to ensure students return back to shool. Utilize Transportationduring Middle of day when necessary **Strategy's Expected Result/Impact:** high attendance 6-1q2 grade and higher student achievement **Staff Responsible for Monitoring:** All staff				
No Progress Accomplished Continue/Modify Discontinue				

Goal 5: Increase student persistence

Performance Objective 1: 100% of 6-11 grade students will persist at Quest College Preparatory.

High Priority

Evaluation Data Sources: Student and family survey, new student check ins, Grade level mission list noted at risk for follow up.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Celebrate and recognize all students through out the year. Create a sense of belonging by enrolling them in school activities such as UIL, boys volley ball and other extra-curricular activities **Strategy's Expected Result/Impact:** 100% new families persists **Staff Responsible for Monitoring:** All staff				

 No Progress Accomplished Continue/Modify Discontinue

Goal 5: Increase student persistence

Performance Objective 2: 100% of student population will reach movement goal for campus FITNESS HONOR ROLL.

High Priority

Evaluation Data Sources: IHT HARDWARE USAGE:
Every student that is rostered in a PE class on PowerSchool must attend PE class and must wear an IHT Heart Rate Monitor. The student goal is 900 Minutes of Moderate to Vigorous Physical Activity. (IF Students should be pulled for intervention ONLY for a fraction of class time and not for the entire duration of class time.)
-Public Trackers of MVPA progress
-Individual Student Trackers/Student Folders
-Minute by Minute Class Breakdown (Suggested, where are your instructional minutes going?) (sample attached)
-Student Goals posted
-Daily Warmup Routine (sample attached)
-Rules, Expectations and Consequences
-Dress Out Policy (Suggested, Sample Attached)
-Syllabus (Suggested, Sample attached)
-Meaningful and purposeful content such as sport, dance and play from the SPARK curriculum {we should not be circuit training all year round}.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Coaches and teachers will be meeting 1:1 weekly to track goals and provide intervention that meet 100% of students needs so everyone hts their goal. **Strategy's Expected Result/Impact:** 100% of students will attain 900 minutes of moderate activity that will focus on students' overall physical healthy, social and emotional needs, where students feel active in and outside of the classroom. **Staff Responsible for Monitoring:** Coaches, athletic coordinator,s and administrators.	0%			

 No Progress Accomplished Continue/Modify Discontinue

Title I Personnel

Name	Position	Program	FTE
Krystal Jasso	TEACHER	Teacher	1
Marcos Silva	Sr. College Counselor	Title 1	1
Olga Cardoso Vasquez	COLLEGE COUNSELOR	Lead Team	1

Campus Funding Summary

Federal Grant					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	1	1	College Counselors		$69,973.72
2	2	1	RTTC Teacher		$56,000.00
3	1	1	RTTC teachers and college Counselors		$195,973.72
3	2	1	RTTC Teachers		$56,000.00
				Sub-Total	$377,947.44

Addendums

Master CNA & SAIP Reporting Checklist

				PTG	100%	PTG	0%
DEPT	**Data Source**	**Data Tabs**	**Guidance**	**Status**	**Principal Notes or Questions**	**VP Verification**	**Notes & Next Steps**
College Prep	KEYS Tab (Tab 3)	Student Achievement Improvement Plan 2021-2022 School Year	This SAIP plan will require logging concrete initiatives put in place for student improvement, as well as their associated timelines, resources, and responsible staff. Each initiative will be tracked mid-year and at the end of the year. Mid-year assessments should be completed by each campus between December 1, 2022 and no later than January 31, 2023.	Complete		Action Required	
	Locus Dashboards: CIS STARR, AP Campus IB Reports EOY Assessments	Comprehensive Needs Assessment 2022 English Language Arts	These Pages should include the percentage of students who achieved each listed score for the 2021-2022 School Year. For each subject, list a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete		Action Required	
		Comprehensive Needs Assessment 2022 Math		Complete		Action Required	
		Comprehensive Needs Assessment 2022 Science		Complete		Action Required	
		Comprehensive Needs Assessment 2022 Humanities		Complete		Action Required	
	State TELPAS Report	Comprehensive Needs Assessment 2022 TELPAS	This data set will outline the percentage of students that earned proficiency in the areas of Listening, Speaking, Reading, and Writing, as indicated in the State TELPAS report. Llist a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete	Done- 6/13/22	Action Required	
	Locus Dashboards: ACT, AP, TSI Campus IB Reports Campus Matriculation Reports	100% College Matriculation 2021-2022 School Year	This page will only be applicable to campuses that had graduating classes in the Spring of 2022. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete		Action Required	
	Locus Dashboard: Staff Rentention	Staff Quality, Retention, & Recruitment 2021-2022 School Year	Under the %SPED Data Point, this should relfect the percentage of SPED certified teachers, compared to the overall SPED staff. Under number of teacher applicants, note how many teachers were interviewed by campus leaders for positions during the 2021-2022 School Year. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete		Action Required	
	Locus Dashboards: Student Persistence, Enrollment, ADA	School Culture & Climate 2021-2022 School Year	For the Withdrawals/Level 3 Offenses data point, list the number of withdrawals or offenses. All other data points should reflect percentages. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete		Action Required	
	Campus Academic Counselor Tracking Systems	2022 Family & Community Involvement	In addition to listing data percentages, list a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete		Action Required	

IDEA Quest

2021-22 Student Achievement Improvement Plan - College Prep

COLLEGE PREP

									Title I Qualifying			Initiatives Status			
									Internal Use Only			Mid Year		End of Year	
APO	Initiatives	Needs Assess.	Special Pops.	Person(s) Responsible	Timeline Start/End	Resources: Human/ Material/Fiscal	Documentation	Formative Evaluation	Supplemental Program (Y/N)	New Program (Y/N)	Budget Allocation	Outcome	Increase/Decreased by X%	Outcome	Increase/Decreased by X%
									Budget Allocations only need to be entered for programs that are BOTH Supplemental &			Use these columns to assess your strategy progress at the middle and end of the year			
1A, 1c, 1D, 1L, 2E	HS English and Math Seminars for 9-10th graders	S,E, A, AP	ALL	All teachers & admin	Aug-June	STAAR Support	Lesson Plans, Weekly specific skill observations of teachers by lead team,	OCS, Trackers, Exit tickets							
1A, 1D, 1H, 2C, 2E	Instructional Rounds	S,E, A, AP, RR,	ALL	Principal, Lead Team	At least 2 times a week	Surface Pro, walk-through form (OCS)	Campus Lead Team	Walk-through form (OCS)							
1A, 1c, 1D, 1L, 2E	Laying the foundation Training/AP Institute	S,E, A, AP	ALL	Lead Team	June & July	PD budget	Weekly specific skill observations of teachers by lead team	Weekly specific skill observations of teachers by lead team							
1A, 1D, 1H, 2C, 2E	Kagan Training	S,E, AP, RR, A	ALL	Lead Team	July-May	PD budget	Lesson Plans, Weekly specific skill observations of teachers by lead team,	Weekly specific skill observations of teachers by lead team							
1A, 1D, 1H, 2C, 2E	De Alba Consultant	ST,E, AP, RR, A	ALL	ALL Math Teachers	Aug-June	De Alba STAAR Curriculum	Weekly check ins with manager to ensure proper implementation	trackers, exit tickets,							
1A, 1D, 1H, 2C, 2E	Lead4ward Training	S,E, AP, RR, A	ALL	Content Leads	Aug-May	Lead4ward Documents/Pacing Charts/Etc.	Weekly check ins with manager to ensure proper implementation	Visual Displays, Student work/assessments							
1A, 1D, 1H, 2C, 2E	Catalyst 6-8 grade	S,E, AP, RR, A	ALL	Interventionist - Ramirez, Lead Team	Aug-May	COWS, Achieve 3000, Study Island, Shmoop, Khan Academy	Weekly Check ins and scheduling	Student Performance Reports, Pre-Test/Post-Test							
1A, 1D, 1H, 2C, 2E	Writer's Workshop Consultants	S,E, AP, RR, A	ALL	API	Aug-June	Line item in discretionary budget: Writer's Workshop personnel, curricular resources provided	Student progress, Student STAAR assessments, teacher feedback	IA Results STAAR/EOC CSR							
1A, 1B, 1C, 1D, 1F	STAAR/EOC Consumable Resources	S,E, AP, RR, A	ALL	API -	Aug-June	Buckle down, mentoring minds, STAAR coach, Dana Center	Teacher feedback on resources	Teacher feedback on resources							
2D	Person of influence (POI)	O	AR	Lead Team	Aug-June	Google docs, progress reports, teacher feedback, student data, merit store items	Peer observation of meeting with Poi's and providing feedback	Google doc student tracker							
2C/2D	Perfect Attendance Incentives	O	ALL	APO - Dora Olivarez/ GLL	8/9-5/26	Ipads, Ipods, MP3, Bikes, Board Games, Footballs, Basketballs, Soccer Balls	Weekly Check Ins with Principal	Check In Doc							
1A, 1B, 1C, 1D, 1F	Check for Understanding (CFU Training)`	S,E, AP, RR, A	All	Instructional Managers	8/9-5/26	PD Line Item	Teacher Observation Debriefs or Coaching documents/ feedback forms	Weekly specific skill observations of teachers by lead team							
1A, 1B, 1C, 1D, 1F	Student Intervention Pull Out Els (growth goals and PLD in reading, writing, speaking and writing	S,E, AP, RR, A	AR	ESL Interventionist	8/30-5/15	Google docs, progress reports, teacher feedback, student data, merit store items	weekly lead team observation	student trackers/benchmarks							
1A, 1B, 1C, 1D, 1F	RTI (electronic data base)	S,E, AP, RR, A	AR	API/RTTC and CC,DCC	8/9-5/24	RTI Packet amd EdClick	Weekly Assessment, IA, STAAR Prefomance indicators	RtI Student Folder							
1A	Saturday School	S,E, AP, RR, A	AR, ELL,SE	All Staff	sept-may	tested area teachers, cnp, out of box resources, COWs, Study Island/Achieve 3000	% student & teacher Participation	% student & teacher Participation. Online Google DocumentationSTAAR scores							
1A, 1B, 1C, 1D, 1F	Sirius Education STAAR Prep	S,E	ALL	ALL Core Teachers, Interv, sped teachers	Sept-June	STAAR Resouce paperback and licenses	obs,ocs, exit tickets, trackers	benchmarks, unit exams							
1A, 1B, 1C, 1D, 1F	STAAR software support	S,E	ALL	Interventionists	8/23-5/22	Achieve 3000, Khan Academy, Study Island,	Student trackers	IA scores, Staar scores							
1A, 1B, 1C, 1D, 1F	STAAR summer camp	S,E	All	3 APIs	6/1-6/26	Discretionary Budget item: tested area teachers, cnp, out of box resources, COWs	% student & teacher Participation (pre-post test)	% student & teacher Participation pre-post test							
1A, 1B, 1C, 1D, 1F	Student data Reviews (data conversations & trackers)	S,E	AR, SE, ELL	lead team & all faculty	8/9-5/22	teacher training at beginning of school year, data binders	weekly lead team meetings with teachers	student trackers							
1A	Teacher Data Reviews (Weekly Assessments, IA, PTGs, etc.)	S,E,A,AP	SE,ELL	lead team & all faculty	Aug-May	Data binders, Grade Cam data	IA, PTG, , Exit slips	Google doc, student progress							
1A, 1B, 1C, 1D, 1F	Writing across content	S,E,A,AP	ALL	API-	Aug-May	writing techniques per content	teacher use in class	student use in class							
2A	Teachboost	O	ALL	Lead Team, Admin. Assist.	Aug-May	District provided software	Coaching Tracker	Coaching Tracker and Next Steps							

IDEA Quest

2021-22 Student Achievement Improvement Plan - College Prep

COLLEGE PREP

									Title I Qualifying Internal Use Only			Initiatives Status Mid Year		End of Year	
									Supplemental Program (Y/N)	New Program (Y/N)	Budget Allocation	Outcome	Increase/Decreased by X%	Outcome	Increase/Decreased by X%
1B	ACT SOFTWARE SUPPORT	A, AP	ALL	Director of College counseling : Carmona/ marisol	Aug-May	Shmoop, Sylvan, Princeton Review	Student progress reports	license for each student & TOT							
1F	RTTC Program (counselors & tutors)	A,AP,O	ALL	College counselors & RTTC Teachers	Aug-May	RTTC budget, RTTC classroom materials, RTTC library, tutors	Observation of tutors, & RTTC classroom instructor	RTTC binder, lesson plans							
1A, 1B, 1C, 1D, 1F	Mastery Machine by reporting category after sping mock	ST,E, AP, RR, A	ALL	STAAT Test Teachers	Aug-June	STAAR quizez, small group ins, remdiation	guided disc, reteach obs, ocs	trackers, benchmarks, exit tickets use after school or sat							
1A, 1B, 1C, 1D, 1F	Providing more time for instruction for students struggling in MS by adding sep Interv plans with interventionist	s, ST, RR	All	Principal, Counselors, Teachers	Aug-June	Scheduling Intervention Resources Math Curricula Wit & Wisdom	Master Schedule, GradeBook	2022 STAAR Results							

IDEA Quest

Comprehensive Needs Assessment
COLLEGE PREP

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

	6th Grade	7th Grade	8th Grade	9th Grade	10th Grade	11th Grade	12 Grade
#of ELL Students	**42**	**42**	**39**	**31**	**31**	**21**	**11**
Beginning	0	0	0	0	0	0	0
Intermediate	6	9	3	7	4	3	1
Advanced	27	19	21	15	12	11	4
Advanced High	9	14	15	8	15	7	6

Reflection

Areas of Strength	Areas of Need
Students worked on the writing portion through tutorials and teachers pushed writing in classes which helped the overall scores in writing section. Students grew overall.	Students need to write out their responses before recording and play back what they have recorded before submitting. I believe we will now have the program for students to practice on this and that will allow for pratice. Students practicing writing in all classes will help the process.

IDEA Quest

Comprehensive Needs Assessment

COLLEGE PREP

Data Source: CSI

% Meeting CSI Goal	Reading CP CSI
% CSI (EOY Ren.)	55%
% of CSI Passing STAAR	70%
% of SPED Passing STAAR	53%

Data Source: STAAR

	STAAR Reading 6th	STAAR Reading 7th	STAAR Reading 8th		English I EOC	English II EOC
% Approaches	92	87	94		95	96%
% Meets	67	67	83		89%	90%
% Masters	41	41	67		43%	28%
% Student Achievement Average	67	65	81		76%	71%

Data Source: AP/IB/Electives

AP Scores	Pass AP Lit	Pass AP Lang				
% Score 1	45%	52%				
% Score 2	37%	43%				
% Score 3+	17%	14%				

Reflections

Areas of Strength	Areas of Need
6 Reading Areas of strength: Students excelled in the areas of poetry, figurative language, inferencing, and author's purpose. Students were given multiple opportinites to have hands-on interactions with the skills and I believe that is what lead to them having success in these areas. Requiring students to have mutliple approaches and activity types like escape rooms, word puzzels, murder mysteries, repetitivie verbal definitions sporadically, and encouraging them to create their own texts (like poetry) built their confidence with the materials. Lastly, students were required to analyze question types and it helped them realize the type of questions and answer accordingly. "□	6 Areas of weakness: Students struggled with vocabulary/dictionary skills, informational text, and plot. I believe that the reason for their struggle was because they were not properly introduced to the skills early on and they struggled to learn it in the second half of the year. To remedy this, I'd like to introduce plot during our catalyst class and focus on informational text components as well so they aren't so confused when they are required to take their Semester Exam. I'd also like to have the writing class practice and work on dictionary skills earlier in the year, possibly Quarter 2, so that by mid-year students will be confident and believe they are masters at it."□

7th Reading - Areas of strengths: Students were did well in author's purpose. I was able to target author's purpose as we read throughout the year, asking high order thinkig questions. Students also did well determining how the author supported the central idea. which again, connects back to the level of questiong during class. "□	7 Students struggled with characterization . Fiction is an area of weeknes since our curiculum focus more on history based anchor texts for most of the year. Next year I would like to spiral in characterization and plot during module 2 in order to solidify their understanding. "□
8th Reading - Areas of Strength Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. analyze how the use of text structure contributes to the author's purpose; 8.5 D create mental images to deepen understanding; "□	8th Reading - Areas of Growth Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to analyze works written on the same topic and compare how the authors achieved similar or different purposes. (10) Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to: (A) summarize the main ideas, supporting details, and relationships among ideas in text succinctly in ways that maintain meaning and logical order; (B) distinguish factual claims from commonplace assertions and opinions and evaluate inferences from their logic in text; (C) make subtle inferences and draw complex conclusions about the ideas in text and their organizational patterns; and (D) synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres and support those findings with textual evidence. Root of the problem: curriculum focuses on literary texts leaving space for informationnal only during catalyst. Despite it being the lowest reporting category, gearing catalyst towards informational texts alone, allowed this category to go up by 15% "" "□
9th Reading - Areas of strength E1.6/E1.7/E1.8 comprehend the author's purpose and meaning in increasingly complex texts and in multiple genres; analyze the relationships among literary elements and structures and how they contribute to the overall meaning. Students were able to build meaning and analyze text by scaffolding the rigor as the year progressed. E1.10(B) compose informational texts such as explanatory essays, reports, and personal essays using genre characteristics and craft. Students started from a base point learning the components of each part of the essay. They built that foundation as the year went by and were able to master each component of the essay to reach mastery.□	9th Reading - Areas of growth E1.8(F) analyze how the author's diction and syntax contribute to the mood, voice, and tone of a text (R) Students struggled wiht unerstanding the persuasive manner a character is using to convey mood and tone. Next steps is work on argumentative text more often. break it down to students. E1.8(G) explain the purpose of rhetorical devices such as understatement and overstatement and the effect of logical fallacies such as straw man and red herring arguments (S) Students confused were able to grasp irony and the different ironies, but red herring confused them. Next steps is to incorporate red herring using video clips and visualize that example for the.□

10th Reading - Areas of strength: The student will demonstrate an ability to compose an argumentative text with a clear, thesis; appropriate organizing structure; engaging idea development; and effective use of language and conventions. - Students have become very recpetive to feedback and as a result really grew in their writing. Another thing that I think truly helped was tutoring. Separating students by levels of writing and in turn separated them by what they needed to work on to achieve the next level of writing is what helped them grow. Another really important factor was feedback and writing conferences. The student will demonstrate an ability to revise and edit a variety of written texts. Students have become really good at revising and edit through the use of quill. Quill helped students progress by not only knowing the rules but also their purpose. The key thing is though that it was important for me to actually revise the do nows so that I could explain the reasoning to them becuase I had them all work on the same skills at the same time. Students will demonstrate an ability to make inferences and use evidence to support understanding. After demonstrating examples, students have become accustomed to using appropriate textual evidence to support their claims. A large part of this is due to having students highlight the claim and evidence in a text when reading springboard, having students use textual evidence to support their claims in open-ended responses, and also because when completing multiple choice practice, students had to use textual evidence from the text to give proof as to why their	10th Reading - Areas of growth The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. - This is a TEK that I noticed students struggling in the entire school year. While there was progress, students are only able to isolate themes, conflicts, characters, etc. within one text but have a difficult time finding the connection to across other texts and especially across other genres. I do think this can be addressed by practicing more since the beginning of the school year and especially by helping students find the textual evidence to connect the claims both texts are making. Analyze the use of literary devices such as irony, sarcasm, and motif to achieve specific purposes While students are able to identify literary devices, explaining their purpose within a text is difficult for them. They are aware of definitions and key words to finding specific literary devices within a text, but being able to explain the reason the author inlcluded it is what they can't seem to understand. Because this is a key part of AP English Lang, I do think this is a skill they will grow on just because of the amount of practice they'll have. Analyze isolated scenes and their contribution to the success of the plot as a whole Students have always been taught to read passages as a whole,
11th AP English - district curriculum is effective; use of textbook is helpful; anchor texts reinforce unit concepts and preparation for unit exams. extensive writing each quarter; minimum of 4 essays per quarter; thematic units per quarter with anchor texts; participation in bi-monthly Webinars is essential; NMSI support reinforces taught concepts and provides additional helpful resources; participation in AP Bootcamp□	11th AP English - establish better communication with parents on assignments. Ensure parents access Remind on a bi-monthly basis; better use of curriculum timeline to ensure systematic unfolding of the AP exam; Continuously emphasize rhetorical situation; Introduce Style as subheading of Rhetoric; ensure students master writing effective thesis statements to attain thesis point on the AP essays; establish a better routine use for computer applications: Quill, AP Classroom, Revision Assistant; NMSI modules□

12th AP English Literature - The new Bedford text is outstanding. Writing workshops have been extremely effective, as well. □	12th AP English Literature - While Bedford is an excellent platform, it is new and we are still in the process of familiarizing ourselves with how to utilize it to its fullest potential. In particular, we need to focus on lessons for the Spring Semester when we transition into full length novels. It is the novel units in Bedford that seem less developed. We need beginning and closing activities to augment close reading assignments for each class period. However, I do believe this will be addressed at bootcamp this summer. "□

IDEA Quest

Comprehensive Needs Assessment - College Prep COLLEGE PREP				
Data Source: STAAR				
	STAAR Math 6th	**STAAR Math 7th**	**STAAR Alg I (8th)**	**STAAR Alg I**
% Approaches	**89**	**78**	**98**	**91**
% Meets	**64**	**43**	**81**	**65**
% Masters	**30**	**17**	**54**	**39**
% Student Achievement Average	**61**	**46**	**78**	**65**
Data Source: AP				
AP Scores	**Pass AP Calculus AB**	**Pass AP Calculus BC**	**Pass AP Prob. & Stats.**	
% Score 1	33.3	54.54	86.7	
% Score 2+	66.07	45.45	13.3	
% Score 3+	16.07	45.45	10	

Reflections	
Areas of Strength	**Areas of Need**
1. MS Levels, students were successful at solving 1-step equations for a variable	1. Continually address gaps in foundational knowledge that was covered in previous grade levels
2. Alg I-HS students were able to successfully use calculators as tool to solve problems	2. Increase communication and cooperation between support staff and teacher to address gaps
3. MS students were able to perform basic operations with integers, HS students were able to perform basic operations w/o use of technology	3. Students struggled with Open Ended FRQs. Consistently left blank. Students did not know how to start problems.

IDEA Quest

Comprehensive Needs Assessment

COLLEGE PREP

Data Source: Internal Assessments

90/60/30	6th Grade EOY Assessment	7th Grade EOY Assessment
% Approaches	88	98
% Meets	60	85
% Masters	31	60
% Student Achievement Average	60%	81%

	STAAR 8th Science	STAAR Biology
% Approaches	96	96
% Meets	80	88
% Masters	56	49
% Student Achievement Average	77	77

Data Source: AP

AP Scores	Pass AP Biology	Pass AP Chemistry	Pass AP Physics (1, 2, & C)
% Score 1	20%	17%	78%
% Score 2	80%	83%	22%
% Score 3+	42%	33%	5%

Reflections	
Areas of Strength	**Areas of Need**
6.) -Can keep an Interactive Notebook updated - Adapt really well to change of intructions - Work effectively with partners and with groups - Hands on and note taking skills - Learn well with foldables and diagrams - Alot of the students are visual learners they need visuals in order to graps content, once content is grapsed they can work well on OERs - Top 3 Content Strengths: 6.7 B, 6.10A, 6.10B - Top 3 Content Weakness: 6.6E, 6.13B, 6.6A	6.) More time to review taken exams either student/teacher or student/student - Curriculum needs to be put in order, this year it kept jumping from one to topic to another and then returning to a previous topic - Writing Skills need to improve in order to answer labs and CERS in full well written sentences

7. 1) Exercised Activity before Content effectively with many actual and virtual labs and activities. 2) Implemented rigorous instruction including higher order thinking integrating math, reading and writing skills. 3) Used many acronyms, visuals, anchor charts and manipulatives for vocabulary acquisition 4) 90/60/30 was achieved in semester exam and expected for final exam.	7. More time per unit to allow for more labs and deeper understandings. 2) Remove high school concepts from curriculum such as osmosis 3) More time to practice IV, DV and constants in unit 0. 4)More spiraling of IV, DV and constants in subsequent units. 5)More labs for measuring skills 6) more ACT preparation skills at grade level 7)More teacher resources that match our curriculum 8)Truancy officer to decrease and hold parents and students accountable for excessive tardies and absences.
8 • High expectations, and delivered rigorous instruction everyday bell to bell, with no down time. • Interactive notebook, with student trackers for all assessments. Class tracker posted based on mastery level, color coded by homeroom and containing all assessment data including identification of special pops. Free response questions on unit and mid unit exams.	8 • Lab skills such as measuring speed, mass, force and density using lab equipment. • Finding volume of regular & irregular shaped objects. - Finding independent variable, dependent variable, constant • Modification & Accommodations for 504/Sped, adequate classroom support & intervention.
9 -High expectations; rigorous instruction; interactive notebooks; CER and FRQ in unit exams; Individual and wall	9 -General lab skills (due to pandemic shutdown/virtual); Inquiry lab research/project; AP level
10 - -Strong lesson delivery and high expectations for students in note taking and exit tickets.	10 -FRQ practice with an exemplar
11 - High Expections, Algebraic manipulations	11 - Graph Interpretations, Data collection strategies
12- Strong classroom procedures & policies - Multiple opportunities for students daily to process and apply material- On demand student support through AP Classroom-Joyful and welcoming classroom environment. - Instructional shifts driven by data - student ownership of goal setting and goal tracking- Revisiting and revising goals after each major assessment - Public classroom goal tracker to identify trends. - Data analysis post assessment to identify individual strengths & gaps - Frequent practice with FRQ's - timed activities to increase test endurance - Meaningful lab activities for every unit of study	12-*Areas of growth are based on when students initially enroll in the course* Gaps in chemistry knowledge & skills - Gaps in academic writing - Gaps in scholarly reading endurance- Gaps in time management and organization - Lack of confidence - Gaps in creating graphs & interpreting data from tables and graphs

IDEA Quest

Comprehensive Needs Assessment
COLLEGE PREP

Data Source: Internal Assessments

	6th Grade EOY Assessment	7th Grade EOY Assessment
% Passing	98/96/82	90/43/22

Data Source: STAAR

	STAAR 8th US History	EOC US History
% Approaches	85	99
% Meets	50	98
% Masters	26	82
% Student Achievement Average	54	93

Data Source: AP/IB

AP Scores	Pass AP Human Geography	Pass AP World History	Pass AP US History	Pass AP Goverment	Pass AP Economics
% Score 1	55	27	51	33	85
% Score 2	45	73	49	73	15
% Score 3+	28	33	20	32	4

Reflections

Areas of Strength	Areas of Need
6 The students did well with keeping their notes in their interactive notebook. They were able to reference their notebook while doing reviews. Students did well with opened ended responses and extra practice with map skills. I	6 Students will needed extra practice with map skills. Another growth would be taking grades for strategies so students will show their strategies on their exams.
7An area of growth for my students are questions posed as EXCEPT/NOT. We have practiced these all year, but they still struggle with understanding what they should do to answer the questions.	FRQ students need to make connections with key people and how those events had impact on ooutcomes.
8 : Students were able to track with mastery machine individually and as a whole, which helped them see their growth early on. Graphic organizers and anchor charts were helpful in retaining information. Students strongest unit was Early republic, first 5 presidents.	Students struggled with Academic language when it came to the Government Unit as well as interpreting the language included in the primary sources involved in the Unit. (Ex. Declaration of Ind, Constitution & the 3 Articles as well as the Bill of Rights)
9 great collaboration amongst all grade levels. I enjoyed being part of a team full of strong individuals. A lot of great takeaways when we met such as writing conferences and/or reteaching plans. materials ordered and delivered on time helped.	FRQ writing.

10 Students have strong content knowledge and can articulate information in their SAQ responses. Students can summarize information from college level textbooks. 60% of students are able to obtain mastery on multiple choice questions. Students are able to create thesis statements and develop historical context	Students need to work on LEQ and DBQ writing. Students need to work on time managment for exam taking.
11 Students did will with content knowledge and multiple choice. Our vertical alignment helped create writing and conference strategies	District assessments didn't always align with the scope and sequence of the CED
12 Students really by into the government class, and tend to do quite well with it, and I have the resources needed to make sure they understand the material. In economics they tend to understand the concept but struggle with the application of the concept.	I tried out a different scope and sequence this year flipping back and forth between subjects by unit, hoping it would boost government scores by not having a big gap at the end of the year where it isn't discussed, however based on the mock scores I am not sure the boost to the Gov scores will be worth the hit to the Econ scores, as students really struggeled this year with understanding the concepts and graphs enough to apply them.

Quest CP

Comprehensive Needs Assessment COLLEGE PREP					
100% College Matriculation					
Matriculation %	**Matricuation % 4 year**	**Matriculation % 2 year**	**Tier 1/2 % Acceptances**	**Tier 1/2 % Matriculation**	
on track	91%	9%	50%	15%	
Tier 1 % Matriculation	**Tier 2 % Matriculation**	**Tier 3 % Matriculation**	**Tier 4 % Matriculation**	**Senior Class CCMR %**	**Senior Class TSI Completion %**
1%	15%	4%	76%	96%	85%
Campus Data					
Senior Class ACT Average	**Junior Class ACT Average**	**Overall AP Scholars (3+ or more tests)**	**IB Medallion Scholars (Passing 3+ exams)**	**Overall % IB Diploma**	**Campus End of Year OTG**
21%	21%	17%	n/a	n/a	98%

Reflections	
Areas of Strength	**Areas of Need**
1 Strong ACT plan and execution	1Great college lists/getting students to apply to schools that offer merit scholarships
2 Strong relationships with students	2 Scheduling - helping our teachers build up their programs (ex. AP Art)
3 Culture - work collaboratively with other teams to help with persistence	3 Better TSI plan beginning in 9th - this year our goal was a little ambitious. Maybe looking at mirroring 90/60/30

IDEA Quest

Comprehensive Needs Assessment COLLEGE PREP	
Staff Quality, Recruitment, Retention	
	Percentage
% School Lead Team Retention	100%
% Instructional Support Retention	100%
% Teacher Retention	88%
% Campus Support Retention	100%
% SPED Certified Teachers	100%
% State/National Certified Teachers	57%
% State Certified Leaders	1%
% State/Board certified Counselors	90%

Reflections	
Areas of Strength	**Areas of Need**
1. Teachers recruited are higly qualified for positions	1 Teacher/Mentor program did not consistently met
2 Staff is supported by Direct Managers	2 Assignment of support staff to assist students with highest needs
3 Staff feels supported in content based capacity	3.Sped team developed to assist during push in, scaffold.

Quest College Prep

Comprehensive Needs Assessment

Data Source: School Culture and Climate

	Campus %
% Average Daily Attendance	93.28%
% Overall Persistence	92%
% New Student Persistence	79%
# of Admin Withdrawals/ Level 3 Offenses	1
% SPED	11%
% ELL	68%
% Eco Dis	83
% Migrant	10%
% Race: American-Indian-Alaska-Native	2%
% Asian	3.20%
% White-Hispanic	93.31%
% Multi	0
% Black-African-American	0.87%
% Native-Hawaiian-Pacific-Islander	0
% White	2.62%
% Male	51.45%
% Female	48.55%

Data Source: School Culture and Climate

Reflections

Areas of Strength	Areas of Need
-Blazer showcase - need to bring back because it is always well received -Wide variety of Extra-curricular activities offered -More kids are involved in activities, numbers are up from previous years -Strong going culture: everyone talks to students about going to college from middle school teachers to sped teachers -Generally students are happy and don't want to leave -Admin have done a good job at making staff feel safe	-Need more family engagement, create PTA, have quarterly events for parents to be on campus. -Some teachers get the impression that students don't feel safe -Do more to lessons or seminars on bullying -Need collection of uniforms for students -Need more options for jackets that students will like

IDEA Quest

Comprehensive Needs Assessment COLLEGE PREP	
Data Source: Family and Community Involvement	
	Percentage
% Families Attended WTI	35%
% Families Attended Curriculum Night	NA didnt hose
% Families Who Attended EOY Ceremonies	By invitation only
% Families who attended Fall Festival	NA didnt hose
% Families who attended Winter Festival	50%
% Families who attended Spring Festival	NA didnt hose

Reflections	
Areas of Strength	**Areas of Need**
1 Stamp Keypoints for both acadmy and QCP	1 Need to go back to student and teacher pannels during Welcome to IDEA
2 Campus walktrhoughs	2 seperate academy and CP to utilzie time and focus on key concepts
3 Provide regsitartion on site, have folder witj Q/A and DUAl Vs AP.	3 Admin and teachers walk grade levels to building and provide examples of instruction.

IDEA Public Schools

Rio Grande City Academy

2022-2023 Campus Improvement Plan

Accountability Rating: A

Distinction Designations:
Academic Achievement in English Language Arts/Reading
Academic Achievement in Mathematics
Top 25 Percent: Comparative Academic Growth

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

Mission Statement

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

Vision

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

Core Values

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

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

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Comprehensive Needs Assessment

Revised/Approved: September 16, 2022

Needs Assessment Overview

Needs Assessment Overview Summary

Needs assessment overview on September 16, 2022.

Demographics

Demographics Summary

IDEA Rio Grande City Academy is a Pre-K-5th grade campus established in 2017 in Rio Grande City, Texas. Serving 800 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. See PDF in addendum for more information.

Demographics Strengths

See PDF in addendum for more information

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Student persistence was at an all time low. Persistence was at at an 86% **Root Cause:** There has been a lack of commitment from parents after Welcome to IDEA. We need to continue to build opportunities for parents to establish relationships with the school from Welcome to IDEA to first day of school. Once school starts, we need to invest parents by opening our doors to them so they can build that investment.

Problem Statement 2 (Prioritized): ADA was not met. We consistently had students struggling to get to campus and were out alot due to being sick. ADA was at a 86%, **Root Cause:** Lack of focus on parent meetings and our escalation matrix has been revised to better meet the needs of our campus and parents in order to better support ADA. Teacher buy in with ADA phone calls.

Student Learning

Student Learning Summary

This academic school year, our students had large gaps post pandemic. We knew that our focus was going to be heavily on student growth due to our circumstances. We prioritized knowing the data, knowing our students and we made strategic moves and observations based on our data. Data tracking was at the forefront of our focus and that became the way that we started seeing changes and growth. On Domain 1 we were rated a 75/100 on student achievement. Domain 2 ended up at a 96/100 based on school progress and Domain 3 was a 84/100 for closing the gaps. Data shows us that our ELA outperformed Math, making Math our big focus this school year. We hit over 95% of our growth measures in both Reading and Math and will be focusing on our Non-cont'd enrolled students as this was a measure that we did not it. In our lower grades, our Pre-K-2nd grades ended the year on/ above level in Reading and Math and performed well on subjects such as Math, Science and Social Studies. Our focus this school year remains on student performance, student growth, meets and masters and most importantly, pushing the rigor in all classrooms.

Please see PDF in addendum for more infomation.

Student Learning Strengths

Please see PDF in addendum for more information.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Overall, our meets and masters were low across all contents, causing low Meets and Masters percentages. **Root Cause:** Teachers were doing the heavy lifting in almost all subjects due to being new to curriculum, grade, teaching..etc and this caused teachers to do the work and left students relying on teachers to do the hard work for them causing rigor overall to be affected.

Problem Statement 2 (Prioritized): Critical student intervention did not meet the needs of our most critical students. **Root Cause:** Students in CSI are not getting enough practice and tutorials.

Problem Statement 3 (Prioritized): Math overall and 5th Science remain our priority subjects and we've seen a decline specifically in 5th Science. **Root Cause:** Math is foundational and gaps in instruction due to COVID amounted to large gaps overall. 5th Science lacked consistent hands on labs.

School Processes & Programs

School Processes & Programs Summary

Programs

GET

Imagine learning

CSI

Processes:

Professional Development on Campus

Lead team tacticals

Instructional rounds

Instructional tactical

Our leaders on campus receive quality instructional coaching through our district called Coaching Academy. This is something that all first year leaders attend. We then build upon that at our campus by having 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.

See PDF in addendum for more information

School Processes & Programs Strengths

Curriculum & Instruction:

- At least one-third of IDEA students graduate with the "AP Scholar" designation, evidence of earning a qualifying score on at least three AP exams, demonstrating successful completion of college-level coursework prior to graduation.
- IDEA provides students access to accelerated instruction through the 1:1 technology device, including adaptive software for mathematics and literacy and access to hundreds of thousands of books in the district's digital library.
- IDEA curricular resources include high-quality instructional materials that earn the highest ratings on national evaluation measures.
- IDEA curriculum is regularly evaluated using a quality evaluation tool, ensuring alignment to the Texas Essential Knowledge and Skills and AP course standards, as well as

the STAAR/EOC and AP exams.

- IDEA implements a variety of training opportunities for teachers and leadership staff with the goal of developing teachers' pedagogical content knowledge and leaders' coaching skills.
- For 15 years in a row, 100% of IDEA students have been accepted into college, demonstrating that IDEA academic programming is adequately preparing students for post-secondary education.
- In 2022, four IDEA schools were ranked in the top 10 Most Challenging Schools in the Nation and 13 were ranked in the top 1% of schools nationwide, by the Jay Mathews Challenge Index High School Rankings.

Special Programs

- IDEA exceeded the expected growth target for EL student performance on TELPAS in 2021 with 48% of ELs meeting that target.
- IDEA provide targeted research based instruction to students who have a 2.0 year gap in Reading and/or Math with the goal of closing that gap by 2.0 years during the school year with our initiative called Critical Student Intervention (CSI). During the 21-22 school year, 2,562 out of 6,632 students meet that goal for Reading and 703 out of 1,268 students met the goal for Math.
- IDEA is in Year 3 of our TEA awarded Autism Grant. Through this grant we were able to increase support for 195 students with autism in Rio Grande Valley and Austin who met the criteria outlined by TEA for this grant.
- IDEA submitted and was awarded a Dyslexia Grant by the TEA so that we will be able to provide increased professional development to teachers and leaders on working with students with dyslexia and increase the support resources for our students with dyslexia.

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 1 (Prioritized): Social and emotional supports were needed on campus and this lead to behavior issues. **Root Cause:** Focus on gaining certified counselor.

Perceptions

Perceptions Summary

Leadership Team is highly visible to parents, teachers, and community members. Parents and community members often seek out opportunities to volunteer on the campus and support teachers. Our overall retention of teachers is not a priroity, however, our focus remains on retaining all staff members, whether teacher or co-teacher. Our overall teacher retention was at a 97% but our overall staff retention was at a 93% so our focus is going to be on ensuring that we retain our co-teachers. A big way to do that is leverging their strenghts and utilzing them accordingly for future promotions.

We utilize staff feedback surveys to ensure that we are consistently meeting the needs of teachers and staff. These are often issued out two times a year. Once during the Fall and one in the spring. We also utilize our GPTW surveys to receive feedback from our staff.

Please see PDF in addendum for more info.

Perceptions Strengths

Please see PDF addendum for more info.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Lack of parent investment regarding curriculum or instruction. **Root Cause:** The same parents join us for instructional meetings and we don't target parents of students that are struggling.

Problem Statement 2 (Prioritized): Lack of consistent parent support with goals night. **Root Cause:** Lack of knowledge of what goals are and the impact that they make on a student's success.

Priority Problem Statements

Problem Statement 1: Overall, our meets and masters were low across all contents, causing low Meets and Masters percentages.

Root Cause 1: Teachers were doing the heavy lifting in almost all subjects due to being new to curriculum, grade, teaching..etc and this caused teachers to do the work and left students relying on teachers to do the hard work for them causing rigor overall to be affected.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Lack of parent investment regarding curriculum or instruction.

Root Cause 2: The same parents join us for instructional meetings and we don't target parents of students that are struggling.

Problem Statement 2 Areas: Perceptions

Problem Statement 3: Critical student intervention did not meet the needs of our most critical students.

Root Cause 3: Students in CSI are not getting enough practice and tutorials.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Math overall and 5th Science remain our priority subjects and we've seen a decline specifically in 5th Science.

Root Cause 4: Math is foundational and gaps in instruction due to COVID amounted to large gaps overall. 5th Science lacked consistent hands on labs.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: ADA was not met. We consistently had students struggling to get to campus and were out alot due to being sick. ADA was at a 86%,

Root Cause 5: Lack of focus on parent meetings and our escalation matrix has been revised to better meet the needs of our campus and parents in order to better support ADA. Teacher buy in with ADA phone calls.

Problem Statement 5 Areas: Demographics

Problem Statement 6: Student persistence was at an all time low. Persistence was at at an 86%

Root Cause 6: There has been a lack of commitment from parents after Welcome to IDEA. We need to continue to build opportunities for parents to establish relationships with the school from Welcome to IDEA to first day of school. Once school starts, we need to invest parents by opening our doors to them so they can build that investment.

Problem Statement 6 Areas: Demographics

Problem Statement 7: Social and emotional supports were needed on campus and this lead to behavior issues.

Root Cause 7: Focus on gaining certified counselor.

Problem Statement 7 Areas: School Processes & Programs

Problem Statement 8: Lack of consistent parent support with goals night.

Root Cause 8: Lack of knowledge of what goals are and the impact that they make on a student's success.
Problem Statement 8 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- 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

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback

Employee Data

- Professional learning communities (PLC) data

- Staff surveys and/or other feedback
- State certified and high quality staff data

Parent/Community Data

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

Support Systems and Other Data

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

Goals

Goal 1: IDEA achieves an A rating

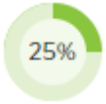
Performance Objective 1: 100% of students will increase 3rd reading STAAR & 3rd grade math STAAR performance.

90/60/30 in all 3rd-5th Grade subjects.

High Priority

HB3 Goal

Evaluation Data Sources: Exams, Semester exams, Mocks, STAAR, Exit tickets.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Accelerate student learning through HB4545. **Strategy's Expected Result/Impact:** Accelerate student learning in Reading and Math for those students that do not meet state standard. **Staff Responsible for Monitoring:** Teachers, leaders and HB4545 point people. **Title I:** 2.5 **- TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1 **Funding Sources:** Jocelyn Rodriguez & Erika Salinas - Federal Grant - $113,200				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Overall, our meets and masters were low across all contents, causing low Meets and Masters percentages. **Root Cause**: Teachers were doing the heavy lifting in almost all subjects due to being new to curriculum, grade, teaching..etc and this caused teachers to do the work and left students relying on teachers to do the hard work for them causing rigor overall to be affected.

Goal 1: IDEA achieves an A rating

Performance Objective 2: Focus on domain 3 sub-pops to ensure that our special pops are meeting their goals.

High Priority

HB3 Goal

Evaluation Data Sources: Exams, 90/60/30 on STAAR exams, RenSTAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Special education teacher & CSI teachers tracking performance on students through renSTAR, STAAR, and IEP's. **Strategy's Expected Result/Impact:** Meet SAS of 23 of Sped goal and 50% of CSI students meet two years growth in one year. **Staff Responsible for Monitoring:** Interventionists, sped teachers, lead team, general education teachers. **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 2 **Funding Sources:** Interventionist - Federal Grant	25%	50%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 2: Critical student intervention did not meet the needs of our most critical students. **Root Cause**: Students in CSI are not getting enough practice and tutorials.

Goal 2: Meet enrollment by FDOS.

Performance Objective 1: By the end of the 22-23 school year, we will increase the number of applications by 50%

High Priority

Evaluation Data Sources: Stream

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Enrollment team will host enrollment events in the community. **Strategy's Expected Result/Impact:** Increase number of applications **Staff Responsible for Monitoring:** APO, Enrollment Coordinator **Title I:** 2.5 **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Processes & Programs 1 **Funding Sources:** Ana Perez, Lucia Gomez, May Ramos, Nancy Guerra - Federal Grant - $177,727.04	25%	50%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

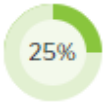
School Processes & Programs
Problem Statement 1: Social and emotional supports were needed on campus and this lead to behavior issues. **Root Cause**: Focus on gaining certified counselor.

Goal 2: Meet enrollment by FDOS.

Performance Objective 2: By the end of the 22-23 school year, we will retain 100% of our 5th graders.

High Priority

Evaluation Data Sources: Persistence data & stream

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Leaders will build opportunities for 5th graders to build traditions and see the middle school experience through joy. **Strategy's Expected Result/Impact:** 100% persistence of 5th graders **Staff Responsible for Monitoring:** Student success advisor and APO **Problem Statements:** Demographics 1				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Student persistence was at an all time low. Persistence was at at an 86% **Root Cause**: There has been a lack of commitment from parents after Welcome to IDEA. We need to continue to build opportunities for parents to establish relationships with the school from Welcome to IDEA to first day of school. Once school starts, we need to invest parents by opening our doors to them so they can build that investment.

Goal 3: Increase student daily attendance

Performance Objective 1: 97% of our students will attend school daily.

Evaluation Data Sources: ADA dashboard, exam data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Increase parent engagement through our parent volunteer program and have multiple opportunities for our parents to connect with our students and school. **Strategy's Expected Result/Impact:** Attendance goes up because they feel an attachment to our school. **Staff Responsible for Monitoring:** Leaders and teachers. **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Perceptions 1	25%	45%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Lead strong efforts with the Healthy kids initiative to ensure that students are healthy so they can be at school every day. **Strategy's Expected Result/Impact:** Students attend school regularly and are succeeding in class. **Staff Responsible for Monitoring:** Lead team, teachers **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Perceptions 1	25%	40%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: Lack of parent investment regarding curriculum or instruction. **Root Cause**: The same parents join us for instructional meetings and we don't target parents of students that are struggling.

Goal 4: Increase student persistence

Performance Objective 1: Students persist year after year.

High Priority

Evaluation Data Sources: New student persistence, student persistence

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Ensure that we operate in a violence free environment for our students. **Strategy's Expected Result/Impact:** Strong student culture **Staff Responsible for Monitoring:** Teachers and leaders **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture	25%	45%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Provide strong communication expectations with our parents to keep them in the loop and engaged throughout the year. **Strategy's Expected Result/Impact:** Students persist year after year. Parents are satisfied. **Staff Responsible for Monitoring:** SSA, Lead team, teachers **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Perceptions 1	25%	45%		

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: 100% of teachers use move this world daily. **Strategy's Expected Result/Impact:** Increase persistence through SEL topics through move this world. **Staff Responsible for Monitoring:** Teachers, leaders **ESF Levers:** Lever 3: Positive School Culture	25%	35%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

Perceptions

Problem Statement 1: Lack of parent investment regarding curriculum or instruction. **Root Cause**: The same parents join us for instructional meetings and we don't target parents of students that are struggling.

Goal 5: Increase staff retention

Performance Objective 1: We will retain high quality staff year after year.

Evaluation Data Sources: GPTW surveys, teacher retention data.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Teachers will receive high quality feedback to ensure that they are growing and learning. **Strategy's Expected Result/Impact:** Retain high quality teachers **Staff Responsible for Monitoring:** Lead team **TEA Priorities:** Recruit, support, retain teachers and principals -	25%	50%		

No Progress | Accomplished | Continue/Modify | Discontinue

Title I Personnel

Name	Position	Program	FTE
Ana Perez	PRE-KINDERGARTEN TEACHER		1
Erika Salinas	INTERVENTIONIST		1
Jocelyn Rodriguez	INTERVENTIONIST		1
Lucia Gomez	PRE-KINDERGARTEN TEACHER		1
May Ramos	CO-TEACHER		1
Nancy Guerra	Pre-K Co-Teacher		1

Campus Funding Summary

Federal Grant					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Jocelyn Rodriguez & Erika Salinas		$113,200.00
1	2	1	Interventionist		$0.00
2	1	1	Ana Perez, Lucia Gomez, May Ramos, Nancy Guerra		$177,727.04
				Sub-Total	$290,927.04

Addendums

IDEA Rio Grande City Academy

2021-22 Student Achievement Improvement Plan

ACADEMY

APO	Initiatives	Needs Assess.	Special Pops.	Person(s) Responsible	Timeline Start/End	Resources: Human/ Material/Fiscal	Documentation	Formative Evaluation
1H	Added an extra interventionst in Academy to support with our CSI efforts through ESSR funds.	AR	All	M.Garcia	ongoing	CSI resources and materials.	Renstar, STAAR	BOY, MOY, EOY Renstar assessments
1A	Literacy initiative on campus by hosting monthly literacy nights and celebrating our word masters and royal readers	S	All	J.Jauregui	Ongoing	Reading resources for literacy night		STAAR reading data, EOY renstar tests, AR
1A	Supplement Core content programs with STAAR MASTER	S	All	M.Garcia	22-23	STAAR master books	Scope & Sequence	BWA, EOM, MM, SE, Mocks, STAAR
1A	Hire consultants to come in and support with STAAR	O	All	M.Garcia	22-23	Resources from consultants		STAAR, CSI, Renstar, Etc.
2C	21st century enrichment programs	O	All	Site Coordinator	ongoing	Activity	Calendars	Parent surveys
2A	Celebrating staff on a monthly basis during PD	O	All	Lead team	Monthly		awards, certificates	GPTWS
2A	Grade team lunches	O	All	Lead team	Monthly	N/A	Calendars to plan ahead	GPTWS
2C	Grade level events	O	All	GTL's	Monthly		Calendar of events from team	Parent satisfaction surveys, persistence
2A	Principal 1 to 1 check ins with all staff	O	All	Mrs. Garcia	Quarterly	Check in document	Quarterly calendar	GPTWS
2A	Tutorials & Saturday school with a focus on students that did not pass STAAR.	O	All	Dr. J	Weekly	STAAR masterials and resources	Tutorial hours	Tracking and data

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

Annual Performance Objectives (APO)

PRIORITY #1: Students Graduate College-Ready

1A. % of graduates who matriculate to a College or University: 100%

1B. % of graduates matriculate to a Tier I/II College or University: 15% | 25%

1C. % of Seniors accepted to a College or University: 100%

1D. % of Seniors named AP scholars | Earn IB diploma: 30% | 25%

1E. Earned State Rating: A

1F. % Basic | % Mastery | % Advanced on LEAP: 82% | 44% | 11%

1G. % Approaches | % Meets | % Masters on STAAR/EOC: 90% | 60% | 30%

1H. % Level 3 | % Level 4 | % Level 5 on FSA/FSAA: 70% | 40% | 20%

1I. % of Pre-K-2nd Students End The Year On/Above Grade Level in Reading - Year 1 Campuses | Year 2 Campuses: 80% | 90%

1J. % of students in CSI achieve 2 years growth in Reading | Math (measured by Ren STAR) 50% | 60%

1K. Average ACT score: 21

1L. % of students graduating college in 4 | 6 years: 25% | 55%

PRIORITY #2: Build a Strong & Sustainable Organization

2A. % Teacher Retention | Employee Retention: 85% | 85%

2B. 80% composit score on GPTW: 82%

2B. %Average Daily Attendance: 97.50%

2C. New Student Persistence: 90%

2D. Operating Income: $133M

2E. FIRST Rating: A

PRIORITY #3: Achieve Mission at Scale

3A. % of students with low socio-economic status: 80%

3B. Enrollment in August 2020: 83,894

3C. Schools in operation in August 2020: 149

3D. Total Funds Raised (millions): $93M

Needs Assessment

S-STAAR

D-DIBELS

E-EOC

A-ACT

RR-Reading Renaissance

ST-STAR for Math

DR-Discipline Report

AP-AP Tests

O-Other

Special Populations

All

AR-At Risk

ELL-English Language Learners

ED-Economically Disadvantaged

M-Migrant

SE-Special Education

IDEA Rio Grande City Academy

Comprehensive Needs Assessment
ACADEMY

Data Sources: Eureka Math & Electives Academy

	DISTAR Pre-K on Grade Level	Eureka Kinder on Grade Level	Eureka First on Grade Level	Eureka Second on Grade Level	% Math Masters Pk-2	Pk-2 MM Goal Met/Not Met
% Students	100%	100%	99/90/61	85/60/45	72%	Met

Data Source: STAAR Academy

	STAAR Math Grade 3	STAAR Math Grade 4	STAAR Math Grade 5	% Math Masters 3-5	3-5 MM Goal Met/Not Met
% Approaches	66	60	75	62%	Met
% Meets	35	32	54		
% Masters	16	16	33		
% Student Achievement Average	39	36	54		
% Meet 2 year growth	39	36	54		

Data Source: CSI Academy

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

Reflections

Areas of Strength	Areas of Need
1. 5th Math grew alot and the rigor in the math class increased. Teachers in the lower grades were	1. Pre-K-5th alignment in order to push rigor
2. There was alot of growth in general.	2. Rigor in general needs to be focused on and this will increase meets and masters
3	3. More emphasis on math fluency.

IDEA Rio Grande City Academy

Comprehensive Needs Assessment
ACADEMY

Data Sources: DI ELA & Electives

	DI Pre-K on Grade Level	DI Kinder on Grade Level	DI First on Grade Level	DI Second on Grade Level	% Royal Readers	% Word Masters
% Students	100%	100%	72%	92%	7%	74%
					RR Goal Met/Not Met	WM Goal Met/Not Met
					Met	Met

Data Source: STAAR

	STAAR Reading Grade 3	STAAR Reading Grade 4	STAAR Writing Grade 5	STAAR Writing Grade 4
% Approaches	73	72	72	N/A
% Meets	47	45	50	N/A
% Masters	23	20	36	N/A
SAS	48	46	52	N/A
% Student Achievement Average	48	46	52	N/A

Data Source: CSI

% Meeting CSI Goal	Reading AC CSI
% CSI (EOY Ren.)	36%
% of CSI Passing STAAR	30%
% of SPED Passing STAAR	60%

Reflections	
Areas of Strength	**Areas of Need**
1. Lower grades all met their reading goal. The focus was remediation and small group focus this year along with growth.	1. Concentration on meets and masters needs to happen. We need to know who are our students that can do it and target them from the get go.
2. Strong focus on pushing rigor in ELA, especially in 3rd-5th.	2. Focus on rigor. We need to do a better job at focusing on the rigor in all grade levels.
3. Strong focus on thinking jobs across all contents in STAAR grade levels.	3. Pushing CSI and sped data .

IDEA Rio Grande City Academy

Comprehensive Needs Assessment ACADEMY						
Data Sources: Science Pk-2						
	Science Pre-K on Grade Level	**Science Kinder on Grade Level**	**Science First on Grade Level**	**Science Second on Grade Level**	**Science Third on Grade Level**	**Science Fourth on Grade Level**
% Students	**N/A**	**100/100/100**	**100/98/95**	**91/76/62**	**77/44/15**	**71/23/4**
Data Source: Science 3-5						
	STAAR Science Grade 5					
% Approaches	61					
% Meets	40					
% Masters	21					
% Student Achievement Average	40					

Reflections	
Areas of Strength	**Areas of Need**
1. Lower grades did a great job at facilitating the content.	1. Meets & Masters in upper grades
2. Growth in meets % for 5th science.	2. More hands on approach
3. Kinder was at 100% overall.	3. Increase level of rigor in 3rd-5th

IDEA Rio Grande City Academy

Comprehensive Needs Assessment ACADEMY							
Data Sources: Humanities Pk-2							
	Humanities Pre-K on Grade Level	**Humanities Kinder on Grade Level**	**Humanities First on Grade Level**	**Humanities Second on Grade Level**	**Humanities Third on Grade Level**	**Humanities Fourth on Grade Level**	**Humanities Fifth on Grade Level**
% Students	N/A	100/100/100	100/100/100	**100/98/95**	**74/47/30**	75/47/12	98/83/57

Reflections	
Areas of Strength	**Areas of Need**
1. Kinder-2nd grade results were strong.	1. Support with 3rd & 4th grade humanities.
2. 5th Grade results were strong and masters was strong.	2. Focus on rigor to make it challenging.
3. Alignment between K-2nd	3. Need to prioritize coaching in 3rd & 4th

IDEA Rio Grande City Academy

Comprehensive Needs Assessment
ACADEMY

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

	Listening	Speaking	Reading	Writing
% Beginning	12%	17%	19%	19%
% Intermediate	21%	36%	38%	36%
% Advanced	36%	36%	29%	28%
% Advanced High	31%	10%	12%	15%

Reflections	
Areas of Strength	**Areas of Nee**
1. High focus on ELL during the BOY , MOY and EOY in class and	1. Targeted approches from the begi
2. ELL point person and testing coordinator really pushed the focus o	2. More training for staff.
3. Teachers knew who to target and when and provided in class suppo	3. Focus on advanced to move them

% of ELL Students who grew one or more levels
53%
53%
53%
53%

d
inning of the year.
ı to advanced high.

IDEA Rio Grande City Academy

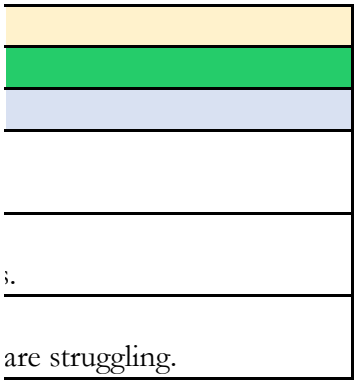
Comprehensive Needs Assessment	
ACADEMY	
Staff Quality, Recruitment, Retention	
	Percentage
% School Lead Team Retention	100%
% Instructional Support Retention	100%
% Teacher Retention	97%
% Campus Support Retention	100%
% SPED Teachers	100%
% State/National Certified Teachers	60%
% State Certified Leaders	10%
% State/Board certified Counselors	0%
Number of teacher applicants per 2020-21 school year	25+

Reflection	
Areas of Strength	**Areas of Need**
1. Retention of teachers	1. Focus on certified teachers and leaders.
2. Retention of lead team	2. Focus on certified counselors
3. Retention of sped team.	3

IDEA Rio Grande City Academy

Comprehensive Needs Assessment ACADEMY	
Data Source: School Culture and Climate	
	Campus %
% Average Daily Attendance	89.94%
% Overall Persistence	86.00%
% New Student Persistence	86%
# of Admin Withdrawals/ Level 3 Offenses	0%
% SPED	4.19%
% ELL	63.55%
% Eco Dis	87.56%
% Migrant	0%
% Race: American-Indian-Alaska-Native	0%
% Asian	0.37%
% White-Hispanic	3.08%
% Multi	0%
% Black-African-American	0.12%
% Native-Hawaiian-Pacific-Islander	0%
% White	3.08%
% Male	52.22%
% Female	47.78%

Data Source: School Culture and Climate	
Reflections	
Areas of Strength	**Areas of Need**
1. Cont'd enrolled out performed in ELA.	1. Focusing on our sped/ell poputlations based on data..
2. Met sped goal of SAS of 23.	2. Increasing ADA to 97%. Students need to be in their seats
3	3. Focusing on persistence. Our non-con't enrolled students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are struggling.

IDEA Rio Grande City Academy

Comprehensive Needs Assessment ACADEMY	
Data Source: Family and Community Involvement	
	Percentage
% Families Attended WTI	93%
% Families Attended Curriculum Night	50%
% Families Who Attended EOY Ceremonies	100%
% Families who attended Fall Festival	85%
% Families who attended Winter Festival	85%
% Families who attended Spring Festival	85%

Reflection	
Areas of Strength	**Areas of Need**
1.Having multiple events that allow us to build relationships with families.	1 More engagement with curriculum nights
2. Assemblies were full of families celebrating their child.	2. More engagement with Welcome to IDEA
3	3

IDEA Public Schools

Rio Grande City College Prep

2022-2023 Campus Improvement Plan

Accountability Rating: B

Distinction Designations:
Academic Achievement in Mathematics
Academic Achievement in Social Studies
Top 25 Percent: Comparative Academic Growth

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

Mission Statement

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

Vision

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

Core Values

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

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

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Comprehensive Needs Assessment

Revised/Approved: September 14, 2022

Demographics

Demographics Summary

Our school opened in 2017 to serve only 6th grade students that year. For the 22-23 school year we serve 6th - 11th grade. We are located in Rio Grande City but serve all of Starr County. We are an open enrollment charter school.

The following special programs exist at our school: Emergent Bilingual, Special Education, Athlectics, CTE, RISE. Since our priority goal for all of our students is for them to attend college, it is important to prioritize setting up systems to support all students in any special program.

See PDF in Addendum for more information.

Demographics Strengths

See PDF in Addendum for more information.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): There is a need to have stronger recruitment plans need to be put in place and followed with fidelity. **Root Cause:** Recruitment plans are surface level and not being followed with fidelity. What the school has to offer is not being showcased.

Problem Statement 2 (Prioritized): There is a need to increase student persistence. **Root Cause:** Persistence events are not well attended. Events planned are not targeting the wants of teenagers.

Problem Statement 3 (Prioritized): There is a need to well inform parents of the school expectations so that they can support students. **Root Cause:** Parent meetings were not be held early on in the year. Expectations have not been clear to parents.

Student Learning

Student Learning Summary

Students have made large gains in closing gaps by meeting or exceeding their growth goals. Data significantly increased from previous years.

During the 21-22 school year, students showed significant improvement from benchamark 1 to STAAR testing.

See PDF in Addendum for more information.

Student Learning Strengths

See PDF in Addendum for more information.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): The percent of students at meets and masters have increased minimally from BOY to EOY. **Root Cause:** Teachers are not giving students sufficient practice time so that they can practice various question types.

Problem Statement 2 (Prioritized): There is a gap in performance between students in the general education population and students in special education. **Root Cause:** There are not any strong operating mechanisms between GenEd and SpEd teachers.

Problem Statement 3 (Prioritized): In Biology, there are very few students scoring at the masters level. **Root Cause:** Teacher lacks the knowledge to be able to push the high level students.

Problem Statement 4 (Prioritized): In Humanities, there is a problem with low student achievement data. **Root Cause:** Humanities teachers lacked content knowledge.

Problem Statement 5 (Prioritized): There is a low percentage of students scoring Advanced High in the Speaking portion of TELPAS. **Root Cause:** Students are not being pushed to practice their English speaking year around.

Problem Statement 6: There is a low passing rate on the TSI. **Root Cause:** Students are unfamiliar with the format and content of the test due to not being exposed to practice tests.

School Processes & Programs

School Processes & Programs Summary

Instructional leaders all attend coaching academy at the regional level. They all have clear roles and responsibilities and are encouraged to reach out for support. We have weekly professional development held on campus led by instructional leaders. Professional development topics are aligned to the most pressing problems that have been identified at the campus level.

See PDF in Addendum for more information.

School Processes & Programs Strengths

See PDF in Addendum for more information.

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 1 (Prioritized): Our teachers do not feel prepared at the beginning of the year and become stressed and overwhelmed early on in the year. **Root Cause:** 1 week of BOY Professional development is not enough for teachers to prepare for the school year.

Problem Statement 2 (Prioritized): We have a low turn out for most parent events. **Root Cause:** Parents are not informed nor invested in our goals because we have not prioritized investment over the last 2 years.

Perceptions

Perceptions Summary

Parents, students and staff receive feedback surveys at least 2 times per year. This feedback is looked at by campus leaders and changes are made based on feedback given. Currently, we have a 0% drop out rate and have not had our first graduating class. During the 21-22 school year, staff retention increased from the previous year.

See PDF in Addendum for more information.

Perceptions Strengths

See PDF in Addendum for more information.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Parents often feel uninformed about events taking place on campus. **Root Cause:** School is only utilizing Remind and Facebook to communicate and not all parents have access to either.

Problem Statement 2 (Prioritized): We have had a decrease of parent/teacher collaboration. **Root Cause:** Teachers feel overwhelmed by the amount of work that they do.

Priority Problem Statements

Problem Statement 1: There is a need to have stronger recruitment plans need to be put in place and followed with fidelity.
Root Cause 1: Recruitment plans are surface level and not being followed with fidelity. What the school has to offer is not being showcased.
Problem Statement 1 Areas: Demographics

Problem Statement 2: There is a need to increase student persistence.
Root Cause 2: Persistence events are not well attended. Events planned are not targeting the wants of teenagers.
Problem Statement 2 Areas: Demographics

Problem Statement 3: There is a need to well inform parents of the school expectations so that they can support students.
Root Cause 3: Parent meetings were not be held early on in the year. Expectations have not been clear to parents.
Problem Statement 3 Areas: Demographics

Problem Statement 4: The percent of students at meets and masters have increased minimally from BOY to EOY.
Root Cause 4: Teachers are not giving students sufficient practice time so that they can practice various question types.
Problem Statement 4 Areas: Student Learning

Problem Statement 5: There is a gap in performance between students in the general education population and students in special education.
Root Cause 5: There are not any strong operating mechanisms between GenEd and SpEd teachers.
Problem Statement 5 Areas: Student Learning

Problem Statement 6: There is a low percentage of students scoring Advanced High in the Speaking portion of TELPAS.
Root Cause 6: Students are not being pushed to practice their English speaking year around.
Problem Statement 6 Areas: Student Learning

Problem Statement 7: In Biology, there are very few students scoring at the masters level.
Root Cause 7: Teacher lacks the knowledge to be able to push the high level students.
Problem Statement 7 Areas: Student Learning

Problem Statement 8: In Humanities, there is a problem with low student achievement data.
Root Cause 8: Humanities teachers lacked content knowledge.
Problem Statement 8 Areas: Student Learning

Problem Statement 9: We have a low turn out for most parent events.
Root Cause 9: Parents are not informed nor invested in our goals because we have not prioritized investment over the last 2 years.
Problem Statement 9 Areas: School Processes & Programs

Problem Statement 10: Our teachers do not feel prepared at the beginning of the year and become stressed and overwhelmed early on in the year.
Root Cause 10: 1 week of BOY Professional development is not enough for teachers to prepare for the school year.
Problem Statement 10 Areas: School Processes & Programs

Problem Statement 11: Parents often feel uninformed about events taking place on campus.
Root Cause 11: School is only utilizing Remind and Facebook to communicate and not all parents have access to either.
Problem Statement 11 Areas: Perceptions

Problem Statement 12: We have had a decrease of parent/teacher collaboration.
Root Cause 12: Teachers feel overwhelmed by the amount of work that they do.
Problem Statement 12 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Student Data: Assessments

- 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
- 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
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- School safety data

Employee Data

- Staff surveys and/or other feedback
- State certified and high quality staff data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Communications data

- Action research results

Goals

Goal 1: Increase staff retention

Performance Objective 1: By the end of 2023, 100% of teachers will attend at least 2 professional development opportunities that align to their growth.

High Priority

Evaluation Data Sources: Teacher Surveys
Instructional Rounds

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Campus leaders will use data from instructional rounds to determine what are the greatest needs of the teacher. **Strategy's Expected Result/Impact:** Teachers to close gaps within their own growth. **Staff Responsible for Monitoring:** Campus Principal **TEA Priorities:** Recruit, support, retain teachers and principals **Problem Statements:** School Processes & Programs 1	50%	75%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: Our teachers do not feel prepared at the beginning of the year and become stressed and overwhelmed early on in the year. **Root Cause**: 1 week of BOY Professional development is not enough for teachers to prepare for the school year.

Goal 1: Increase staff retention

Performance Objective 2: 100% of weekly campus professional development will be tied to problems of practice that are evident on campus.

High Priority

Evaluation Data Sources: Instructional Rounds Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Campus principal will work directly with talent partner to set up monthly meetings to discuss current and previous teachers. **Strategy's Expected Result/Impact:** Determine the quality of teachers being recruited. **Staff Responsible for Monitoring:** Campus Principal Campus Talent Partner **TEA Priorities:** Recruit, support, retain teachers and principals **Problem Statements:** School Processes & Programs 1	50%	100%	100%	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 1: Our teachers do not feel prepared at the beginning of the year and become stressed and overwhelmed early on in the year. **Root Cause**: 1 week of BOY Professional development is not enough for teachers to prepare for the school year.

Goal 2: IDEA achieves 100% Enrollment

Performance Objective 1: By the end of the 2022 - 2023 school year, we will increase the number of applications received by 50%.

High Priority

Evaluation Data Sources: Stream

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: The operations team will hold monthly recruitment events throughout the community. **Strategy's Expected Result/Impact:** Increase number of applications **Staff Responsible for Monitoring:** APO Enrollment Coordinator **Problem Statements:** Demographics 1, 2	25%	100%	100%	

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: There is a need to have stronger recruitment plans need to be put in place and followed with fidelity. **Root Cause**: Recruitment plans are surface level and not being followed with fidelity. What the school has to offer is not being showcased.
Problem Statement 2: There is a need to increase student persistence. **Root Cause**: Persistence events are not well attended. Events planned are not targeting the wants of teenagers.

Goal 2: IDEA achieves 100% Enrollment

Performance Objective 2: By the end of the 2022 - 23 school year, we will retain 100% of 8th grade students.

High Priority

Evaluation Data Sources: Persistence Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Leaders will develop systems that allow students to embrace the high school experience at IDEA through building traditions and bringing joy. **Strategy's Expected Result/Impact:** 100% Persistence **Staff Responsible for Monitoring:** School Counselor APO **Problem Statements:** Demographics 2, 3 - School Processes & Programs 2	5%	25%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: There is a need to increase student persistence. **Root Cause**: Persistence events are not well attended. Events planned are not targeting the wants of teenagers.
Problem Statement 3: There is a need to well inform parents of the school expectations so that they can support students. **Root Cause**: Parent meetings were not be held early on in the year. Expectations have not been clear to parents.
School Processes & Programs
Problem Statement 2: We have a low turn out for most parent events. **Root Cause**: Parents are not informed nor invested in our goals because we have not prioritized investment over the last 2 years.

Goal 3: IDEA achieves an A rating

Performance Objective 1: 7th grade students performing at or above grade level in mathematics as measured by the Meets Grade Level Standard on STAAR will increase from 35% to 50% in Spring 2023.

High Priority

Evaluation Data Sources: Internal Exam Dashboard, Bi-weekly Internal Data Analysis, Benchmark Exam Data Conversations, Student Work Analysis Meetings.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Mathematics teacher will attend all Lead4ward trainings, receive support from Regional Mathematics Coach and will have job-embedded coaching throughout the year. **Strategy's Expected Result/Impact:** Increase students scoring at the Meets Performance Level **Staff Responsible for Monitoring:** Instructional Leader Regional Math Coach **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **Problem Statements:** Student Learning 1, 2 **Funding Sources:** Jessica Villarreal - State Funding	25%	100%	100%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Campus will use HB 4545 to accelerate student learning in order to close gaps. **Strategy's Expected Result/Impact:** Increased student data. **Staff Responsible for Monitoring:** Instructional leaders **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **Problem Statements:** Student Learning 1, 2 **Funding Sources:** Karen Alanis - State Compensatory Education	50%	75%		

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: The percent of students at meets and masters have increased minimally from BOY to EOY. **Root Cause**: Teachers are not giving students sufficient practice time so that they can practice various question types.

Problem Statement 2: There is a gap in performance between students in the general education population and students in special education. **Root Cause**: There are not any strong operating mechanisms between GenEd and SpEd teachers.

Goal 3: IDEA achieves an A rating

Performance Objective 2: By then end of the 2022 - 2023 school year, the number of students that show college readiness on the TSI will reach 40%.

High Priority

HB3 Goal

Evaluation Data Sources: TSI Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: RTTC teachers will imbed TSI practice in their curriculum. **Strategy's Expected Result/Impact:** Increase the number of students passing the TSI. **Staff Responsible for Monitoring:** Director of College Counseling. **Title I:** 2.4, 2.5 **Problem Statements:** Student Learning 5 **Funding Sources:** Director of College Counseling - State Compensatory Education	5%	15%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 5: There is a low percentage of students scoring Advanced High in the Speaking portion of TELPAS. **Root Cause**: Students are not being pushed to practice their English speaking year around.

Goal 3: IDEA achieves an A rating

Performance Objective 3: Students in the Special Education program performing at or above the Approaches Level will increase by 15% points in Reading STAAR in Spring 2023.

High Priority

Evaluation Data Sources: Internal Exam Dashboard, Bi-weekly Internal Data Analysis, Benchmark Exam Data Conversations, Student Work Analysis Meetings

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: All general education teachers and special education will plan all lessons collaboratively where they will be able to specialize instruction for special education students. **Strategy's Expected Result/Impact:** Teachers will increase knowledge of practices that will support special educations students. **Staff Responsible for Monitoring:** Special Education Leader **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 2 **Funding Sources:** Interventionist - Jessica Villarreal - Federal Grant - $54,250, Interventionist - Karen Alanis - Federal Grant - $55,500	30%	100%	100%	

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 2: There is a gap in performance between students in the general education population and students in special education. **Root Cause**: There are not any strong operating mechanisms between GenEd and SpEd teachers.

Goal 4: Increase student daily attendance

Performance Objective 1: School counselor will utilize monthly meetings with parents to prioritize communicating how she will support student mental health.

High Priority

Evaluation Data Sources: Counselor tracking system

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Counselor will collaborate with teachers in order to determine students who need support with their mental health. **Strategy's Expected Result/Impact:** Increase the number of students who attend school regularly. **Staff Responsible for Monitoring:** School Counselor Registrar **Title I:** 2.4, 2.6, 4.2 - **TEA Priorities:** Improve low-performing schools **Problem Statements:** Demographics 3	50%	100%	100%	

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 3: There is a need to well inform parents of the school expectations so that they can support students. **Root Cause**: Parent meetings were not be held early on in the year. Expectations have not been clear to parents.

Goal 4: Increase student daily attendance

Performance Objective 2: Strengthen communication between the attendance office, student supports and families.

High Priority

Evaluation Data Sources: ADA tracker
Family survey results

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Student attendance will be incentivized for all students who meet the weekly goal set by the campus. **Strategy's Expected Result/Impact:** Increase ADA. **Staff Responsible for Monitoring:** Registrar Assistant Principal of Operations. **Title I:** 2.4, 2.6 **Problem Statements:** School Processes & Programs 2 - Perceptions 1				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 2: We have a low turn out for most parent events. **Root Cause**: Parents are not informed nor invested in our goals because we have not prioritized investment over the last 2 years.

Perceptions
Problem Statement 1: Parents often feel uninformed about events taking place on campus. **Root Cause**: School is only utilizing Remind and Facebook to communicate and not all parents have access to either.

Goal 4: Increase student daily attendance

Performance Objective 3: The campus will use our coordinated health program, Healthy Kids Here, to prevent obesity, cardiovascular disease, and Type 2 diabetes.

High Priority

Evaluation Data Sources: Healthy Kids Here reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: The campus will have monthly meetings with parents and students to share Healthy Kids Here data and focus on a current trend that is affecting student health. **Strategy's Expected Result/Impact:** Healthier students **Staff Responsible for Monitoring:** School Nurse Physical Education Coaches **Title I:** 2.5 **- TEA Priorities:** Improve low-performing schools **Problem Statements:** Demographics 3 - Perceptions 1	45%	100%	100%	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 3: There is a need to well inform parents of the school expectations so that they can support students. **Root Cause**: Parent meetings were not be held early on in the year. Expectations have not been clear to parents.

Perceptions
Problem Statement 1: Parents often feel uninformed about events taking place on campus. **Root Cause**: School is only utilizing Remind and Facebook to communicate and not all parents have access to either.

Goal 5: Increase student persistence

Performance Objective 1: 100% of students will be trained by school counselor on our student safety and security checklist.

High Priority

Evaluation Data Sources: School Counselor Log

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: School Counselor will expose children to what is safe and unsafe regarding violence prevention intervention, safe and unsafe touching and to say something when they see something. **Strategy's Expected Result/Impact:** Consistent student safety **Staff Responsible for Monitoring:** School Counselor **Title I:** 2.5, 2.6 **- TEA Priorities:** Improve low-performing schools **Problem Statements:** Demographics 2, 3	25%	100%	100%	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: There is a need to increase student persistence. **Root Cause**: Persistence events are not well attended. Events planned are not targeting the wants of teenagers.
Problem Statement 3: There is a need to well inform parents of the school expectations so that they can support students. **Root Cause**: Parent meetings were not be held early on in the year. Expectations have not been clear to parents.

Goal 5: Increase student persistence

Performance Objective 2: Professional learning focused on restorative discipline practices as well as culturally responsive classrooms.

High Priority

Evaluation Data Sources: PowerSchool records

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Teachers and leaders will attend professional development focused on restorative discipline practices. **Strategy's Expected Result/Impact:** Students feel supported at all times. **Staff Responsible for Monitoring:** Principal Registrar **Title I:** 2.6 **- TEA Priorities:** Improve low-performing schools **Problem Statements:** Demographics 2, 3	5%	75%		

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: There is a need to increase student persistence. **Root Cause**: Persistence events are not well attended. Events planned are not targeting the wants of teenagers.
Problem Statement 3: There is a need to well inform parents of the school expectations so that they can support students. **Root Cause**: Parent meetings were not be held early on in the year. Expectations have not been clear to parents.

Title I Personnel

Name	Position	Program	FTE
Jessica Villarreal	Interventionist	Title I	1
Karen Alanis	Interventionist	Title I	1
Mayra Lozano	Director of College Counseling	Title I	1

Campus Funding Summary

Federal Grant					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	3	1	Interventionist - Karen Alanis		$55,500.00
3	3	1	Interventionist - Jessica Villarreal		$54,250.00
				Sub-Total	$109,750.00

State Funding					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	1	1	Jessica Villarreal		$0.00
				Sub-Total	$0.00

State Compensatory Education					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	1	2	Karen Alanis		$0.00
3	2	1	Director of College Counseling		$0.00
				Sub-Total	$0.00

Addendums

Master CNA & SAIP Reporting Checklist

				PTG	100%	PTG	0%
DEPT	**Data Source**	**Data Tabs**	**Guidance**	**Status**	**Principal Notes or Questions**	**VP Verification**	**Notes & Next Steps**
College Prep	KEYS Tab (Tab 3)	Student Achievement Improvement Plan 2021-2022 School Year	This SAIP plan will require logging concrete initiatives put in place for student improvement, as well as their associated timelines, resources, and responsible staff. Each initiative will be tracked mid-year and at the end of the year. Mid-year assessments should be completed by each campus between December 1, 2022 and no later than January 31, 2023.	Complete		Action Required	
	Locus Dashboards: CIS STARR, AP Campus IB Reports EOY Assessments	Comprehensive Needs Assessment 2022 English Language Arts	These Pages should include the percentage of students who achieved each listed score for the 2021-2022 School Year. For each subject, list a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete		Action Required	
		Comprehensive Needs Assessment 2022 Math		Complete		Action Required	
		Comprehensive Needs Assessment 2022 Science		Complete		Action Required	
		Comprehensive Needs Assessment 2022 Humanities		Complete		Action Required	
	State TELPAS Report	Comprehensive Needs Assessment 2022 TELPAS	This data set will outline the percentage of students that earned proficiency in the areas of Listening, Speaking, Reading, and Writing, as indicated in the State TELPAS report. Llist a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete		Action Required	
	Locus Dashboards: ACT, AP, TSI Campus IB Reports Campus Matriculation Reports	100% College Matriculation 2021-2022 School Year	This page will only be applicable to campuses that had graduating classes in the Spring of 2022. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete	N/A - Scaling Campus	Action Required	
	Locus Dashboard: Staff Rentention	Staff Quality, Retention, & Recruitment 2021-2022 School Year	Under the %SPED Data Point, this should relfect the percentage of SPED certified teachers, compared to the overall SPED staff. Under number of teacher applicants, note how many teachers were interviewed by campus leaders for positions during the 2021-2022 School Year. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete		Action Required	
	Locus Dashboards: Student Persistence, Enrollment, ADA	School Culture & Climate 2021-2022 School Year	For the Withdrawals/Level 3 Offenses data point, list the number of withdrawals or offenses. All other data points should reflect percentages. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete		Action Required	
	Campus Academic Counselor Tracking Systems	2022 Family & Community Involvement	In addition to listing data percentages, list a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete		Action Required	

IDEA Rio Grande City College Prep

2021-22 Student Achievement Improvement Plan - College Prep

COLLEGE PREP

APO	Initiatives	Needs Assess.	Special Pops.	Person(s) Responsible	Timeline Start/End	Resources: Human/ Material/Fiscal	Documentation	Formative Evaluation
1G	Get Better Faster training for all teachers and leaders.	All	All	Instructional Leaders	8/1 - 5/26	Instructional Leaders / Get Better Faster	Teachboost Feedback	STAAR Assessment
1G	Teach Like a Champion training for all teachers.	All	All	Instructional Leaders	8/1 - 5/27	Instructional Leaders / Teach Like a Champion	Teachboost Feedback	STAAR Assessment
2B	ADA Challenge for all students.	All	All	Assitant Principal of Operations Grade Team Leaders	8/1 - 5/28	Rewards for students.	Trackers	EOY Attendance
2C	Field Lessons	All	All	Director of Collge Counseling	8/1 - 5/29	Fundraising	Trackers	Trackers
2A	Instructional coaching on a weekly basis.	All	All	Instructional Leaders	8/1 - 5/30	Instructional Leaders	Teachboost	STAAR Assessment
1G	Increase academic vocabulary in all contents	All	All	Leaders Teachers	8/1 - 5/31	All teachers	Lesson Plans Word Walls	STAAR Assessment
1G	Academic Block for 6th & 7th grade	All	All	Leaders Teachers	8/1 - 5/32	All teachers	Lesson Plans	STAAR Assessment

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

Annual Performance Objectives (APO)

PRIORITY #1: Students Graduate College-Ready

1A. % of graduates who matriculate to a College or University: 100%

1B. % of graduates matriculate to a Tier I/II College or University: 15% | 25%

1C. % of Seniors accepted to a College or University: 100%

1D. % of Seniors named AP scholars | Earn IB diploma: 30% | 25%

1E. Earned State Rating: A

1F. % Basic | % Mastery | % Advanced on LEAP: 82% | 44% | 11%

1G. % Approaches | % Meets | % Masters on STAAR/EOC: 90% | 60% | 30%

1H. % Level 3 | % Level 4 | % Level 5 on FSA/FSAA: 70% | 40% | 20%

1I. % of Pre-K-2nd Students End The Year On/Above Grade Level in Reading - Year 1 Campuses | Year 2 Campuses: 80% | 90%

1J. % of students in CSI achieve 2 years growth in Reading | Math (measured by Ren STAR) 50% | 60%

1K. Average ACT score: 21

1L. % of students graduating college in 4 | 6 years: 25% | 55%

Needs Assessment

S-STAAR

D-DIBELS

E-EOC

A-ACT

RR-Reading Renaissance

ST-STAR for Math

DR-Discipline Report

AP-AP Tests

O-Other

Special Populations

All

AR-At Risk

ELL-English Language Learners

ED-Economically Disadvantaged

M-Migrant

SE-Special Education

IDEA Rio Grande City College Prep

Comprehensive Needs Assessment
COLLEGE PREP

Data Source: CSI

% Meeting CSI Goal	Reading CP CSI
% CSI (EOY Ren.)	55%
% of CSI Passing STAAR	20%
% of SPED Passing STAAR	57%

Data Source: STAAR

	STAAR Reading 6th	STAAR Reading 7th	STAAR Reading 8th	STAAR Writing 7th	English I EOC	English II EOC
% Approaches	66%	80%	75%		76%	76%
% Meets	33%	48%	48%		59%	62%
% Masters	16%	32%	26%		17%	15%
% Student Achievement Average	39	53	50		51	51

Data Source: AP/IB/Electives

AP Scores	Pass AP Lit	Pass AP Lang	IB Scores	IB Group 1	% Royal Readers	% Word Master
% Score 1			% Score 1-3		27%	72%
% Score 2			% Score 4-5			
% Score 3+			% Score 6-7			

RR Goal Met/Not Met	WM Goal Met/Not Met
Met	Met

Reflections

Areas of Strength	Areas of Need
1. Early implementation of STAAR formated questions and passages early on with effected resources.	1. Stronger operating mechanisms between SpEd and GenEd teachers needs to be true.
2. Students, parents, teachers and leaders were aware of student growth goals earlier than in previous years and set ups systems to help students meet their individual goals.	2. Data review and remediation needs to be true earlier in the year.
3. Teachers were able to provide rigorous instruction by focusing on the quality of work.	3. More support is needed for students who are lacking foundational skills.

IDEA Rio Grande City College Prep

Comprehensive Needs Assessment - College Prep COLLEGE PREP					
Data Source: STAAR					
	STAAR Math 6th	**STAAR Math 7th**	**STAAR Alg I**		
% Approaches	69%	62%	87%		
% Meets	35%	28%	46%		
% Masters	13%	17%	30%		
% Student Achievement Average	39	36	54		
Data Source: AP/IB					
AP Scores	**Pass AP Calculus AB**	**Pass AP Calculus CD**	**Pass AP Prob. & Stats.**	**IB Scores**	**IB Group 5**
% Score 1				**% Score 1-3**	
% Score 2				**% Score 4-5**	
% Score 3+				**% Score 6-7**	

Reflections	
Areas of Strength	**Areas of Need**
1. Strong tutorial plans allowed for gaps to be closed for struggling students.	1. Foundational skills need to be addressed early on through individual student intervention.
2. All Math teachers have strong content knowledge and are able to support student needs.	2. Teachers need more focused professional development in order to be able to target specific TEKS more effectively.
3. Curriculum is STAAR aligned.	3. STAAR resources that align to the new testing format.

IDEA Rio Grande City College Prep

Comprehensive Needs Assessment COLLEGE PREP						
Data Source: Internal Assessments						
	6th Grade EOY Assessment	**7th Grade EOY Assessment**				
% Passing	53%	72%				
Data Source: STAAR						
	STAAR 8th Science	**STAAR Biology**				
% Approaches		79%				
% Meets		41%				
% Masters		7%				
% Student Achievement Average		42				
Data Source: AP/IB						
AP Scores	**Pass AP Biology**	**Pass AP Chemistry**	**Pass AP Physics (1, 2, & C)**	**Pass AP Env. Science**	**IB Scores**	**IB Group 4**
% Score 1					**% Score 1-3**	
% Score 2					**% Score 4-5**	
% Score 3+					**% Score 6-7**	

Reflections	
Areas of Strength	**Areas of Need**
1. Teachers were able to teaching using a variety of interactive methods such as hands on labs.	1. Students who should be scoring at the masters level based on previous years are struggling.
2. Students were provided with differentiated instruction based on individual needs.	2. Intervention and tutorials should have begun sooner in this content area.
3. Strong teacher content knowledge in all science areas.	3. Training and coaching new Biology teacher with STAAR format and content is necessary.

IDEA Rio Grande City College Prep

Comprehensive Needs Assessment COLLEGE PREP							
Data Source: Internal Assessments							
	6th Grade EOY Assessment	**7th Grade EOY Assessment**					
% Passing	93%	91%					
Data Source: STAAR							
	STAAR 8th US History	**EOC US History**					
% Approaches	63%						
% Meets	25%						
% Masters	15%						
% Student Achievement Average	34						
Data Source: AP/IB							
AP Scores	**Pass AP Human Geography**	**Pass AP World History**	**Pass AP US History**	**Pass AP Goverment**	**Pass AP Economics**	**IB Scores**	**IB Group 3**
% Score 1	84%					**% Score 1-3**	
% Score 2	7%					**% Score 4-5**	
% Score 3+	9%					**% Score 6-7**	

Reflections	
Areas of Strength	**Areas of Need**
1. The leader coaching this area has strong content knowledge and was able to build trust with the teacher early on.	1. Teacher struggled with content knowledge.
2. Teachers and students were able to accept and implement all feedback given throughout the year.	2. Teacher and leader struggled with their familiarity of the exam.
3. Students were invested in the curriculum and would attend after school tutorials and Saturday school early on.	3. There was a lack of urgency from the teacher early on which trickled to the students.

IDEA Rio Grande City College Prep

Comprehensive Needs Assessment
COLLEGE PREP

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

	Listening	Speaking	Reading	Writing	% of ELL Students who grew one or more levels
% Beginning	6%	33%	10%	3%	8%
% Intermediate	21%	48%	31%	13%	27%
% Advanced	32%	39%	26%	26%	31%
% Advanced High	40%	10%	33%	58%	34%

Reflection

Areas of Strength	Areas of Need
1. Teachers were exposed to their student's data early on in order to service them at BOY.	1. Students need more opportunities to practice their speaking.
2. Teachers were using proper accomodations at all times, including exams.	2. Students need to engage in more practice opportunities besides just the TELPAS Mock.
3. EL point person created a strong testing plan and ensuring all testing environments were positive.Strong testing plan and testing environment.	3. Students need to be pused to use proper academic language by all teachers and leaders.

IDEA Rio Grande City College Prep

Comprehensive Needs Assessment COLLEGE PREP					
100% College Matriculation					
Matriculation %	**Matricuation % 4 year**	**Matriculation % 2 year**	**Tier 1/2 % Acceptances**	**Tier 1/2 % Matriculation**	
Tier 1 % Matriculation	**Tier 2 % Matriculation**	**Tier 3 % Matriculation**	**Tier 4 % Matriculation**	**Senior Class CCMR %**	**Senior Class TSI Completion %**
Campus Data					
Senior Class ACT Average	**Junior Class ACT Average**	**Overall AP Scholars (3+ or more tests)**	**IB Medallion Scholars (Passing 3+ exams)**	**Overall % IB Diploma**	**Campus End of Year OTG**

Reflections	
Areas of Strength	**Areas of Need**
1	1
2	2
3	3

IDEA Rio Grande City College Prep

Comprehensive Needs Assessment COLLEGE PREP	
Staff Quality, Recruitment, Retention	
	Percentage
% School Lead Team Retention	100%
% Instructional Support Retention	100%
% Teacher Retention	96.90%
% Campus Support Retention	90%
% SPED Certified Teachers	50%
% State/National Certified Teachers	48%
% State Certified Leaders	12.5%
% State/Board certified Counselors	0
Number of teacher applicants per 2020-21 school year	208

Reflections	
Areas of Strength	**Areas of Need**
1. Teachers felt supported by their managers and by the organization.	1. It would be effective to have 2 weeks of BOY PD rather than just 1 week. Teachers need to feel prepared early on.
2. Staff was allowed to provide feedback to campus principal which was implemented, where applicable.	2. Teachers need to feel comfortable providing feedback to their managers in order to feel better supported.
3. Teacher retention was higher than the previous school years.	3. Staff need more time to build relationships with each other.

IDEA Rio Grande City College Prep

Comprehensive Needs Assessment College Prep	
Data Source: School Culture and Climate	
	Campus %
% Average Daily Attendance	88.09%
% Overall Persistence	92.20%
% New Student Persistence	90.10%
# of Admin Withdrawals/ Level 3 Offenses	0.00%
% SPED	11.13%
% ELL	63.92%
% Eco Dis	86.19%
% Migrant	0.00%
% Race: American-Indian-Alaska-Native	0.41%
% Asian	0.21%
% White-Hispanic	94.23%
% Multi	0.00%
% Black-African-American	0.21%
% Native-Hawaiian-Pacific-Islander	0.00%
% White	4.95%
% Male	50.10%
% Female	49.90%

Data Source: School Culture and Climate	
Reflections	
Areas of Strength	**Areas of Need**
1. More persistence events were incorprated this year.	1. Stronger recruitment plans need to be true.
2. Teachers were able to build stronger relationships with parents than in years past.	2. Parent meetings need to take place earlier in the school year in order to target students with ADA concerns.
3. There were no administrative withdrawls this school year.	3. Persistence events need to be focused more on student wants.

IDEA Rio Grande City College Prep

Comprehensive Needs Assessment COLLEGE PREP	
Data Source: Family and Community Involvement	
	Percentage
% Families Attended WTI	85%
% Families Attended Curriculum Night	85%
% Families Who Attended EOY Ceremonies	90%
% Families who attended Fall Festival	70%
% Families who attended Winter Festival	75%
% Families who attended Spring Festival	70%

Reflections	
Areas of Strength	**Areas of Need**
1. Compared to previous years, attendance was higher for our campus. Parents were excited to have in person meetings regarding their children.	1. It would be effective to be able to purchase tangible items to give parents as part of our joy factor.
2. Communication - All parents received personal phone calls from homeroom teachers inviting them to meetings.	2. Meetings need to be bilingual or we need to provide two different session in both English and Spanish.
3. Parent feedback was positive and parents were comfortable giving feedback for growth.	3. Invest more staff members to participate in these events.

IDEA Public Schools

Rio Vista Academy

2022-2023 Campus Improvement Plan

Accountability Rating: B

Distinction Designations:
Academic Achievement in English Language Arts/Reading
Academic Achievement in Science
Top 25 Percent: Comparative Academic Growth

Board Approval Date: October 21, 2022
Public Presentation Date: September 14, 2022

Mission Statement

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

Vision

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

Core Values

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

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

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Comprehensive Needs Assessment

Demographics

Demographics Summary

IDEA Rio Vista Academy is an open enrollment public sharter serving grades PK - 5th grade. We proudly serve a diverse array of schoalrs. Our special programs include Emerging Bilingual, Special Education, and Athletics.

See PDF in Addendum for more information.

Demographics Strengths

See PDF in Addendum for more information.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Enrollment numbers are decreasing in transitional years such as 5th grade and 8th grade. We have seen the highest persistence leavers during summer months (June-August). **Root Cause:** Scholars in the Socorro community are attracted to fine arts and bilingual options. For the community, a bilingual program where students learn Spanish has very high value.

Problem Statement 2 (Prioritized): EB scholars enrollment rates have increased significantly. As such, campus must adapt and incorporate more urgent interventions for our beginner and intermediate EB scholars. **Root Cause:** A significant increased of EB scholars has enrolled this year. Many of them, are first year in America students who need more urgent support with language acquisition.

Problem Statement 3 (Prioritized): Enrollment numbers are decreasing in transitional years such as 5th grade and 8th grade. We have seen the highest persistence leavers during summer months (June-August). **Root Cause:** Scholars in the Socorro community are attracted to fine arts and bilingual options. For the community, a bilingual program where students learn Spanish has very high value.

Problem Statement 4 (Prioritized): Enrollment numbers are decreasing in transitional years such as 5th grade and 8th grade. We have seen the highest persistence leavers during summer months (June-August). **Root Cause:** Scholars in the Socorro community are attracted to fine arts and bilingual options. For the community, a bilingual program where students learn Spanish has very high value.

Student Learning

Student Learning Summary

We are proud to be an A rated campus (94), having earned domain ratings of 86, 92, and 99, for student achievement, school progress, and closing the gaps respectively. Our scholars have increased their achievement scores for meets and masters over 30% points in the last school year. IDEA Rio Vista also earned all eligible disctiontions.

See PDF in Addendum for more information.

Student Learning Strengths

See PDF in Addendum for more information.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Scholars in Special education performed significantly lower than scholars in other accountable subgroups. **Root Cause:** Interventions were primarily fluency based and did not emphasize standard and skill based supports.

Problem Statement 2 (Prioritized): RTI is not being implemented effectively. No clear communication between SEL department and instructional team. **Root Cause:** Ownership at the campus levels was associated with the counseling department.

School Processes & Programs

School Processes & Programs Strengths

Curriculum & Instruction:

- At least one-third of IDEA students graduate with the "AP Scholar" designation, evidence of earning a qualifying score on at least three AP exams, demonstrating successful completion of college-level coursework prior to graduation.
- IDEA provides students access to accelerated instruction through the 1:1 technology device, including adaptive software for mathematics and literacy and access to hundreds of thousands of books in the district's digital library.
- IDEA curricular resources include high-quality instructional materials that earn the highest ratings on national evaluation measures.
- IDEA curriculum is regularly evaluated using a quality evaluation tool, ensuring alignment to the Texas Essential Knowledge and Skills and AP course standards, as well as the STAAR/EOC and AP exams.
- IDEA implements a variety of training opportunities for teachers and leadership staff with the goal of developing teachers' pedagogical content knowledge and leaders' coaching skills.
- For 15 years in a row, 100% of IDEA students have been accepted into college, demonstrating that IDEA academic programming is adequately preparing students for post-secondary education.
- In 2022, four IDEA schools were ranked in the top 10 Most Challenging Schools in the Nation and 13 were ranked in the top 1% of schools nationwide, by the Jay Mathews Challenge Index High School Rankings.

Special Programs

- IDEA exceeded the expected growth target for EL student performance on TELPAS in 2021 with 48% of ELs meeting that target.
- IDEA provide targeted research based instruction to students who have a 2.0 year gap in Reading and/or Math with the goal of closing that gap by 2.0 years during the school year with our initiative called Critical Student Intervention (CSI). During the 21-22 school year, 2,562 out of 6,632 students meet that goal for Reading and 703 out of 1,268 students met the goal for Math.
- IDEA is in Year 3 of our TEA awarded Autism Grant. Through this grant we were able to increase support for 195 students with autism in Rio Grande Valley and Austin who met the criteria outlined by TEA for this grant.
- IDEA submitted and was awarded a Dyslexia Grant by the TEA so that we will be able to provide increased professional development to teachers and leaders on working with students with dyslexia and increase the support resources for our students with dyslexia.

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 1: While there is strong TEKS alignments, the campus has gaps implementing the ELPS. **Root Cause:** No clear vision for ELPS and EB support across campus.

Problem Statement 2: Gap communicating goals and performance expectations to all stakeholders. **Root Cause:** Campus has no effectively invested parents in students individual performance and progress goals.

Perceptions

Perceptions Summary

See PDF in Addendum for more information.

Perceptions Strengths

See PDF in Addendum for more information.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Inconsistent and reactive disciplinary practices led to administrative and parent withdrawals. This could have been prevented with more consistent discipline management system. **Root Cause:** The campus does not have a clear and consistent discipline management system.

Problem Statement 2 (Prioritized): Unclear vision to reduce the threat of bullying. High volume of family and student reported bullying concerns led to persistence concerns. **Root Cause:** The campus does not have a clear and consistent vision to educate all stakeholders on bullying. Campus does not have a clear protocol to address bullying when reported.

Priority Problem Statements

Problem Statement 1: Inconsistent and reactive disciplinary practices led to administrative and parent withdrawals. This could have been prevented with more consistent discipline management system.

Root Cause 1: The campus does not have a clear and consistent discipline management system.

Problem Statement 1 Areas: Perceptions

Problem Statement 2: Unclear vision to reduce the threat of bullying. High volume of family and student reported bullying concerns led to persistence concerns.

Root Cause 2: The campus does not have a clear and consistent vision to educate all stakeholders on bullying. Campus does not have a clear protocol to address bullying when reported.

Problem Statement 2 Areas: Perceptions

Problem Statement 3: Enrollment numbers are decreasing in transitional years such as 5th grade and 8th grade. We have seen the highest persistence leavers during summer months (June-August).

Root Cause 3: Scholars in the Socorro community are attracted to fine arts and bilingual options. For the community, a bilingual program where students learn Spanish has very high value.

Problem Statement 3 Areas: Demographics

Problem Statement 4: EB scholars enrollment rates have increased significantly. As such, campus must adapt and incorporate more urgent interventions for our beginner and intermediate EB scholars.

Root Cause 4: A significant increased of EB scholars has enrolled this year. Many of them, are first year in America students who need more urgent support with language acquisition.

Problem Statement 4 Areas: Demographics

Problem Statement 5: Scholars in Special education performed significantly lower than scholars in other accountable subgroups.

Root Cause 5: Interventions were primarily fluency based and did not emphasize standard and skill based supports.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: RTI is not being implemented effectively. No clear communication between SEL department and instructional team.

Root Cause 6: Ownership at the campus levels was associated with the counseling department.

Problem Statement 6 Areas: Student Learning

Problem Statement 7: Enrollment numbers are decreasing in transitional years such as 5th grade and 8th grade. We have seen the highest persistence leavers during summer months (June-August).

Root Cause 7: Scholars in the Socorro community are attracted to fine arts and bilingual options. For the community, a bilingual program where students learn Spanish has very high

value.

Problem Statement 7 Areas: Demographics

Problem Statement 8: Enrollment numbers are decreasing in transitional years such as 5th grade and 8th grade. We have seen the highest persistence leavers during summer months (June-August).

Root Cause 8: Scholars in the Socorro community are attracted to fine arts and bilingual options. For the community, a bilingual program where students learn Spanish has very high value.

Problem Statement 8 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Federal Report Card and accountability data

Student Data: Assessments

- 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
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- 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
- 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
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data
- Discipline records
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Teacher/Student Ratio
- Campus leadership data

Parent/Community Data

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

Support Systems and Other Data

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

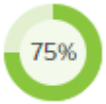
Goals

Goal 1: Increase staff retention

Performance Objective 1: By June 2022, we will increase staff retention by 5% for instructional staff in grades three through five.

High Priority

Evaluation Data Sources: Great Places to Work Survey

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Recognizing teachers' success through shout out during weekly faculty meetings, teacher weekly newsletter, and/or social media. Recognizing teachers who exhibit IDEA core values every month. **Strategy's Expected Result/Impact:** Increase Staff Retention **Staff Responsible for Monitoring:** All Campus Managers **TEA Priorities:** Recruit, support, retain teachers and principals				

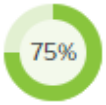
 No Progress Accomplished Continue/Modify Discontinue

Goal 2: All IDEA students matriculate to college

Performance Objective 1: By June 2022, 96% of scholars on grade levels PK through five are on track to graduate as measured by academic promotion.

HB3 Goal

Evaluation Data Sources: Report Cards

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Measuring on track levels in grades PK through 2nd **Strategy's Expected Result/Impact:** Alignment to STAAR on grade level metrics **Staff Responsible for Monitoring:** PK - 2nd DI Teacher **Title I:** 2.4, 2.5, 4.2				

 No Progress Accomplished Continue/Modify Discontinue

Goal 3: IDEA achieves an A rating

Performance Objective 1: By June 2022, the percent of students reading at or above grade level for grade three will increase by at least three percentage points as measured by STAAR and monitored by district wide universal screener.

High Priority

HB3 Goal

Evaluation Data Sources: Benchmarks and summative assessments

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Hold after-school tutoring for scholars who failed the STAAR assessment in reading. **Strategy's Expected Result/Impact:** Increase passing rates in reading STAAR **Staff Responsible for Monitoring:** Instructional Lead Team **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **Problem Statements:** Demographics 1, 2 **Funding Sources:** - Federal Grant - $61,000				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Enrollment numbers are decreasing in transitional years such as 5th grade and 8th grade. We have seen the highest persistence leavers during summer months (June-August). **Root Cause**: Scholars in the Socorro community are attracted to fine arts and bilingual options. For the community, a bilingual program where students learn Spanish has very high value.
Problem Statement 2: EB scholars enrollment rates have increased significantly. As such, campus must adapt and incorporate more urgent interventions for our beginner and intermediate EB scholars. **Root Cause**: A significant increased of EB scholars has enrolled this year. Many of them, are first year in America students who need more urgent support with language acquisition.

Goal 3: IDEA achieves an A rating

Performance Objective 2: By June 2022, the percent of students math performance at or above grade level for grade three will increase by at least three percentage points as measured by STAAR and monitored by district wide universal screener.

High Priority

HB3 Goal

Evaluation Data Sources: Benchmarks and summative assessments

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Hold tutoring after school for scholars who did not meet grade level on the previous year STAAR assessment. **Strategy's Expected Result/Impact:** Increase academic performance of scholars **Staff Responsible for Monitoring:** Instructional Lead Team **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools				

 No Progress Accomplished Continue/Modify Discontinue

Goal 3: IDEA achieves an A rating

Performance Objective 3: By June 2022, the percent of Special Education students meeting their growth goals in reading/math for grades three through five will increase by at least three percentage points as measured by STAAR and monitored by district wide universal screener.

High Priority

HB3 Goal

Evaluation Data Sources: Benchmarks and summative assessments

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Hold tutoring after school for scholars who did not meet growth on the previous year STAAR assessment. **Strategy's Expected Result/Impact:** Increase academic outcomes for scholars **Staff Responsible for Monitoring:** Instructional Lead Team **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools				

 No Progress Accomplished Continue/Modify Discontinue

Goal 4: Increase student daily attendance

Performance Objective 1: By June 2022, we achieve our college preparatory attendance goal of 97%

High Priority

Evaluation Data Sources: Average Daily Attendance

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Invest teachers and staff around the instructional impact of ADA. **Strategy's Expected Result/Impact:** Increase Year to year ADA **Staff Responsible for Monitoring:** APO	80%			

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 5: Increase student persistence

Performance Objective 1: By June 2022, 90% of scholars on grade levels six through ten will persist to the 2023-2024 school year.

High Priority

Evaluation Data Sources: Mission List

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Weekly strategy persistence meetings to discuss mission list. **Strategy's Expected Result/Impact:** Increase Scholar persistence **Staff Responsible for Monitoring:** Counseling team	75%			

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 5: Increase student persistence

Performance Objective 2: Provide 100% of guided lesson for scholars on school safety and violence prevention.

High Priority

Evaluation Data Sources: Counselor sign-in calendar and attendance

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Monthly lessons executed by the SSA targeting safety. **Strategy's Expected Result/Impact:** Increase in Student persistence **Staff Responsible for Monitoring:** SSA **Title I:** 2.6	85%			

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 5: Increase student persistence

Performance Objective 3: Ensure that 100% of all academy meet the fitness gram metrics by EOY.

High Priority

Evaluation Data Sources: IHT minutes

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: IHT Minute tracking **Strategy's Expected Result/Impact:** Increase in ADA **Staff Responsible for Monitoring:** PE Teachers	80%			

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Title I Personnel

Name	Position	Program	FTE
Veronica Martinez	PRE-KINDERGARTEN TEACHER		1

Campus Funding Summary

Federal Grant					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	1	1			$61,000.00
				Sub-Total	$61,000.00

Addendums

IDEA Rio Vista

Comprehensive Needs Assessment
ACADEMY

Data Sources: DI ELA & Electives

	DI Pre-K on Grade Level	DI Kinder on Grade Level	DI First on Grade Level	DI Second on Grade Level	% Royal Readers	% Word Masters
% Students						

		RR Goal Met/Not Met	WM Goal Met/Not Met

Data Source: STAAR

	STAAR Reading Grade 3	STAAR Reading Grade 4	STAAR Reading Grade 5	Overall
% Approaches	75	78	89	79
% Meets	45	50	62	52
% Masters	24	26	41	30
SAS	48	51	64	54
% Student Achievement Average	84	87	92	90

Data Source: CSI

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

Reflections	
Areas of Strength	**Areas of Need**
1 Effective use of daily lesson rehersal	1 Implementation of RTI accommodations from BOY
2 Implementation of Kagan/SIOP strategies	2 Timely Q1 tutorial sessions
3 Lesson completion at mastery for DI classrooms	3 Creating time for re-teach sessions

Master CNA & SAIP Reporting Checklist

				PTG	100%	PTG	0%
DEPT	**Data Sources**	**Data Tabs**	**Guidance**	**Status**	**Principal Notes or Questions**	**VP Verification**	**Notes & Next Steps**
ACADEMY	KEYS Tab (Tab 3)	Student Achievement Improvement Plan 2021-2022 School Year	This SAIP plan will require logging concrete initiatives put in place for student improvement, as well as their associated timelines, resoures, and responsible staff. Each initiative will be tracked mid-year and at the end of the year. Mid-year assessments should be completed by each campus between December 1, 2022 and no later than January 31, 2023.	Complete		Action Required	
	Locus Dashboards: CSI, STARR, AP CampusIB Reports EOY Assessments	Comprehensive Needs Assessment 2022 English Language Arts	These pages should include the percentage of students who achieved each listed score for the 2021-2022 School Year. For each subject, list a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete		Action Required	
		Comprehensive Needs Assessment 2022 Math		Complete		Action Required	
		Comprehensive Needs Assessment 2022 Science		Complete		Action Required	
		Comprehensive Needs Assessment 2022 Humanities		Complete		Action Required	
	State TELPAS Report	Comprehensive Needs Assessment 2022 TELPAS	This data set will outline the percentage of students that earned proficiency in the areas of Listening, Speaking, Reading, and Writing, as indicated in the State TELPAS report. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete		Action Required	
	Locus Dashboard: Staff Retention	Staff Quality, Rentention, & Recruitment 2021-2022 School Year	Under the %SPED Data Point, this should reflect the percentage of SPED certified teachers, compared to the overall SPED staff. Under number of teacher applicants, note how many teachers were interviewed by campus leaders for positions during the 2021-2022 School Year. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete		Action Required	
	Locus Dashboards: Student Persistence, Enrollment, ADA	School Culture & Climate 2021-2022 School Year	For the Withdrawals/Level 3 Offenses data point, list the number of withdrawals or offenses. All other data points should reflect percentages. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete		Action Required	
	Campus Academic Counselor Tracking Systems	2022 Family & Community Involvement	In addition to listing data percentages, list a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete		Action Required	

IDEA Rio Vista

2021-22 Student Achievement Improvement Plan

ACADEMY

APO	Initiatives	Needs Assess.	Special Pops.	Person(s) Responsible	Timeline Start/End	Resources: Human/ Material/Fiscal	Documentation	Formative Evaluation
1A	Hybrid Lab Blended Learning	S	ALL	Hybrid lab facilitator: Ugarte	8/13-6/2	AR zone, ST math, Think through math	Weekly ;lead team walkthrough, Student	Student data trackers, District
1A	Instructional Rounds	S,E	ALL	Principal; Lead Team	At least 2 times a week	Surface Pro, walk-through form (OCS)	Campus Lead Team	Walk-through form (OCS)
1A	Texas Reading & Writing Initiative	S,E	ALL	Lead Team	June & July	PD budget	Weekly specific skill observations of teachers by lead team	Weekly specific skill observations of teachers by lead team
1A	Kagan Training	S,E	ALL	Lead Team	July-May	PD budget	Lesson Plans, Weekly specific skill observations of teachers by lead team,	Weekly specific skill observations of teachers by lead team
1A	DI Instruction	S,E	AR	Interventionists: Adams, Mendoza, medellin Sp. Ed. Teacher Carrera, Mendez, Quintero	Aug. - May	DI Instructional Materials	Weekly Assessment, IA, benchmarks, STAAR Prefomance indicators	Student performance data trackers, District weekly data review
1A	Lead4ward Training	S, E,	ALL	Content Leads	8/24-5/25	Lead4ward Documents/Pacing Charts/Etc.	Weekly check ins with manager to ensure proper implementation	Visual Displays, Student work/assessments
1A	Academic Block	S, E,	ALL	Interventionists: Adams, Mendoza, medellin Sp. Ed. Teacher Carrera, Mendez, Quintero	8/13-6/2	COWS, Achieve 3000, Study Island, Shmoop, Khan Academy	Weekly Check ins and scheduling	Student Performance Reports, Pre-Test/Post-Test
1A	Witlow	S, E	ELL,SE, AR	API - Trujillo	8/13-6/2	Line item in discretionary budget: Learning compass personnel, curricular resources provided	Student progress, Student STAAR assessments, teacher feedback	IA Results STAAR/EOC CSR
1A	Writer's Workshop Consultants	S,E	ALL	API- Elguea & API Trujilo	8/31-5/11	Line item in discretionary budget: Writer's Workshop personnel, curricular resources provided	Student progress, Studen	IA Results STAAR/EOC CSR
1A	STAAR/EOC Consumable Resources	S,E	ALL	API- Elguea & API Trujilo	10/12-5/11	Buckle down, mentoring minds, STAAR coach, Dana Center	Teacher feedback on res	Teacher feedback on resources
2D	Person of influence (POI)	O	AR	Lead Team	8/31-5/25	Google docs, progress reports, teacher feedback, student data, merit store	Peer observation of meet	Google doc student tracker
2C/2D	Perfect Attendance Incentives	O	ALL	APO - Ramon Salazar	8/13-6/2	Ipads, Ipods, MP3, Bikes, Board Games, Footballs, Basketballs, Soccer Balls	Weekly Check Ins with Principal	Check In Doc

IDEA Rio Vista

2021-22 Student Achievement Improvement Plan

ACADEMY

1A	Check for Understanding (CFU Training)`	S, E,	All	Lead Team	8/13-6/2	PD Line Item	Teacher Observation Debriefs or Coaching documents/ feedback forms	Weekly specific skill observations of teachers by lead team
1A	Student Intervention Pull Out Program/DI	S,E	AR	Interventionists: Adams, Mendoza, medellin Sp. Ed. Teacher Carrera, Mendez, Quintero	8/31-5/15	Google docs, progress reports, teacher feedback, student data, merit store items	weekly lead team observation	student trackers
1A	RTI (electronic data base)	S,E	AR	API Laurel & API Mendoza	10/5-5/25	RTI Packet amd EdClick	Weekly Assessment, IA, STAAR Prefomance indicators	RtI Student Folder
1A	Saturday School	S,E	AR, ELL,S	All Staff	1/13-5/7	tested area teachers, cnp, out of box resources, COWs, Study Island/Achieve 3000	% student & teacher Participation	% student & teacher Participation. Online Google DocumentationSTAAR scores
1A	Spring break tutoring	S,E	ALL	API- ELguea & API Trujilo	3/14-3/18	tested area teachers, cnp, STAAR/EOC Materials, COWs	% student & teacher Participation	% student & teacher Participation STAAR scores
1A	STAAR software support	S,E	ALL	Interventionists	8/24-5/25	Achieve 3000, Grade Cam, Khan Academy, Study	Student trackers	IA scores, Staar scores
1A	STAAR summer camp	S,E	All	API- ELguea & API Trujilo	5/30-6/24	Discretionary Budget item: tested area teachers, cnp, out of box resources, COWs	% student & teacher Participation (pre-post test)	% student & teacher Participation pre-post test
1A	Student data Reviews (data conversations & trackers)	S,E	AR, SE, ELL	lead team & all faculty	8/13-5/25	teacher training at beginning of school year, data binders	weekly lead team meetings with teachers	student trackers
1A	Sub pop Academies/DI Program	S,E	AR, ELL, SE	Interventionist- MS Interventionist- Trevino/ HS Interventionist Hernadez/Saenz, Sp. Ed. Teachers	9/7-5/25	Rosette Stone, Achieve 3000, I Pads (with ELL Apps), DI Program Materials	student trackers, observation of instructors, POI	student trackers
1A	Teacher Data Reviews (Weekly Assessments, IA, PTGs, etc.)	S,E,A,AP	SE,ELL	lead team & all faculty	8/31-5/25	Data binders, Grade Cam data	IA, PTG, , Exit slips	Google doc, student progress
1A	Writing across content	S,E,A,AP	ALL	API- Elguea & API Trujilo	8/13-5/25	writing techniques per content	teacher use in class	student use in class
2A	Teachboost	O	ALL	Lead Team, Admin. Assist.	Fall (1) & Spring (1) Semester	District provided software	Coaching Tracker	Coaching Tracker and Next Steps
1B	CIS	A, AP	ALL	Director of College counseling: Torres	8/13-5/25	Shmoop, Sylvan, Princeton Review	Student progress reports	license for each student & TOT

Title I Qualifying Programs			Initiatives Status			
Internal Use Only			Mid Year		End of Year	
Supplemental Program (Y/N)	New Program (Y/N)	Budget Allocation	Outcome	Increase/Decreased by X%	Outcome	Increase/Decreased by X%
Budget Allocations only need to be entered for programs that are BOTH Supplemental & New			Use these columns to assess your strategy progress at the middle and end of the year			
Y	N					
Y	N					
Y	N					
Y	N					
Y	N					
Y	Y	$3,000				
Y	N					
Y	N					
Y	Y	$7,000				
Y	N					
Y	N					
Y	N					

Title I Qualifying Programs			Initiatives Status			
Internal Use Only			Mid Year		End of Year	
Supplemental Program (Y/N)	New Program (Y/N)	Budget Allocation	Outcome	Increase/Decreased by X%	Outcome	Increase/Decreased by X%
Y	N					
Y	N					
Y	Y					
Y	N					
Y	N					
Y	N					
Y	N					
Y	N					
Y	N					
Y	N					
Y	N					
Y	N					
Y	N					

Annual Performance Objectives (APO)

PRIORITY #1: Students Graduate College-Ready

1A. % of graduates who matriculate to a College or University: 100%

1B. % of graduates matriculate to a Tier I/II College or University: 15% | 25%

1C. % of Seniors accepted to a College or University: 100%

1D. % of Seniors named AP scholars | Earn IB diploma: 30% | 25%

1E. Earned State Rating: A

1F. % Basic | % Mastery | % Advanced on LEAP: 82% | 44% | 11%

1G. % Approaches | % Meets | % Masters on STAAR/EOC: 90% | 60% | 30%

1H. % Level 3 | % Level 4 | % Level 5 on FSA/FSAA: 70% | 40% | 20%

1I. % of Pre-K-2nd Students End The Year On/Above Grade Level in Reading - Year 1 Campuses | Year 2 Campuses: 80% | 90%

1J. % of students in CSI achieve 2 years growth in Reading | Math (measured by Ren STAR) 50% | 60%

1K. Average ACT score: 21

1L. % of students graduating college in 4 | 6 years: 25% | 55%

PRIORITY #2: Build a Strong & Sustainable Organization

2A. % Teacher Retention | Employee Retention: 85% | 85%

2B. 80% composit score on GPTW: 82%

2B. %Average Daily Attendance: 97.50%

2C. New Student Persistence: 90%

2D. Operating Income: $133M

2E. FIRST Rating: A

PRIORITY #3: Achieve Mission at Scale

3A. % of students with low socio-economic status: 80%

3B. Enrollment in August 2020: 83,894

3C. Schools in operation in August 2020: 149

3D. Total Funds Raised (millions): $93M

Needs Assessment

S-STAAR

D-DIBELS

E-EOC

A-ACT

RR-Reading Renaissance

ST-STAR for Math

DR-Discipline Report

AP-AP Tests

O-Other

Special Populations

All

AR-At Risk

ELL-English Language Learners

ED-Economically Disadvantaged

M-Migrant

SE-Special Education

IDEA Rio Vista

Comprehensive Needs Assessment ACADEMY						
Data Sources: Eureka Math & Electives Academy						
	DISTAR Pre-K on Grade Level	**Eureka Kinder on Grade Level**	**Eureka First on Grade Level**	**Eureka Second on Grade Level**	**% Math Masters Pk-2**	**Pk-2 MM Goal Met/Not Met**
% Students						
Data Source: STAAR Academy						
	STAAR Math Grade 3	**STAAR Math Grade 4**	**STAAR Math Grade 5**	**% Math Masters 3-5**	**3-5 MM Goal Met/Not Met**	
% Approaches	48	59	80	38%	133/213	
% Meets	21	31	50			
% Masters	4	12	17			
% Student Achievement Average	24	34	49			
% Meet 2 year growth						
Data Source: CSI Academy						
	Math AC CSI					
% CSI (EOY Ren.)						
% of CSI Passing STAAR						
% of SPED Passing STAAR						

Reflections	
Areas of Strength	**Areas of Need**
1. Lesson Rehearsals	1. Starting lesson rehearsals from BOY
2. Implementation of manipulatives	2. Implenting RTI accomodations from BOY
3. Training and implementation of Kagen/SIOP strategies	3. Receiving maniuplatives and training to implement from BOY

IDEA Rio Vista

Comprehensive Needs Assessment ACADEMY						
Data Sources: Science Pk-2						
	Science Pre-K on Grade Level	**Science Kinder on Grade Level**	**Science First on Grade Level**	**Science Second on Grade Level**	**Science Third on Grade Level**	**Science Fourth on Grade Level**
% Students						

Data Source: Science 3-5	
	STAAR Science Grade 5
% Approaches	76
% Meets	39
% Masters	19
% Student Achievement Average	45

Reflections	
Areas of Strength	**Areas of Need**
1 Cohesive Science team with strong, knowledeble content lead.	1 Lack of content internalization of the content by AR/HS teacher.
2 Team members have strong content knowledge and leveraged best practices including multiple	2 Ineffective stakeholder investment of core content teachers in science.
3 Team shared vision of student success and leveraged parent involvement	3 Assessment benchmarks were given too close to EOC date, minimizing time for effective time for effective intervention.

IDEA Rio Vista

Comprehensive Needs Assessment ACADEMY							
Data Sources: Humanities Pk-2							
	Humanities Pre-K on Grade Level	Humanities Kinder on Grade Level	Humanities First on Grade Level	Humanities Second on Grade Level	Humanities Third on Grade Level	Humanities Fourth on Grade Level	Humanities Fifth on Grade Level
% Students							

Reflections	
Areas of Strength	Areas of Need

IDEA Rio Vista

Comprehensive Needs Assessment
ACADEMY

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

	Listening	Speaking	Reading	Writing	% of ELL Students who grew one or more levels
% Beginning	6%	21%	21%	39%	54%
% Intermediate	31%	39%	33%	31%	
% Advanced	37%	28%	24%	19%	
% Advanced High	26%	12%	23%	10%	

Reflections

Areas of Strength	Areas of Need
1 Deliberate practice scohlars' listening and speaking before assessments.	1 We did not have a cross-curricular approach for literacy. Reading and writing were isolated to the ELAR classroom.
2 Targetted vocabulary through membeam during the intervention block.	2 Teachers did not receive tools to implement SIOP strategies and differentiate material for LEP scholars.
3 DISE intervention for Spanish speakers showed positive impact for the speaking component.	3 We did not monitor progress on TELPAS levels through out the school year. Once we received mock data, we did not utilize it to monitor progress or support scholars in their areas of need.

IDEA Rio Vista

Comprehensive Needs Assessment	
ACADEMY	
Staff Quality, Recruitment, Retention	
	Percentage
% School Lead Team Retention	100%
% Instructional Support Retention	88%
% Teacher Retention	85%
% Campus Support Retention	100%
% SPED Teachers	67%
% State/National Certified Teachers	26%
% State Certified Leaders	10%
% State/Board certified Counselors	0%
Number of teacher applicants per 2020-21 school year	25

Reflection	
Areas of Strength	**Areas of Need**
1 Strong GTL and content leader model for teachers	1 Poor onboarding during the transition.
2 Strong CL model for teacher content support	2 Curricular support and mentoring for new teachers.
3 Quarterly touchpoint with principals for all staff.	3 No implementation of a mentoring program.

IDEA Rio Vista

Comprehensive Needs Assessment ACADEMY	
Data Source: School Culture and Climate	
	Campus %
% Average Daily Attendance	92.50%
% Overall Persistence	87.79%
% New Student Persistence	81.78%
# of Admin Withdrawals/ Level 3 Offenses	0
% SPED	10%
% ELL	51%
% Eco Dis	87%
% Migrant	0%
% Race: American-Indian-Alaska-Native	0%
% Asian	1%
% White-Hispanic	4%
% Multi	1%
% Black-African-American	3%
% Native-Hawaiian-Pacific-Islander	0%
% White	5%
% Male	52%
% Female	48%

Data Source: School Culture and Climate	
Reflections	
Areas of Strength	**Areas of Need**
1 Early identification of domain 3 scholars	1 Identification of specific Tier II interventions for subgrops
2 Early goal setting with all scholars in subgroups	2 Monitoring progress of special populations as they progress through the year
3	3 No consistent strategy around parent investment

IDEA Rio Vista

Comprehensive Needs Assessment ACADEMY	
Data Source: Family and Community Involvement	
	Percentage
% Families Attended WTI	60%
% Families Attended Curriculum Night	74%
% Families Who Attended EOY Ceremonies	91%
% Families who attended Fall Festival	N/A
% Families who attended Winter Festival	30%
% Families who attended Spring Festival	N/A

Reflection	
Areas of Strength	**Areas of Need**
1 Strong campus investment on helping execute events	1 Inconsistent Tracking Systems to identify family attendance between academy or college Prep
2 Strong parent communication of events	2 Inconsistent invite systems and tracking mechanisms for RSVP
3	3 Lack of Planning of events ahead of time.

IDEA Public Schools

Rio Vista College Prep

2022-2023 Campus Improvement Plan

Accountability Rating: A

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

Board Approval Date: October 21, 2022
Public Presentation Date: September 15, 2022

Mission Statement

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

Vision

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

Core Values

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

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

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Comprehensive Needs Assessment

Revised/Approved: September 15, 2022

Demographics

Demographics Summary

IDEA Rio Vista College Prep is an open enrollment public sharter serving grades 6th - 10th grade. We proudly serve a diverse array of schoalrs. Our special programs include CTE, Emerging Bilingual, Special Education, and Athletics).

See PDF in Addendum for more information.

Demographics Strengths

See PDF in Addendum for more information.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Enrollment numbers are decreasing in transitional years such as 5th grade and 8th grade. We have seen the highest persistence leavers during summer months (June-August). **Root Cause:** Scholars in the Socorro community are attracted to early college and dual credit options. For the community, the idea of graduating with an associates degree has more value than attaining AP credit.

Problem Statement 2 (Prioritized): EB scholars enrollment rates have increased significantly. As such, campus must adapt and incorporate more urgent interventions for our beginner and intermediate EB scholars. **Root Cause:** A significant increased of EB scholars has enrolled this year. Many of them, are first year in America students who need more urgent support with language acquisition.

Student Learning

Student Learning Summary

We are proud to be an A rated campus (94), having earned domain ratings of 86, 92, and 99, for student achievement, school progress, and closing the gaps respectively. Our scholars have increased their achievement scores for meets and masters over 30% points in the last school year. IDEA Rio Vista also earned all eligible disctiontions.

See PDF in Addendum for more information.

Student Learning Strengths

See PDF in Addendum for more information.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Scholars in Special education performed significantly lower than scholars in other accountable subgroups. **Root Cause:** Interventions were primarily fluency based and did not emphasize standard and skill based supports.

Problem Statement 2 (Prioritized): RTI is not being implemented effectively. No clear communication between SEL department and instructional team. **Root Cause:** Ownership at the campus levels was associated with the counseling department.

School Processes & Programs

School Processes & Programs Summary

Our campus uses the School Leadership Levers and Relay School of Education coaching structures to develop leadership. Development goals and individual learning plans for leaders are also clearly communicated to them during weekly coaching session. We host monthly coaching academies to emphasize leadership levers of focus.

See PDF in Addendum for more information.

School Processes & Programs Strengths

Curriculum & Instruction:

- At least one-third of IDEA students graduate with the "AP Scholar" designation, evidence of earning a qualifying score on at least three AP exams, demonstrating successful completion of college-level coursework prior to graduation.
- IDEA provides students access to accelerated instruction through the 1:1 technology device, including adaptive software for mathematics and literacy and access to hundreds of thousands of books in the district's digital library.
- IDEA curricular resources include high-quality instructional materials that earn the highest ratings on national evaluation measures.
- IDEA curriculum is regularly evaluated using a quality evaluation tool, ensuring alignment to the Texas Essential Knowledge and Skills and AP course standards, as well as the STAAR/EOC and AP exams.
- IDEA implements a variety of training opportunities for teachers and leadership staff with the goal of developing teachers' pedagogical content knowledge and leaders' coaching skills.
- For 15 years in a row, 100% of IDEA students have been accepted into college, demonstrating that IDEA academic programming is adequately preparing students for post-secondary education.
- In 2022, four IDEA schools were ranked in the top 10 Most Challenging Schools in the Nation and 13 were ranked in the top 1% of schools nationwide, by the Jay Mathews Challenge Index High School Rankings.

Special Programs

- IDEA exceeded the expected growth target for EL student performance on TELPAS in 2021 with 48% of ELs meeting that target.
- IDEA provide targeted research based instruction to students who have a 2.0 year gap in Reading and/or Math with the goal of closing that gap by 2.0 years during the school year with our initiative called Critical Student Intervention (CSI). During the 21-22 school year, 2,562 out of 6,632 students meet that goal for Reading and 703 out of 1,268 students met the goal for Math.
- IDEA is in Year 3 of our TEA awarded Autism Grant. Through this grant we were able to increase support for 195 students with autism in Rio Grande Valley and Austin who met the criteria outlined by TEA for this grant.
- IDEA submitted and was awarded a Dyslexia Grant by the TEA so that we will be able to provide increased professional development to teachers and leaders on working with students with dyslexia and increase the support resources for our students with dyslexia.

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 1 (Prioritized): While there is strong TEKS alignments, the campus has gaps implementing the ELPS. **Root Cause:** No clear vision for ELPS and EB support across campus.

Problem Statement 2 (Prioritized): Gap communicating goals and performance expectations to all stakeholders. **Root Cause:** Campus has no effectively invested parents in students individual performance and progress goals.

Perceptions

Perceptions Summary

See PDF in Addendum for more information.

Perceptions Strengths

See PDF in Addendum for more information.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Inconsistent and reactive disciplinary practices led to administrative and parent withdrawals. This could have been prevented with more consistent discipline management system. **Root Cause:** The campus does not have a clear and consistent discipline management system.

Problem Statement 2 (Prioritized): Unclear vision to reduce the threat of bullying. High volume of family and student reported bullying concerns led to persistence concerns. **Root Cause:** The campus does not have a clear and consistent vision to educate all stakeholders on bullying. Campus does not have a clear protocol to address bullying when reported.

Priority Problem Statements

Problem Statement 1: Enrollment numbers are decreasing in transitional years such as 5th grade and 8th grade. We have seen the highest persistence leavers during summer months (June-August).

Root Cause 1: Scholars in the Socorro community are attracted to early college and dual credit options. For the community, the idea of graduating with an associates degree has more value than attaining AP credit.

Problem Statement 1 Areas: Demographics

Problem Statement 2: EB scholars enrollment rates have increased significantly. As such, campus must adapt and incorporate more urgent interventions for our beginner and intermediate EB scholars.

Root Cause 2: A significant increased of EB scholars has enrolled this year. Many of them, are first year in America students who need more urgent support with language acquisition.

Problem Statement 2 Areas: Demographics

Problem Statement 3: RTI is not being implemented effectively. No clear communication between SEL department and instructional team.

Root Cause 3: Ownership at the campus levels was associated with the counseling department.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: While there is strong TEKS alignments, the campus has gaps implementing the ELPS.

Root Cause 4: No clear vision for ELPS and EB support across campus.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: Gap communicating goals and performance expectations to all stakeholders.

Root Cause 5: Campus has no effectively invested parents in students individual performance and progress goals.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: Inconsistent and reactive disciplinary practices led to administrative and parent withdrawals. This could have been prevented with more consistent discipline management system.

Root Cause 6: The campus does not have a clear and consistent discipline management system.

Problem Statement 6 Areas: Perceptions

Problem Statement 7: Unclear vision to reduce the threat of bullying. High volume of family and student reported bullying concerns led to persistence concerns.

Root Cause 7: The campus does not have a clear and consistent vision to educate all stakeholders on bullying. Campus does not have a clear protocol to address bullying when reported.

Problem Statement 7 Areas: Perceptions

Problem Statement 8: Scholars in Special education performed significantly lower than scholars in other accountable subgroups.

Root Cause 8: Interventions were primarily fluency based and did not emphasize standard and skill based supports.

Problem Statement 8 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain

Student Data: Assessments

- 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
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- 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
- 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
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data
- Discipline records
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data

- Teacher/Student Ratio
- Campus leadership data

Parent/Community Data

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

Support Systems and Other Data

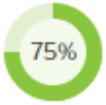
- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data

Goals

Goal 1: Increase staff retention

Performance Objective 1: By June 2022, we will increase staff retention by 5% for instructional staff in grades six through ten.

Evaluation Data Sources: Great Places to Work Survey

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Recognizing teachers' success through shout out during weekly faculty meetings, teacher weekly newsletter, and/or social media. Recognizing teachers who exhibit IDEA core values every month. **Strategy's Expected Result/Impact:** Increase teacher retention **Staff Responsible for Monitoring:** This would be monitored by all campus managers **Title I:** 2.4, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals **Problem Statements:** Student Learning 1, 2 **Funding Sources:** - Federal Grant - $69,500				
No Progress Accomplished Continue/Modify Discontinue				

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Scholars in Special education performed significantly lower than scholars in other accountable subgroups. **Root Cause**: Interventions were primarily fluency based and did not emphasize standard and skill based supports.
Problem Statement 2: RTI is not being implemented effectively. No clear communication between SEL department and instructional team. **Root Cause**: Ownership at the campus levels was associated with the counseling department.

Goal 2: All IDEA students matriculate to college

Performance Objective 1: By June 2022, 96% of scholars on grade levels six through ten are on track to graduate.

HB3 Goal

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Academic Support Program for scholars failing more than one subject area. **Strategy's Expected Result/Impact:** Decrease in failure rates. **Staff Responsible for Monitoring:** College Counselor **Title I:** 2.6 **Funding Sources:** - Federal Grant - $65,520	50%	70%		

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 2: All IDEA students matriculate to college

Performance Objective 2: By June 2022, 90% of Special Education scholars on grade levels six through ten are on track to graduate.

High Priority

Evaluation Data Sources: STAAR/EOC/TSI
On track to graduation metrics

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Academic Interventions for scholars needing additional support.	85%	85%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 3: IDEA achieves an A rating

Performance Objective 1: By June 2022, the percent of students reading at or above grade level for grades six through ten will increase by at least three percentage points as measured by STAAR and monitored by district wide universal screener.

High Priority

HB3 Goal

Evaluation Data Sources: Benchmark and summative assessments

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Hold after-school intervention for scholars who failed the STAAR assessment in reading. **Staff Responsible for Monitoring:** Instructional Team **Title I:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **Problem Statements:** Demographics 1, 2 **Funding Sources:** - Federal Grant - $36,648.80, - Federal Grant - $31,204.80				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Enrollment numbers are decreasing in transitional years such as 5th grade and 8th grade. We have seen the highest persistence leavers during summer months (June-August). **Root Cause**: Scholars in the Socorro community are attracted to early college and dual credit options. For the community, the idea of graduating with an associates degree has more value than attaining AP credit.
Problem Statement 2: EB scholars enrollment rates have increased significantly. As such, campus must adapt and incorporate more urgent interventions for our beginner and intermediate EB scholars. **Root Cause**: A significant increased of EB scholars has enrolled this year. Many of them, are first year in America students who need more urgent support with language acquisition.

Goal 3: IDEA achieves an A rating

Performance Objective 2: By June 2022, the percent of students math performance at or above grade level for grades six through ten will increase by at least three percentage points as measured by STAAR and monitored by district wide universal screener.

HB3 Goal

Evaluation Data Sources: Benchmark and summative assessments

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Hold tutoring after school for scholars who did not meet grade level on the previous year STAAR assessment. **Strategy's Expected Result/Impact:** Increase academic performance of scholars **Staff Responsible for Monitoring:** Instructional Lead Team **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools				

 No Progress Accomplished Continue/Modify Discontinue

Goal 3: IDEA achieves an A rating

Performance Objective 3: By June 2022, the percent of students meeting CCMR indicators in grade ten will increase by at least three percentage points as measured by TSI and ACT and monitored by district wide universal screener.

HB3 Goal

Evaluation Data Sources: Benchmark and summative assessments

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Hold tutoring after school for scholars who did not meet growth on the TSI assessment. **Strategy's Expected Result/Impact:** Increase academic outcomes for scholars **Staff Responsible for Monitoring:** Instructional Lead Team **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools				

 No Progress Accomplished Continue/Modify Discontinue

Goal 4: Increase student daily attendance

Performance Objective 1: By June 2022, we achieve our college preparatory attendance goal of 97%

High Priority

Evaluation Data Sources: Average Daily attendance

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Invest teachers and staff around the instructional impact of ADA. **Strategy's Expected Result/Impact:** Increase ADA **Staff Responsible for Monitoring:** APO	40%	40%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Develop and implement an escalation matrix to address severe attendance gaps. **Strategy's Expected Result/Impact:** Prevent chronic absentiism **Staff Responsible for Monitoring:** APO	65%	65%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 5: Increase student persistence

Performance Objective 1: By June 2022, 90% of scholars on grade levels six through ten will persist to the 2023-2024 school year.

High Priority

Evaluation Data Sources: Mission List

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Weekly strategy persistence meetings to discuss mission list. **Strategy's Expected Result/Impact:** Increase in scholar persistence **Staff Responsible for Monitoring:** Counseling Team	50%	50%	100%	

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 5: Increase student persistence

Performance Objective 2: Provide 100% of guided lesson for scholars on school safety and violence prevention.

High Priority

Evaluation Data Sources: Counselor sign-in sheets and calendar.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Calendar lessons to be done monthly by SSA **Strategy's Expected Result/Impact:** Increase in persistence **Staff Responsible for Monitoring:** SSA **Title I:** 2.4 **- TEA Priorities:** Connect high school to career and college				

 No Progress Accomplished Continue/Modify Discontinue

Goal 5: Increase student persistence

Performance Objective 3: Ensure that 100% of all CP meet the fitness gram metrics by EOY.

High Priority

Evaluation Data Sources: IHT minutes
Healthy kids here

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Measuring scholars achieving fitness ambassador metric **Strategy's Expected Result/Impact:** Increasing daili attendance and scholar persistence **Title I:** 2.5, 2.6 **- TEA Priorities:** Improve low-performing schools	65%	60%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Title I Personnel

Name	Position	Program	FTE
Angelica March	ILEARNING HOT SPOT FACILITATOR		1
Azereth Mendoza	INTERVENTIONIST		1
Joshua Ugarte	AR ZONE FACILITATOR		1
Krystal Adams	INTERVENTIONIST		1
Zachary Torres	COLLEGE COUNSELOR		1

Campus Funding Summary

Federal Grant					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1			$69,500.00
2	1	1			$65,520.00
3	1	1			$31,204.80
3	1	1			$36,648.80
				Sub-Total	$202,873.60

Addendums

IDEA Rio Vista

Comprehensive Needs Assessment
COLLEGE PREP

Data Source: Internal Assessments

	6th Grade EOY Assessment	7th Grade EOY Assessment
% Passing		

Data Source: STAAR

	STAAR 8th US History	EOC US History
% Approaches	82	
% Meets	35	
% Masters	13	
% Student Achievement Average	43	

Data Source: AP/IB

AP Scores	Pass AP Human Geography	Pass AP World History	Pass AP US History	Pass AP Goverment	Pass AP Economics	IB Scores	IB Group 3
% Score 1	88%					% Score 1-3	
% Score 2	43%					% Score 4-5	
% Score 3+	12%					% Score 6-7	

Reflections	
Areas of Strength	**Areas of Need**
1 What and How Key Points - What and How key points allowed teacher to zero in on what information students needed to know in order to understand how to answer the questions	1 Address TEKS and What and How Key Points integrated in WW curriculum and completing TEK based weeks with a focus on a particular set of TEKs within a genre
2 Targeted intervention - Outside of tutoring needs	2 While interventions were data based and instruction was scaffolded, there was a lack of oversight when it came to tutoring which led to a lack of rigor during tutoring hours

3 Student work Analysis	3 Particularly for EOC, writing components, student work analysis was completed and feedback provided but at times, there was a delay in the return of feedback which resulted students potentially carrying misconceptions into the next day

IDEA Rio Vista

Comprehensive Needs Assessment
COLLEGE PREP

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

	Listening	Speaking	Reading	Writing	% of ELL Students who grew one or more levels
% Beginning	8%	19%	9%	12%	41%
% Intermediate	29%	29%	33%	17%	
% Advanced	35%	50%	53%	53%	
% Advanced High	29%	1%	5%	5%	

Reflection

Areas of Strength	Areas of Need
1 Deliberate practice scohlars' listening and speaking before assessments.	1 We did not have a cross-curricular approach for literacy. Reading and writing were isolated to the ELAR classroom.
2 Targetted vocabulary through membeam during the intervention block.	2 Teachers did not receive tools to implement SIOP strategies and differentiate material for LEP scholars.
3 DISE intervention for Spanish speakers showed positive impact for the speaking component.	3 We did not monitor progress on TELPAS levels through out the school year. Once we received mock data, we did not utilize it to monitor progress or support scholars in their areas of need.

Master CNA & SAIP Reporting Checklist

				PTG	90%	PTG	0%
DEPT	**Data Source**	**Data Tabs**	**Guidance**	**Status**	**Principal Notes or Questions**	**VP Verification**	**Notes & Next Steps**
College Prep	KEYS Tab (Tab 3)	Student Achievement Improvement Plan 2021-2022 School Year	This SAIP plan will require logging concrete initiatives put in place for student improvement, as well as their associated timelines, resources, and responsible staff. Each initiative will be tracked mid-year and at the end of the year. Mid-year assessments should be completed by each campus between December 1, 2022 and no later than January 31, 2023.	Complete		Action Required	
	Locus Dashboards: CIS STARR, AP Campus IB Reports EOY Assessments	Comprehensive Needs Assessment 2022 English Language Arts	These Pages should include the percentage of students who achieved each listed score for the 2021-2022 School Year. For each subject, list a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete		Action Required	
		Comprehensive Needs Assessment 2022 Math		Complete		Action Required	
		Comprehensive Needs Assessment 2022 Science		Complete		Action Required	
		Comprehensive Needs Assessment 2022 Humanities		Complete		Action Required	
	State TELPAS Report	Comprehensive Needs Assessment 2022 TELPAS	This data set will outline the percentage of students that earned proficiency in the areas of Listening, Speaking, Reading, and Writing, as indicated in the State TELPAS report. Llist a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete		Action Required	
	Locus Dashboards: ACT, AP, TSI Campus IB Reports Campus Matriculation Reports	100% College Matriculation 2021-2022 School Year	This page will only be applicable to campuses that had graduating classes in the Spring of 2022. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Pending	Not applicable for our campus	Action Required	
	Locus Dashboard: Staff Rentention	Staff Quality, Retention, & Recruitment 2021-2022 School Year	Under the %SPED Data Point, this should relfect the percentage of SPED certified teachers, compared to the overall SPED staff. Under number of teacher applicants, note how many teachers were interviewed by campus leaders for positions during the 2021-2022 School Year. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete		Action Required	
	Locus Dashboards: Student Persistence, Enrollment, ADA	School Culture & Climate 2021-2022 School Year	For the Withdrawals/Level 3 Offenses data point, list the number of withdrawals or offenses. All other data points should reflect percentages. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete		Action Required	
	Campus Academic Counselor Tracking Systems	2022 Family & Community Involvement	In addition to listing data percentages, list a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete		Action Required	

IDEA Rio Vista

2021-22 Student Achievement Improvement Plan - College Prep

COLLEGE PREP

APO	Initiatives	Needs Assess.	Special Pops.	Person(s) Responsible	Timeline Start/End	Resources: Human/ Material/Fiscal	Documentation	Formative Evaluation
1A	Hybrid Lab Blended Learning	S	ALL	Hybrid lab facilitator: Ugarte	8/13-6/2	AR zone, ST math, Think through math	Weekly ;lead team walkthrough, Student growth progress measures	Student data trackers, District weekly data review
1A	Instructional Rounds	S,E	ALL	Principal; Lead Team	At least 2 times a week	Surface Pro, walk-through form (OCS)	Campus Lead Team	Walk-through form (OCS)
1A	Laying the foundation Training/AP Institute	S,E	ALL	Lead Team	June & July	PD budget	Weekly specific skill observations of teachers by lead team	Weekly specific skill observations of teachers by lead team
1A	Kagan Training	S,E	ALL	Lead Team	July-May	PD budget	Lesson Plans, Weekly specific skill observations of teachers by lead team,	Weekly specific skill observations of teachers by lead team
1A	DI Instruction	S,E	AR	Interventionists: Adams, Mendoza, medellin Sp. Ed. Teacher Carrera, Mendez, Quintero	Aug. - May	DI Instructional Materials	Weekly Assessment, IA, benchmarks, STAAR Prefomance indicators	Student performance data trackers, District weekly data review
1A	Lead4ward Training	S, E,	ALL	Content Leads	8/24-5/25	Lead4ward Documents/Pacing Charts/Etc.	Weekly check ins with manager to ensure proper implementation	Visual Displays, Student work/assessments
1A	Academic Block	S, E,	ALL	Interventionists: Adams, Mendoza, medellin Sp. Ed. Teacher Carrera, Mendez, Quintero	8/13-6/2	COWS, Achieve 3000, Study Island, Shmoop, Khan Academy	Weekly Check ins and scheduling	Student Performance Reports, Pre-Test/Post-Test
1A	Witlow	S, E	ELL,SE, AR	API - Trujillo	8/13-6/2	Line item in discretionary budget: Learning compass personnel, curricular resources provided	Student progress, Student STAAR assessments, teacher feedback	IA Results STAAR/EOC CSR
1A	Writer's Workshop Consultants	S,E	ALL	API- Elguea & API Trujilo	8/31-5/11	Line item in discretionary budget: Writer's Workshop personnel, curricular resources provided	Student progress, Studer	IA Results STAAR/EOC CSR
1A	STAAR/EOC Consumable Resources	S,E	ALL	API- Elguea & API Trujilo	10/12-5/11	Buckle down, mentoring minds, STAAR coach, Dana Center	Teacher feedback on res	Teacher feedback on resources
2D	Person of influence (POI)	O	AR	Lead Team	8/31-5/25	Google docs, progress reports, teacher feedback, student data, merit store	Peer observation of meet	Google doc student tracker

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2021-22 Student Achievement Improvement Plan - College Prep

COLLEGE PREP

2C/2D	Perfect Attendance Incentives	O	ALL	APO - Ramon Salazar	8/13-6/2	Ipads, Ipods, MP3, Bikes, Board Games, Footballs, Basketballs, Soccer Balls	Weekly Check Ins with Principal	Check In Doc
1A	Check for Understanding (CFU Training)`	S, E,	All	Lead Team	8/13-6/2	PD Line Item	Teacher Observation Debriefs or Coaching documents/ feedback forms	Weekly specific skill observations of teachers by lead team
1A	Student Intervention Pull Out Program/DI	S,E	AR	Interventionists: Adams, Mendoza, medellin Sp. Ed. Teacher Carrera, Mendez, Quintero	8/31-5/15	Google docs, progress reports, teacher feedback, student data, merit store items	weekly lead team observation	student trackers
1A	RTI (electronic data base)	S,E	AR	API Laurel & API Mendoza	10/5-5/25	RTI Packet amd EdClick	Weekly Assessment, IA, STAAR Prefomance indicators	RtI Student Folder
1A	Saturday School	S,E	R, ELL,S	All Staff	1/13-5/7	tested area teachers, cnp, out of box resources, COWs, Study Island/Achieve 3000	% student & teacher Participation	% student & teacher Participation. Online Google DocumentationSTAAR scores
1A	Spring break tutoring	S,E	ALL	API- ELguea & API Trujilo	3/14-3/18	tested area teachers, cnp, STAAR/EOC Materials, COWs	% student & teacher Participation	% student & teacher Participation STAAR scores
1A	STAAR software support	S,E	ALL	Interventionists	8/24-5/25	Achieve 3000, Grade Cam, Khan Academy, Study	Student trackers	IA scores, Staar scores
1A	STAAR summer camp	S,E	All	API- ELguea & API Trujilo	5/30-6/24	Discretionary Budget item: tested area teachers, cnp, out of box resources, COWs	% student & teacher Participation (pre-post test)	% student & teacher Participation pre-post test
1A	Student data Reviews (data conversations & trackers)	S,E	AR, SE, ELL	lead team & all faculty	8/13-5/25	teacher training at beginning of school year, data binders	weekly lead team meetings with teachers	student trackers
1A	Sub pop Academies/DI Program	S,E	AR, ELL, SE	Interventionist- MS Interventionist- Trevino/ HS Interventionist Hernadez/Saenz, Sp. Ed. Teachers	9/7-5/25	Rosette Stone, Achieve 3000, I Pads (with ELL Apps), DI Program Materials	student trackers, observation of instructors, POI	student trackers
1A	Teacher Data Reviews (Weekly Assessments, IA, PTGs, etc.)	S,E,A,AP	SE,ELL	lead team & all faculty	8/31-5/25	Data binders, Grade Cam data	IA, PTG, , Exit slips	Google doc, student progress
1A	Writing across content	S,E,A,AP	ALL	API- Elguea & API Trujilo	8/13-5/25	writing techniques per content	teacher use in class	student use in class
2A	Teachboost	O	ALL	Lead Team, Admin. Assist.	Fall (1) & Spring (1) Semester	District provided software	Coaching Tracker	Coaching Tracker and Next Steps

IDEA Rio Vista

2021-22 Student Achievement Improvement Plan - College Prep

COLLEGE PREP

1B	ACT SOFTWARE SUPPORT	A, AP	ALL	Director of College counseling: Torres	8/13-5/25	Shmoop, Sylvan, Princeton Review	Student progress reports	license for each student & TOT
1F	RTTC Program (counselors & tutors)	A,AP,O	ALL	College counselors-Torres & RTTC Teachers	8/13-5/25	RTTC budget, RTTC classroom materials, RTTC library, tutors	Observation of tutors, & RTTC classroom instructor	RTTC binder, lesson plans

Title I Qualifying Programs			Initiatives Status			
Internal Use Only			Mid Year		End of Year	
Supplemental Program (Y/N)	New Program (Y/N)	Budget Allocation	Outcome	Increase/Decreased by X%	Outcome	Increase/Decreased by X%
Budget Allocations only need to be entered for programs that are BOTH Supplemental & New			Use these columns to assess your strategy progress at the middle and end of the year			
Y	N					
Y	N					
Y	N					
Y	N					
Y	N					
Y	Y	$3,000				
Y	N					
Y	N					
Y	Y	$7,000				
Y	N					
Y	N					

Title I Qualifying Programs			Initiatives Status			
Internal Use Only			Mid Year		End of Year	
Supplemental Program (Y/N)	New Program (Y/N)	Budget Allocation	Outcome	Increase/Decreased by X%	Outcome	Increase/Decreased by X%
Y	N					
Y	N					
Y	N					
Y	Y					
Y	N					
Y	N					
Y	N					
Y	N					
Y	N					
Y	N					
Y	N					
Y	N					
Y	N					

Title I Qualifying Programs			Initiatives Status			
Internal Use Only			Mid Year		End of Year	
Supplemental Program (Y/N)	New Program (Y/N)	Budget Allocation	Outcome	Increase/Decreased by X%	Outcome	Increase/Decreased by X%
Y	N					
Y	N					

Annual Performance Objectives (APO)

PRIORITY #1: Students Graduate College-Ready

1A. % of graduates who matriculate to a College or University: 100%

1B. % of graduates matriculate to a Tier I/II College or University: 15% | 25%

1C. % of Seniors accepted to a College or University: 100%

1D. % of Seniors named AP scholars | Earn IB diploma: 30% | 25%

1E. Earned State Rating: A

1F. % Basic | % Mastery | % Advanced on LEAP: 82% | 44% | 11%

1G. % Approaches | % Meets | % Masters on STAAR/EOC: 90% | 60% | 30%

1H. % Level 3 | % Level 4 | % Level 5 on FSA/FSAA: 70% | 40% | 20%

1I. % of Pre-K-2nd Students End The Year On/Above Grade Level in Reading - Year 1 Campuses | Year 2 Campuses: 80% | 90%

1J. % of students in CSI achieve 2 years growth in Reading | Math (measured by Ren STAR) 50% | 60%

1K. Average ACT score: 21

1L. % of students graduating college in 4 | 6 years: 25% | 55%

Needs Assessment

S-STAAR

D-DIBELS

E-EOC

A-ACT

RR-Reading Renaissance

ST-STAR for Math

DR-Discipline Report

AP-AP Tests

O-Other

Special Populations

All

AR-At Risk

ELL-English Language Learners

ED-Economically Disadvantaged

M-Migrant

SE-Special Education

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Comprehensive Needs Assessment - College Prep COLLEGE PREP					
Data Source: STAAR					
	STAAR Math 6th	**STAAR Math 7th**	**STAAR Alg I**		
% Approaches	70	80	85		
% Meets	30	50	51		
% Masters	8	15	31		
% Student Achievement Average	36	48	56		
Data Source: AP/IB					
AP Scores	**Pass AP Calculus AB**	**Pass AP Calculus CD**	**Pass AP Prob. & Stats.**	**IB Scores**	**IB Group 5**
% Score 1				**% Score 1-3**	
% Score 2				**% Score 4-5**	
% Score 3+				**% Score 6-7**	

Reflections	
Areas of Strength	**Areas of Need**
1 Cohesive Math team with strong, knowledeable content lead.	1 Monitor the quality of the testing environment during assessments to ensure quality data.
2 Math team members have strong content knowledge and leveraged best practices including multiple STAAR/EOC aligned resources to maximize scholar access to oppotunities to show mastery.	2 Implement system to monitor/verify quality of testing environment during assessments, then use authentic data to drive interventions (after school, Saturdays, & Inter-sessions)
3 Math Team share vision of student success and leveraged parent involvement.	3 Identify CFS for Lead Team for managing intervention sessions.

IDEA Rio Vista

Comprehensive Needs Assessment

COLLEGE PREP

Data Source: CSI

% Meeting CSI Goal	Reading CP CSI
% CSI (EOY Ren.)	72.58%
% of CSI Passing STAAR	85%
% of SPED Passing STAAR	50%

Data Source: STAAR

	STAAR Reading 6th	STAAR Reading 7th	STAAR Reading 8th	English I EOC	English II EOC	Overall
% Approaches	71	79	93	73		79
% Meets	36	55	73	54		55
% Masters	18	29	48	13		27
% Student Achievement Average	42	54	71	47		54

Data Source: AP/IB/Electives

AP Scores	Pass AP Lit	Pass AP Lang	IB Scores	IB Group 1	% Royal Readers	% Word Master
% Score 1			% Score 1-3			
% Score 2			% Score 4-5			
% Score 3+			% Score 6-7			

RR Goal Met/Not Met	WM Goal Met/Not Met
Met	Met

Reflections

Areas of Strength	Areas of Need
1 What and How Key Points - What and How key points allowed teacher to zero in on what information students needed to know in order to understand how to answer the questions	1 Address TEKS and What and How Key Points integrated in WW curriculum and completing TEK based weeks with a focus on a particular set of TEKs within a genre

2 Targeted intervention - Outside of tutoring needs. We did not successfully differentiate scholars needs by objective.	2 While interventions were data based and instruction was scaffolded, there was a lack of oversight when it came to tutoring which led to a lack of rigor during tutoring hours
3 Student work Analysis	3 Particularly for EOC, writing components, student work analysis was completed and feedback provided but at times, there was a delay in the return of feedback which resulted students potentially carrying misconceptions into the next day

IDEA Rio Vista

Comprehensive Needs Assessment COLLEGE PREP						
Data Source: Internal Assessments						
	6th Grade EOY Assessment	**7th Grade EOY Assessment**				
% Passing	41/12/2	75/55/30				
Data Source: STAAR						
	STAAR 8th Science	**STAAR Biology**				
% Approaches		93				
% Meets		70				
% Masters		26				
% Student Achievement Average		63				
Data Source: AP/IB						
AP Scores	**Pass AP Biology**	**Pass AP Chemistry**	**Pass AP Physics (1, 2, & C)**	**Pass AP Env. Science**	**IB Scores**	**IB Group 4**
% Score 1					**% Score 1-3**	
% Score 2					**% Score 4-5**	
% Score 3+					**% Score 6-7**	

Reflections	
Areas of Strength	**Areas of Need**
1 Cohesive Biology team with strong, knowledeble content lead.	1 Lack of content internalization of the content by 9th Chemistry teacher
2 Biology team members have strong content knowledge and leveraged best practices including multiple STAAR/EOC aligned resources to maximize scholar access to opportunities to show mastery.	2 Ineffective stakeholder investment of biolofy re-testers.
3 Math Team shared vision of student success and leveraged parent involvement.	3 Assessment benchmarks were given too close to EOC date, minimizing time for effective time for effective intervention.

IDEA Rio Vista

Comprehensive Needs Assessment COLLEGE PREP	
Staff Quality, Recruitment, Retention	
	Percentage
% School Lead Team Retention	100%
% Instructional Support Retention	88%
% Teacher Retention	85%
% Campus Support Retention	100%
% SPED Certified Teachers	17%
% State/National Certified Teachers	26%
% State Certified Leaders	26%
% State/Board certified Counselors	0%
Number of teacher applicants per 2020-21 school year	25

Reflections	
Areas of Strength	**Areas of Need**
1 Strong GTL and content leader model for teachers	1 Poor onboarding during the transition.
2 Strong CL model for teacher content support	2 Curricular support and mentoring for new teachers.
3 Quarterly touchpoint with principals for all staff.	3 No implementation of a mentoring program.

IDEA Rio Vista

Comprehensive Needs Assessment

COLLEGE PREP

100% College Matriculation

Matriculation %	Matricuation % 4 year	Matriculation % 2 year	Tier 1/2 % Acceptances	Tier 1/2 % Matriculation	
Tier 1 % Matriculation	**Tier 2 % Matriculation**	**Tier 3 % Matriculation**	**Tier 4 % Matriculation**	**Senior Class CCMR %**	**Senior Class TSI Completion %**

Campus Data

Senior Class ACT Average	Junior Class ACT Average	Overall AP Scholars (3+ or more tests)	IB Medallion Scholars (Passing 3+ exams)	Overall % IB Diploma	Campus End of Year OTG

Reflections

Areas of Strength	Areas of Need
1	1
2	2
3	3

NOT Applicable Yet

IDEA Rio Vista

Comprehensive Needs Assessment College Prep	
Data Source: School Culture and Climate	
	Campus %
% Average Daily Attendance	89.50%
% Overall Persistence	82.63%
% New Student Persistence	87.50%
# of Admin Withdrawals/ Level 3 Offenses	0
% SPED	12%
% ELL	30%
% Eco Dis	87%
% Migrant	0%
% Race: American-Indian-Alaska-Native	
% Asian	1%
% White-Hispanic	4%
% Multi	1%
% Black-African-American	3%
% Native-Hawaiian-Pacific-Islander	0%
% White	5%
% Male	52%
% Female	48%

Data Source: School Culture and Climate	
Reflections	
Areas of Strength	**Areas of Need**
1 Early identification of domain 3 scholars	1 Identification of specific Tier II interventions for subgrops
2 Early goal setting with all scholars in subgroups	2 Monitoring progress of special populations as they progress through the year
3	3 No consistent strategy around parent investment

IDEA Rio Vista

Comprehensive Needs Assessment COLLEGE PREP	
Data Source: Family and Community Involvement	
	Percentage
% Families Attended WTI	60%
% Families Attended Curriculum Night	74%
% Families Who Attended EOY Ceremonies	91%
% Families who attended Fall Festival	N/A
% Families who attended Winter Festival	30%
% Families who attended Spring Festival	N/A

Reflections	
Areas of Strength	**Areas of Need**
1 Strong campus investment on helping execute events	1 Inconsistent Tracking Systems to identify family attendance between academy or college Prep
2 Strong parent communication of events	2 Inconsistent invite systems and tracking mechanisms for RSVP
3	3 Lack of Planning of events ahead of time.

IDEA Public Schools

Rise Academy

2022-2023 Campus Improvement Plan

Accountability Rating: B

Distinction Designations:
Academic Achievement in English Language Arts/Reading
Top 25 Percent: Comparative Closing the Gaps
Postsecondary Readiness

Board Approval Date: October 21, 2022
Public Presentation Date: September 13, 2022

Mission Statement

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

Vision

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

Core Values

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

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

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Comprehensive Needs Assessment

Revised/Approved: September 13, 2022

Demographics

Demographics Summary

IDEA Rise Academy is a K-5 public charter school located in Fort Worth, Tx. We have open enrollment year around which includes a lottery for enrollment. We are a campus that supports ESL/Bilingual, Special Education, and clubs including fine arts, athletics and academics.

See PDF in Addendum for more information.

Demographics Strengths

Over Communication- lots of detailed information given

Staff attitude and teamwork-starts w/McCray and filters down

Collaboration within grade levels (K-K, 1st-1st etc)

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): More efficient communication- consistency of the message. Mixed messages and clarity needed between school and families. **Root Cause:** Breakdown in communication chain from region to school to parent.

Problem Statement 2: Black students receive harsher consequences compared to other demographics on campus. **Root Cause:** Teacher/staff discipline referral input-not identifying social and emotional student needs.

Problem Statement 3: 1. The pandemic has exacerbated students mental health needs by increasing students anxiety as well as straining family resources. 2. There hasn't been adequate resources provided to the school in order to keep up with the increasing demand for mental health supports. **Root Cause:** 2. The pandemic has made families less likely to attend in-person events, especially during surges in Covid-19. 2. Many families have had to pick up additional hours/shifts making it hard for them to attend events

Student Learning

Student Learning Summary

STAAR performance for student achievement increased from a 31 (20-21) to a 43 (21-22) for the school year. School progress includes: for relative performance, increased from 31 (20-21) to a 43 (21-22). There is no closing the gaps data.

Refer to chart below for significant gains for data from 20-21 to 21-22- There were significant gains from both contents- ELA and Math. The campus was only K-4 for 21-22 so there are no STAAR Scores for science or ss. Due to the gains in both contents we received designations in: Academic Achievement in ELA, Post secondary readiness and Top 25% comparative closing the gaps. The campus was predicted at a C rating in the state of Texas and we exceeded the prediction and ultimately performed at a 83 B rating.

See PDF/Addendum for more information.

20-21 STAAR Data- State Accountability Ratings- 57 F **App/Meets/Mstr**	**21-22 STAAR Data- State Accountability Ratings-** **App/Meets/Mstr- 83 B**	
3rd ELA- 59/23/7	**3rd ELA-** 67/45/25	**4th ELA-** 63/39/23
3rd Math- 54/28/10	**3rd Math**- 73/45/17	**4th Math-** 66/36/17
	Cohort Data: *Gains from 20-21* **ELA-** +4/+16/+16 **Math-** +12/+8/+7	**Grade level data:** *Gains from 20-21* **ELA-** +8/+22/+18 **Math-** +19/+17/+7

Student Learning Strengths

See PDF/Addendum for more information.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): DI (Direct instruction) is prioritized over all contents in K-2. **Root Cause:** Literacy is prioritized in K-2 to build comprehension capacity and stamina that will impact other subjects.

Problem Statement 2 (Prioritized): No alignment for ELA curriculum (Wit and Wisdom) to STAAR. **Root Cause:** Lack of resources for campus and district to supplement.

Problem Statement 3 (Prioritized): Lack of resources for SPED/504 scholars. Lack of scaffolding to support learning for special populations. **Root Cause:** lack of support and resources for students and teachers.

Problem Statement 4 (Prioritized): Stakeholders were not invested in the purpose of TELPAS which impacted student investment. **Root Cause:** Stakeholders did not understand the connection between TELPAS and state accountability.

School Processes & Programs

School Processes & Programs Summary

See PDF in Addendum for more information.

Rise Academy has teacher leader positions such as Grade Team leaders, Peer Coaches and Content leaders. Each teacher leader has a roles/responsibilites and expectations in hard and soft copy, biweekly support meetings and lead team support. In the case any teachers identify as low performing, mandatory content meetings are on Monday's and professional development meetings on Tuesdays. Consistent lesson observations, tight loop coaching and feedback are present in all operating mechanisms.

Academic and extracurricular clubs are available- they are aligned to our mission, vision and core values to bring the joy, closing gaps and boost academic achievement. All programs focus on a safe environment by having teachers lead out on clubs versus outside vendors, and teachers are familiar with students and hold relationships. High expectations are top priority as students will be exited from clubs for failure to meet expectations.

School Processes & Programs Strengths

Curriculum & Instruction:

- At least one-third of IDEA students graduate with the "AP Scholar" designation, evidence of earning a qualifying score on at least three AP exams, demonstrating successful completion of college-level coursework prior to graduation.
- IDEA provides students access to accelerated instruction through the 1:1 technology device, including adaptive software for mathematics and literacy and access to hundreds of thousands of books in the district's digital library.
- IDEA curricular resources include high-quality instructional materials that earn the highest ratings on national evaluation measures.
- IDEA curriculum is regularly evaluated using a quality evaluation tool, ensuring alignment to the Texas Essential Knowledge and Skills and AP course standards, as well as the STAAR/EOC and AP exams.
- IDEA implements a variety of training opportunities for teachers and leadership staff with the goal of developing teachers' pedagogical content knowledge and leaders' coaching skills.
- For 15 years in a row, 100% of IDEA students have been accepted into college, demonstrating that IDEA academic programming is adequately preparing students for post-secondary education.
- In 2022, four IDEA schools were ranked in the top 10 Most Challenging Schools in the Nation and 13 were ranked in the top 1% of schools nationwide, by the Jay Mathews Challenge Index High School Rankings.

Special Programs

- IDEA exceeded the expected growth target for EL student performance on TELPAS in 2021 with 48% of ELs meeting that target.
- IDEA provide targeted research based instruction to students who have a 2.0 year gap in Reading and/or Math with the goal of closing that gap by 2.0 years during the school year with our initiative called Critical Student Intervention (CSI). During the 21-22 school year, 2,562 out of 6,632 students meet that goal for Reading and 703 out of 1,268 students met the goal for Math.
- IDEA is in Year 3 of our TEA awarded Autism Grant. Through this grant we were able to increase support for 195 students with autism in Rio Grande Valley and Austin who met the criteria outlined by TEA for this grant.
- IDEA submitted and was awarded a Dyslexia Grant by the TEA so that we will be able to provide increased professional development to teachers and leaders on working with students with dyslexia and increase the support resources for our students with dyslexia.

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

See PDF in Addendum for more information.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Teachers were unclear on lines of communications when requesting support. **Root Cause:** Lack of clearly scripted communication ladder for teachers.

Problem Statement 2 (Prioritized): Many systems changed through out the year, from beginning of the year to mid year. **Root Cause:** Systems needed to be adjusted to fit the needs of the campus.

Perceptions

Perceptions Summary

Confict is reduced by pushing restorative practices and restorative justice strategies. Restorative conferences and conversations include mediation, reconciliation and communication between all parties. Staff turn over rate for 21-22 was 50% of staff returned this year. This was due to principal successorship, lead team changes and overall campus culture clean up. Staff mentoring includes- peer helper meetings, great places to work survey- (key data that stood out- competency category- management has a clear view of where the organization is going and what to look for (61), I want to work here for a long time (50), community average was high (79), our facilites contribute to a good working environment (89).

One family engagement event per month, participation rates measured by sign in sheets and counters to count participants.

Covid and the closed campus prevented participation by parents/guardians and community.

See PDF in Addendum for more information.

Perceptions Strengths

See PDF in Addendum for more information.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Rise Academy maintained 50% of its staff from the 21-22 school year. **Root Cause:** New principal to campus, new lead team to campus, new accountability.

Problem Statement 2 (Prioritized): Alignment with college prep/academy campuses on incentives, spirit weeks etc. **Root Cause:** Vision of the former academy principal did not align with college prep or IDEA core values.

Problem Statement 3 (Prioritized): Lack of communication with families regarding events. **Root Cause:** Some families do not have remind or social media to receive event information. The school relied heavily on Remind and social media.

Priority Problem Statements

Problem Statement 1: Rise Academy maintained 50% of its staff from the 21-22 school year.
Root Cause 1: New principal to campus, new lead team to campus, new accountability.
Problem Statement 1 Areas: Perceptions

Problem Statement 2: More efficient communication- consistency of the message. Mixed messages and clarity needed between school and families.
Root Cause 2: Breakdown in communication chain from region to school to parent.
Problem Statement 2 Areas: Demographics

Problem Statement 3: DI (Direct instruction) is prioritized over all contents in K-2.
Root Cause 3: Literacy is prioritized in K-2 to build comprehension capacity and stamina that will impact other subjects.
Problem Statement 3 Areas: Student Learning

Problem Statement 4: No alignment for ELA curriculum (Wit and Wisdom) to STAAR.
Root Cause 4: Lack of resources for campus and district to supplement.
Problem Statement 4 Areas: Student Learning

Problem Statement 5: Lack of resources for SPED/504 scholars. Lack of scaffolding to support learning for special populations.
Root Cause 5: lack of support and resources for students and teachers.
Problem Statement 5 Areas: Student Learning

Problem Statement 6: Stakeholders were not invested in the purpose of TELPAS which impacted student investment.
Root Cause 6: Stakeholders did not understand the connection between TELPAS and state accountability.
Problem Statement 6 Areas: Student Learning

Problem Statement 7: Teachers were unclear on lines of communications when requesting support.
Root Cause 7: Lack of clearly scripted communication ladder for teachers.
Problem Statement 7 Areas: School Processes & Programs

Problem Statement 8: Many systems changed through out the year, from beginning of the year to mid year.
Root Cause 8: Systems needed to be adjusted to fit the needs of the campus.
Problem Statement 8 Areas: School Processes & Programs

Problem Statement 9: Alignment with college prep/academy campuses on incentives, spirit weeks etc.
Root Cause 9: Vision of the former academy principal did not align with college prep or IDEA core values.
Problem Statement 9 Areas: Perceptions

Problem Statement 10: Lack of communication with families regarding events.
Root Cause 10: Some families do not have remind or social media to receive event information. The school relied heavily on Remind and social media.
Problem Statement 10 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback

- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Action research results

Goals

Goal 1: Rise Academy will retain 85% of all staff for the 22-23 school year.

Performance Objective 1: Rise Academy will earn a satisfaction rating of 90% on the Great Places to Work Survey.

High Priority

Evaluation Data Sources: Great places to work survey, quarterly staff pulse checks, principal grade team pulse checks and quarterly manager reviews.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Monthly whole school staff engagements off campus, Monthly staff celebrations, Teacher/Co Teacher of the month celebrations and recognition. **Strategy's Expected Result/Impact:** Completing these above tasks will ensure staff feels appreciated and recognized for their hard work daily. **Staff Responsible for Monitoring:** Lead team- API's, AA, Dean of Culture, Principal **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Perceptions 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Ensure differentiated professional development for teachers to impact growth and student achievement- which provides a sense growth and contributes to meeting goals for their TCP and bonuses. **Strategy's Expected Result/Impact:** GPTW survey, GET ratings, TCP ratings **Staff Responsible for Monitoring:** Lead team and teachers **Title I:** 2.4 **- TEA Priorities:** Recruit, support, retain teachers and principals **Problem Statements:** Perceptions 1				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Strong onboarding and retargeted employment interview questions during interview process. **Strategy's Expected Result/Impact:** retain and recruit teachers **Staff Responsible for Monitoring:** lead team, district **Title I:** 2.4 **- TEA Priorities:** Recruit, support, retain teachers and principals **Problem Statements:** Perceptions 1				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: Rise Academy maintained 50% of its staff from the 21-22 school year. **Root Cause**: New principal to campus, new lead team to campus, new accountability.

Goal 2: All IDEA students matriculate to college

Performance Objective 1: By the end of the 22-23 SY, Rise academy will increase student awareness of what it takes to gain acceptance of college.

High Priority

Evaluation Data Sources: core values awards and data and informal student conversations

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Incorporate core values awards and connect to college entry and readiness. **Strategy's Expected Result/Impact:** increase student awareness for college **Staff Responsible for Monitoring:** teachers, staff and lead team **Title I:** 2.4 - **TEA Priorities:** Connect high school to career and college **Problem Statements:** Perceptions 2				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 2: Alignment with college prep/academy campuses on incentives, spirit weeks etc. **Root Cause**: Vision of the former academy principal did not align with college prep or IDEA core values.

Goal 3: IDEA achieves an A rating

Performance Objective 1: By the end of the 22-23 SY, we will increase 3rd-5th grades Reading and Math STAAR performance by at least 5%.

High Priority

HB3 Goal

Evaluation Data Sources: STAAR, Benchmark exams and classroom grades

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Saturday School roll out- to provide additional academic support and test prep. **Strategy's Expected Result/Impact:** increase ELA/Math STAAR results **Staff Responsible for Monitoring:** Lead Team, Grade team leaders **Title I:** 2.4 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **Problem Statements:** Student Learning 2	30%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Encourage parental involvement by adding literacy night, curriculum nights, math nights and STAAR prep nights for families to gain information on how to support scholars. **Strategy's Expected Result/Impact:** increase student achievement and parent engagement **Staff Responsible for Monitoring:** Lead team, GTL, content leads and school counselor **Title I:** 2.4 - **TEA Priorities:** Improve low-performing schools **Problem Statements:** Perceptions 2, 3	30%			

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Use locus dashboard to track student data in domains 1-3 **Strategy's Expected Result/Impact:** increased student academic achievement in domains 1-3 **Staff Responsible for Monitoring:** lead team, teachers, gtl's and content leaders **Title I:** 2.4 **Problem Statements:** Student Learning 3				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4: Pull outs and tutorials to accelerates student learning **Strategy's Expected Result/Impact:** increase in student data achievement **Staff Responsible for Monitoring:** teachers, lead team **Title I:** 2.4 **- TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools **Problem Statements:** Student Learning 1, 2, 3, 4				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: DI (Direct instruction) is prioritized over all contents in K-2. **Root Cause**: Literacy is prioritized in K-2 to build comprehension capacity and stamina that will impact other subjects.
Problem Statement 2: No alignment for ELA curriculum (Wit and Wisdom) to STAAR. **Root Cause**: Lack of resources for campus and district to supplement.
Problem Statement 3: Lack of resources for SPED/504 scholars. Lack of scaffolding to support learning for special populations. **Root Cause**: lack of support and resources for students and teachers.
Problem Statement 4: Stakeholders were not invested in the purpose of TELPAS which impacted student investment. **Root Cause**: Stakeholders did not understand the connection between TELPAS and state accountability.
Perceptions
Problem Statement 2: Alignment with college prep/academy campuses on incentives, spirit weeks etc. **Root Cause**: Vision of the former academy principal did not align with college prep or IDEA core values.
Problem Statement 3: Lack of communication with families regarding events. **Root Cause**: Some families do not have remind or social media to receive event information. The school relied heavily on Remind and social media.

Goal 3: IDEA achieves an A rating

Performance Objective 2: By the end of the 22-23 SY, we will increase domain 3 from a 77 to an 80 specifically targeting special population scholars.

High Priority

HB3 Goal

Evaluation Data Sources: STAAR, Benchmark exams, mock exams and semester exams.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Identify Domain 3 scholars with targeted instruction for them to meet their growth goals -Leader pulls small group for priority students during instructional time. **Strategy's Expected Result/Impact:** increase scores on district assessments and STAAR **Staff Responsible for Monitoring:** Lead Team/SPED and Lead teachers **Title I:** 2.4 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **Problem Statements:** Student Learning 2	30%			

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 2: No alignment for ELA curriculum (Wit and Wisdom) to STAAR. **Root Cause**: Lack of resources for campus and district to supplement.

Goal 3: IDEA achieves an A rating

Performance Objective 3: By the end of the 22-23 SY, students will perform at 60% or higher in mastery of reading mock semester exams. This will occur by increasing independent practice in all classes for 25 mins consistently daily.

High Priority

HB3 Goal

Evaluation Data Sources: Mock exams, locus dashboard exams.

Goal 4: Increase student daily attendance

Performance Objective 1: By the end of the 22-23 SY, Rise Academy will reach the goal of 97.5% average daily attendance school wide.

High Priority

Evaluation Data Sources: Locus data dashboards, powerschools

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Increasing CP/AC alignment with incentives to increase ADA. **Strategy's Expected Result/Impact:** Increase ADA campus wide- AC/CP. **Staff Responsible for Monitoring:** Lead team, operations **Title I:** 2.4 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **Problem Statements:** Demographics 1 - Perceptions 2	30%			

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: More efficient communication- consistency of the message. Mixed messages and clarity needed between school and families. **Root Cause**: Breakdown in communication chain from region to school to parent.

Perceptions
Problem Statement 2: Alignment with college prep/academy campuses on incentives, spirit weeks etc. **Root Cause**: Vision of the former academy principal did not align with college prep or IDEA core values.

Goal 5: Increase student persistence

Performance Objective 1: By the end of the 22-23 SY, discipline referrals (violence prevention and intervention) will decrease in Deans list BY 10% and by increasing SEL practices (Move this world) and implementation of consistent restorative justice practices.

High Priority

Evaluation Data Sources: Dean's list, discipline data discipline spreadsheet

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Staff professional developments centered around violence prevention, restorative practices, classroom management strategies to increase student positivity. **Strategy's Expected Result/Impact:** decrease discipline referrals and consequences **Staff Responsible for Monitoring:** Lead Team **Title I:** 2.4 **- TEA Priorities:** Improve low-performing schools **Problem Statements:** School Processes & Programs 1				
No Progress Accomplished Continue/Modify Discontinue				

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: Teachers were unclear on lines of communications when requesting support. **Root Cause**: Lack of clearly scripted communication ladder for teachers.

Goal 5: Increase student persistence

Performance Objective 2: By the end of the 22-23 SY, students will have a better understanding of their physical health and activity by meeting goals within the coordinated health program.

High Priority

Evaluation Data Sources: student fitness assessment data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Improve the PE program by including timers, jump ropes, heart monitors to improve overall physical health by data tracking from IHT/MVPT data. **Strategy's Expected Result/Impact:** improve student health program data **Staff Responsible for Monitoring:** PE teachers, Lead team **Title I:** 2.4 - **TEA Priorities:** Improve low-performing schools **Problem Statements:** School Processes & Programs 2	30%			

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 2: Many systems changed through out the year, from beginning of the year to mid year. **Root Cause**: Systems needed to be adjusted to fit the needs of the campus.

Goal 6: Rise Academy will end 90% of K-2 on track in reading (DI)

Performance Objective 1: By the end of the 22-23 SY, students in K-2nd grade will grow 2% over the given goal of 90% in reading, by meeting weekly benchmarks on curriculum and ensuring 80% of above on mastery on all mastery test and independent work assignments.

High Priority

HB3 Goal

Evaluation Data Sources: Locus dashboards, dionline dashboard and daily DI exit ticket chat.

Title I Personnel

Name	Position	Program	FTE
	INTERVENTIONIST		1

Addendums

Master CNA & SAIP Reporting Checklist

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

Campus Name

2021-22 Student Achievement Improvement Plan

ACADEMY

APO	Initiatives	Needs Assess.	Special Pops.	Person(s) Responsible	Timeline Start/End	Resources: Human/ Material/Fiscal	Documentation	Formative Evaluation

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

Annual Performance Objectives (APO)

PRIORITY #1: Students Graduate College-Ready

1A. % of graduates who matriculate to a College or University: 100%

1B. % of graduates matriculate to a Tier I/II College or University: 15% | 25%

1C. % of Seniors accepted to a College or University: 100%

1D. % of Seniors named AP scholars | Earn IB diploma: 30% | 25%

1E. Earned State Rating: A

1F. % Basic | % Mastery | % Advanced on LEAP: 82% | 44% | 11%

1G. % Approaches | % Meets | % Masters on STAAR/EOC: 90% | 60% | 30%

1H. % Level 3 | % Level 4 | % Level 5 on FSA/FSAA: 70% | 40% | 20%

1I. % of Pre-K-2nd Students End The Year On/Above Grade Level in Reading - Year 1 Campuses | Year 2 Campuses: 80% | 90%

1J. % of students in CSI achieve 2 years growth in Reading | Math (measured by Ren STAR) 50% | 60%

1K. Average ACT score: 21

1L. % of students graduating college in 4 | 6 years: 25% | 55%

PRIORITY #2: Build a Strong & Sustainable Organization

2A. % Teacher Retention | Employee Retention: 85% | 85%

2B. 80% composit score on GPTW: 82%

2B. %Average Daily Attendance: 97.50%

2C. New Student Persistence: 90%

2D. Operating Income: $133M

2E. FIRST Rating: A

PRIORITY #3: Achieve Mission at Scale

3A. % of students with low socio-economic status: 80%

3B. Enrollment in August 2020: 83,894

3C. Schools in operation in August 2020: 149

3D. Total Funds Raised (millions): $93M

Needs Assessment

S-STAAR

D-DIBELS

E-EOC

A-ACT

RR-Reading Renaissance

ST-STAR for Math

DR-Discipline Report

AP-AP Tests

O-Other

Special Populations

All

AR-At Risk

ELL-English Language Learners

ED-Economically Disadvantaged

M-Migrant

SE-Special Education

Campus Name

Comprehensive Needs Assessment
ACADEMY

Data Sources: Eureka Math & Electives Academy

	DISTAR Pre-K on Grade Level	Eureka Kinder on Grade Level (EOM4)	Eureka First on Grade Level (EOM5)	Eureka Second on Grade Level (EOM7)	% Math Masters Pk-2	Pk-2 MM Goal Met/Not Met
% Students	NA	64.6/23.2/7.3	87/9/4	75.8/24.2/62.2		

Data Source: STAAR Academy

	STAAR Math Grade 3	STAAR Math Grade 4	STAAR Math Grade 5	% Math Masters 3-5	3-5 MM Goal Met/Not Met
% Approaches	59	49	NA		
% Meets	25	25	NA		
% Masters	11	9	NA		
% Student Achievement Average			NA		
% Meet 2 year growth			NA		

Data Source: CSI Academy

	Math AC CSI
% CSI (EOY Ren.)	n/a
% of CSI Passing STAAR	n/a
% of SPED Passing STAAR	n/a

Reflections

Areas of Strength	Areas of Need
1 Eureka Kits and Materials	1 DI over everything-- time needs to be spent focused on the other content areas, fidelity with math planning protected
2 Lesson plans/scripted curriculum	2 Master calendar that reflects and respects assessment deadlines and days
3 Common planning with 3/4 content teachers	3 Flexibility and autonomy to reteach and room for small group instruction

Campus Name

Comprehensive Needs Assessment
ACADEMY

Data Sources: DI ELA & Electives

	DI Pre-K on Grade Level	DI Kinder on Grade Level	DI First on Grade Level	DI Second on Grade Level	% Royal Readers	% Word Masters
% Students	NA	48%	58%	45%	2%	24%
					RR Goal Met/Not Met	WM Goal Met/Not Met
					Not Met	Not Met

Data Source: STAAR

	MOCK Reading Grade 3	MOCK Reading Grade 4		
% Approaches	60%	44%		
% Meets	38%	20%		
% Masters	23%	7%		
SAS	n/a	n/a		
% Student Achievement Average	40	24		Awaiting STAAR results

Data Source: CSI

% Meeting CSI Goal	Reading AC CSI
% CSI (EOY Ren.)	70% grew +2yrs
% of CSI Passing STAAR	Pending
% of SPED Passing STAAR	Pending

Reflections	
Areas of Strength	**Areas of Need**
1- Useful Lesson Plan Template (3rd and 4th)	1- Wit & Wisdom + DI + STAAR alignment for all ELA related items
2- Communication and collaboration with teams (ex. Wade supporting/modeling for Calvin-- writing and reading teachers collaborating for STAAR)	2- More resources to build background and to help scaffold for SPED/504/ELLs
3- Side by Side planning and collaboration to adjust instruction based on data	3-Lack of thorough training for all language/ELA/reading curriculum and programs

	4-Adding 1 STAAR day per week to incorporate practice that is aligned (include practice with STAAR redisigned materials)

Campus Name

Comprehensive Needs Assessment ACADEMY						
Data Sources: Science Pk-2						
	Science Pre-K on Grade Level	**Science Kinder on Grade Level**	**Science First on Grade Level**	**Science Second on Grade Level**	**Science Third on Grade Level**	**Science Fourth on Grade Level**
% Students	**NA**	**85/33/33**	**79/33/18**	**97/86/75**	**NA**	**NA**
Data Source: Science 3-5						
	STAAR Science Grade 5					
% Approaches	NA					
% Meets	NA					
% Masters	NA					
% Student Achievement Average	NA					

Reflections	
Areas of Strength	**Areas of Need**
1- Structured curriculum with hands on activities	materials and supplies not readily available and needing to be ordered
2- assessments and modules were aligned to the lessons	2-more ss/sci leader observations and feedback for teachers
3- Pacing of the curriculum was grade level appropriate	3- frontloading vocabulary and providing visuals for ELL/SPED students

Campus Name

Comprehensive Needs Assessment ACADEMY							
Data Sources: Humanities Pk-2							
	Humanities Pre-K on Grade Level	**Humanities Kinder on Grade Level**	**Humanities First on Grade Level**	**Humanities Second on Grade Level**	**Humanities Third on Grade Level**	**Humanities Fourth on Grade Level**	**Humanities Fifth on Grade Level**
% Students	NA	NA	NA	NA	29/14/2	37/6/0	NA

Reflections	
Areas of Strength	**Areas of Need**
Addressing good context- topics that were covered	Too Dense- included too much writing for upper level students
Different types of projects	Not grade level/too much religion information (too detailed)
Ties into other contents (kinder)	Textbooks and project materials- lack there of- TIMELY ORDERING
Curriculum teacher support was strong- national	Included field lessons

Campus Name

Comprehensive Needs Assessment

ACADEMY

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

	Listening	Speaking	Reading	Writing	% of ELL Students who grew one or more levels
% Beginning	K (5%) 1st (22%) 2nd (18%) 3rd (4%) 4th (19%)	K (16%) 1st (11%) 2nd (27%) 3rd (4%) 4th (13%)	K (21%) 1st (28%) 2nd (64%) 3rd (15%) 4th (13%)	K (21%) 1st (56%) 2nd (64%) 3rd (15%) 4th (13%)	
% Intermediate	K (26%) 1st (44%) 2nd (27%) 3rd (12%) 4th (45%)	K (47%) 1st (6%) 2nd (59%) 3rd (58%) 4th (35%)	K (21%) 1st (28%) 2nd (64%) 3rd (15%) 4th (13%)	K (47%) 1st (33%) 2nd (27%) 3rd (38%) 4th (35%)	
% Advanced	K (42%) 1st (0%) 2nd (41%) 3rd (54%) 4th (29%)	K (21%) 1st (50%) 2nd (14%) 3rd (35%) 4th (48%)	K (53%) 1st (28%) 2nd (23%) 3rd (31%) 4th (30%)	K (16%) 1st (6%) 2nd (9%) 3rd (38%) 4th (35%)	
% Advanced High	K (26%) 1st (33%) 2nd (14%) 3rd (31%) 4th (6%)	K (16%) 1st (33%) 2nd (0%) 3rd (4%) 4th (3%)	K (16%) 1st (28%) 2nd (5%) 3rd (23%) 4th (13%)	K (16%) 1st (6%) 2nd (5%) 3rd (8%) 4th (16%)	

Reflections	
Areas of Strength	**Areas of Need**
1 Testing process went smoothly	1 Consistent designated testing locations
2 Strong Testing plan	2 Preparation of students - criteria for success
3 All students were tested within the testing window	3 Student/teacher/campus/parent investment

Campus Name

Comprehensive Needs Assessment	
ACADEMY	
Staff Quality, Recruitment, Retention	
	Percentage
% School Lead Team Retention	87%
% Instructional Support Retention	62.12%
% Teacher Retention	62.12%
% Campus Support Retention	87%
% SPED Teachers	10%
% State/National Certified Teachers	
% State Certified Leaders	50%
% State/Board certified Counselors	100%
Number of teacher applicants per 2020-21 school year	

Reflection	
Areas of Strength	**Areas of Need**
1 Relationships with staff	1 Communication - needed clarity and a ladder of communication
2 Management was approachable and visible this year	2 Consistency - BOY and MOY
3 Adaptability despite adversity	3 Whole school being all on one accord

Campus Name

Comprehensive Needs Assessment ACADEMY	
Data Source: School Culture and Climate	
	Campus %
% Average Daily Attendance	92.12%
% Overall Persistence	88.97%
% New Student Persistence	86.30%
# of Admin Withdrawals/ Level 3 Offenses	0
% SPED	11%
% ELL	24%
% Eco Dis	86%
% Migrant	0
% Race: American-Indian-Alaska-Native	1%
% Asian	2%
% White-Hispanic	48%
% Multi	1%
% Black-African-American	40%
% Native-Hawaiian-Pacific-Islander	0%
% White	7%
% Male	52.00%
% Female	48%

Data Source: School Culture and Climate	
Reflections	
Areas of Strength	**Areas of Need**
Communication- lots of detailed information given	More efficient communication- consistency of the message. Mixed messages and clarity needed.
Staff attitude and teamwork-starts w/McCray and filters down	Follow through and action for plans- accountability for plans made
Collaboration within grade levels (K-K, 1st-1st etc)	Better collaboration between grade levels and AC-CP (1st-2nd, 5th-6th etc)

Campus Name

Comprehensive Needs Assessment ACADEMY	
Data Source: Family and Community Involvement	
	Percentage
% Families Attended WTI	**22%**
% Families Attended Curriculum Night	**n/a**
% Families Who Attended EOY Ceremonies	
% Families who attended Fall Festival	**26%**
% Families who attended Winter Festival	**41%**
% Families who attended Spring Festival	**n/a**

Reflection	
Areas of Strength	**Areas of Need**
1 Resuming in person events- parents and staff were very excited to return on campus and in person.	1 More teacher/staff investment and participation
2 ADA incentives increased family commitment	2 Alignment with CP/AC on incentives, spirit weeks etc.
3 Incorporating spirit weeks and awareness months increased family involvment	3 Lack of communication- some families don't have remind or social media and are unaware of events

IDEA Public Schools

Rise College Prep

2022-2023 Campus Improvement Plan

Accountability Rating: A

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

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

Mission Statement

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

Vision

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

Core Values

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

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

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Comprehensive Needs Assessment

Revised/Approved: September 13, 2022

Demographics

Demographics Summary

IDEA Rise College Prep was founded in 2019. Currently we serve aproximately 480 students in grades 6-9.

See PDF in Addendum for more information.

Demographics Strengths

See PDF in Addendum for more information.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): We need to increase our student persistence as we have yet to meet the 90% goal since our founding. **Root Cause:** 1. There has been a lack of clear communication with families who enroll towards the end of the summer and beginning of the school year. 2. There has been a lack of survey data indicating what aspects of the school keep our families returning back year after year and which aspects are missing.

Problem Statement 2 (Prioritized): We need to increase our student attendance as we did not meet our 97.5% ADA goal last year. **Root Cause:** 1. There has been a lack of communication with families on the importance of regular school attendance. 2. There has been a lack of messaging and incentives to students on the importance of regular school attendance.

Student Learning

Student Learning Summary

Over the past year we have attained strong academic progress as a school. In our most recent accountability ratings, we received a 92 for student achievement, a 95 for school progress, and a 100 for closing the gaps.

See PDF in Addendum for more information.

Student Learning Strengths

See PDF in Addendum for more information.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Our 6th grade ELA approaches, meets, and masters scores have have minimal increase year over year. **Root Cause:** 1. Instruction has lacked in rigor and we haven't provided strong training on what exemplary instruction in ELA looks, sounds, and feels like.

Problem Statement 2 (Prioritized): Our TELPAS speaking scores have significantly lagged the other TELPAS domains. **Root Cause:** 1. We have not provided teachers with training on how to incorporate speaking and listening into their content. 2. We haven't effectively benchmarked and tracked students progress throughout the year.

School Processes & Programs

School Processes & Programs Summary

Currently our campus provides initial leadership training over the summer and ongoing side by side training throughout the year. Additionally, each member of our leadership team is provided with clear roles/responsibilities. Similiarly, we provide initial teacher training during the summer and use the trends from instructional rounds and student data in order to provide ongoing and responsive training throughout the year.

See PDF in Addendum for more information.

School Processes & Programs Strengths

Curriculum & Instruction:

- At least one-third of IDEA students graduate with the "AP Scholar" designation, evidence of earning a qualifying score on at least three AP exams, demonstrating successful completion of college-level coursework prior to graduation.
- IDEA provides students access to accelerated instruction through the 1:1 technology device, including adaptive software for mathematics and literacy and access to hundreds of thousands of books in the district's digital library.
- IDEA curricular resources include high-quality instructional materials that earn the highest ratings on national evaluation measures.
- IDEA curriculum is regularly evaluated using a quality evaluation tool, ensuring alignment to the Texas Essential Knowledge and Skills and AP course standards, as well as the STAAR/EOC and AP exams.
- IDEA implements a variety of training opportunities for teachers and leadership staff with the goal of developing teachers' pedagogical content knowledge and leaders' coaching skills.
- For 15 years in a row, 100% of IDEA students have been accepted into college, demonstrating that IDEA academic programming is adequately preparing students for post-secondary education.
- In 2022, four IDEA schools were ranked in the top 10 Most Challenging Schools in the Nation and 13 were ranked in the top 1% of schools nationwide, by the Jay Mathews Challenge Index High School Rankings.

Special Programs

- IDEA exceeded the expected growth target for EL student performance on TELPAS in 2021 with 48% of ELs meeting that target.
- IDEA provide targeted research based instruction to students who have a 2.0 year gap in Reading and/or Math with the goal of closing that gap by 2.0 years during the school year with our initiative called Critical Student Intervention (CSI). During the 21-22 school year, 2,562 out of 6,632 students meet that goal for Reading and 703 out of 1,268 students met the goal for Math.
- IDEA is in Year 3 of our TEA awarded Autism Grant. Through this grant we were able to increase support for 195 students with autism in Rio Grande Valley and Austin who met the criteria outlined by TEA for this grant.
- IDEA submitted and was awarded a Dyslexia Grant by the TEA so that we will be able to provide increased professional development to teachers and leaders on working with students with dyslexia and increase the support resources for our students with dyslexia.

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

See PDF in Addendum for more information.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): We have had difficulty recruiting high-quality, mission aligned instructional staff members. **Root Cause:** 1. Last year, we did not begin the hiring process until January/February and by this point, many high quality candidates already had taken roles in other organizations. 2. Our recruitment materials and strategies were generalized for all of IDEA and were not specific to Rise College Prep.

Problem Statement 2 (Prioritized): We have had difficulty retaining instructional staff members in SpEd and electives. **Root Cause:** 1. We did not effectively onboard our SpEd teachers to both aspects of their role--case managers and effective teachers. 2. We did not effectively support our SpEd teachers, especially during the first 30 days where they have to execute multiple high priority tasks.

Perceptions

Perceptions Summary

Over this past year, we had a staff turnover rate of over 20%. This was significantly higher than previous years where we had between 10%-15% staff turnover. We had high climate and culture survey reports (over 85) as measured by great places to work.

See PDF in Addendum for more information.

Perceptions Strengths

See PDF in Addendum for more information.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): The number of risk assessments and students requiring partial or full hospitalization programs for mental health has increased significantly. **Root Cause:** 1. The pandemic has exacerbated students mental health needs by increasing students anxiety as well as straining family resources. 2. There hasn't been adequate resources provided to the school in order to keep up with the increasing demand for mental health supports.

Problem Statement 2 (Prioritized): The number of families participating in school events has declined. **Root Cause:** 1. The pandemic has made families less likely to attend in-person events, especially during surges in Covid-19. 2. Many families have had to pick up additional hours/shifts making it hard for them to attend events.

Priority Problem Statements

Problem Statement 1: We need to increase our student persistence as we have yet to meet the 90% goal since our founding.

Root Cause 1: 1. There has been a lack of clear communication with families who enroll towards the end of the summer and beginning of the school year. 2. There has been a lack of survey data indicating what aspects of the school keep our families returning back year after year and which aspects are missing.

Problem Statement 1 Areas: Demographics

Problem Statement 2: We need to increase our student attendance as we did not meet our 97.5% ADA goal last year.

Root Cause 2: 1. There has been a lack of communication with families on the importance of regular school attendance. 2. There has been a lack of messaging and incentives to students on the importance of regular school attendance.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Our 6th grade ELA approaches, meets, and masters scores have have minimal increase year over year.

Root Cause 3: 1. Instruction has lacked in rigor and we haven't provided strong training on what exemplary instruction in ELA looks, sounds, and feels like.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Our TELPAS speaking scores have significantly lagged the other TELPAS domains.

Root Cause 4: 1. We have not provided teachers with training on how to incorporate speaking and listening into their content. 2. We haven't effectively benchmarked and tracked students progress throughout the year.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: We have had difficulty recruiting high-quality, mission aligned instructional staff members.

Root Cause 5: 1. Last year, we did not begin the hiring process until January/February and by this point, many high quality candidates already had taken roles in other organizations. 2. Our recruitment materials and strategies were generalized for all of IDEA and were not specific to Rise College Prep.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: We have had difficulty retaining instructional staff members in SpEd and electives.

Root Cause 6: 1. We did not effectively onboard our SpEd teachers to both aspects of their role--case managers and effective teachers. 2. We did not effectively support our SpEd teachers, especially during the first 30 days where they have to execute multiple high priority tasks.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: The number of risk assessments and students requiring partial or full hospitalization programs for mental health has increased significantly.

Root Cause 7: 1. The pandemic has exacerbated students mental health needs by increasing students anxiety as well as straining family resources. 2. There hasn't been adequate resources provided to the school in order to keep up with the increasing demand for mental health supports.

Problem Statement 7 Areas: Perceptions

Problem Statement 8: The number of families participating in school events has declined.

Root Cause 8:
1. The pandemic has made families less likely to attend in-person events, especially during surges in Covid-19. 2. Many families have had to pick up additional hours/shifts making it hard for them to attend events.

Problem Statement 8 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Goals

Goal 1: Increase staff retention to 85%

Performance Objective 1: By the end of the 22-23 school year. Rise College Prep will receive an 85+ rating on the great places to work survey.

High Priority

Evaluation Data Sources: GPTW survey

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Hold quarterly pulse checks. Listen to teachers concerns and respond accordingly. **Strategy's Expected Result/Impact:** Increase employee engagement and satisfaction. **Staff Responsible for Monitoring:** Principal **TEA Priorities:** Recruit, support, retain teachers and principals **Problem Statements:** School Processes & Programs 2	30%	40%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Roll out TCP campus based incentive program to support teacher retention. **Strategy's Expected Result/Impact:** Increase employee engagement and satisfaction. **Staff Responsible for Monitoring:** Principal **TEA Priorities:** Recruit, support, retain teachers and principals **Problem Statements:** School Processes & Programs 1	30%	45%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: We have had difficulty recruiting high-quality, mission aligned instructional staff members. **Root Cause**: 1. Last year, we did not begin the hiring process until January/February and by this point, many high quality candidates already had taken roles in other organizations. 2. Our recruitment materials and strategies were generalized for all of IDEA and were not specific to Rise College Prep.

School Processes & Programs
Problem Statement 2: We have had difficulty retaining instructional staff members in SpEd and electives. **Root Cause**: 1. We did not effectively onboard our SpEd teachers to both aspects of their role--case managers and effective teachers. 2. We did not effectively support our SpEd teachers, especially during the first 30 days where they have to execute multiple high priority tasks.

Goal 2: All IDEA students matriculate to college

Performance Objective 1: By the end of the 22-23 school year, Rise College Prep will increase the % of students on track to graduate to 97%.

High Priority

Evaluation Data Sources: OTG report

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Tracking TSI Exemption **Strategy's Expected Result/Impact:** Increase the % of TSI exempted students each year. **Staff Responsible for Monitoring:** College Counselor **Title I:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college **Funding Sources:** College Counselor - Federal Grant	30%	45%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: College Counselor will provide weekly OTG reports to teachers along with key next steps to reduce failing grades. **Strategy's Expected Result/Impact:** Increase the % of students who are on-track to graduate. **Staff Responsible for Monitoring:** College Counselor **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college **Problem Statements:** Student Learning 1, 2	35%	45%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Our 6th grade ELA approaches, meets, and masters scores have have minimal increase year over year. **Root Cause**: 1. Instruction has lacked in rigor and we haven't provided strong training on what exemplary instruction in ELA looks, sounds, and feels like.
Problem Statement 2: Our TELPAS speaking scores have significantly lagged the other TELPAS domains. **Root Cause**: 1. We have not provided teachers with training on how to incorporate speaking and listening into their content. 2. We haven't effectively benchmarked and tracked students progress throughout the year.

Goal 3: IDEA Rise College Prep achieves an A rating

Performance Objective 1: By the end of the 22-23 school year, Rise College Prep will obtain an Achievement Average of 60 in ELA.

High Priority

HB3 Goal

Evaluation Data Sources: STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Monitor student achievement daily, weekly, and summative data for ELA and respond to it accordingly. **Strategy's Expected Result/Impact:** The ability to provide early intervention for teachers whose student achievement results are lacking. **Staff Responsible for Monitoring:** Assistant principals of instruction. **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college **Problem Statements:** Student Learning 1	30%	40%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Support teachers to create and implement high quality lesson plans. **Strategy's Expected Result/Impact:** The level of student mastery will increase and the amount of re-teach needing to happen will be reduced. **Staff Responsible for Monitoring:** APIs **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college	30%	45%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Our 6th grade ELA approaches, meets, and masters scores have have minimal increase year over year. **Root Cause**: 1. Instruction has lacked in rigor and we haven't provided strong training on what exemplary instruction in ELA looks, sounds, and feels like.

Goal 3: IDEA Rise College Prep achieves an A rating

Performance Objective 2: By the end of the 22-23 school year, Rise College Prep will meet all domain 3 metrics for our special education students.

High Priority

Evaluation Data Sources: STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Special education teachers will provide additional tutoring for our special education students who are off-track to meet their end of year goals. **Strategy's Expected Result/Impact:** Increased student achievement. **Staff Responsible for Monitoring:** Assistant Principal of Instruction **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math	40%	45%		

 No Progress Accomplished Continue/Modify Discontinue

Goal 3: IDEA Rise College Prep achieves an A rating

Performance Objective 3: By the end of the 22-23 school year, Rise College Prep will have 90% of its students meeting their MVPA goals in PE.

High Priority

Evaluation Data Sources: IHT fitness data.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Support the PE teachers to engage 100% of students in physical activities for at least 30 minutes per day. **Strategy's Expected Result/Impact:** Increasing the % of students meeting their MVPA goals. **Staff Responsible for Monitoring:** Assistant Principals of Instruction **Title I:** 2.4, 2.6				

 No Progress Accomplished Continue/Modify Discontinue

Goal 4: Increase student daily attendance

Performance Objective 1: By the end of the 22-23 school year, Rise College Prep will attain an average daily attendance of 97%+.

High Priority

Evaluation Data Sources: Attendance data.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Utilize weekly incentives to increase the ADA at Rise College Prep. **Strategy's Expected Result/Impact:** An increase in ADA **Staff Responsible for Monitoring:** Assistant Principal of Operations and Student Success Advisor. **Title I:** 2.6 **Problem Statements:** Demographics 2	40%	50%		

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: We need to increase our student attendance as we did not meet our 97.5% ADA goal last year. **Root Cause**: 1. There has been a lack of communication with families on the importance of regular school attendance. 2. There has been a lack of messaging and incentives to students on the importance of regular school attendance.

Goal 5: Increase student persistence to 90%.

Performance Objective 1: By the end of the 22-23 school year, Rise College Prep will have 90%+ of its students persist.

High Priority

Evaluation Data Sources: School enrollment data.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Hold monthly family engagement events. **Strategy's Expected Result/Impact:** Increase the amount of families connected to our school and increase our student persistence. **Staff Responsible for Monitoring:** Student Success Advisor & Social Worker **Title I:** 2.6 **Problem Statements:** Demographics 1				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: We need to increase our student persistence as we have yet to meet the 90% goal since our founding. **Root Cause**: 1. There has been a lack of clear communication with families who enroll towards the end of the summer and beginning of the school year. 2. There has been a lack of survey data indicating what aspects of the school keep our families returning back year after year and which aspects are missing.

Goal 5: Increase student persistence to 90%.

Performance Objective 2: By the end of the 22-23 school year, Rise College Prep will reduce the number of violent code of conduct offenses by 10%.

High Priority

Evaluation Data Sources: Student discipline data.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Hold mediations when students are in conflict with each other. **Strategy's Expected Result/Impact:** A reduction in the number of violent code of conduct offenses. **Staff Responsible for Monitoring:** Student Success Advisor & Social Worker **Title I:** 2.6 **Problem Statements:** Demographics 1				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: We need to increase our student persistence as we have yet to meet the 90% goal since our founding. **Root Cause**: 1. There has been a lack of clear communication with families who enroll towards the end of the summer and beginning of the school year. 2. There has been a lack of survey data indicating what aspects of the school keep our families returning back year after year and which aspects are missing.

Title I Personnel

Name	Position	Program	FTE
	COLLEGE COUNSELOR		1
Imelda Harris	College Counselor	Title 1	1

Campus Funding Summary

Federal Grant					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	1	1	College Counselor		$0.00
				Sub-Total	$0.00

Addendums

Campus Name

2021-22 Student Achievement Improvement Plan - College Prep

COLLEGE PREP

APO	Initiatives	Needs Assess.	Special Pops.	Person(s) Responsible	Timeline Start/End	Resources: Human/ Material/Fiscal	Documentation	Formative Evaluation
2B	ADA incentives (weekly, quarterly, yearly)	S	All	AC, APO	8/12-5/29	Fiscal	PowerSchool Attendance	ADA quarterly
2A	Staff member of the month	O	All	AA, P, PIR, API, AC	8/12-5/29	Material	Monthly Poster	GPTW & quarterly staff retention
2C	Consistent Family Communication & Implementation of Persistence Operating Mechanisms	S	All	AC, APO, P, GTLs	8/12-5/29	Material	Leaver Log, GTM notes	Persistence quarterly
1H	Increase # of CSI sections for reading intervention	S	ELL, SP	API, P	8/12-5/29	Fiscal	DI Online Renesiance Star	Quarterly RenStar performance
1E All content areas	Increase amount of tailored independent practice	S	All	API, PIR	8/12-5/29	Fiscal	Achieve 3000 and IXL reports	Winter and Spring Benchmarks
1E All content areas	Lesson plans system focused on student deliverables	S	All	API, PIR	8/12-5/29	Material	Lesson plan folder on Teams	GET ratings, Winter and Spring Benchmarks

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

Annual Performance Objectives (APO)

PRIORITY #1: Students Graduate College-Ready

1A. % of graduates who matriculate to a College or University: 100%

1B. % of graduates matriculate to a Tier I/II College or University: 15% | 25%

1C. % of Seniors accepted to a College or University: 100%

1D. % of Seniors named AP scholars | Earn IB diploma: 30% | 25%

1E. Earned State Rating: A

1F. % Basic | % Mastery | % Advanced on LEAP: 82% | 44% | 11%

1G. % Approaches | % Meets | % Masters on STAAR/EOC: 90% | 60% | 30%

1H. % Level 3 | % Level 4 | % Level 5 on FSA/FSAA: 70% | 40% | 20%

1I. % of Pre-K-2nd Students End The Year On/Above Grade Level in Reading - Year 1 Campuses | Year 2 Campuses: 80% | 90%

1J. % of students in CSI achieve 2 years growth in Reading | Math (measured by Ren STAR) 50% | 60%

1K. Average ACT score: 21

1L. % of students graduating college in 4 | 6 years: 25% | 55%

Needs Assessment

S-STAAR

D-DIBELS

E-EOC

A-ACT

RR-Reading Renaissance

ST-STAR for Math

DR-Discipline Report

AP-AP Tests

O-Other

Special Populations

All

AR-At Risk

ELL-English Language Learners

ED-Economically Disadvantaged

M-Migrant

SE-Special Education

Campus Name

Comprehensive Needs Assessment
COLLEGE PREP

Data Source: CSI

% Meeting CSI Goal	Reading CP CSI
% CSI (EOY Ren.)	59
% of CSI Passing STAAR	66
% of SPED Passing STAAR	75

Data Source: STAAR

	STAAR Reading 6th	STAAR Reading 7th	STAAR Reading 8th	STAAR Writing 7th	English I EOC	English II EOC
% Approaches	76	91	92			
% Meets	41	73	69			
% Masters	23	47	44			
% Student Achievement Average	47	70	68			

Data Source: AP/IB/Electives

AP Scores	Pass AP Lit	Pass AP Lang	IB Scores	IB Group 1	% Royal Readers	% Word Master
% Score 1						
% Score 2						
% Score 3+					20%	80%
					RR Goal Met/Not Met	WM Goal Met/Not Met
					Met	Met

Reflections	
Areas of Strength	**Areas of Need**
1. Communication among all ELA teachers/team leaders	1. Cross curricular for CSI
2. Support from ELA teachers on all grade levels	2. ELL resources/support/meeting (Clever, vocab w/ images, ect.)
3. Annotations and test taking stratigies	3. Transferring annotating/test taking strategies to online testing

4. Extra computers in all class rooms
5. IXL editing, grammer, and achieve
6. Student Perspective training

Campus Name

Comprehensive Needs Assessment - College Prep

COLLEGE PREP

Data Source: STAAR

	STAAR Math 6th	STAAR Math 7th	STAAR Alg I		
% Approaches	94	91	100		
% Meets	75	66	90		
% Masters	44	37	73		
% Student Achievement Average	71	65	88		

Data Source: AP/IB

AP Scores	Pass AP Calculus AB	Pass AP Calculus CD	Pass AP Prob. & Stats.	IB Scores	IB Group 5
% Score 1					
% Score 2					
% Score 3+					

Reflections	
Areas of Strength	**Areas of Need**
1 - Ample resources (math workbooks, printer paper, etc.)	1 - Not having enough pencils
tutoring/PD/Saturday school if data does not show need for it	2 - Consistency by all leaders, teachers, and **flex teachers,** in upholding campus culture expectations
3 - Consistency in lesson plan structure and approach to responding to data	3 - Opportunities to observe other math teachers both on- and off-campus

Campus Name

Comprehensive Needs Assessment
COLLEGE PREP

Data Source: Internal Assessments

	EOY	EOY
% Passing	99%	99%

Data Source: STAAR

	STAAR 8th Science	STAAR Biology
% Approaches		97
% Meets		80
% Masters		35
% Student Achievement Average		71

Data Source: AP/IB

AP Scores	Pass AP Biology	Pass AP Chemistry	Pass AP Physics (1, 2, & C)	Pass AP Env. Science	IB Scores	IB Group 4
% Score 1						
% Score 2						
% Score 3+						

Reflections

Areas of Strength	Areas of Need
1 Interdependence Within Environmental Systems	1 Resources for Protein Synthesis Unit
2 Biological Evolution and Classification	2 Resources for Biological Processes and Systems (models of body systems - disected animals)
3 Annotating and Explanations on multiple choice questions	3 Extra computers, chargers, and power cables in all class rooms

Campus Name

Comprehensive Needs Assessment
COLLEGE PREP

Data Source: Internal Assessments

	EOY	EOY
% Passing	100%	100%

Data Source: STAAR

	US History	US History
% Approaches	81	
% Meets	56	
% Masters	37	
% Student Achievement Average	58	

Data Source: AP/IB

AP Scores	Pass AP Human Geography	Pass AP World History	Pass AP US History	Pass AP Goverment	Pass AP Economics	IB Scores	IB Group 3
% Score 1							
% Score 2							
% Score 3+							

Reflections	
Areas of Strength	**Areas of Need**
1. Knowledge of our content and needs	1. Vertical Alignment and interdepartment observations
2. Diversity of learning (Nearpod, Blooket, Videos, Reading Worksheets, etc.)	2. Resource banks of aligned questions, case studies, and projects
3. Collaboration of teachers	3. History specific student goals

Campus Name

Comprehensive Needs Assessment
COLLEGE PREP

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

	Listening	Speaking	Reading	Writing	% of ELL Students who grew one or more levels
% Beginning	0.70%	6%	7%	2%	
% Intermediate	10%	44%	16%	13%	
% Advanced	21%	47%	31%	34%	
% Advanced High	67%	1.40%	45%	50%	39%

Reflection

Areas of Strength	Areas of Need
1. Executing efficient testing despite losing multiple days due to severe ice storms	1. More Practice with speaking domain of TELPAS earlier in the year during mocks
2. Students were able to grow or maintian proficiency during the administration within the accepted parmeters.	2. Training more administers for one on one admins for certain students who struggle in classes (SpEd/504)
3. Thanks to our on campus Social Worker, students were able to feel more confident in speaking in rooms with other students.	3. Designating more time blocks for smaller groups of students to have more time and coaching for practices before administration.

Campus Name

Comprehensive Needs Assessment COLLEGE PREP					
100% College Matriculation					
Matriculation %	**Matricuation % 4 year**	**Matriculation % 2 year**	**Tier 1/2 % Acceptances**	**Tier 1/2 % Matriculation**	
Tier 1 % Matriculation	**Tier 2 % Matriculation**	**Tier 3 % Matriculation**	**Tier 4 % Matriculation**	**Senior Class CCMR %**	**Senior Class TSI Completion %**
Campus Data					
Senior Class ACT Average	**Junior Class ACT Average**	**Overall AP Scholars (3+ or more tests)**	**IB Medallion Scholars (Passing 3+ exams)**	**Overall % IB Diploma**	**Campus End of Year OTG**

Reflections	
Areas of Strength	**Areas of Need**
1	1
2	2
3	3

Campus Name

Comprehensive Needs Assessment COLLEGE PREP	
Staff Quality, Recruitment, Retention	
	Percentage
% School Lead Team Retention	100%
% Instructional Support Retention	50%
% Teacher Retention	83%
% Campus Support Retention	78%
% SPED Certified Teachers	10%
% State/National Certified Teachers	67%
% State Certified Leaders	16%
% State/Board certified Counselors	50%
Number of teacher applicants per 2020-21 school year	

Reflections	
Areas of Strength	**Areas of Need**
1. Pre-work saved interview time with low quality candidates.	1. Have students participate in sample lessons for 23-24 staffing.
2. Utilizing teachers as part of the interview process.	2. Ineffective recruitment led to lots of last minute candidates.
3. Leader candidates were strong.	3. More effective screening process at HQ. Lots of candidates were lost because they were not sent to campuses in a timely process.

Campus Name

Comprehensive Needs Assessment College Prep	
Data Source: School Culture and Climate	
	Campus %
% Average Daily Attendance	93.42%
% Overall Persistence	88.95%
% New Student Persistence	86%
# of Admin Withdrawals/ Level 3 Offenses	12
% SPED	9%
% ELL	42%
% Eco Dis	87%
% Migrant	0%
% Race: American-Indian-Alaska-Native	1%
% Asian	2%
% White-Hispanic	62%
% Multi	0%
% Black-African-American	30%
% Native-Hawaiian-Pacific-Islander	0%
% White	5%
% Male	45%
% Female	55%

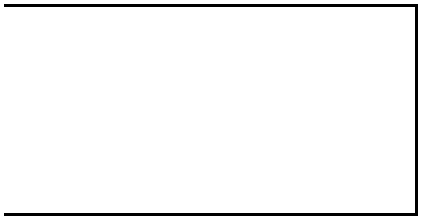
Data Source: School Culture and Climate	
Reflections	
Areas of Strength	**Areas of Need**
1. Program Structure	1. Adding more specific behaviors for demerits.
sports. Due to the great communication from Staff. They know	9th grade community service hours at events More events in general.
3. behavior System, DeansList, consistency across the board, no bias when giving consequences. Positive merits	3. Bigger Grade Team Celebrations possibly 1x a month or q

5. Upgarde Homecoming - Middle School/High School

Campus Name

Comprehensive Needs Assessment COLLEGE PREP	
Data Source: Family and Community Involvement	
	Percentage
% Families Attended WTI	90%
% Families Attended Curriculum Night	32%
% Families Who Attended EOY Ceremonies	94%
% Families who attended Fall Festival	21%
% Families who attended Winter Festival	92%
% Families who attended Spring Festival	84%

Reflections	
Areas of Strength	**Areas of Need**
1. Sports events open to families!	1. Community Festival (seasonal), 9th grade community service hours at events More events in general.
2. A wide variety of monthly family engagement events.	2. PTA for our parents, parent volunteers for events/school gatherings
3. Parnering with local community organizations.	3. Upgarde Homecoming - Middle School/High School



IDEA Public Schools

Riverview Academy

2022-2023 Campus Improvement Plan

Accountability Rating: A

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

Board Approval Date: October 21, 2022
Public Presentation Date: September 15, 2022

Mission Statement

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

Vision

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

Core Values

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

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

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Comprehensive Needs Assessment

Demographics

Demographics Summary

We are an Elementary school with 855 student enrollment serving 97% hispanic population with a 96% economic disadvantaged serving 5% special education and 74% ELs. We are an A rated campus that met 5 out of 6 distinctions showing 100% growth with all student groups. We met 100% English Language Proficiency targets.

See PDF in Addendum for more information.

Demographics Strengths

See PDF in Addendum for more information.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): There is a need of consistently implementing student celebrations across grade levels and as a campus. **Root Cause:** Lack of an accountability system and time to consistently implement campus celebrations.

Problem Statement 2: There is a need to increase accountability on the uniform policy with students and staff. **Root Cause:** In these past years, due to the pandemic, and the inconsistency of in person and virtual instruction, our priority was the safety of our students. As a consequence this area was greatly impacted.

Problem Statement 3 (Prioritized): There is a need to increase student daily attendance. **Root Cause:** Adult culture has been affected by our recent COVID years. Both parents and school staff have become complacent with a higher number of absences. Some parents are lacking a sense of urgency to move their children's education progress. School staff have also lowered the pressure to hold parents and students accountable to ensure students are in our classrooms.

Student Learning

Student Learning Summary

We are an A rated campus that met 5 out of 6 distinctions showing 100% growth with all student groups. We met 100% English Language Proficiency targets.

"See PDF in Addendum for more information."

Student Learning Strengths

"See PDF in Addendum for more information."

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Teachers have gaps in understanding the vertical alignment in content across grades and how this extends into college readiness. **Root Cause:** There is a disconnect between the district curriculum and state TEKS. There exists a lack of accountability in content leading preparation.

Problem Statement 2: 3rd- 5th grade students lack the typing skills needed to be successful in the state assessment. **Root Cause:** The tools and time needed to integrate typing skills in the curriculum were not available due to schedule and lack of resources.

Problem Statement 3: Student Tracker system was not consistently used for performance on a weekly basis. **Root Cause:** There exists a lack of consistency and use of student trackers. Students did not participate in tracking individual progress and therefore, did not use it to celebrate progress.

Problem Statement 4 (Prioritized): There is a need to increase the percentage of current PK-2nd grade students exiting on grade level in DI Reading. **Root Cause:** The excessive level of rigor, in addition to pre-existing COVID gaps, presented unforeseen conceptual gaps that teachers were not adequately trained to address.

Problem Statement 5 (Prioritized): There is a need to increase the percentage of approaches, meets, and masters for STAAR Math in 3rd-5th. **Root Cause:** Curriculum is often lacking TEKS alignment, which in turn, limits instruction and inability to provide sufficient at bat opportunities for student independent practice.

Problem Statement 6 (Prioritized): Student work is not reflecting accurate mastery across contents. **Root Cause:** Teachers are not effectively providing sufficient independent practice time.

Problem Statement 7 (Prioritized): There is a need to increase the percentage of Meets and Masters for STAAR Reading in 4th and 5th **Root Cause:** Teachers need to provide more at bats opportunities for students to show comprehension and vocabulary development,

School Processes & Programs

School Processes & Programs Summary

Our campus sets clear roles and responsibilities for our leaders and holds them accountable. We conduct weekly instructional rounds where we identify trends and plan a targeted Professional Development to address the gap. Leaders have coaching conversations where they work one on one with teachers on individual action steps.

"See PDF Addendum for more information."

School Processes & Programs Strengths

Curriculum & Instruction:

- At least one-third of IDEA students graduate with the "AP Scholar" designation, evidence of earning a qualifying score on at least three AP exams, demonstrating successful completion of college-level coursework prior to graduation.
- IDEA provides students access to accelerated instruction through the 1:1 technology device, including adaptive software for mathematics and literacy and access to hundreds of thousands of books in the district's digital library.
- IDEA curricular resources include high-quality instructional materials that earn the highest ratings on national evaluation measures.
- IDEA curriculum is regularly evaluated using a quality evaluation tool, ensuring alignment to the Texas Essential Knowledge and Skills and AP course standards, as well as the STAAR/EOC and AP exams.
- IDEA implements a variety of training opportunities for teachers and leadership staff with the goal of developing teachers' pedagogical content knowledge and leaders' coaching skills.
- For 15 years in a row, 100% of IDEA students have been accepted into college, demonstrating that IDEA academic programming is adequately preparing students for post-secondary education.
- In 2022, four IDEA schools were ranked in the top 10 Most Challenging Schools in the Nation and 13 were ranked in the top 1% of schools nationwide, by the Jay Mathews Challenge Index High School Rankings.

Special Programs

- IDEA exceeded the expected growth target for EL student performance on TELPAS in 2021 with 48% of ELs meeting that target.
- IDEA provide targeted research based instruction to students who have a 2.0 year gap in Reading and/or Math with the goal of closing that gap by 2.0 years during the school year with our initiative called Critical Student Intervention (CSI). During the 21-22 school year, 2,562 out of 6,632 students meet that goal for Reading and 703 out of 1,268 students met the goal for Math.
- IDEA is in Year 3 of our TEA awarded Autism Grant. Through this grant we were able to increase support for 195 students with autism in Rio Grande Valley and Austin who met the criteria outlined by TEA for this grant.
- IDEA submitted and was awarded a Dyslexia Grant by the TEA so that we will be able to provide increased professional development to teachers and leaders on working with students with dyslexia and increase the support resources for our students with dyslexia.

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 1 (Prioritized): Lack of opportunities for staff members to build relationships amongst colleagues. **Root Cause:** Our campus has not prioritized team builders in order to promote participation within school activities.

Problem Statement 2 (Prioritized): Campus does not provide parents with informational tours in order for them to understand our culture and curriculum. **Root Cause:** Due to COVID restrictions and staff/students' safety these tours were cancelled.

Problem Statement 3 (Prioritized): There is a need to create a healthy work-life balance among our staff. **Root Cause:** Teachers feel overwhelmed and defeated due to high demands of the district and year to year changes across the organization.

Perceptions

Perceptions Summary

We are a campus that year after year has met staff retention with more than 85% of our staff staying with us. Our parents have an opportunity to communicate with teachers through established systems (Remind, Class Dojo, TEAMs). The only barrier that we have seen in the past two years to see parents participation in person is COVID.

See PDF in Addendum for more information.

Perceptions Strengths

See PDF Addendum for more information.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: There is a need to focus on the social emotional wellness of all learners. **Root Cause:** There is a greater focus on the academic aspect rather than focusing on the child as a whole.

Problem Statement 2 (Prioritized): There is a break in communication amongst stakeholders about school wide events. **Root Cause:** There is not a consistent form of communication amongst stakeholders.

Priority Problem Statements

Problem Statement 1: Teachers have gaps in understanding the vertical alignment in content across grades and how this extends into college readiness.

Root Cause 1: There is a disconnect between the district curriculum and state TEKS. There exists a lack of accountability in content leading preparation.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Campus does not provide parents with informational tours in order for them to understand our culture and curriculum.

Root Cause 2: Due to COVID restrictions and staff/students' safety these tours were cancelled.

Problem Statement 2 Areas: School Processes & Programs

Problem Statement 3: There is a break in communication amongst stakeholders about school wide events.

Root Cause 3: There is not a consistent form of communication amongst stakeholders.

Problem Statement 3 Areas: Perceptions

Problem Statement 4: There is a need to increase student daily attendance.

Root Cause 4: Adult culture has been affected by our recent COVID years. Both parents and school staff have become complacent with a higher number of absences. Some parents are lacking a sense of urgency to move their children's education progress. School staff have also lowered the pressure to hold parents and students accountable to ensure students are in our classrooms.

Problem Statement 4 Areas: Demographics

Problem Statement 5: There is a need of consistently implementing student celebrations across grade levels and as a campus.

Root Cause 5: Lack of an accountability system and time to consistently implement campus celebrations.

Problem Statement 5 Areas: Demographics

Problem Statement 6: There is a need to increase the percentage of current PK-2nd grade students exiting on grade level in DI Reading.

Root Cause 6: The excessive level of rigor, in addition to pre-existing COVID gaps, presented unforeseen conceptual gaps that teachers were not adequately trained to address.

Problem Statement 6 Areas: Student Learning

Problem Statement 7: There is a need to increase the percentage of approaches, meets, and masters for STAAR Math in 3rd-5th.

Root Cause 7: Curriculum is often lacking TEKS alignment, which in turn, limits instruction and inability to provide sufficient at bat opportunities for student independent practice.

Problem Statement 7 Areas: Student Learning

Problem Statement 8: Student work is not reflecting accurate mastery across contents.

Root Cause 8: Teachers are not effectively providing sufficient independent practice time.

Problem Statement 8 Areas: Student Learning

Problem Statement 9: There is a need to create a healthy work-life balance among our staff.
Root Cause 9: Teachers feel overwhelmed and defeated due to high demands of the district and year to year changes across the organization.
Problem Statement 9 Areas: School Processes & Programs

Problem Statement 10: Lack of opportunities for staff members to build relationships amongst colleagues.
Root Cause 10: Our campus has not prioritized team builders in order to promote participation within school activities.
Problem Statement 10 Areas: School Processes & Programs

Problem Statement 11: There is a need to increase the percentage of Meets and Masters for STAAR Reading in 4th and 5th
Root Cause 11: Teachers need to provide more at bats opportunities for students to show comprehension and vocabulary development,
Problem Statement 11 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Other PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

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

Student Data: Behavior and Other Indicators

- Attendance data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- Enrollment trends

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Other additional data

Goals

Goal 1: Increase staff retention

Performance Objective 1: By June 2023 IDEA Riverview will increase 2% in staff retention.

Evaluation Data Sources: Staff Development Cycle
Individual Pulse Checks

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Leaders will create systems in which changes will be prioritized and planning time will be consistently respected. **Strategy's Expected Result/Impact:** Teachers will be able to maximize their planning time. **Staff Responsible for Monitoring:** Principal and Direct managers **TEA Priorities:** Recruit, support, retain teachers and principals **Problem Statements:** School Processes & Programs 3	25%	50%	0%	

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 3: There is a need to create a healthy work-life balance among our staff. **Root Cause**: Teachers feel overwhelmed and defeated due to high demands of the district and year to year changes across the organization.

Goal 1: Increase staff retention

Performance Objective 2: By June 2023, IDEA Riverview Academy will increase 10% in the GPTW survey.

Evaluation Data Sources: GPTW Survey

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Monthly team builders will be implemented. **Strategy's Expected Result/Impact:** Build teacher relationships and create camaraderie. **Staff Responsible for Monitoring:** Grade Level Leaders **TEA Priorities:** Recruit, support, retain teachers and principals **Problem Statements:** School Processes & Programs 1	25%	50%	0%	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 1: Lack of opportunities for staff members to build relationships amongst colleagues. **Root Cause**: Our campus has not prioritized team builders in order to promote participation within school activities.

Goal 2: All IDEA students matriculate to college

Performance Objective 1: By the end of the 2022-23 school year, IDEA Riverview Academy Sub Populations will increase their meets results by 10%.

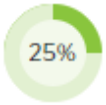
High Priority

HB3 Goal

Evaluation Data Sources: Semester exams
Mock exams

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Teachers will be able to identify students in each Sub Population group **Strategy's Expected Result/Impact:** Target/Priority students will be identified **Staff Responsible for Monitoring:** Teachers **Title I:** 2.6 **- TEA Priorities:** Improve low-performing schools	25%	50%	0%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Teachers will plan for differentiated and small group instruction. **Strategy's Expected Result/Impact:** Students will receive individualized instruction based on their need. **Staff Responsible for Monitoring:** Teachers and Instructional Leaders **Title I:** 2.6 **- TEA Priorities:** Improve low-performing schools **Funding Sources:** Interventionist - Federal Grant - $56,000	25%	50%	0%	

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Teachers and Leaders will be able to track student progress on a daily basis **Strategy's Expected Result/Impact:** Teachers are able to monitor progress and adjust instruction as needed. **Staff Responsible for Monitoring:** Teachers and Instructional Leaders **Title I:** 2.6 **- TEA Priorities:** Improve low-performing schools				

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: All IDEA students matriculate to college

Performance Objective 2: By the end of June of 2022-23, 100% of IDEA Riverview Academy Special Education students will advance to the next performance band in STAAR Assessment.

Evaluation Data Sources: Teachers and Leaders will continually review our strategies to support special education students who did not meet standards in every content in STAAR tests.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Teacher will deliver individualized instruction to meet the needs of the students **Strategy's Expected Result/Impact:** Students able to score approaches on the STAAR Assessment **Staff Responsible for Monitoring:** Interventionist, Special Education Teacher, Instructional Leaders **TEA Priorities:** Improve low-performing schools **- Targeted Support Strategy** **Problem Statements:** Student Learning 5 **Funding Sources:** Interventionist - Federal Grant - $57,500	25%	50%	0%	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 5: There is a need to increase the percentage of approaches, meets, and masters for STAAR Math in 3rd-5th. **Root Cause**: Curriculum is often lacking TEKS alignment, which in turn, limits instruction and inability to provide sufficient at bat opportunities for student independent practice.

Goal 3: IDEA achieves an A rating

Performance Objective 1: By May 2023, IDEA Riverview Academy will increase 10% (5pts) on their combined SAS for 3rd-5th grade Math.

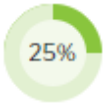
High Priority

HB3 Goal

Evaluation Data Sources: Semester Exam
Mock Exam

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Training will be provided in order to backwards plan and align TEKS to the curriculum. **Strategy's Expected Result/Impact:** Increase in student performance **Staff Responsible for Monitoring:** Teachers, Lead Team **Title I:** 2.4 **- TEA Priorities:** Improve low-performing schools **Problem Statements:** Student Learning 5	100%	100%	100%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Monitor the delivery of first time instruction. **Strategy's Expected Result/Impact:** Identify Most Pressing Problem and provide on the spot coaching. **Staff Responsible for Monitoring:** Instructional Leaders **Title I:** 2.4 **- TEA Priorities:** Improve low-performing schools	25%	50%		

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Implement tracking system for all stakeholders to monitor progress. **Strategy's Expected Result/Impact:** Make data driven decisions based on gaps and misconceptions. **Staff Responsible for Monitoring:** Lead team, teachers, students, and parents. **Title I:** 2.6 **- TEA Priorities:** Improve low-performing schools				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 5: There is a need to increase the percentage of approaches, meets, and masters for STAAR Math in 3rd-5th. **Root Cause**: Curriculum is often lacking TEKS alignment, which in turn, limits instruction and inability to provide sufficient at bat opportunities for student independent practice.

Goal 3: IDEA achieves an A rating

Performance Objective 2: By December 2022, 100 % of students will work independently 80% of the time.

High Priority

HB3 Goal

Evaluation Data Sources: Observations

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Teachers will efficiently plan for independent practice, including an exemplar of work expectations. **Strategy's Expected Result/Impact:** Teacher will be prepared with multiple at bat opportunities to show independent mastery. **Staff Responsible for Monitoring:** Instructinal leaders and teachers **Title I:** 2.6 - **TEA Priorities:** Improve low-performing schools **Problem Statements:** Student Learning 6	25%	50%	5%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Teachers will implement aggressive monitoring techniques 80% of the time. **Strategy's Expected Result/Impact:** Students will receive quality feedback during independent practice. **Staff Responsible for Monitoring:** Teachers **Title I:** 2.6	25%	50%	0%	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 6: Student work is not reflecting accurate mastery across contents. **Root Cause**: Teachers are not effectively providing sufficient independent practice time.

Goal 3: IDEA achieves an A rating

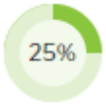
Performance Objective 3: By the end of June 2023, IDEA Riverview Academy will increase 20% on PK-2nd grade students exiting on grade level in DI Reading.

High Priority

Evaluation Data Sources: Benchamarks, DIBELS, and Data Dashboards

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Teachers will internalize script and submit internalization on a weekly basis. **Strategy's Expected Result/Impact:** Identify misconceptions before lesson delivery. **Staff Responsible for Monitoring:** Instructional leader **Title I:** 2.6 - **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 4 **Funding Sources:** Pre-Kindergarten Teacher - Federal Grant - $58,099.99, Pre-Kindergarten Teacher - Federal Grant - $55,500, Interventionist - Federal Grant - $59,300	25%	50%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Monitor lesson delivery for 1st time instruction. **Strategy's Expected Result/Impact:** Identify most pressing problem and provide on the spot coaching. **Staff Responsible for Monitoring:** Instructional leaders **Title I:** 2.6 - **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 4	25%	50%		

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Provide targeted script practice sessions based on trends identified during observations. **Strategy's Expected Result/Impact:** Teachers will master implementation of targeted skill. **Staff Responsible for Monitoring:** Instructional Leader, DI Coaches **Title I:** 2.6 **- TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 4				
No Progress Accomplished Continue/Modify Discontinue				

Performance Objective 3 Problem Statements:

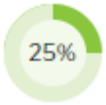
Student Learning
Problem Statement 4: There is a need to increase the percentage of current PK-2nd grade students exiting on grade level in DI Reading. **Root Cause**: The excessive level of rigor, in addition to pre-existing COVID gaps, presented unforeseen conceptual gaps that teachers were not adequately trained to address.

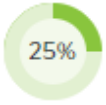
Goal 3: IDEA achieves an A rating

Performance Objective 4: By the end of 2022-23 school year, all students that qualified for HB4545 will complete the required 30 hrs of supplemental accelerated instruction by content.

High Priority

Evaluation Data Sources: ALP
Tracking tools
STAAR results

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Students will receive accelerated TEKS instruction during supplemental instructional blocks. **Strategy's Expected Result/Impact:** Students will achieve satisfactory performance in the applicable content and grade level. **Staff Responsible for Monitoring:** Instructional leaders and Teachers **Title I:** 2.4 **Problem Statements:** Student Learning 5, 7				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Use interventionist to help close gaps and help deliver some of the 30 hrs needed for HB4545 **Strategy's Expected Result/Impact:** Increase student performance **Staff Responsible for Monitoring:** Interventionist and Instructional Leaders **TEA Priorities:** Improve low-performing schools **Problem Statements:** Student Learning 5 **Funding Sources:** Interventionist - Federal Grant - $56,000				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 4 Problem Statements:

Student Learning
Problem Statement 5: There is a need to increase the percentage of approaches, meets, and masters for STAAR Math in 3rd-5th. **Root Cause**: Curriculum is often lacking TEKS alignment, which in turn, limits instruction and inability to provide sufficient at bat opportunities for student independent practice.

Student Learning

Problem Statement 7: There is a need to increase the percentage of Meets and Masters for STAAR Reading in 4th and 5th **Root Cause**: Teachers need to provide more at bats opportunities for students to show comprehension and vocabulary development,

Goal 3: IDEA achieves an A rating

Performance Objective 5: By the end of June 2023, IDEA Riverview Academy will increase 5% in meets 3rd and 4th Reading .

High Priority

HB3 Goal

Evaluation Data Sources: Semester Exam
Benchmark
STAAR Assesment

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: AR zone facilitator will work in collaboration with teachers to ensure they reinforce academic vocabulary and integrates consistently comprehension questions during their reading time. **Strategy's Expected Result/Impact:** Increase performance in meets and masters. **Staff Responsible for Monitoring:** AR facilitator and Instructional Leaders **Title I:** 2.4, 2.5 **- TEA Priorities:** Improve low-performing schools **Problem Statements:** Student Learning 7 **Funding Sources:** AR Zone Facilitator - Federal Grant	25%	50%		

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 5 Problem Statements:

Student Learning
Problem Statement 7: There is a need to increase the percentage of Meets and Masters for STAAR Reading in 4th and 5th **Root Cause**: Teachers need to provide more at bats opportunities for students to show comprehension and vocabulary development,

Goal 4: Increase student daily attendance

Performance Objective 1: By May 2023 IDEA Riverview Academy will increase 2.5% in ADA.

High Priority

Evaluation Data Sources: Daily Attendance Reports
ADA Escalation Matrix

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Increase the sense of urgency by having more routine meetings with parents regarding their child's attendance and academic progress. School leaders will hold instructional staff accountable for some of these meetings as well as be an active participant in some of the tougher conversations with high absentee students. **Strategy's Expected Result/Impact:** Increment in child's attendance **Staff Responsible for Monitoring:** Teachers, Assistant Principal, Assistant Principal of Operations, Principal **Title I:** 2.5 - **TEA Priorities:** Improve low-performing schools **Problem Statements:** Demographics 3	25%	50%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 3: There is a need to increase student daily attendance. **Root Cause**: Adult culture has been affected by our recent COVID years. Both parents and school staff have become complacent with a higher number of absences. Some parents are lacking a sense of urgency to move their children's education progress. School staff have also lowered the pressure to hold parents and students accountable to ensure students are in our classrooms.

Goal 5: Increase student persistence

Performance Objective 1: By the end of the second week of the 2023-24 school year, IDEA Riverview will increase 3% in overall student persistence.

Evaluation Data Sources: Enrollment Report
Persistence Dashboard

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Teachers will implement Move this World Curriculum daily with fidelity. **Strategy's Expected Result/Impact:** Students will learn social emotional skills and strategies that will help them cope with their feelings. **Staff Responsible for Monitoring:** SSA **Title I:** 2.6	25%	25%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 5: Increase student persistence

Performance Objective 2: By the end of June 2023, IDEA Riverview Academy will increase 3% in their total IHT minute completion.

Evaluation Data Sources: IHT monitors

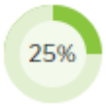
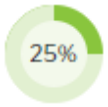
Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Teacher will use Academic Block to target students who are not completing their weekly IHT minutes. **Strategy's Expected Result/Impact:** Increse in the amount of IHT minutes. **Staff Responsible for Monitoring:** PE coach **TEA Priorities:** Improve low-performing schools				

 No Progress Accomplished Continue/Modify Discontinue

Goal 5: Increase student persistence

Performance Objective 3: By the end of May 2023, all IRA PK-5th grade students will receive social emotional support 5 days a week to promote growth mindset.

Evaluation Data Sources: Move this world participation, parent meetings documentation, MTW observations

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: At IRA all teachers will reinforce and consitently implement Move This World curriculum during homeroom time 5 days a week. **Strategy's Expected Result/Impact:** Move This World participation, persistence and attendance results. Also, students are able to make better behavioral decisions and understand how to manage their emotions. **Staff Responsible for Monitoring:** Academic Counselor **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

 No Progress Accomplished Continue/Modify Discontinue

Title I Personnel

Name	Position	Program	FTE
Diamantina Chavez	PRE-KINDERGARTEN TEACHER	Title I	1
Grecia Ramos	Interventionist	Title I	1
Guillermo Tijerina	AR Zone Facilitator	Title I	1
Susana Garcia	PRE-KINDERGARTEN TEACHER	Title I	1
Vianey Garza	Interventionist	Title I	1
Yessenia Jasso	INTERVENTIONIST	Title I	1

Campus Funding Summary

Federal Grant					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	1	2	Interventionist		$56,000.00
2	2	1	Interventionist		$57,500.00
3	3	1	Pre-Kindergarten Teacher		$58,099.99
3	3	1	Interventionist		$59,300.00
3	3	1	Pre-Kindergarten Teacher		$55,500.00
3	4	2	Interventionist		$56,000.00
3	5	1	AR Zone Facilitator		$0.00
				Sub-Total	$342,399.99

Addendums

Master CNA & SAIP Reporting Checklist

				PTG	89%	PTG	0%
DEPT	**Data Sources**	**Data Tabs**	**Guidance**	**Status**	**Principal Notes or Questions**	**VP Verification**	**Notes & Next Steps**
ACADEMY	KEYS Tab (Tab 3)	Student Achievement Improvement Plan 2021-2022 School Year	This SAIP plan will require logging concrete initiatives put in place for student improvement, as well as their associated timelines, resoures, and responsible staff. Each initiative will be tracked mid-year and at the end of the year. Mid-year assessments should be completed by each campus between December 1, 2022 and no later than January 31, 2023.	Pending		Action Required	
	Locus Dashboards: CSI, STARR, AP CampusIB Reports EOY Assessments	Comprehensive Needs Assessment 2022 English Language Arts	These pages should include the percentage of students who achieved each listed score for the 2021-2022 School Year. For each subject, list a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete		Action Required	
		Comprehensive Needs Assessment 2022 Math		Complete		Action Required	
		Comprehensive Needs Assessment 2022 Science		Complete		Action Required	
		Comprehensive Needs Assessment 2022 Humanities		Complete		Action Required	
	State TELPAS Report	Comprehensive Needs Assessment 2022 TELPAS	This data set will outline the percentage of students that earned proficiency in the areas of Listening, Speaking, Reading, and Writing, as indicated in the State TELPAS report. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete		Action Required	
	Locus Dashboard: Staff Retention	Staff Quality, Rentention, & Recruitment 2021-2022 School Year	Under the %SPED Data Point, this should reflect the percentage of SPED certified teachers, compared to the overall SPED staff. Under number of teacher applicants, note how many teachers were interviewed by campus leaders for positions during the 2021-2022 School Year. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete		Action Required	
	Locus Dashboards: Student Persistence, Enrollment, ADA	School Culture & Climate 2021-2022 School Year	For the Withdrawals/Level 3 Offenses data point, list the number of withdrawals or offenses. All other data points should reflect percentages. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete		Action Required	
	Campus Academic Counselor Tracking Systems	2022 Family & Community Involvement	In addition to listing data percentages, list a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete		Action Required	

Campus Name

2021-22 Student Achievement Improvement Plan

ACADEMY

APO	Initiatives	Needs Assess.	Special Pops.	Person(s) Responsible	Timeline Start/End	Resources: Human/ Material/Fiscal	Documentation	Formative Evaluation

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

Annual Performance Objectives (APO)

PRIORITY #1: Students Graduate College-Ready

1A. % of graduates who matriculate to a College or University: 100%

1B. % of graduates matriculate to a Tier I/II College or University: 15% | 25%

1C. % of Seniors accepted to a College or University: 100%

1D. % of Seniors named AP scholars | Earn IB diploma: 30% | 25%

1E. Earned State Rating: A

1F. % Basic | % Mastery | % Advanced on LEAP: 82% | 44% | 11%

1G. % Approaches | % Meets | % Masters on STAAR/EOC: 90% | 60% | 30%

1H. % Level 3 | % Level 4 | % Level 5 on FSA/FSAA: 70% | 40% | 20%

1I. % of Pre-K-2nd Students End The Year On/Above Grade Level in Reading - Year 1 Campuses | Year 2 Campuses: 80% | 90%

1J. % of students in CSI achieve 2 years growth in Reading | Math (measured by Ren STAR) 50% | 60%

1K. Average ACT score: 21

1L. % of students graduating college in 4 | 6 years: 25% | 55%

PRIORITY #2: Build a Strong & Sustainable Organization

2A. % Teacher Retention | Employee Retention: 85% | 85%

2B. 80% composit score on GPTW: 82%

2B. %Average Daily Attendance: 97.50%

2C. New Student Persistence: 90%

2D. Operating Income: $133M

2E. FIRST Rating: A

PRIORITY #3: Achieve Mission at Scale

3A. % of students with low socio-economic status: 80%

3B. Enrollment in August 2020: 83,894

3C. Schools in operation in August 2020: 149

3D. Total Funds Raised (millions): $93M

Needs Assessment

S-STAAR

D-DIBELS

E-EOC

A-ACT

RR-Reading Renaissance

ST-STAR for Math

DR-Discipline Report

AP-AP Tests

O-Other

Special Populations

All

AR-At Risk

ELL-English Language Learners

ED-Economically Disadvantaged

M-Migrant

SE-Special Education

Campus Name

Comprehensive Needs Assessment
ACADEMY

Data Sources: Eureka Math & Electives Academy

	DISTAR Pre-K on Grade Level	Eureka Kinder on Grade Level	Eureka First on Grade Level	Eureka Second on Grade Level	% Math Masters Pk-2	Pk-2 MM Goal Met/Not Met
% Students	100%	100%	95%	100%	97%	Y

Data Source: STAAR Academy

	STAAR Math Grade 3	STAAR Math Grade 4	STAAR Math Grade 5	% Math Masters 3-5	3-5 MM Goal Met/Not Met
% Approaches	80	72	81	97%	Y
% Meets	48	33	16		
% Masters	16	16	19		
% Student Achievement Average	48	40	47		
% Meet 2 year growth					

Data Source: CSI Academy

	Math AC CSI
% CSI (EOY Ren.)	NA
% of CSI Passing STAAR	NA
% of SPED Passing STAAR	80%

Reflections

Areas of Strength	Areas of Need
1. Consistent use of Word problem t-chart.	1. Vertical Alignment planning early in the year.
2. Team and family with math facts- Our electives team able to assist with its implementation	2. Vertical align strategies from beginning to show consistency.
3. Dreambox engaged and inform students of new math topic.	3. Students use Individual assessments tracker.
4. The use of manipulatives during instructional time.	4. Conversations with students how they did in each assessment.

5. Level of engagment and energy from all math teachers.	5. Implement calendar time.
6. Hotspot tracker motivated students to complete math lessons in Dreambox.	6. Combine all trackers in one spiral notebook.
7. Math projects to introduce new topics.	7. TEKS professional developments for all grade levels.
8. Instructional materials and resources are available for students and teachers to use.	8. Math interventionist needed for student support.

Campus Name

Comprehensive Needs Assessment
ACADEMY

Data Sources: DI ELA & Electives

	DI Pre-K on Grade Level	DI Kinder on Grade Level	DI First on Grade Level	DI Second on Grade Level	% Royal Readers	% Word Masters
% Students	100%	68%	45%	94%	NA	96%
					RR Goal Met/Not Met	WM Goal Met/Not Met
					NA	Y

Data Source: STAAR

	STAAR Reading Grade 3	STAAR Reading Grade 4	STAAR Writing Grade 3	STAAR Writing Grade 4	% Royal Readers	% Word Masters
% Approaches	78	79	91	NA	21%	67%%
% Meets	57	52	75	NA	RR Goal Met/Not Met	WM Goal Met/Not Met
% Masters	28	23	50	NA	Y	Y
SAS	54	52	71	NA		
% Student Achievement Average	NA	NA	NA	NA		

Data Source: CSI

% Meeting CSI Goal	Reading AC CSI
% CSI (EOY Ren.)	66%
% of CSI Passing STAAR	38%
% of SPED Passing STAAR	87%

Reflections

Areas of Strength	Areas of Need
1 Starting Wit and Wisdom program at Kindergarten.	1 Classroom print to support literacy. (Alphabet, labeling)
2 Formative Assessments throughout all grade levels.	2 Enough Wit Wisdom classroom set of books to practice with all students.
3 Pre-K Transition Program helping students develop language skills.	3 Wit and Wisdom curriculum lacks alignment with TEKS
4 RMT curriculum supports student comprehension and writing skills. Also supports with letter identification and sounds.	4. TEKS vocabulary starting at 1st grade

5 Wit and Wisdom variety of genre of books support	5 Bring back AR books for students in classroom.
	6 Have student transitions due to loss of time for instruction.
	7. Practicing typing skills for STAAR.
	8. RISE Attainment program doesn't align with STAAR

Campus Name

Comprehensive Needs Assessment ACADEMY						
Data Sources: Science Pk-2						
	Science Pre-K on Grade Level	**Science Kinder on Grade Level**	**Science First on Grade Level**	**Science Second on Grade Level**	**Science Third on Grade Level**	**Science Fourth on Grade Level**
% Students	**100%**	**96%**	**94%**	**91%**	**82%**	**86%**
Data Source: Science 3-5						
	STAAR Science Grade 5					
% Approaches	91%					
% Meets	68%					
% Masters	35%					
% Student Achievement Average	64					

Reflections	
Areas of Strength	**Areas of Need**
1. The RISE students enjoyed hands on experiments.	1. School Field trips that align with lessons for 3rd and 4th grade.
2. Curriculum provided by distrcit	2. Resources like manipulatives needed (RISE) / books
3. RISE students loved outdoor activities related to their lesson.	3. Students need to rotate in order to do the hands-on activities
4. Online programs such as Study Island for 5th graders	4. Science Fair during the first semester
5. 5th Grade STAAR success books	5. Use of Study Island program for 3rd and 4th grade.
6. Think Up Book provided for scholars	6. More storage space to allow for organized placement of science equipment.
7. Daily Lesson Plan for kinder, 3rd grade, and 5th grade	7. RISE needs a clear curriculum.
8. Kit provided for lower grade levels	

Campus Name

Comprehensive Needs Assessment

ACADEMY

Data Sources: Humanities Pk-2

	Humanities Pre-K on Grade Level	Humanities Kinder on Grade Level	Humanities First on Grade Level	Humanities Second on Grade Level	Humanities Third on Grade Level	Humanities Fourth on Grade Level	Humanities Fifth on Grade Level
% Students	100%	100%	100%	100%	87%	93%	98%

Reflections	
Areas of Strength	**Areas of Need**
1 Content materials available for student and teacher use.	1 Maps throghout the classrooms. Ex: Texas Map, USA Map, World Map, Maps of the Major Rivers and Landmarks.
2 Very structured curriculum.	2 Classroom materials readily available in order to perform more projects.
3 Students are excited to learn about the content.	3 More storage space for all the classroom materials.
4 Course leaders are always available and helpful.	4 Bring in outside presenters such as museums (?)
5. Webinars were insightful.	5. Plan field trips to historical landmarks or places with historical themes
6. Freedom to adjust lessons as needed.	6. More outside projects that align with the holidays and cultures here in the Valley.
7. Unit Exams are available and we are able to backwards plan.	7. Lockdown browsers or a program on computers that do not allow students on the internet during lessons.
8. Students are able to connect to the content.	8. Academic vocabulary too advanced for students
	9. Implementation of multiple choice for exit tickets and exams.
	10. Need for ELL help.

Campus Name

Comprehensive Needs Assessment

ACADEMY

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

	Listening	Speaking	Reading	Writing	% of ELL Students who grew one or more levels
% Beginning	25%	23%	30%	32%	54%
% Intermediate	24%	30%	33%	25%	
% Advanced	27%	14%	20%	18%	
% Advanced High	24%	33%	17%	25%	

Reflections	
Areas of Strength	**Areas of Need**
1. Helps identify student's strength/weakness	1. Although students are given a designated time frame to work on TELPAS, the time is not sufficient. More time and importance needs to be set aside for this test.
2. Teachers are provided with a detailed rubric (PLD) to determine appr	2. Implementing a writing block in grades 2nd-5th, that includes spelling and grammar.
3. Trainings for both teachers and students have been efficient and productive. Students were more motivated and confident after hearing this year's TELPAS speaker.	3. SPED students to be grouped in a another classroom to be able to write and concentrate

Campus Name

Comprehensive Needs Assessment	
ACADEMY	
Staff Quality, Recruitment, Retention	
	Percentage
% School Lead Team Retention	100%
% Instructional Support Retention	89%
% Teacher Retention	91.18%
% Campus Support Retention	NA
% SPED Teachers	67%
% State/National Certified Teachers	NA
% State Certified Leaders	NA
% State/Board certified Counselors	NA
Number of teacher applicants per 2020-21 school year	NA

Reflection	
Areas of Strength	**Areas of Need**
1. Open door policy with administration	1. Team Builders atleast once a month as a campus
2. We foster Team and Family	2. Commit to teacher planning time for all subjects including electives.
3. The opportunity to grow professionally.	3. Bring back Fun Fridays
4	4. Provide more security daily
5	5. In person curriculum meeting for new hires
6	6. More restroom facilities for staff
	7. Parent tours to ensure facilities are safe.

Campus Name

Comprehensive Needs Assessment ACADEMY	
Data Source: School Culture and Climate	
	Campus %
% Average Daily Attendance	93.31%
% Overall Persistence	93.21%
% New Student Persistence	92.53%
# of Admin Withdrawals/ Level 3 Offenses	0%
% SPED	3%
% ELL	79%
% Eco Dis	95%
% Migrant	0%
% Race: American-Indian-Alaska-Native	0%
% Asian	0%
% White-Hispanic	98%
% Multi	0%
% Black-African-American	0%
% Native-Hawaiian-Pacific-Islander	0%
% White	2%
% Male	48.00%
% Female	52%

Data Source: School Culture and Climate	
Reflections	
Areas of Strength	**Areas of Need**
1. Day 1-consistentcy of school wide- procedures/routines	1. Uniform- consistency starting since arrival
2. Consistent Classroom Celebrations	2. Pull out Small groups -for emotional support
3. College is instilled from PK-5th gd.	3. Campus celebrations-awards ceremony every quarter in the gym
4. Keep attendance Trophy	4. School wide -redirecting culture

Campus Name

Comprehensive Needs Assessment ACADEMY	
Data Source: Family and Community Involvement	
	Percentage
% Families Attended WTI	95%
% Families Attended Curriculum Night	83%
% Families Who Attended EOY Ceremonies	97%
% Families who attended Fall Festival	NA
% Families who attended Winter Festival	98%
% Families who attended Spring Festival	NA

Reflection	
Areas of Strength	**Areas of Need**
1. Communication with stakeholders.	1. More inclusion with special pops.
2. More outside community involvement.	2. Funding & fundraising for events. We need to reach out for donations/sponsors ahead of time.
3. Free events for our family & community to enjoy.	3. Time management, planning, logistics by July/August at the latest to better prepare for yearly events.
	4. Align communication across the board between admin, teachers, and all staff at community events to ensure there is no confusion.
	5. Sending IDEA Riverview staff members & students to be involved in city wide community events.

IDEA Public Schools

Riverview College Prep

2022-2023 Campus Improvement Plan

Accountability Rating: A

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

Board Approval Date: October 21, 2022
Public Presentation Date: September 12, 2022

Mission Statement

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

Vision

To ensure students reach their potential, IDEA Public Schools will become the region's largest creator of college graduates.

Core Values

Our drive to translate our mission and vision into reality are based upon the following core values:

- We achieve **Academic Excellence**
- We deliver **Results**
- We ensure **Equity**
- We build **Team & Family**
- We act with **Integrity**
- We bring **Joy**
- We **Sweat the Small Stuff**

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Comprehensive Needs Assessment

Demographics

Demographics Summary

IDEA Riverview College Preparatory is an open enrollment public charter school that serves students in grades 6th through 12th. IDEA Riverview College Preparatory serves a total of 744 students, ranging in ages 11 to 19. Special programs offered at IDEA Riverview College Preparatory include: CTE, Special Education, and Athletics. IDEA Riverview College Preparatory is a designated T-STEM Academy, serving 100% of students in grades 9 through 12. Deomgraphic data from the 21-22 TEA school report card indicates that:

- 98.7% of students are Hispanic
- 1.3% of students are White
- 95.6% of students are Economically Disadvantaged
- 6.3% of students are served in the Special Education program
- 52.7% of students are Emergant Bilingual/English Learners

Demographics Strengths

See PDF in Addendum for more information.

Problem Statements Identifying Demographics Needs

Problem Statement 1: 60% of students are Emerging Bilingual **Root Cause:** Students are moving to this country or are coming from another District where there were taught in Spanish

Problem Statement 2 (Prioritized): There is a need to increase Average Daily Attendance because it has declined over the past two years. **Root Cause:** -COVID positive cases have decreased the student daily attendance -Campus holding meetings to support and hold teachers, parents and students accountable for student daily attendance.

Student Learning

Student Learning Summary

IDEA Riverview College Preparatory earned an A Rating from TEA, specifically a 97 out of 100, and the following outcomes in each domain:

- Domain I: Student Achievement - 90 out of 100
- Domain II: School Progress - 96 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 the past, IDEA Riverview College Preparatory did not receive accountability ratings in 2019 - 2020 and 2020 - 2021, due to the COVID-19 pandemic. An A Rating was earned in 2018 - 2019.

In terms of CCMR, we had 93% of our Class of 2022 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.

Student Learning Strengths

See PDF in Addendum for more information.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): The percent of students passing the TSI exams has increased minimally over the past several years. **Root Cause:** Instruction is often lacking in rigor because we do not prioritize training teachers and leaders on what skills are needed to master the TSI assessments.

Problem Statement 2 (Prioritized): The average ACT composite score has not increased significantly. **Root Cause:** There is a lack of resources for student preparation.

School Processes & Programs

School Processes & Programs Summary

Actions that we take to support powerful teaching and learning on our campus include teacher development. We complete the OCS (outcomes, causes, and solutions) to help our teachers grow and develop. We follow the coaching cycle. At our campus, we observe our teachers diagnose the most pressing problems. After the observation, we plan a check-in meeting to give the action steps that will assist with understanding the feedback and improve their teaching skills. The last part of the cycle is the follow-up. In the follow-up, leaders observe the teachers see if they mastered the skills. If teachers did not master the skills, the leaders provided lesson rehearsals to assist with practice and feedback. Leaders plan for professional development to address the root cause of low performance when there is a downward performance trend in teacher practices. For example, if there is a trend of lack of classroom management, leaders plan classroom management professional development to focus on this gap.

School Processes & Programs Strengths

See PDF in Addendum for more information.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Purchasing Process is not clear. Teachers don't receive resources on time **Root Cause:** -Business office doesn't have a clear process to purchase what school needs to conduct teaching and learning

Problem Statement 2 (Prioritized): Our teacher retention was less than 85% **Root Cause:** -Leader to teacher ratio is too high, resulting in challenging work-life balance for both teachers and leaders

Perceptions

Perceptions Summary

-How are parent/guardian/community participation rates measured?

*Parent/guardian/community participation is measured through sign-in sheets at the entrance of every event

-Are there any barriers that prevent participation by parents/guardians/community?

*Afterschool hours: parents get out of work late and cannot make it to the meeting

*Not enough reminders to support with parents/guardians/community participation

*See PDF in Addendum for more information.

Perceptions Strengths

See PDF in Addendum for more information.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Only 93% Families attended end of the year Award Ceremonies **Root Cause:** -Ensure communication with parents is through all platforms Facebook, Remind and school messenger. -Once communication has been made, also make sure to schedule reminders -Include joy factor for students and parents to be happy and to celebrate student achievement.

Problem Statement 2 (Prioritized): Only 90% Families Attended to the Welcome to IDEA event. **Root Cause:** -Ensure communication with parents is through all platforms Facebook, Remind and school messenger. -Once communication has been made, also make sure to schedule reminders -Include joy factor for students and parents to be happy and they look forward to the new chapter in their life. -End of school pep rallys done through both campuses AC and CP and MS transition to HS.

Priority Problem Statements

Problem Statement 1: The percent of students passing the TSI exams has increased minimally over the past several years.

Root Cause 1: Instruction is often lacking in rigor because we do not prioritize training teachers and leaders on what skills are needed to master the TSI assessments.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Only 90% Families Attended to the Welcome to IDEA event.

Root Cause 2: -Ensure communication with parents is through all platforms Facebook, Remind and school messenger. -Once communication has been made, also make sure to schedule reminders -Include joy factor for students and parents to be happy and they look forward to the new chapter in their life. -End of school pep rallys done through both campuses AC and CP and MS transition to HS.

Problem Statement 2 Areas: Perceptions

Problem Statement 3: Only 93% Families attended end of the year Award Ceremonies

Root Cause 3: -Ensure communication with parents is through all platforms Facebook, Remind and school messenger. -Once communication has been made, also make sure to schedule reminders -Include joy factor for students and parents to be happy and to celebrate student achievement.

Problem Statement 3 Areas: Perceptions

Problem Statement 4: The average ACT composite score has not increased significantly.

Root Cause 4: There is a lack of resources for student preparation.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Purchasing Process is not clear. Teachers don't receive resources on time

Root Cause 5: -Business office doesn't have a clear process to purchase what school needs to conduct teaching and learning

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: There is a need to increase Average Daily Attendance because it has declined over the past two years.

Root Cause 6: -COVID positive cases have decreased the student daily attendance -Campus holding meetings to support and hold teachers, parents and students accountable for student daily attendance.

Problem Statement 6 Areas: Demographics

Problem Statement 7: Our teacher retention was less than 85%

Root Cause 7: -Leader to teacher ratio is too high, resulting in challenging work-life balance for both teachers and leaders

Problem Statement 7 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations

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
- 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
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT
- Student Success Initiative (SSI) data for Grades 5 and 8
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups

- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- STEM and/or STEAM data
- Pregnancy and related services data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data

- Study of best practices

Goals

Goal 1: Increase staff retention

Performance Objective 1: By the Spring of 2023, IDEA Riverview College Prep will earn a 90% or higher in favorable responses on the Great Places to Work Staff Survey.

High Priority

Evaluation Data Sources: Great Places to Work Survey.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Hold staff professional development during the work instead of afterschool. **Strategy's Expected Result/Impact:** Improve work-life balance. **Staff Responsible for Monitoring:** Assistant Principals of Instruction **TEA Priorities:** Recruit, support, retain teachers and principals **Problem Statements:** School Processes & Programs 2				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 2: Our teacher retention was less than 85% **Root Cause**: -Leader to teacher ratio is too high, resulting in challenging work-life balance for both teachers and leaders

Goal 2: All IDEA students matriculate to college

Performance Objective 1: By the beginning of the 2023-2024 school year, at least 90% of the class of 2023 will have a CCMR indicator.

High Priority

HB3 Goal

Evaluation Data Sources: TSI Data, AP Exam Data (College Board), OnRamps Data (UT-Austin), Industry Based Certifications

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Embed TSI preparation during the school day **Strategy's Expected Result/Impact:** Increase TSI exemption percentage **Staff Responsible for Monitoring:** Assistant Principals of Instruction **Title I:** 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college **Problem Statements:** Student Learning 1	25%	85%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Use Title I Interventionist College Counselor to ensure students are accepted to and matriculate to college or university. **Strategy's Expected Result/Impact:** 100% of students will be accepted to college. **Staff Responsible for Monitoring:** Director of College Counselor (Carla Marcela Rios) **Title I:** 2.6 - **TEA Priorities:** Connect high school to career and college **Problem Statements:** Student Learning 1, 2 **Funding Sources:** College Counselor - Federal Grant - $68,119.99	25%	50%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: The percent of students passing the TSI exams has increased minimally over the past several years. **Root Cause**: Instruction is often lacking in rigor because we do not prioritize training teachers and leaders on what skills are needed to master the TSI assessments.

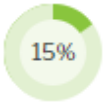
Problem Statement 2: The average ACT composite score has not increased significantly. **Root Cause**: There is a lack of resources for student preparation.

Goal 3: IDEA achieves an A rating

Performance Objective 1: Our College Prep students will meet CCMR goal by the end of the 2022-2023 school year.

High Priority

HB3 Goal

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Embed TSI preparation during the school day **Strategy's Expected Result/Impact:** Increase TSI exemption percentage **Staff Responsible for Monitoring:** Assistant Principals of Instruction **Title I:** 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college **Problem Statements:** Student Learning 1				
No Progress Accomplished Continue/Modify Discontinue				

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: The percent of students passing the TSI exams has increased minimally over the past several years. **Root Cause**: Instruction is often lacking in rigor because we do not prioritize training teachers and leaders on what skills are needed to master the TSI assessments.

Goal 3: IDEA achieves an A rating

Performance Objective 2: By May 2023 our College Prep students will be reading at or above grade level for grades 6th- 10th.

High Priority

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Track and progress monitor RenStar student results and hold small group instruction with students who are not meeting goal (at or above grade level)				
No Progress Accomplished Continue/Modify Discontinue				

Goal 3: IDEA achieves an A rating

Performance Objective 3: Our College Prep students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase 10% in Spring 2023

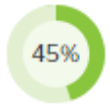
Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: We will utilize academic block and Master Student Tutorials after school to target high performing students and prepare them for success at the meets and masters level.	20%	30%		

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 3: IDEA achieves an A rating

Performance Objective 4: Our College Prep will support all learners, specifically, Emergent Bilingual students and Special Education students, in meeting the Domain 3 indicator targets.

Evaluation Data Sources: Unit Exams, Semester Exams, STAAR/EOC Exam Results

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Data Driven Instruction, we will monitor progress for EB's and SpEd students after each unit exam. We will utilize data to make informed decisions regarding which EB's and SpEd students need additional support. Teachers will be trained on this data analysis as well so they can provide prioritized support in class and during tutorials.				

 No Progress Accomplished Continue/Modify Discontinue

Goal 4: Increase student daily attendance

Performance Objective 1: By the end of each quarter of the 21-22 school year, IDEA Riverview will reach 97% ADA.

High Priority

Evaluation Data Sources: SIS Powerschool report

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Incentives: Create an incentive system for ADA. Example may include: Homeroom challenges, celebrations before the break. **Strategy's Expected Result/Impact:** Students will be excited to come to school to win incentive or celebration. **Staff Responsible for Monitoring:** APO **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **Problem Statements:** Demographics 2	25%	25%		

No Progress

Accomplished

Continue/Modify

Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: There is a need to increase Average Daily Attendance because it has declined over the past two years. **Root Cause**: -COVID positive cases have decreased the student daily attendance -Campus holding meetings to support and hold teachers, parents and students accountable for student daily attendance.

Goal 4: Increase student daily attendance

Performance Objective 2: By the end of the 2022-2023 school year, 100% of students will have 90 minutes of MVPA (Moderate to Vigorous Physical Activity)

High Priority

Evaluation Data Sources: Heart Monitors

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Plan and implement a variety of physical activities for PE classes **Strategy's Expected Result/Impact:** Increase the minutes of MVPA for each student **Staff Responsible for Monitoring:** Athletic Director **Title I:** 2.6	30%	35%		

 No Progress Accomplished Continue/Modify Discontinue

Goal 5: Increase student persistence

Performance Objective 1: By the end of the 2022-2023 school year, Riverview College Preparatory will have at least 90% student persistence.

High Priority

Evaluation Data Sources: Powerschool enrollment

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Hold parent meetings quarterly to review student academic progress **Strategy's Expected Result/Impact:** Increase partnership and relationships between families and school **Staff Responsible for Monitoring:** Student Success Advisor **Title I:** 4.1, 4.2 **Problem Statements:** Perceptions 1, 2	35%	50%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

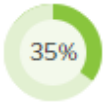
Perceptions
Problem Statement 1: Only 93% Families attended end of the year Award Ceremonies **Root Cause**: -Ensure communication with parents is through all platforms Facebook, Remind and school messenger. -Once communication has been made, also make sure to schedule reminders -Include joy factor for students and parents to be happy and to celebrate student achievement.
Problem Statement 2: Only 90% Families Attended to the Welcome to IDEA event. **Root Cause**: -Ensure communication with parents is through all platforms Facebook, Remind and school messenger. -Once communication has been made, also make sure to schedule reminders -Include joy factor for students and parents to be happy and they look forward to the new chapter in their life. -End of school pep rallys done through both campuses AC and CP and MS transition to HS.

Goal 5: Increase student persistence

Performance Objective 2: By the beginning of the 2022-2023 school year, 100% of Staff complete BOY Crisis Management / Emergency Response Training

High Priority

Evaluation Data Sources: Training sign in sheets

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Calendar Crisis Management training during BOY Professional Development **Strategy's Expected Result/Impact:** Ensure that 100% of staff are trained. **Staff Responsible for Monitoring:** Assistant Principal of Operations **Title I:** 2.6				

 No Progress Accomplished Continue/Modify Discontinue

Title I Personnel

Name	Position	Program	FTE
	COLLEGE COUNSELOR		1
Miriam Gerardo	College Counselor	Title I	1

Campus Funding Summary

Federal Grant					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	1	2	College Counselor		$68,119.99
				Sub-Total	$68,119.99

Addendums

Master CNA & SAIP Reporting Checklist

		PTG	100%	PTG	0%

DEPT	Data Source	Data Tabs	Guidance	Status	Principal Notes or Questions	VP Verification	Notes & Next Steps
College Prep	KEYS Tab (Tab 3)	Student Achievement Improvement Plan 2021-2022 School Year	This SAIP plan will require logging concrete initiatives put in place for student improvement, as well as their associated timelines, resources, and responsible staff. Each initiative will be tracked mid-year and at the end of the year. Mid-year assessments should be completed by each campus between December 1, 2022 and no later than January 31, 2023.	Complete		Action Required	
	Locus Dashboards: CIS STARR, AP Campus IB Reports EOY Assessments	Comprehensive Needs Assessment 2022 English Language Arts	These Pages should include the percentage of students who achieved each listed score for the 2021-2022 School Year. For each subject, list a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete		Action Required	
		Comprehensive Needs Assessment 2022 Math		Complete		Action Required	
		Comprehensive Needs Assessment 2022 Science		Complete		Action Required	
		Comprehensive Needs Assessment 2022 Humanities		Complete		Action Required	
	State TELPAS Report	Comprehensive Needs Assessment 2022 TELPAS	This data set will outline the percentage of students that earned proficiency in the areas of Listening, Speaking, Reading, and Writing, as indicated in the State TELPAS report. Llist a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete		Action Required	
	Locus Dashboards: ACT, AP, TSI Campus IB Reports Campus Matriculation Reports	100% College Matriculation 2021-2022 School Year	This page will only be applicable to campuses that had graduating classes in the Spring of 2022. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete		Action Required	
	Locus Dashboard: Staff Rentention	Staff Quality, Retention, & Recruitment 2021-2022 School Year	Under the %SPED Data Point, this should relfect the percentage of SPED certified teachers, compared to the overall SPED staff. Under number of teacher applicants, note how many teachers were interviewed by campus leaders for positions during the 2021-2022 School Year. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete		Complete	
	Locus Dashboards: Student Persistence, Enrollment, ADA	School Culture & Climate 2021-2022 School Year	For the Withdrawals/Level 3 Offenses data point, list the number of withdrawals or offenses. All other data points should reflect percentages. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete		Action Required	
	Campus Academic Counselor Tracking Systems	2022 Family & Community Involvement	In addition to listing data percentages, list a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete		Action Required	

IDEA Public Schools

Robindale Academy

2022-2023 Campus Improvement Plan

Accountability Rating: A

Distinction Designations:
Academic Achievement in English Language Arts/Reading
Academic Achievement in Mathematics
Top 25 Percent: Comparative Academic Growth
Top 25 Percent: Comparative Closing the Gaps

Board Approval Date: October 21, 2022
Public Presentation Date: September 14, 2022

Mission Statement

IDEA Public Schools prepare students from underserved communities for success in college and citizenship.

Vision

To ensure students reach their potential, IDEA Public Schools will become the region's largest creator of college graduates.

Core Values

Our drive to translate our mission and vision into reality are based upon the following core values:

- We achieve **Academic Excellence**
- We deliver **Results**
- We ensure **Equity**
- We build **Team & Family**
- We act with **Integrity**
- We bring **Joy**
- We **Sweat the Small Stuff**

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Comprehensive Needs Assessment

Revised/Approved: September 14, 2022

Demographics

Demographics Summary

IDEA Robindale Academy was founded in 2019 with grades K-2nd. We are an open enrollment K-5th charter school now in 2022. We are located at 3802 Ruben M Torres Blvd, Brownsville, TX 78521. Our current enrollment is 730 students as of August 2022. We strive to serve low socioeconmic areas to support our mission of going to and through college. Our demographics are the following: we have 11.99% SPED scholars, 46.91% EB scholars, 88.36% scholars that are eco dis, 92.24% hispanic, .53% asian, .35% african american and 6.8% white. 48% of our scholars are male and 52% are female.

See PDF in Addendum for more information

Demographics Strengths

See PDF in Addendum for more information

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Overall student persistence declined under the 90% **Root Cause:** 1) Lack of parent-teacher communication. 2) lack of consistency following communication flow chart

Problem Statement 2 (Prioritized): overall attendance declined under the 97% goal **Root Cause:** 1) No celebrations or incentives for scholars who were here. 2) Lack of accountability to those who were absent with phone calls or meetings.

Student Learning

Student Learning Summary

We received 4/5 distinctions which were academic achievement in ELA/ reading and math, top 25% comparative academci growth and top 25% comparative closing the gaps. For 4th grade reading 82% of scholars met their growth goal and for 4th grade math 86% of scholars met their growth goal. For K-2nd 72% on average ended the year on grade level for reading. For 3rd and 4th STAAR but ELA and Math had 50% of SPED scholars pass their STAAR test.

See PDF in Addendum for more information

Student Learning Strengths

See PDF in Addendum for more information

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Teachers were not equipped with the skill to pull student data and adjust teaching on a daily basis. **Root Cause:** Instruction was often going over time stamps and teachers were then left to play catch up the next day. Lesson pacing was non evident and student pacing was lagged.

Problem Statement 2 (Prioritized): Teachers minimally got to meet with teachers of same content on campus. **Root Cause:** 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.

Problem Statement 3: Campus lacked implementation of differentiation on teacher's lesson plans. **Root Cause:** Teachers were sticking to curriculum provided and were not knowledgeable with enough content to be able to adjust and make changes.

School Processes & Programs

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 beginnning of year and move into content and rigor. For PD, two days of the month are PD sessions and two are content meetings. 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.

See PDF in Addendum for more information

School Processes & Programs Strengths

Curriculum & Instruction:

- At least one-third of IDEA students graduate with the "AP Scholar" designation, evidence of earning a qualifying score on at least three AP exams, demonstrating successful completion of college-level coursework prior to graduation.
- IDEA provides students access to accelerated instruction through the 1:1 technology device, including adaptive software for mathematics and literacy and access to hundreds of thousands of books in the district's digital library.
- IDEA curricular resources include high-quality instructional materials that earn the highest ratings on national evaluation measures.
- IDEA curriculum is regularly evaluated using a quality evaluation tool, ensuring alignment to the Texas Essential Knowledge and Skills and AP course standards, as well as the STAAR/EOC and AP exams.
- IDEA implements a variety of training opportunities for teachers and leadership staff with the goal of developing teachers' pedagogical content knowledge and leaders' coaching skills.
- For 15 years in a row, 100% of IDEA students have been accepted into college, demonstrating that IDEA academic programming is adequately preparing students for post-secondary education.
- In 2022, four IDEA schools were ranked in the top 10 Most Challenging Schools in the Nation and 13 were ranked in the top 1% of schools nationwide, by the Jay Mathews Challenge Index High School Rankings.

Special Programs

- IDEA exceeded the expected growth target for EL student performance on TELPAS in 2021 with 48% of ELs meeting that target.
- IDEA provide targeted research based instruction to students who have a 2.0 year gap in Reading and/or Math with the goal of closing that gap by 2.0 years during the school year with our initiative called Critical Student Intervention (CSI). During the 21-22 school year, 2,562 out of 6,632 students meet that goal for Reading and 703 out of 1,268 students met the goal for Math.
- IDEA is in Year 3 of our TEA awarded Autism Grant. Through this grant we were able to increase support for 195 students with autism in Rio Grande Valley and Austin who met the criteria outlined by TEA for this grant.
- IDEA submitted and was awarded a Dyslexia Grant by the TEA so that we will be able to provide increased professional development to teachers and leaders on working with students with dyslexia and increase the support resources for our students with dyslexia.

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

See PDF in Addemdum for more information.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Campus did not have a clear onboarding plan for staff that started during the year. **Root Cause:** 1)Campus did not have any kind of mentor mentee program 2)Managers did not sit and review expectations with staff

Problem Statement 2 (Prioritized): Campus did not have a system that consistently and publicly celebrates staff members **Root Cause:** 1) There was not criteria for success or a system 2)Celebrations that occurred were not public in front of peers or parents

Perceptions

Perceptions Summary

Parent engagement events have been very successful. As a campus we had 72% of families attend our festivals. Feedback we got was positive and families look forward to our summer events also. Staff turnover was at 85.71% last year. Our goal was 85% so we did meet it. Our leavers moved to somewhere there was no IDEA or switched career paths. 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 aboout what is happening on campus. We send out monthly org health surveys for our campus to see what is going well and areas or trends we need to work on.

See PDF in Addendum for more information

Perceptions Strengths

See PDF in Addendum for more information.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Campus did not show parents what learning looked like on a day to day in classrooms **Root Cause:** 1)As a campus, we did not share pictures of what was happening in the classroom. 2) We did not celebrate students consistently

Problem Statement 2 (Prioritized): Campus did not consistently build relationships with parents **Root Cause:** 1)Campus did not host any in person events 2) Campus lacked communication system that all parents used

Priority Problem Statements

Problem Statement 1: Overall student persistence declined under the 90%
Root Cause 1: 1) Lack of parent-teacher communication. 2) lack of consistency following communication flow chart
Problem Statement 1 Areas: Demographics

Problem Statement 2: Teachers were not equipped with the skill to pull student data and adjust teaching on a daily basis.
Root Cause 2: Instruction was often going over time stamps and teachers were then left to play catch up the next day. Lesson pacing was non evident and student pacing was lagged.
Problem Statement 2 Areas: Student Learning

Problem Statement 3: Teachers minimally got to meet with teachers of same content on campus.
Root Cause 3: 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.
Problem Statement 3 Areas: Student Learning

Problem Statement 4: Campus did not have a system that consistently and publicly celebrates staff members
Root Cause 4: 1) There was not criteria for success or a system 2)Celebrations that occurred were not public in front of peers or parents
Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: Campus did not have a clear onboarding plan for staff that started during the year.
Root Cause 5: 1)Campus did not have any kind of mentor mentee program 2)Managers did not sit and review expectations with staff
Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: Campus did not show parents what learning looked like on a day to day in classrooms
Root Cause 6: 1)As a campus, we did not share pictures of what was happening in the classroom. 2) We did not celebrate students consistently
Problem Statement 6 Areas: Perceptions

Problem Statement 7: Campus did not consistently build relationships with parents
Root Cause 7: 1)Campus did not host any in person events 2) Campus lacked communication system that all parents used
Problem Statement 7 Areas: Perceptions

Problem Statement 8: overall attendance declined under the 97% goal
Root Cause 8: 1) No celebrations or incentives for scholars who were here. 2) Lack of accountability to those who were absent with phone calls or meetings.
Problem Statement 8 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local benchmark or common assessments data
- 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

Student Data: Behavior and Other Indicators

- Attendance data
- Student surveys and/or other feedback

Employee Data

- Staff surveys and/or other feedback
- State certified and high quality staff data
- Campus leadership data

Parent/Community Data

- Parent engagement rate

Support Systems and Other Data

- Communications data

Goals

Goal 1: Increase staff retention

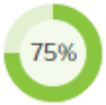
Performance Objective 1: By June 2023, teachers will answer "agree" on 90% of statements on campus org health survey.

High Priority

Evaluation Data Sources: Will be monitored through health org surveys sent quarterly, success will be measured based of responses being 4 (agree) or higher.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Leaders will consistently and publicly recognize a teacher and coteacher of the month by the first of the following month. **Strategy's Expected Result/Impact:** To increase teacher retention **Staff Responsible for Monitoring:** APIs, SC, Principal and Admin Asst. **TEA Priorities:** Recruit, support, retain teachers and principals **Problem Statements:** School Processes & Programs 2	85%	90%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Leaders will consistently complete coaching cycle weekly with each direct report. **Strategy's Expected Result/Impact:** to increase teacher retention **Staff Responsible for Monitoring:** APIs, SC, Principal **TEA Priorities:** Recruit, support, retain teachers and principals **Problem Statements:** Student Learning 1	60%	75%		

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Leaders will meet with any new hires within 3 days of their start date to start campus onboarding milestone plan. **Strategy's Expected Result/Impact:** increase staff retention **Staff Responsible for Monitoring:** manager of staff member **TEA Priorities:** Recruit, support, retain teachers and principals **Problem Statements:** School Processes & Programs 1				
No Progress Accomplished Continue/Modify Discontinue				

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Teachers were not equipped with the skill to pull student data and adjust teaching on a daily basis. **Root Cause**: Instruction was often going over time stamps and teachers were then left to play catch up the next day. Lesson pacing was non evident and student pacing was lagged.
School Processes & Programs
Problem Statement 1: Campus did not have a clear onboarding plan for staff that started during the year. **Root Cause**: 1)Campus did not have any kind of mentor mentee program 2)Managers did not sit and review expectations with staff
Problem Statement 2: Campus did not have a system that consistently and publicly celebrates staff members **Root Cause**: 1) There was not criteria for success or a system 2)Celebrations that occurred were not public in front of peers or parents

Goal 1: Increase staff retention

Performance Objective 2: By May 2023, 90% of teachers will answer that they have been celebrated throughout the year.

Evaluation Data Sources: Will be monitored through health org surveys sent quarterly, success will be measured based of responses being 4 or higher, pulse checks.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Teachers and coteachers will be celebrated for their birthday throughout the year by a shoutout on flight plan, card from lead team and song. **Strategy's Expected Result/Impact:** increase staff retention **Staff Responsible for Monitoring:** APIs, SC, Admin Asst, Principal **TEA Priorities:** Recruit, support, retain teachers and principals **Problem Statements:** School Processes & Programs 2	90%	95%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Teachers and coteachers will be celebrated for their student achievement results and growth throughout the year by spotlights,. **Strategy's Expected Result/Impact:** increase staff retention **Staff Responsible for Monitoring:** APIs, SC, Admin Asst, Principal **TEA Priorities:** Recruit, support, retain teachers and principals **Problem Statements:** School Processes & Programs 2	80%	85%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 2: Campus did not have a system that consistently and publicly celebrates staff members **Root Cause**: 1) There was not criteria for success or a system 2)Celebrations that occurred were not public in front of peers or parents

Goal 2: increase enrollment

Performance Objective 1: By the 11th day of school, campus will meet or exceed the enrollment target set by the district

High Priority

Evaluation Data Sources: enrollment data board

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: During first week of school, all leaders will partake in student head counts and phone calls to absent scholars **Strategy's Expected Result/Impact:** increase in enrollment **Staff Responsible for Monitoring:** SIS, APO and APIs **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools **Problem Statements:** Demographics 2	100%	100%	100%	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: overall attendance declined under the 97% goal **Root Cause**: 1) No celebrations or incentives for scholars who were here. 2) Lack of accountability to those who were absent with phone calls or meetings.

Goal 3: IDEA achieves an A rating

Performance Objective 1: By June 2023, the percent of students reading at or above grade level for 3rd-5th grade will increase by at least 3 percentage points as measured by STAAR and monitored by district wide exams.

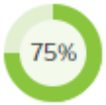
High Priority

HB3 Goal

Evaluation Data Sources: Every two weeks, campus will compare data to district and among previous results. Campus will track skills to see growth and mastery.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Teachers and leaders will participate in student work analysis meetings after every biweekly assessment. **Strategy's Expected Result/Impact:** increase in student achievement **Staff Responsible for Monitoring:** Teachers and leaders **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **Problem Statements:** Student Learning 1	15%	20%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Teachers will meet monthly as a content cohort to align on planning and brainstorm any trends that need to be addressed. **Strategy's Expected Result/Impact:** increase in student achievement **Staff Responsible for Monitoring:** teachers, content leaders and APIs **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **Problem Statements:** Student Learning 2	75%	85%		

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Scholars below grade level in 2nd grade will attend reading intervention **Strategy's Expected Result/Impact:** increase in student achievement **Staff Responsible for Monitoring:** teachers and leaders **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **Funding Sources:** Interventionist - Federal Grant				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Teachers were not equipped with the skill to pull student data and adjust teaching on a daily basis. **Root Cause**: Instruction was often going over time stamps and teachers were then left to play catch up the next day. Lesson pacing was non evident and student pacing was lagged.
Problem Statement 2: Teachers minimally got to meet with teachers of same content on campus. **Root Cause**: 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.

Goal 3: IDEA achieves an A rating

Performance Objective 2: By June 2023, SPED SAS score is a minimum of 23 or plus 5 cumulative growth on SAS as measured by STAAR and monitored by district wide exams.

High Priority

Evaluation Data Sources: Every two weeks, campus will compare data to district and among previous results. Campus will track skills to see growth and mastery.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: RISE classrooms had staar prep time build into their schedules daily **Strategy's Expected Result/Impact:** increase in sped scores **Staff Responsible for Monitoring:** SPED teachers and manager **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: SPED teacher and gen ed teacher collaborations weekly for ELA and Math **Strategy's Expected Result/Impact:** increase in gen ed sped data **Staff Responsible for Monitoring:** SPED teacher, gen ed teacher and manager **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **Problem Statements:** Student Learning 1, 2				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Interventionists pulled SPED scholars daily to do small group remediation. **Strategy's Expected Result/Impact:** increase in student achievement data **Staff Responsible for Monitoring:** interventionists and gen ed teachers **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **Funding Sources:** Interventionist - Federal Grant				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: Teachers were not equipped with the skill to pull student data and adjust teaching on a daily basis. **Root Cause**: Instruction was often going over time stamps and teachers were then left to play catch up the next day. Lesson pacing was non evident and student pacing was lagged.
Problem Statement 2: Teachers minimally got to meet with teachers of same content on campus. **Root Cause**: 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.

Goal 3: IDEA achieves an A rating

Performance Objective 3: By June 2023, the percent of students at or above grade level for 3rd-5th grade math will increase by at least 3 percentage points as measured by STAAR and monitored by district wide exams.

High Priority

HB3 Goal

Evaluation Data Sources: Every two weeks, campus will compare data to district and among previous results. Campus will track skills to see growth and mastery.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Teachers in 3rd-5th math will receive weekly lesson rehearsals **Strategy's Expected Result/Impact:** increase in student achievement **Staff Responsible for Monitoring:** teachers and leaders **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **Problem Statements:** Student Learning 2				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: All students in 4th grade and 5th will be assigned a growth goal that they reviewed daily while they completed assessment tracking **Strategy's Expected Result/Impact:** increase in student achievement **Staff Responsible for Monitoring:** teachers and math API **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **Problem Statements:** Student Learning 1				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Scholars who did not pass STAAR and are two years below will attend math intervention **Strategy's Expected Result/Impact:** increase in student achievement **Staff Responsible for Monitoring:** teacher and manager **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **Problem Statements:** Demographics 1 - Student Learning 1 **Funding Sources:** Interventionist - Federal Grant				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: Overall student persistence declined under the 90% **Root Cause**: 1) Lack of parent-teacher communication. 2) lack of consistency following communication flow chart

Student Learning
Problem Statement 1: Teachers were not equipped with the skill to pull student data and adjust teaching on a daily basis. **Root Cause**: Instruction was often going over time stamps and teachers were then left to play catch up the next day. Lesson pacing was non evident and student pacing was lagged.
Problem Statement 2: Teachers minimally got to meet with teachers of same content on campus. **Root Cause**: 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.

Goal 3: IDEA achieves an A rating

Performance Objective 4: Each students needs 1200 minutes of vigorous activity by June 2023 in 1st-5th

Evaluation Data Sources: heart rate monitors and PE data board tracker

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: PE coach will consistently follow spark curriculum **Strategy's Expected Result/Impact:** increase in minutes of activity **Staff Responsible for Monitoring:** PE coaches and manager **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Improve low-performing schools **Problem Statements:** Demographics 1				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 4 Problem Statements:

Demographics
Problem Statement 1: Overall student persistence declined under the 90% **Root Cause**: 1) Lack of parent-teacher communication. 2) lack of consistency following communication flow chart

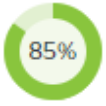
Goal 4: Increase student daily attendance

Performance Objective 1: By June 2023, % of average daily attendance for each grade level will increase by 5% from the previous year.

High Priority

Evaluation Data Sources: Daily, weekly and monthly tracking of ADA by grade level and as a campus.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: campus will have a monthly ADA incentive plan for the school year **Strategy's Expected Result/Impact:** increase in ADA **Staff Responsible for Monitoring:** APO **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **Problem Statements:** Demographics 1, 2				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: campus will follow ADA matrix consistently every week **Strategy's Expected Result/Impact:** increase in ADA **Staff Responsible for Monitoring:** APO **Title I:** 2.4, 2.5, 4.2 **- TEA Priorities:** Improve low-performing schools **Problem Statements:** Demographics 1, 2 - Perceptions 1, 2				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Overall student persistence declined under the 90% **Root Cause**: 1) Lack of parent-teacher communication. 2) lack of consistency following communication flow chart

Demographics

Problem Statement 2: overall attendance declined under the 97% goal **Root Cause**: 1) No celebrations or incentives for scholars who were here. 2) Lack of accountability to those who were absent with phone calls or meetings.

Perceptions

Problem Statement 1: Campus did not show parents what learning looked like on a day to day in classrooms **Root Cause**: 1)As a campus, we did not share pictures of what was happening in the classroom. 2) We did not celebrate students consistently

Problem Statement 2: Campus did not consistently build relationships with parents **Root Cause**: 1)Campus did not host any in person events 2) Campus lacked communication system that all parents used

Goal 5: Increase student persistence

Performance Objective 1: 90% of students participate in Move this World daily for the school year.

Evaluation Data Sources: MTW daily data report and tracker

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: All leaders will observe teachers daily and give feedback **Strategy's Expected Result/Impact:** increase in MTW participation **Staff Responsible for Monitoring:** leaders **Title I:** 2.5, 2.6 **Problem Statements:** Demographics 1	80%	85%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: SC will share out participation data weekly to teachers for MTW **Strategy's Expected Result/Impact:** increase in participation **Staff Responsible for Monitoring:** SC **Title I:** 2.5, 2.6 **Problem Statements:** Demographics 1	95%	100%	100%	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Overall student persistence declined under the 90% **Root Cause**: 1) Lack of parent-teacher communication. 2) lack of consistency following communication flow chart

Goal 5: Increase student persistence

Performance Objective 2: 95% of teachers will utilize Dojo as the main form of communication with parents.

High Priority

Evaluation Data Sources: posting report and communication tracker

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Each teacher will post weekly on class story with pictures and posts **Strategy's Expected Result/Impact:** increase in persistence and parent satisfaction survey **Staff Responsible for Monitoring:** School counselor **Title I:** 2.6, 4.1 **- TEA Priorities:** Improve low-performing schools **Problem Statements:** Perceptions 1, 2				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 1: Campus did not show parents what learning looked like on a day to day in classrooms **Root Cause**: 1)As a campus, we did not share pictures of what was happening in the classroom. 2) We did not celebrate students consistently
Problem Statement 2: Campus did not consistently build relationships with parents **Root Cause**: 1)Campus did not host any in person events 2) Campus lacked communication system that all parents used

Goal 5: Increase student persistence

Performance Objective 3: By May 2023, there will be a 10% increase in the overall attendance of families at family engagement events.

Evaluation Data Sources: parent sign in sheets

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Host monthly grade level family engagement nights **Strategy's Expected Result/Impact:** increase in persistence **Staff Responsible for Monitoring:** grade level teams and lead team **Title I:** 2.5, 2.6, 4.1, 4.2 **- TEA Priorities:** Improve low-performing schools **Problem Statements:** Demographics 1 - Perceptions 2				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: Overall student persistence declined under the 90% **Root Cause**: 1) Lack of parent-teacher communication. 2) lack of consistency following communication flow chart

Perceptions
Problem Statement 2: Campus did not consistently build relationships with parents **Root Cause**: 1)Campus did not host any in person events 2) Campus lacked communication system that all parents used

Title I Personnel

Name	Position	Program	FTE
Billie Rodriguez	INTERVENTIONIST		1
Lourdes Jimenez	INTERVENTIONIST		1
Scarlett Miranda	INTERVENTIONIST		1

Math Committee

Committee Role	Name	Position
Classroom Teacher	Marissa Melguizo	K math teacher
Classroom Teacher	Americo Paredes	1st grade math teacher
Classroom Teacher	Vianka Jimenez	2nd grade math teacher
Classroom Teacher	Diana Hernandez	3rd grade math teacher
Classroom Teacher	Alda Jimenez	4th grade math teacher

ELA Committee

Committee Role	Name	Position
Classroom Teacher	Selina Loya	K ELA teacher
Classroom Teacher	Maria Parlatto	1st grade ELA teacher
Classroom Teacher	Allyson Garcia	2nd ELA teacher
Classroom Teacher	Crystal Perez	3rd ELA teacher
Classroom Teacher	Erica Garza	3rd ELA teacher
Classroom Teacher	Koral Flores	4th ELA teacher
Classroom Teacher	Veronica Martinez	4th ELA teacher

Humanities and Science Committee

Committee Role	Name	Position
Classroom Teacher	Vijay Kanuga	K SS and Sci teacher
Classroom Teacher	Georgina Galvan	1st SS and Sci teacher
Classroom Teacher	Karen Vasquez	2nd SS and Sci teacher
Classroom Teacher	Sandra Saldana	3rd SS and Sci teacher
Classroom Teacher	Alma Casas	4th SS and Sci teacher

RISE/ SPED Committee

Committee Role	Name	Position
Classroom Teacher	Cynthia Nevarez	RISE teacher
Classroom Teacher	Sonia Avalos	RISE teacher
Classroom Teacher	Ashley Palacios	SPED teacher
Classroom Teacher	Bianca Rubio	SPED teacher

Electives Committee

Committee Role	Name	Position
Classroom Teacher	Kenia DeLeon	AR facilitator
Classroom Teacher	Andres Alaniz	HotSpot Facilitator
Classroom Teacher	Julian Trevino	PE coach
Classroom Teacher	Jesus Moya	PE coteacher

TELPAS Committee

Committee Role	Name	Position
Classroom Teacher	Cristina Aguilar	K coteacher
Classroom Teacher	Erendira Gracia	1st coteacher
Administrator	Cristina Salinas	Asst principal of instruction and EL coordinator
Classroom Teacher	Rafael Diaz	ELA coteacher

STAFF Quality retention, recruitment committee

Committee Role	Name	Position
Classroom Teacher	Crystal Perez	ELA teacher
Administrator	Jesus Paz	APO
Classroom Teacher	Koral Flores	4th ELA teacher
Classroom Teacher	Cynthia Nevarez	RISE teacher

School Culture and Climate Committee

Committee Role	Name	Position
Administrator	Eliza Perez	school counselor
Classroom Teacher	Allyson Garcia	ELA teacher
Classroom Teacher	Jessica Magallanes	ELA teachers
Classroom Teacher	Vianka Jimenez	Math teacher

Family and Community Committee

Committee Role	Name	Position
Administrator	Diana Cavazos	Admin asst
Classroom Teacher	Marissa Melguizo	Math teacher
Classroom Teacher	Jacqueline Nevarez	RISE coteacher

DI and CSI Committee

Committee Role	Name	Position
Classroom Teacher	Ana Andrade	K DI teacher
Classroom Teacher	Jessica Magallanes	2nd DI teacher
Classroom Teacher	Johanna Barba	1st DI teacher
Classroom Teacher	Amanda Garcia	CSI teacher
Classroom Teacher	Ashley Lopez	2nd DI teacher

Campus Funding Summary

Federal Grant					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	1	3	Interventionist		$0.00
3	2	3	Interventionist		$0.00
3	3	3	Interventionist		$0.00
				Sub-Total	$0.00

Addendums

Master CNA & SAIP Reporting Checklist

				PTG	100%	PTG	0%
DEPT	**Data Sources**	**Data Tabs**	**Guidance**	**Status**	**Principal Notes or Questions**	**VP Verification**	**Notes & Next Steps**
ACADEMY	KEYS Tab (Tab 3)	Student Achievement Improvement Plan 2021-2022 School Year	This SAIP plan will require logging concrete initiatives put in place for student improvement, as well as their associated timelines, resoures, and responsible staff. Each initiative will be tracked mid-year and at the end of the year. Mid-year assessments should be completed by each campus between December 1, 2022 and no later than January 31, 2023.	Complete	Long form pending until purchase of program	Action Required	
	Locus Dashboards: CSI, STARR, AP CampusIB Reports EOY Assessments	Comprehensive Needs Assessment 2022 English Language Arts	These pages should include the percentage of students who achieved each listed score for the 2021-2022 School Year. For each subject, list a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete		Action Required	
		Comprehensive Needs Assessment 2022 Math		Complete		Action Required	
		Comprehensive Needs Assessment 2022 Science		Complete		Action Required	
		Comprehensive Needs Assessment 2022 Humanities		Complete		Action Required	
	State TELPAS Report	Comprehensive Needs Assessment 2022 TELPAS	This data set will outline the percentage of students that earned proficiency in the areas of Listening, Speaking, Reading, and Writing, as indicated in the State TELPAS report. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete		Action Required	
	Locus Dashboard: Staff Retention	Staff Quality, Rentention, & Recruitment 2021-2022 School Year	Under the %SPED Data Point, this should reflect the percentage of SPED certified teachers, compared to the overall SPED staff. Under number of teacher applicants, note how many teachers were interviewed by campus leaders for positions during the 2021-2022 School Year. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete		Action Required	
	Locus Dashboards: Student Persistence, Enrollment, ADA	School Culture & Climate 2021-2022 School Year	For the Withdrawals/Level 3 Offenses data point, list the number of withdrawals or offenses. All other data points should reflect percentages. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete		Action Required	
	Campus Academic Counselor Tracking Systems	2022 Family & Community Involvement	In addition to listing data percentages, list a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete		Action Required	

IDEA Robindale Academy

2021-22 Student Achievement Improvement Plan

ACADEMY

APO	Initiatives	Needs Assess.	Special Pops.	Person(s) Responsible	Timeline Start/End	Resources: Human/ Material/Fiscal	Documentation	Formative Evaluation
1E	Science and Social Studies will be implemented fully in Kinder-5th grades.	S	ALL	All teachers and administrators	August 8-May 26	Science/Social Studies Curriculum	Lesson Plans and Teacher Observations	Unit Assessments
1H	Integrate Intervention with 3rd-5th graders reading 2 or more years below grade level	RR	ALL	Perla Alvarado	August 8-May 26	Decoding	Teacher Observation, DI Data Call	Renstar Testing
1E	Implement a literature based approach in 3rd-5th grade by purchasing novels for every scholar.	S	ALL	Dean Nguyen	August 8-May 26	Purchasing novels for each students for all modules	Lesson Plans and Teacher Observations	Interim Assessments and Biweekly Assessments
1E	Support all 1st-5th grade scholars in becoming word masters	RR	ALL	AR facilitator and reading teachers	August 8-May 26	myon	RR records, teacher observations	Interim assessments and AR quizzes
2B	Create attendance incentives on a monthly and quarterly basis	O	ALL	Administrators and grade level leaders	August 8-May 26	scholar incentives	Attendance records	EOY attendance
2A	Implement monthly and quarterly employee incentives and appreciation items	O	ALL	Administrators	August 8-May 26	appreciation incentives	monthly org health surveys	Org health survey
2C and 2B	Continue onboarding our new families and scholars to ensure their investment into our school	RR	ALL	Eliza Perez and Jesus Paz	August 8-May 26	none	teacher observations and onboarding tracker	Panorama family survey
2B	Implement ADA matrix for students with excessive absences	O	ALL	Administrators, teachers and SIS	August 8-May 26	ADA matrix	Attendance records and ADA matrix	Weekly attendance report
2B	Make daily phone calls for those students who are absent	O	ALL	Administrators, teachers and SIS	August 8-May 26	Administrators, teachers and SIS	Attendance records	Weekly attendance report
2A	Empower and train grade level leaders as instructional coaches to ensure teacher success across all grade levels	S	ALL	Administrators and grade level leaders	August 8-May 26	Grade level leader training, quarterly PTGs	monthly org health surveys	Org health survey
1G	Track DI data weekly through weekly targets and backwards plan	D	ALL	ALL teachers and Perla Alvarado	August 8-May 26	DI Online	Lesson Progess on DI online	PTG Quarterly and EOY DI Results
1E	Provide 1 to 1 technology for all students	O	ALL	Business Clerk and IT tech	August 8-May 26	Student Technology	Asset Panda	Asset Panda
1E	EL/EB students will practice speaking skills daily durinig imagine learning and content classes	O	ELL	Perla Alvarado, Dean Nguyen and Cristina Salinas	August 8-May 26	IL, teacher training and lesson plans incorporating speaking and listening practice	Observations	Mock data and TELPAS scores improve to 42% growth
1E	Utilize GLL's and content leaders to assist with culture and instructiional priorities	O	All	API's	Summer 2022	Data and teacher/leader investment. Training for teachers	Monthly training and scheduled rounds	Discipline improves and scores and grades improve

IDEA Robindale Academy

2021-22 Student Achievement Improvement Plan

ACADEMY

2C	Meet the teacher and back to school kick-off to support persistence and enrollment	O	All	Jennifer Carrillo	August 3,2022	GRPI created by lead team, clear roles, excellent communication and teacher engagement	GRPI with clear expectations	90% or higher attendance for Meet the teacher
1E	Identify students who failed STAAR and place them in appropriate intervention	S	ELL/S	API's	August 8-May 26	Training and implementation plan	GRPI and schedule/tracker	STAAR and STAR scores/growth

Title I Qualifying Programs			Initiatives Status			
Internal Use Only			Mid Year		End of Year	
Supplemental Program (Y/N)	New Program (Y/N)	Budget Allocation	Outcome	Increase/Decreased by X%	Outcome	Increase/Decreased by X%
Budget Allocations only need to be entered for programs that are BOTH Supplemental & New			Use these columns to assess your strategy progress at the middle and end of the year			

Title I Qualifying Programs			Initiatives Status			
Internal Use Only			Mid Year		End of Year	
Supplemental Program (Y/N)	New Program (Y/N)	Budget Allocation	Outcome	Increase/Decreased by X%	Outcome	Increase/Decreased by X%

Annual Performance Objectives (APO)

PRIORITY #1: Students Graduate College-Ready

1A. % of graduates who matriculate to a College or University: 100%

1B. % of graduates matriculate to a Tier I/II College or University: 15% | 25%

1C. % of Seniors accepted to a College or University: 100%

1D. % of Seniors named AP scholars | Earn IB diploma: 30% | 25%

1E. Earned State Rating: A

1F. % Basic | % Mastery | % Advanced on LEAP: 82% | 44% | 11%

1G. % Approaches | % Meets | % Masters on STAAR/EOC: 90% | 60% | 30%

1H. % Level 3 | % Level 4 | % Level 5 on FSA/FSAA: 70% | 40% | 20%

1I. % of Pre-K-2nd Students End The Year On/Above Grade Level in Reading - Year 1 Campuses | Year 2 Campuses: 80% | 90%

1J. % of students in CSI achieve 2 years growth in Reading | Math (measured by Ren STAR) 50% | 60%

1K. Average ACT score: 21

1L. % of students graduating college in 4 | 6 years: 25% | 55%

PRIORITY #2: Build a Strong & Sustainable Organization

2A. % Teacher Retention | Employee Retention: 85% | 85%

2B. 80% composit score on GPTW: 82%

2B. %Average Daily Attendance: 97.50%

2C. New Student Persistence: 90%

2D. Operating Income: $133M

2E. FIRST Rating: A

PRIORITY #3: Achieve Mission at Scale

3A. % of students with low socio-economic status: 80%

3B. Enrollment in August 2020: 83,894

3C. Schools in operation in August 2020: 149

3D. Total Funds Raised (millions): $93M

Needs Assessment

S-STAAR

D-DIBELS

E-EOC

A-ACT

RR-Reading Renaissance

ST-STAR for Math

DR-Discipline Report

AP-AP Tests

O-Other

Special Populations

All

AR-At Risk

ELL-English Language Learners

ED-Economically Disadvantaged

M-Migrant

SE-Special Education

IDEA Robindale Academy

Comprehensive Needs Assessment
ACADEMY

Data Sources: DI ELA & CSI

	DI Kinder on Grade Level	DI First on Grade Level	DI Second on Grade Level	% Royal Readers	% Word Masters	
% Students Currently	**68%**	**66%**	**83%**	1%	83%	
% students at BOY	**65%**	**2%**	**6%**			

Reflections

Areas of Strength	Areas of Need
With new leader, there was better organization, clear expectations, and teachers feedback was taken into consideration.	Completing backwards plan at BOY and adjusting quarterly throughout the year as cohort. Getting feedback from manager/coach
Consistent intervention across all grade levels and teachers collaborating to support each other's goals by teaching each other's groups.	Start CSI groups at BOY
Starting interventions and tutorials at BOY.	Better parent communication consistently throughout the year.

% Meeting CSI Goal	Reading
% CSI	47%
% of CSI Mock STAAR	40%

Solutions
Leader/Coach will do a PD quarterly to support teachers on completing backwards. Teachers will turn in deliverable for feedback. Leader/coach will give teachers feedback.
Having rosters ready with placements for first week of school.
Teachers and students updating binder trackers, communicating teacher/program changes and test notices.

IDEA Robindale Academy

Comprehensive Needs Assessment ACADEMY			
Data Sources: IEP			
	RISE 1 IEP goals met	**RISE 2 IEP goals met**	**RISE 3 IEP goals met**
% Students	**85%**	**89%**	**90%**
Data Source: STAAR for SPED			
	STAAR Reading Grade 3	**STAAR Reading Grade 4**	
% Approaches	69	67	
% Meets	43	45	
% Masters	25	21	
SAS	45	44	
Data Source: CSI			
% Meeting CSI Goal	**Reading**	**Math**	
% CSI	47%	N/A	
% of CSI Passing STAAR	53%	N/A	
% of SPED Passing STAAR	3rd-88% 4th-17%	3rd-75% 4th-33%	

Reflections	
Areas of Strength	**Areas of Need**
Consistent daily communication and relationships between teachers and families	SpEd/Rise students did not consistently receive inclusion services due to absences, COVID and/or staffing.
Over 85% of IEP goals met in all RISE units.	Students in RISE had excessive absences and tardies.
Close teamwork and collaboration amongst all RISE units.	Schedule needs to be structured to give gen ed/SPED collab time.

Solutions
Create a schedule at BOY that includes T/S times for inclusion and who will support
Incentivizing ADA specifically for RISE and communication with parents on ADA escalation matrix
Create opportunity at BOY for teachers to collab on assigned collab time.

IDEA Robindale Academy

Comprehensive Needs Assessment
ACADEMY

Data Sources: DI ELA & Electives

	WW Kinder on Grade Level	WW First on Grade Level	WW Second on Grade Level	% Royal Readers	% Word Masters
% Students	98%	89%	75%	89%	15%

RR Goal Met/Not Met	WM Goal Met/Not Met
Yes	Yes

Data Source: STAAR

	STAAR Reading Grade 3	STAAR Reading Grade 4
% Approaches	69	67
% Meets	43	45
% Masters	25	21
SAS	45	44

Data Source: CSI

% Meeting CSI Goal	Reading AC CSI
% CSI (MOY Ren.)	47%
% of CSI STAAR	53%
% of SPED Passing STAAR	8/14=57%

Reflections	
Areas of Strength	**Areas of Need**
Teacher and administration collaborated though daily exit ticket huddles, lesson rehearsals and LP feedback.	Campus did not prioritize who gets placed in CSI.
Teachers created and implemented test taking strategies, gave daily feedback to scholars on strategies and modified as needed.	Campus did not implement SWAMS this year
Teachers asked HOT questions to students so they could demonstrate their evidence through text.	Teachers need exemplar and coaching on how to support scholars with pacing during testing.

Solutions
Collaboration with SPED teacher and APIs on scheduling.
Add SWAM PD into scope and sequence for the year.
Using visual aids, verbal reminders & timers to remind students of time left during tests and assignments.

IDEA Robindale Academy

Comprehensive Needs Assessment
ACADEMY

Data Sources: Eureka Math & Electives Academy

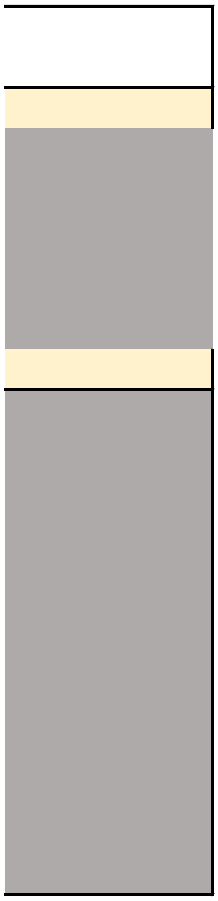
	Eureka Kinder on Grade Level	Eureka First on Grade Level	Eureka Second on Grade Level	% Math Masters 1-2	1-2 MM Goal Met/Not Met
% Students	100% Final exam	100% Final exam	100% Final Exam	66%	Met

Data Source: STAAR Academy

	STAAR Math Grade 3	STAAR Math Grade 4	% Math Masters 3-4	3-4 MM Goal Met/Not Met
% Approaches	62	66	64%	Met
% Meets	29	40		
% Masters	11	17		
% Student Achievement Average	34	41		

Reflections

Areas of Strength	Areas of Need
Teachers received coaching and feedback during lesson rehearsals that lead to growth.	Previously there was no math intervention during th
We started early tutorials for STAAR content in which lower grade math teachers supported also.	As a campus we need extra time to close gaps in ma grades
As a campus we had consistent daily data huddles that provided teachers time to reflect on who, how or what to reteach.	Time to collaborate with teachers of the same subje occur.



	Solutions
ıe day.	Hiring a math interventionist will help to close gaps.
ıth for lower	All grades have an academic block for small group reteach and remediation
ct did not	Meet with math team at least once a month for content meetings

IDEA Robindale Academy

Comprehensive Needs Assessment

ACADEMY

Data Sources: Humanities K-4

	Humanities Kinder on Grade Level	Humanities First on Grade Level	Humanities Second on Grade Level	Humanities Third on Grade Level	Humanities Fourth on Grade Level
% Students SS	100% (95s tested)	97% (96s tested)	100% (116s tested)	47% (101s tested)	94% (101s tested)
% Students Sci	100% (95s tested)	100% (90s tested)	99% (110s tested)	92% (98s tested)	100% (103s tested)

Reflections	
Areas of Strength	**Areas of Need**
Visuals/anchor charts help students understand material.	Not planning ahead of time for materials. Need to backwards plan.
Actively tracking student data/progress set up for success.	There was not enough class time due to imagine learning.
Hands on projects/activities help students on exams and with internalization.	Curriculum was not complete and uploaded.

Solutions
Ensuring all teachers inventory all books and have teachers voice if they have materials that are not theirs.
We will reduce time to 20 minutes in schedule.
Collaborating with other teachers to create and adjust lessons.

IDEA Robindale Academy

Comprehensive Needs Assessment ACADEMY					
Data Sources: Electives					
	% Royal Readers	**% Word Masters**		**% MM**	**% MG**
% Students	89%	15%		65%	40%
	RR Goal Met/Not Met	**WM Goal Met/Not Met**		**MM Goal Met/Not Met**	**MG Goal Met/Not Met**
	Met	Met		Met	Met

Reflections	
Areas of Strength	**Areas of Need**
Consistent coaching, support and feedback from managers helped all electives meet their goals.	Teachers needed more time to plan and update trackers.
All electives had data driven progress, data board share out and targeting focus groups daily.	There was no plan on how to get CSI scholars to meet their electives goals.
Elective teachers celebrated students for meeting goals and growth.	Elective trackers were not consistently updated to inform parents of progress.

% Fitness Ambassadors
83%
Goal Met/Not Met
Met

Solutions
There will be a dedicated conference in the morning for elective teachers.
Have scholars go to electives on Friday if they meet their goal for the week.
Trackers will be in planners for electives.

IDEA Robindale Academy

Comprehensive Needs Assessment

ACADEMY

TELPAS Composite Rating (Listening, Speaking, Reading, Writing)

	Listening	Speaking	Reading	Writing	% of ELL Students who grew one or more levels
% Beginning	21%	20%	21%	30%	58%
% Intermediate	39%	41%	44%	38%	
% Advanced	30%	28%	23%	23%	
% Advanced High	10%	11%	11%	10%	

Reflections	
Areas of Strength	**Areas of Need**
Consistently implementing EL accomodations resulted in student growth.	Teachers need to incorporate more writing and typing in class.
Students gained strategies from Dr. E.T that they can continue to use.	Students did not implement reading strategies starting at BOY
Students practiced how to take TELPAS through a tutorial.	Teacher need to add differentiation strategies for ELs on their lesson plans and exemplars.

Solutions
Students will get typing practice in hotspot and be provided activities where they get the opportunity to write daily.
Teachers can show and review strategies at the boy so students can use them on test consistently throughout the year.
Teachers will incorporate strategies on their lesson plans and exemplars based on criteria for success.

IDEA Robindale Academy

Comprehensive Needs Assessment	
ACADEMY	
Staff Quality, Recruitment, Retention	
	Percentage
% School Lead Team Retention	57%
% Instructional Support Retention	80%
% Teacher Retention	85.71%
% Campus Support Retention	100%
% SPED Teachers	80%
% State/National Certified Teachers	50%
% State Certified Leaders	40%
% State/Board certified Counselors	100%
Number of teacher applicants per 2021-22 school year	312

Reflection	
Areas of Strength	**Areas of Need**
Lead team consistently celebrated staff through tangible items like food and gifts	Consistentcy with staff celebrations and recognitions is a focus.
Teacher felt supported due to manager commitement to coaching them through lesson rehearsals. lesson planning, co planning and feedback	Clear onboarding plan was not in place.
Leam team had an open door policy to support teachers.	Public recognition for staff was not consistent.

Solutions
Creating an operating mechanism weekly so teachers get celebrated through Friday huddles and aviator flight.
Have a clear onboarding plan that invests all staff.
Facebook page and during huddle to celebrate staff.

IDEA Robindale Academy

Comprehensive Needs Assessment ACADEMY	
Data Source: School Culture and Climate	
	Campus %
% Average Daily Attendance	90.67%
% Overall Persistence	93.12%
% New Student Persistence	91.67%
# of Admin Withdrawals/ Level 3 Offenses	0
% SPED	11.99%
% EB	46.91%
% Eco Dis	88.36%
% Migrant	0
% Race: American-Indian-Alaska-Native	0
% Asian	0.53%
% White-Hispanic	92.24%
% Multi	0
% Black-African-American	0.35%
% Native-Hawaiian-Pacific-Islander	0
% White	6.80%
% Male	48%
% Female	52%

Data Source: School Culture and Climate	
Reflections	
Areas of Strength	**Areas of Need**
Consistent culture rounds with feedback weekly for teachers had a positive impact.	As a campus we need more frequent attendance celebrations for students.
Family enagaement events were a success to build relationships with parents for all grade levels and lead team.	Remind as a form of communication had incorrect information.
Parent response time on concerns was within 24 hours.	There was not enough fun activites for scholars to bring joy and celebrate scholars.

Solutions
Implement ADA celebrations monthly to celebrate scholars.
Implement Class Dojo for communication with parents
Incorporating joy schedule to include pep rallys quarterly, assemblies monthly and weekly morning flight.

Comprehensive Needs Assessment ACADEMY	
Data Source: Family and Community Involvement	
	Percentage
% Families Attended WTI	96%
% Families Attended Achieving Excellence Night	86%
% Families Who Attended EOY Ceremonies	92%
% Families who attended Fall Festival	79%
% Families who attended Spring Festival	64%

Reflection	
Areas of Strength	**Areas of Need**
Family enagaement events were a success to build relationships with parents for all grade levels and lead team.	As a campus we lacked investing parents by showing them what their scholars were doing during the day including celebrations.
EL family enagement events were a success.	As a campus, we did not consistently hold achieving excellence nights.
We share communication and parent weekly thorugh Remind and Facebook and reach many families through those mediums.	As a campus we did not have enough opportunities for parents and grade levels to build relationships.

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Solutions
SC will add photos of scholars on social media to celebrate them.
Have a driver for these meetings and schedule them at BOY.
Have a monthly family night event throughout the year.

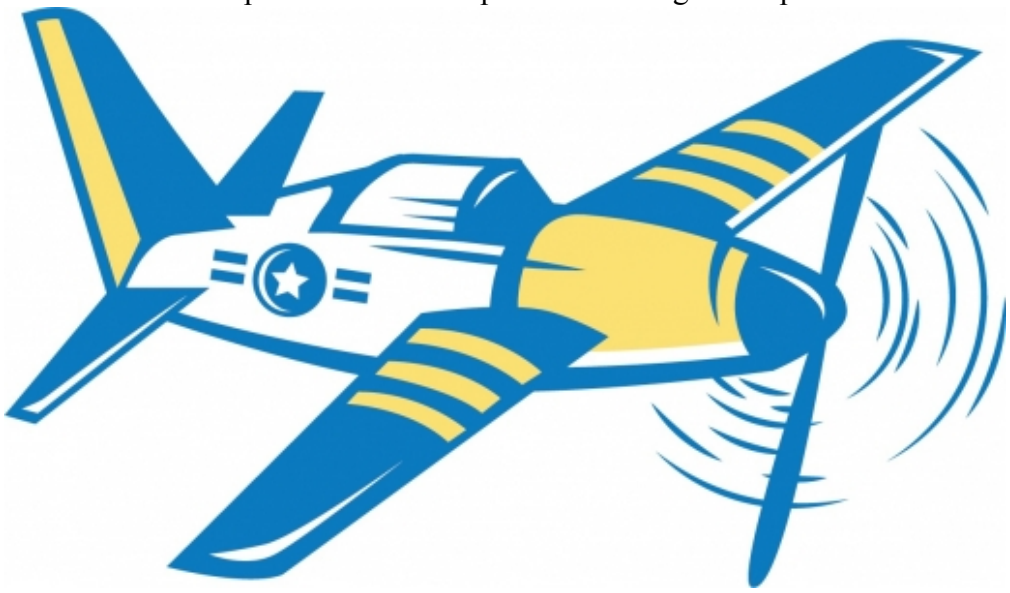
IDEA Public Schools

Robindale College Prep

2022-2023 Campus Improvement Plan

Accountability Rating: A

Distinction Designations:
Academic Achievement in English Language Arts/Reading
Academic Achievement in Mathematics
Academic Achievement in Science
Top 25 Percent: Comparative Academic Growth
Top 25 Percent: Comparative Closing the Gaps



Board Approval Date: October 21, 2022
Public Presentation Date: September 16, 2022

Mission Statement

IDEA Public Schools prepare students from underserved communities for success in college and citizenship.

Vision

To ensure students reach their potential, IDEA Public Schools will become the region's largest creator of college graduates.

Core Values

Our drive to translate our mission and vision into reality are based upon the following core values:

- We achieve **Academic Excellence**
- We deliver **Results**
- We ensure **Equity**
- We build **Team & Family**
- We act with **Integrity**
- We bring **Joy**
- We **Sweat the Small Stuff**

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Comprehensive Needs Assessment

Demographics

Demographics Summary

We have 6th through 9th grades. The total enrollment is 375 for middle school 375 (6th-8th) and HS 124 (9th grade). Total of 499 students. Students' ages range from 11-16 years old. We are located in the Rio Grade Valley in Brownsville , Texas and we are a border city. We have open enrollment and students enter a lottery to get selected. There is no lottery for the section since we accept all subpopulations of students Providing equal opportunities. This is a scaling campus and we offer many programs gear to college readiness since our mission is 100% of student going to and through college. '

We offer many programs to close gaps and ensure we Ramon true to our Mission. Some programs include:

CSI:Critical student intervention that targets students 2 years below grade level and provided with small setting instruction on devoting programs to better support them and bring them to the level where they can be successful in class.

Accelerated Reader and Dream Box. These 2 programs provide support to students in individual needs 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 are offering computer programming and biomedical.

AP for all: All students are challenged in advanced or AP classes. At IDEA we believe in AP for all.

Athletics: Our scholars get opportunities to join after school sports such as: golf, volleyball, flag football, soccer, baseball, softball, and track.

Afterschool programs: Students also have opportunities to join various clubs such as art, French, student council, Science, cheerleading, dance and yearbook.

Special programs support: Our scholars have the opportunity to get support in special education through inclusion services. Also scholars in 504 get support with services and small group testing as well as EL students.

"See PDF in Addendum for more information."

Demographics Strengths

"See PDF in Addendum for more information."

Problem Statements Identifying Demographics Needs

Problem Statement 1: Clear expectations are not set and this is causing a break in culture. **Root Cause:** Being a scaling campus, a large volume of New teachers, that are getting

familiarized with expectations, causes inconsistencies in culture reinforcement.

Problem Statement 2 (Prioritized): We are lacking a system to establish clear consequences when expectations are not met and understand the severity of the offense. **Root Cause:** Teachers are not following the Aviator Landing Base (behavior flow chart) and this causes a lack of discipline consistency.

Problem Statement 3 (Prioritized): We did not meet 90% of scholars new to IDEA persistence goal. **Root Cause:** This past year we have struggled with students straying at IDEA. Part of the reason might be poor onboarding due to COVID and restrictions that did not allowed us to set clear expectations to parents. This year this will be a focus. We will engage parents and set very clear expectation as well as to create a joy factor to where scholars are doing to want to come to school every day.

Student Learning

Student Learning Summary

The overall rating was an A rating with 95. On students' achievement, we scored 85/100. School progress 93/100 and closing gaps 100/100. For STAAR performance 87% of students or approached grade level or above in all subjects. In meeting grade level or above we have a 53% in all subjects. In students mastering grade level or above, we scored a 23% in all subjects. 100% of students took STAAR in 21-22. In school progress, we were at 93 academic growth and 92 relative performance. For closing the gaps in academic achievement, we received 30%, and growth status 50%. ELP 10% and student success 10%. We also met 5/6 distinctions: 1. Academic achievement in English Language Arts 2. Academic achievement in mathematics 3. Top 25% comparative academic growth 4. Postsecondary readiness 5. Top 25% comparative closing the gaps

See PDF addendum for more information

Student Learning Strengths

See PDF addendum for more information

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Lack of horizontal and vertical alignment caused a gap between scores in sped and regular populations. **Root Cause:** Conflicts in schedules did not allow for alignment meetings.

Problem Statement 2: Lack of tactile understanding/experimental learning in complex concepts. **Root Cause:** Materials and equipment for labs were limited - still missing complete classroom sets of equipment - Microscopes

Problem Statement 3 (Prioritized): Students did not track their progress early in the year. **Root Cause:** Trackers were used but towards November. Late start on tracking towards goals to hold students accountable and make their progress visible to verbalize.

School Processes & Programs

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 perfect by maintaining norming practices in classroom observations, data gathering tools, using OCS to diagnose possible problems of practice, leading SND as a coaching technique, Next steps implementation, 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. 2. We plan Professional Development by creating a coaching cycle for each teacher at the beginning of the year based on experience and a scope and sequence for instructional development for the year. The scope and sequence are a live document that lends itself to be modified around non-negotiable training and training based on collected data that drives instructional decisions. Data collected based on observations and student assessments guides modification decisions. 3. As a means 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. 4. 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 Dream box. Our campus has implemented very strict systems and procedures that are held to very high accountability to maintain a safe and healthy learning environment for all.

See PDF in Addendum for more information

School Processes & Programs Strengths

See PDF in Addendum for more information

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): There were gaps in cascading information that created confusion or missed opportunities on pertinent information and possible course of action to close identified gaps in a timely manner. **Root Cause:** The lack of one operating mechanism to let all team members know when events are approaching--maintaining consistent use and accessibility to all stakeholders for easy reference.

Problem Statement 2 (Prioritized): Events and celebrations were not consistent throughout the year. **Root Cause:** The lack of a yearly calendar that provides all events, assessments, and professional development that is updated consistently to reflect all events.

Perceptions

Perceptions Summary

1. Staff turnover rate at IDEA Robindale College Prep for the 2021-2022 school year was 81.82% having lost 6 teachers. The average turnover rate improved from the previous year when we ended at 76%. Staff at IDEA believe that teachers are motivated by following the "Teacher Career Pathway" cycle. This incentive motivates teachers who are high performing to stay in the classroom and continue doing what they enjoy doing, without having to leave the classroom for higher pay. When given the culture and climate survey IDEA Robindale scored on average below the district.

2. Parent/guardian/community participation rates are measured in the form of sign-in sheets at each event. Sign-in sheets are given back to our School Counselor who files data and identifies trends. We work together as a team to see what days and times had the highest participation trends to replicate for future events maximizing participation.

"See PDF in Addendum for more information."

Perceptions Strengths

" See PDF in Addendum for more information."

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Parents/Guardians main form of communication with the school was electronically through remind. Not all parents could receive information making parent engagement a priority on our campus. Families informed teachers and staff that they were not always aware of events even though these were shared through social media platforms. **Root Cause:** Parents/Guardians main form of communication with the school was electronically .

Problem Statement 2: Not having an active PTA that could assist with the planning and execution of events. PTA provides the opportunity to increase involvement, enrollment, and increase of school culture. Lack of parent and family involvement was apparent in school-wide systems. **Root Cause:** Not having an active PTA to create a higher parent involvement in campus based decisions and involvement.

Problem Statement 3 (Prioritized): We were not able to achieve the teacher retention goal. **Root Cause:** Teachers struggled with distance learning and COVID daily changes that affected ADA and persistence.

Priority Problem Statements

Problem Statement 1: We are lacking a system to establish clear consequences when expectations are not met and understand the severity of the offense.

Root Cause 1: Teachers are not following the Aviator Landing Base (behavior flow chart) and this causes a lack of discipline consistency.

Problem Statement 1 Areas: Demographics

Problem Statement 2: We did not meet 90% of scholars new to IDEA persistence goal.

Root Cause 2: This past year we have struggled with students straying at IDEA. Part of the reason might be poor onboarding due to COVID and restrictions that did not allowed us to set clear expectations to parents. This year this will be a focus. We will engage parents and set very clear expectation as well as to create a joy factor to where scholars are doing to want to come to school every day.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Students did not track their progress early in the year.

Root Cause 3: Trackers were used but towards November. Late start on tracking towards goals to hold students accountable and make their progress visible to verbalize.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Lack of horizontal and vertical alignment caused a gap between scores in sped and regular populations.

Root Cause 4: Conflicts in schedules did not allow for alignment meetings.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Events and celebrations were not consistent throughout the year.

Root Cause 5: The lack of a yearly calendar that provides all events, assessments, and professional development that is updated consistently to reflect all events.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: There were gaps in cascading information that created confusion or missed opportunities on pertinent information and possible course of action to close identified gaps in a timely manner.

Root Cause 6: The lack of one operating mechanism to let all team members know when events are approaching--maintaining consistent use and accessibility to all stakeholders for easy reference.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: Parents/Guardians main form of communication with the school was electronically through remind. Not all parents could receive information making parent engagement a priority on our campus. Families informed teachers and staff that they were not always aware of events even though these were shared through social media platforms.

Root Cause 7: Parents/Guardians main form of communication with the school was electronically .

Problem Statement 7 Areas: Perceptions

Problem Statement 8: We were not able to achieve the teacher retention goal.

Root Cause 8: Teachers struggled with distance learning and COVID daily changes that affected ADA and persistence.

Problem Statement 8 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- 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

- 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
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Compass Learning accelerated reading assessment data for Grades 6-8 (TEA approved statewide license)
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

Goals

Goal 1: Increase staff retention

Performance Objective 1: 85% of teachers will remain at IDEA Robindale for the year 2022-2023

High Priority

Evaluation Data Sources: Great places to work surveys above district percentages.
Temperature checks meetings with the principal (2 per quarter)
Focus groups, are organized by HQ to find trends and find solutions.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Temperature checks meetings with the principal (2 per quarter) to determine trends and teacher investment strategies. Focus groups, are organized by HQ to find trends and find solutions to possible gaps. Clear systems of communication in order to avoid frustration in teachers. Cascade all information through grade level team leader. **Strategy's Expected Result/Impact:** Increase opportunities for feedback and take proactive measures to increase retention **Staff Responsible for Monitoring:** Grade level managers and principal **Title I:** 2.4, 2.5, 2.6, 4.2 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Perceptions 3	30%			

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 3: We were not able to achieve the teacher retention goal. **Root Cause**: Teachers struggled with distance learning and COVID daily changes that affected ADA and persistence.

Goal 2: IDEA achieves an A rating

Performance Objective 1: IDEA Robindale will achieve an A rating for the year 2022-2023.

High Priority

Evaluation Data Sources: Mock exams and Semester Exams to track progress
Tracking by subpopulations
Track individual student growth and create individual plans per TEKS to close gaps

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Identify individual goals and create accountability systems for student and teacher ownership. Identify subpopulations through domains and track their growth goals individually **Strategy's Expected Result/Impact:** Domain 3 will be an A rating increasing the possibility to get an A as a campus **Staff Responsible for Monitoring:** Instructional managers and principal **Title I:** 2.4, 2.5 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1, 3 **Funding Sources:** Interventionist - Federal Grant	0%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Interventionist will support students receiving Critical Students Intervention and subpopulations in order to hit domain 3 projections. **Strategy's Expected Result/Impact:** Close gaps for at risk students				

Staff Responsible for Monitoring: Interventionist

Title I:
2.4, 2.5, 2.6
- **TEA Priorities:**
Improve low-performing schools
- **ESF Levers:**
Lever 5: Effective Instruction
Problem Statements: Student Learning 1, 3
Funding Sources: Interventionist - Federal Grant

No Progress

Accomplished

Continue/Modify

Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Lack of horizontal and vertical alignment caused a gap between scores in sped and regular populations. **Root Cause**: Conflicts in schedules did not allow for alignment meetings.
Problem Statement 3: Students did not track their progress early in the year. **Root Cause**: Trackers were used but towards November. Late start on tracking towards goals to hold students accountable and make their progress visible to verbalize.

Goal 2: IDEA achieves an A rating

Performance Objective 2: 82% Sub populations (SPED and/or ELL) meet Domain 3 STAAR Growth Measure

High Priority

HB3 Goal

Evaluation Data Sources: Mock exams and Semester Exams to track progress
Tracking by subpopulations
Track individual student growth and create individual plans per TEKS to close gaps

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Identify individual goals and create accountability systems for student and teacher ownership. Identify subpopulations through domains and track their growth goals individually **Strategy's Expected Result/Impact:** Domain 3 will be an A rating increasing the possibility to get an A as a campus **Staff Responsible for Monitoring:** Instructional managers and principal **Title I:** 2.4, 2.5, 2.6, 4.2 **- 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 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Student Learning 3 **Funding Sources:** Additional co teacher to teach CSI and give more time for sped teachers to serve special pops - State Grant	30%			

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 3: Students did not track their progress early in the year. **Root Cause**: Trackers were used but towards November. Late start on tracking towards goals to hold students accountable and make their progress visible to verbalize.

Goal 3: Increase student daily attendance

Performance Objective 1: By the end of the 2022-2023 school year, IDEA ROBINDALE COLLEGE PREP will have 97% overall daily attendance.

High Priority

Evaluation Data Sources: Final ADA provided by the district

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: We will use a campus-based escalation matrix were the lead team, OPS, teachers, and parents will work together to address patterns and recurring absentees. **Strategy's Expected Result/Impact:** Increase attendance rate. **Staff Responsible for Monitoring:** Attendance will be monitored by our APO, Registrar, teachers, and grade level admin. **Title I:** 2.4, 2.6 **- TEA Priorities:** Improve low-performing schools **Problem Statements:** Demographics 3	25%			

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 3: We did not meet 90% of scholars new to IDEA persistence goal. **Root Cause**: This past year we have struggled with students straying at IDEA. Part of the reason might be poor onboarding due to COVID and restrictions that did not allowed us to set clear expectations to parents. This year this will be a focus. We will engage parents and set very clear expectation as well as to create a joy factor to where scholars are doing to want to come to school every day.

Goal 4: Increase student persistence

Performance Objective 1: By the end of the 2022-2023 school year, IDEA ROBINDALE COLLEGE PREP will have 90% overall and new student persistence.

High Priority

Evaluation Data Sources: Final data provided by the district. Hot list created by the school counselor and grade levels where patterns are identified using attendance and students of concern.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: We will use a campus-based tracker to identify students of concern during grade-level team meetings. A Hot List will be created and followed through by the grade level administrator. **Strategy's Expected Result/Impact:** Increase student persistence rate. **Staff Responsible for Monitoring:** Teachers, administrators, and operations. **Title I:** 2.6 **- TEA Priorities:** Improve low-performing schools **Problem Statements:** Demographics 3	20%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: 80% of campuses are rated Proficient or higher by the end of the year on the Campus Safety Score (Regional & National Aggregate **Strategy's Expected Result/Impact:** Increase student persistence rate. **Staff Responsible for Monitoring:** Teachers, administrators, and operations. **Title I:** 2.4, 2.5, 2.6, 4.2 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Demographics 3	45%			

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 3: We did not meet 90% of scholars new to IDEA persistence goal. **Root Cause**: This past year we have struggled with students straying at IDEA. Part of the reason might be poor onboarding due to COVID and restrictions that did not allowed us to set clear expectations to parents. This year this will be a focus. We will engage parents and set very clear expectation as well as to create a joy factor to where scholars are doing to want to come to school every day.

Goal 4: Increase student persistence

Performance Objective 2: College Prep campus will earn Fitness Honor Roll; when 75% of students meet Fitness Ambassador status by the end of the school year.

High Priority

Evaluation Data Sources: Data provided by the district and track individually by PE coaches to identify "hot list"

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Students progress will be tracked by mini milestones in order to achieve the 1200 minutes per student for the Honor Roll designations in Fitness Honor Roll **Strategy's Expected Result/Impact:** Increase student persistence rate **Staff Responsible for Monitoring:** Teachers and administrators **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** 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 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Demographics 3	40%			

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 3: We did not meet 90% of scholars new to IDEA persistence goal. **Root Cause**: This past year we have struggled with students straying at IDEA. Part of the reason might be poor onboarding due to COVID and restrictions that did not allowed us to set clear expectations to parents. This year this will be a focus. We will engage parents and set very clear expectation as well as to create a joy factor to where scholars are doing to want to come to school every day.

Goal 5: By the 11th day of school, campus will meet enrollment set by the district

Performance Objective 1: By the 11th day of school, the campus will meet the enrollment set by the district

High Priority

Evaluation Data Sources: On the first week of school, a tiger team will be utilized to ensure body counts are made and that we meet the district's required number of student enrollments.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: A Tiger team will be meeting daily for the first 2 weeks of school and we will review possible leavers and now shows and strategize on retention strategies to meet enrollment. **Title I:** 2.4, 2.5, 2.6 **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 3	100%	100%	100%	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 3: We did not meet 90% of scholars new to IDEA persistence goal. **Root Cause**: This past year we have struggled with students straying at IDEA. Part of the reason might be poor onboarding due to COVID and restrictions that did not allowed us to set clear expectations to parents. This year this will be a focus. We will engage parents and set very clear expectation as well as to create a joy factor to where scholars are doing to want to come to school every day.

Title I Personnel

Name	Position	Program	FTE
	COLLEGE COUNSELOR		1
	INTERVENTIONIST		1
Amanda Villarreal	College Counselor	Title I	1
Cinthia Bochas	Interventionist	Title I	1

CNA

Committee Role	Name	Position
Administrator	Juana Ibarra	Principal, College Prep
Administrator	Angelita Escamilla	Assistant Principal of Instruction
Classroom Teacher	Marissa Luna	6th Math
Classroom Teacher	Gisela Castillo	6th ELA
Classroom Teacher	Jacob Ahee	6th/7th Science
Paraprofessional	Azeneth Bazan	Accelerated Reader
Classroom Teacher	Sonia Martinez	7th Math
Classroom Teacher	Paulina Mendoza	7th ELA
Classroom Teacher	Erika Mejia	6th/7th Social Studies
Paraprofessional	Brenda Hernandez	HotSpot Facilitator
Classroom Teacher	Patricia Torres	8th Algebra 1
Classroom Teacher	Jessica Proa	8th U.S. History
Classroom Teacher	Rosario Johnson	8th ELA
Classroom Teacher	Monica Saldivar	8th Spanish
Classroom Teacher	Victoria Garza	8th Pre-AP Biology
Classroom Teacher	Jacob Alarcon	Flex Teacher
Classroom Teacher	Cynthia Bochas	Interventionist
Classroom Teacher	Rochelle Ramos	RISE Teacher
Classroom Teacher	Maria Torres	SPED Teacher
Classroom Teacher	Nancy Robles	SPED Teacher
Classroom Teacher	Jose Garcia	PE Coach

Campus Funding Summary

Federal Grant					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	1	1	Interventionist		$0.00
2	1	2	Interventionist		$0.00
				Sub-Total	$0.00

State Grant					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	2	1	Additional co teacher to teach CSI and give more time for sped teachers to serve special pops		$0.00
				Sub-Total	$0.00

Addendums

Student Populations	Number of Students	Percentage of Students
Enrollment	**Student Total:** 248 **6th Grade**: 120 **7th Grade:** 128	**Student Total:** 100% **6th Grade:** 48.4% **7th Grade:** 51.6%
At Risk	116	46.80%
SPED	28	11.30%
F.A.R.M	0	0%
EB	109	44.00%
Male	118	47.60%
Female	130	52.40%
Amer. Indian	0	0%
Asian	0	0%
Black	0	0.00%
White	23	9.30%
Hispanic	224	90.30%

School Processes & Programs

1. Our campus develops instructional leaders by building their capacities in each of the coaching cycle components. To enhance their skills, we practice perfect by maintaining norming practices in classroom observations, data gathering tools, using OCS to diagnose possible problems of practice, leading SND as a coaching technique, Next steps implementation, 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.
2. We plan Professional Development by creating a coaching cycle for each teacher at the beginning of the year based on experience and a scope and sequence for instructional development for the year. The scope and sequence are a live document that lends itself to be modified around non-negotiable training and training based on collected data that drives instructional decisions. Data collected based on observations and student assessments guides modification decisions.
3. In a means 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.
4. 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 Dream box. Our campus has implemented very strict systems and procedures that are held to very high accountability to maintain a safe and healthy learning environment for all.

Aviators

The overall rating was an A rating with 95. On students' achievement we scored an 85/100. School progress 93/100 and closing gaps 100/100. For STAAR performance 87% of students or approached grade level or above in all subjects. In meeting grade level or above we have a 53% in all subjects. In students mastering grade level or above we scored a 23% in all subjects. 100% of students took STAAR in 21-22. In school progress we were at 93 academic growth and 92 relative performance. For closing the gaps in academic achievement, we received 30%, growth status 50%. ELP 10% and student success 10%. We also met 5/6 distinctions:

1. Academic achievement in English Language Arts
2. Academic achievement in mathematics
3. Top 25% comparative academic growth
4. Postsecondary readiness
5. Top 25% comparative closing the gaps

ELA

Areas of Strength
1 Teachers tracked data and created data-driven instruction based on exit ticket data, bi-weekly assessments, end of module assessments, and aggressive monitoring.
2. Teachers create and follow a scope and sequence and tracking plan for the entire year in order to ensure that specific TEKS were covered and mastered for assessments.
3. Close the achievement gap by targeting students through after school tutorial, Saturday tutorial and Academic block to close gaps.

Math

Areas of Strength
1)There was support from the curriculum department on the HUB, the majority of the time which provided daily resources and materials necessary in order to plan for every unit.
2) Support from the SPED department, by having one specific SPED teacher assigned to only the math content. Collaborations between the SPED teacher and contact teacher to identity students areas of needs, pull-outs of small groups to focus on specific skills.
3) Exit tickets, TEKS mastery quizzes, and unit exams where all aligned to the content of the STAAR assessment which enabled the students to become familiar with the vocabulary and style of the STAAR test.
4) Professional collaboration among grade level teachers through exit ticket huddles, helped find common misconceptions in order for students to build a stronger understanding of content.

Science

Areas of Strength

1. Usage/Implementation of Mastery Machine and diagnostic exams to target areas of strength/weaknesses. Usage of TEKs tracker on wall allowed teacher/students to own their efforts and identify areas of need quickly and easily
2. Usage of online platforms allowed teachers to live audit understanding, participation, and identify gaps in lesson/understanding. Allowed for engaging lessons that increased student enthusiasm - Quizziz, Gimkit,
3. Group Work/Turn Pair and Share - Allowed students opportunities to express the concepts in different ways that made the material more understandable to peers.

Humanities

Areas of Strength
1 Implemented interactive journals/notebooks and instructional tech like Nearpod per subject, daily Do Now's, and consistent notetaking.
2 Incorporated a strong focus on vocabulary, key concepts, and historical figures instruction in order to ensure mastery of content objectives
3 Students regularly engaged with and interpreted primary sources such as government documents, speeches, images, political cartoons, paintings, etc.

TELPAS

Areas of Strength
1. A total of 97% of scholars tested during the testing window. One to one meeting with students of concern helped students be present on days of testing. Campus teachers also provided support with ensuring students were tested during the window.

2. During BOY many of our scholars were identified due to respecting the testing window.
3. TELPAS rater and calibration expectations were successfully executed and met timelines to better support testing.
4. Incorporating writing in ELA and Social Studies classes really enhanced student performance related to TELPAS writing samples.

Data Source: School Culture and Climate	
Reflections	
Areas of Strength	Areas of Need
1. Majority of students were in full uniform 100% of the time. Teachers emphasized importance of uniform among students.	1 By the end of the 22-23 school year, we must be 100% clear expectations, across the board, are required to ensure all teachers are on the same page when enforcing dress code because students feel there is favoritism. Expectations to be upheald by all employees, not just the teacher who is responsible for that class/grade level.
2. 100% of teachers are readily available to students needs. Students feel comfortable and happy with peers and teachers while at school.	2. By the end of the 22-23 school year, we must establish clear consequences when expectations are not met and understand the severity of the offense. Solution: There needs to be a designated ISS room with a fulltime monitor where students are seperate from their peers so that they can understand the severity of their actions.
3 Teachers collaboration for student success. Teachers plan events and celebrations for students who met goals. Students are rewarded for hard work and dedication.	3. By the end of the 22-23 , 100% teachers and staff must follow through with consequence in order to eliminate the issues of behavior. Teachers should ensure they are establishing consequences consistently to EVERY student.

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

IDEA Public Schools

Round Rock Tech Academy

2022-2023 Campus Improvement Plan

Accountability Rating: A

Distinction Designations:
Academic Achievement in English Language Arts/Reading
Academic Achievement in Mathematics
Academic Achievement in Science
Top 25 Percent: Comparative Academic Growth

Board Approval Date: October 21, 2022
Public Presentation Date: September 15, 2022

Mission Statement

IDEA Public Schools prepare students from underserved communities for success in college and citizenship.

Vision

To ensure students reach their potential, IDEA Public Schools will become the region's largest creator of college graduates.

Core Values

Our drive to translate our mission and vision into reality are based upon the following core values:

- We achieve **Academic Excellence**
- We deliver **Results**
- We ensure **Equity**
- We build **Team & Family**
- We act with **Integrity**
- We bring **Joy**
- We **Sweat the Small Stuff**

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Comprehensive Needs Assessment

Revised/Approved: September 15, 2022

Demographics

Demographics Summary

IDEA Round Rock Tech Academy was founded in 2020. It currently serves as a Kinder through fourth grade elementary with a large culturally diverse student population. We are an open enrollment public charter school in Round Rock, Texas. IDEA Round Rock Tech Academy provides a stimulating learning experience promoting each Thunderbird's social/ emotional, physical, and cognitive development. Since we are a technology school, we prioritize and foster student success to prepare them to engage with and conquer real-world 21st-century problems. See PDF in Addendum for more information.

Demographics Strengths

See PDF in Addendum for more information.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): There is a need to foster strong partnerships amongst the campus and families so that students can persist with us throughout the years. **Root Cause:** 1. Strong communication amongst lead team so that onboarding plans can be stronger for new families. 2. Clear systems to receive feedback from families throughout the school year to know areas of improvement from parents perspective.

Problem Statement 2 (Prioritized): There is a need to follow through with ADA celebrations that have been communicated with staff, families, and students. **Root Cause:** 1. We must have plan celebrations in advance that include purchasing items as well as calendaring events.

Student Learning

Student Learning Summary

The state accountability reflects an "A" rating for the campus. The letter grades is broken down further, as Domain 1 is a C, Domain 2 is an A, and Domain 3 is a B. Students in Kinder through second grade are performing above 90% of students reading at or above their reading level.

See PDF in Addendum for more information.

Student Learning Strengths

See PDF in Addendum for more information.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Student passing percentage in 3rd grade Math STAAR is low. **Root Cause:** Aside from shifts in teachers in 3rd grade, the class lacked differentiation per student needs.

Problem Statement 2 (Prioritized): Student passing percentage in 3rd grade ELA STAAR was low. **Root Cause:** Instruction lacked rigor for students in this classroom.

School Processes & Programs

School Processes & Programs Summary

The campus develops instructional leaders by giving them clear roles and responsibilities. Each leader gets specific training according to the content that they are managing. Additionally, staff obtains differentiated development based on their skills. This looks like additional observations and coaching with our new staff members.

See PDF in Addendum for more information.

School Processes & Programs Strengths

Curriculum & Instruction:

- At least one-third of IDEA students graduate with the "AP Scholar" designation, evidence of earning a qualifying score on at least three AP exams, demonstrating successful completion of college-level coursework prior to graduation.
- IDEA provides students access to accelerated instruction through the 1:1 technology device, including adaptive software for mathematics and literacy and access to hundreds of thousands of books in the district's digital library.
- IDEA curricular resources include high-quality instructional materials that earn the highest ratings on national evaluation measures.
- IDEA curriculum is regularly evaluated using a quality evaluation tool, ensuring alignment to the Texas Essential Knowledge and Skills and AP course standards, as well as the STAAR/EOC and AP exams.
- IDEA implements a variety of training opportunities for teachers and leadership staff with the goal of developing teachers' pedagogical content knowledge and leaders' coaching skills.
- For 15 years in a row, 100% of IDEA students have been accepted into college, demonstrating that IDEA academic programming is adequately preparing students for post-secondary education.
- In 2022, four IDEA schools were ranked in the top 10 Most Challenging Schools in the Nation and 13 were ranked in the top 1% of schools nationwide, by the Jay Mathews Challenge Index High School Rankings.

Special Programs

- IDEA exceeded the expected growth target for EL student performance on TELPAS in 2021 with 48% of ELs meeting that target.
- IDEA provide targeted research based instruction to students who have a 2.0 year gap in Reading and/or Math with the goal of closing that gap by 2.0 years during the school year with our initiative called Critical Student Intervention (CSI). During the 21-22 school year, 2,562 out of 6,632 students meet that goal for Reading and 703 out of 1,268 students met the goal for Math.
- IDEA is in Year 3 of our TEA awarded Autism Grant. Through this grant we were able to increase support for 195 students with autism in Rio Grande Valley and Austin who met the criteria outlined by TEA for this grant.
- IDEA submitted and was awarded a Dyslexia Grant by the TEA so that we will be able to provide increased professional development to teachers and leaders on working with students with dyslexia and increase the support resources for our students with dyslexia.

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.

See PDF in Addendum for more information.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Our lead team retention was low which impacted teacher retention. **Root Cause:** Our campus did not work collaboratively with teachers and the region to support teacher development.

Problem Statement 2 (Prioritized): Lack of clear electives offered at IDEA Round Rock Tech Academy misinformed families which impacted student retention. **Root Cause:** Campus did not strategically staff school teachers in the most effective locations.

Perceptions

Perceptions Summary

At IDEA Round Rock Tech Academy, we collaborate when there is a challenge or difference in views. Teachers and leaders work together with empathy to see each other perspectives and come to a shared agreement. Ultimately, the staff is aware that we create the school's culture and climate; thus, we work together to keep it high.

See PDF in Addendum for mroe information.

Perceptions Strengths

See PDF in Addendum for mroe information.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): During last year, parents shared with the campus that there was a gap in communication from the campus and our families. **Root Cause:** There were no clear mechanisms in place that provided guidance on staff and family communications.

Problem Statement 2 (Prioritized): During last year, parents shared with the campus that there was a gap in family engagement events provided by the campus. **Root Cause:** There were no clear mechanisms in place that provided guidance on staff and family communications.

Priority Problem Statements

Problem Statement 1: There is a need to foster strong partnerships amongst the campus and families so that students can persist with us throughout the years.

Root Cause 1: 1. Strong communication amongst lead team so that onboarding plans can be stronger for new families. 2. Clear systems to receive feedback from families throughout the school year to know areas of improvement from parents perspective.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Student passing percentage in 3rd grade Math STAAR is low.

Root Cause 2: Aside from shifts in teachers in 3rd grade, the class lacked differentiation per student needs.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Our lead team retention was low which impacted teacher retention.

Root Cause 3: Our campus did not work collaboratively with teachers and the region to support teacher development.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: During last year, parents shared with the campus that there was a gap in communication from the campus and our families.

Root Cause 4: There were no clear mechanisms in place that provided guidance on staff and family communications.

Problem Statement 4 Areas: Perceptions

Problem Statement 5: There is a need to follow through with ADA celebrations that have been communicated with staff, families, and students.

Root Cause 5: 1. We must have plan celebrations in advance that include purchasing items as well as calendaring events.

Problem Statement 5 Areas: Demographics

Problem Statement 6: Student passing percentage in 3rd grade ELA STAAR was low.

Root Cause 6: Instruction lacked rigor for students in this classroom.

Problem Statement 6 Areas: Student Learning

Problem Statement 7: During last year, parents shared with the campus that there was a gap in family engagement events provided by the campus.

Root Cause 7: There were no clear mechanisms in place that provided guidance on staff and family communications.

Problem Statement 7 Areas: Perceptions

Problem Statement 8: Lack of clear electives offered at IDEA Round Rock Tech Academy misinformed families which impacted student retention.

Root Cause 8: Campus did not strategically staff school teachers in the most effective locations.

Problem Statement 8 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- 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 released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local benchmark or common assessments data
- Observation Survey results
- 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
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data

- Discipline records
- School safety data

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

Support Systems and Other Data

- Organizational structure data
- Study of best practices
- Action research results

Goals

Goal 1: Increase staff retention

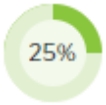
Performance Objective 1: IDEA Round Rock Tech Academy will be able to increase staff retention by 25% by the end of the school year.

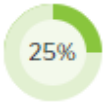
High Priority

HB3 Goal

Evaluation Data Sources: EOY retention percentage

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Create a meaningful interpersonal relationships with staff members. **Strategy's Expected Result/Impact:** Lead with transparency Build relationships of trust with teachers through strengths interviews and ongoing authentic conversations during coaching conversations. **Staff Responsible for Monitoring:** Principal **TEA Priorities:** Recruit, support, retain teachers and principals				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Development of Teachers **Strategy's Expected Result/Impact:** Provide each leader with weekly coaching conversation and observation with feedback (happens during our check in time). Include two-way feedback in check in document. Seek feedback from teachers quarterly through survey and implement minimum of one action step based on feedback provided starting on October 7th. Use Great Places to work data to make changes in the way I lead campus. Using the Scope and sequence as a guide for teacher development.				

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: All IDEA students matriculate to college

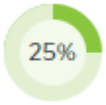
Performance Objective 1: IDEA Round Rock Tech will be able to have 90% of academy students on grade level by end of year so they can be ready for the next grade level.

High Priority

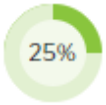
HB3 Goal

Evaluation Data Sources: STAAR result and EOY tests.

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Data Driven Intervention **Strategy's Expected Result/Impact:** * Actively participate in conference calls * Ensure that Aya comes to check-ins with action plans for low performing DI groups * During weekly check-ins with Aya, identify gaps in progress to goals and probe to find root cause and action steps aligned to root cause. * Use student data to identify priority teachers during check-ins with Aya and observe priority teachers during joint observations. * Ensure that interventionists are being used quarterly to teach groups that are not on track to meet EOY goals **Staff Responsible for Monitoring:** Principal and Assistant Principals **Title I:** 2.4 **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Develop Assistant principals **Strategy's Expected Result/Impact:** * Join weekly observations with APs, ensuring that we leave each classroom normed on critical next steps and GET ratings				

* Observe Aps in weekly coaching conversations and provide immediate feedback * Lead powerful check-ins with APs that are led by data * Observe leaders coaching practice to give on the spot feedback **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning				

 No Progress Accomplished Continue/Modify Discontinue

Goal 3: IDEA achieves an A rating

Performance Objective 1: IDEA Round Rock Tech will have be rated an "A" campus in 3rd grade ELA and Math.

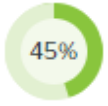
Evaluation Data Sources: STAAR scores and Assessments

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Continuously monitor student progress **Strategy's Expected Result/Impact:** Block time in calendar for weekly data analysis Ensure that APs come to check-ins with action plans for low performing groups of scholars During weekly check-ins with APs, identify gaps in progress towards goals and probe to find root cause and action steps aligned to root cause. Focus on Monitoring Student Growth Ensure to follow RRTA diverse learner agreement, if a student receives a 70% or lower, we must meet as a grade level to discuss effective accommodations. **Staff Responsible for Monitoring:** Principal and Assistant Principals **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math -	25%	50%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Data Driven intervention **Strategy's Expected Result/Impact:** Use scholar data to identify priority teachers during check-ins with APs, observe priority teachers during joint observations. Ensure remediation is being utilized effectively to ensure 100% objective mastery Ensure leaders are doing accommodation rounds with all teachers. (SPED teacher and Edna) **Title I:** 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools -	25%	50%		

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Use AR facilitator to support in 3-5th reading intervention. **Strategy's Expected Result/Impact:** increase STAAR Scores **Title I:** 2.6 **- TEA Priorities:** Improve low-performing schools **Funding Sources:** AR Facilitator - Federal Grant				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4: Use interventionist to support in 3rd math intervention. **Title I:** 2.4, 2.6 **Funding Sources:** Interventionist - State Grant				

 No Progress Accomplished Continue/Modify Discontinue

Goal 3: IDEA achieves an A rating

Performance Objective 2: IDEA Round Rock Tech will have 60% of SPED students obtain at least "approaches" on STAAR test.

High Priority

Evaluation Data Sources: Leader will use semester exams, TAPR reports, and daily class data to better support SPED students.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Leader will develop SPED teacher at a greater capacity. **Strategy's Expected Result/Impact:** 60% SPED students pass the STAAR **Staff Responsible for Monitoring:** Aya Badawy and Sylvia Flores **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **- Targeted Support Strategy**	5%	25%		

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 4: Increase student daily attendance

Performance Objective 1: IDEA Round Rock Tech Academy will be able to increase student daily attendance by having student and stakeholder investment.

High Priority

HB3 Goal

Evaluation Data Sources: Weekly daily percentages, Q percentages, and EOY ADA data.

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Weekly Reviews **Strategy's Expected Result/Impact:** Completing weekly review of students with high attendance counts to determine teacher and parent communication Participate in ADA matrix meetings with API to find root cause of absences **Staff Responsible for Monitoring:** SSA **Title I:** 2.6, 4.2 **- TEA Priorities:** Improve low-performing schools	15%	20%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Teacher Accountability **Strategy's Expected Result/Impact:** Working to create teacher investment by working with APO and SIS to share ADA data with teachers GLL bi-weekly meeting to discuss ADA data and brainstorm methods to improve attendance and establishing one action item from meeting	15%	35%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 4: Increase student daily attendance

Performance Objective 2: IDEA Round Rock Tech Academy will create a physically and emotionally safe environment.

High Priority

Evaluation Data Sources: District wide safety drill rubrics
Social emotional lessons to grade levels as needed

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Develop and manage assistant principal of operations to meet the district wide benchmarks on time **Strategy's Expected Result/Impact:** 100% compliance with district expectation. Students are safe and come to school. **Staff Responsible for Monitoring:** Aaron Freeman **Title I:** 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	25%	50%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Social Worker will collaborate with grade levels to provide social emotional lesson with common themes, as needed. **Strategy's Expected Result/Impact:** All students emotional needs are met. **Staff Responsible for Monitoring:** Hannah Pridgen **Title I:** 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Funding Sources:** Social Worker - Federal Grant - $58,180	25%	40%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 5: Increase student persistence

Performance Objective 1: IDEA Round Rock Tech Academy will be able to increase student daily attendance by having student and stakeholder investment.

High Priority

HB3 Goal

Evaluation Data Sources: monthly metrics, quarter metrics, and EOY metrics

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Campus Connection **Strategy's Expected Result/Impact:** Build relationship by visiting students to establish name recognition and awareness of my role Complete New Parent Calls to check in and see how they are adjusting to our campus, with at least 10 or more calls a week **Staff Responsible for Monitoring:** SSA, APO **Title I:** 2.6 **Funding Sources:** - Federal Grant - $58,180	25%	50%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Engaging Communication **Strategy's Expected Result/Impact:** Ensuring all parents are connected to Remind by performing weekly checks on Remind Post Parent Weekly to Facebook, Parent Groups and Remind to encourage connection with school information **Title I:** 4.2	25%	50%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 5: Increase student persistence

Performance Objective 2: IDEA Round Rock Tech Academy will have 100% of students reach 1,200 MVPA minutes implementing their IHT rate monitors.

Evaluation Data Sources: IHT rate monitors

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Develop PE teacher to ensure students are hitting their benchmark goals. **Strategy's Expected Result/Impact:** 100% of students hit the 1,200 MVPA minutes. **Staff Responsible for Monitoring:** Thorne Pettigrew **Title I:** 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	5%	15%		

No Progress | Accomplished | Continue/Modify | Discontinue

Title I Personnel

Name	Position	Program	FTE
Hannah Pridgen	Social Worker		1

Campus Funding Summary

Federal Grant					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	1	3	AR Facilitator		$0.00
4	2	2	Social Worker		$58,180.00
5	1	1			$58,180.00
				Sub-Total	$116,360.00

State Grant					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	1	4	Interventionist		$0.00
				Sub-Total	$0.00

Addendums

Master CNA & SAIP Reporting Checklist

		PTG	0%	PTG	0%

DEPT	Data Sources	Data Tabs	Guidance	Status	Principal Notes or Questions	VP Verification	Notes & Next Steps
ACADEMY	KEYS Tab (Tab 3)	Student Achievement Improvement Plan 2021-2022 School Year	This SAIP plan will require logging concrete initiatives put in place for student improvement, as well as their associated timelines, resoures, and responsible staff. Each initiative will be tracked mid-year and at the end of the year. Mid-year assessments should be completed by each campus between December 1, 2022 and no later than January 31, 2023.	Pending		Action Required	
	Locus Dashboards: CSI, STARR, AP CampusIB Reports EOY Assessments	Comprehensive Needs Assessment 2022 English Language Arts	These pages should include the percentage of students who achieved each listed score for the 2021-2022 School Year. For each subject, list a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Pending		Action Required	
		Comprehensive Needs Assessment 2022 Math		Pending		Action Required	
		Comprehensive Needs Assessment 2022 Science		Pending		Action Required	
		Comprehensive Needs Assessment 2022 Humanities		Pending		Action Required	
	State TELPAS Report	Comprehensive Needs Assessment 2022 TELPAS	This data set will outline the percentage of students that earned proficiency in the areas of Listening, Speaking, Reading, and Writing, as indicated in the State TELPAS report. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Pending		Action Required	
	Locus Dashboard: Staff Retention	Staff Quality, Rentention, & Recruitment 2021-2022 School Year	Under the %SPED Data Point, this should reflect the percentage of SPED certified teachers, compared to the overall SPED staff. Under number of teacher applicants, note how many teachers were interviewed by campus leaders for positions during the 2021-2022 School Year. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Pending		Action Required	
	Locus Dashboards: Student Persistence, Enrollment, ADA	School Culture & Climate 2021-2022 School Year	For the Withdrawals/Level 3 Offenses data point, list the number of withdrawals or offenses. All other data points should reflect percentages. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Pending		Action Required	
	Campus Academic Counselor Tracking Systems	2022 Family & Community Involvement	In addition to listing data percentages, list a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Pending		Action Required	

IDEA Round Rock Tech Academy

2021-22 Student Achievement Improvement Plan

ACADEMY

APO	Initiatives	Needs Assess.	Special Pops.	Person(s) Responsible	Timeline Start/End	Resources: Human/ Material/Fiscal	Documentation	Formative Evaluation
2E	Early Intervention through after school tutorial for 3rd-5th grade studnets	S	All	Katy Song Jessica Balboa	September/ May	Human	Timesheets, Tutorial Attendance	Student tracking of PTG, Assessment Data
2E	Vertical Alignment Planning Days	S	All	Katy Song Jessica Balboa	August/ May	Human	Sign In Sheets, Agenda	Lesson Plan Submission, Unpacked Units
1E	Tack students' progress and growth by TEKS	S	ALL	Sylvia Flores	August/ May	Human/ Material	Data Wall MSR	MM/EOM
2C, 3B	Monthly family engagement	O	All	Edna Parra	August/ May	Human/ Material	sign-in sheet/survey	EOY Persistence
2B	Increase Celebrations- ADA, Grade Level of the Month, Teacher of the Month	O	All	Edna Parra	August/ May	Human/ Material	Attendance Sheets, Parent Weekly	Student Persistence Data
2A	Increase teacher recognition	O	All	Sylvia Flores	August/ May	Human	HCCI Document	EOY Teacher retention

Title I Qualifying Programs			Initiatives Status			
Internal Use Only			Mid Year		End of Year	
Supplemental Program (Y/N)	New Program (Y/N)	Budget Allocation	Outcome	Increase/Decreased by X%	Outcome	Increase/Decreased by X%
Budget Allocations only need to be entered for programs that are <u>BOTH</u> Supplemental & New			Use these columns to assess your strategy progress at the middle and end of the year			

Annual Performance Objectives (APO)

PRIORITY #1: Students Graduate College-Ready

1A. % of graduates who matriculate to a College or University: 100%

1B. % of graduates matriculate to a Tier I/II College or University: 15% | 25%

1C. % of Seniors accepted to a College or University: 100%

1D. % of Seniors named AP scholars | Earn IB diploma: 30% | 25%

1E. Earned State Rating: A

1F. % Basic | % Mastery | % Advanced on LEAP: 82% | 44% | 11%

1G. % Approaches | % Meets | % Masters on STAAR/EOC: 90% | 60% | 30%

1H. % Level 3 | % Level 4 | % Level 5 on FSA/FSAA: 70% | 40% | 20%

1I. % of Pre-K-2nd Students End The Year On/Above Grade Level in Reading - Year 1 Campuses | Year 2 Campuses: 80% | 90%

1J. % of students in CSI achieve 2 years growth in Reading | Math (measured by Ren STAR) 50% | 60%

1K. Average ACT score: 21

1L. % of students graduating college in 4 | 6 years: 25% | 55%

PRIORITY #2: Build a Strong & Sustainable Organization

2A. % Teacher Retention | Employee Retention: 85% | 85%

2B. 80% composit score on GPTW: 82%

2B. %Average Daily Attendance: 97.50%

2C. New Student Persistence: 90%

2D. Operating Income: $133M

2E. FIRST Rating: A

PRIORITY #3: Achieve Mission at Scale

3A. % of students with low socio-economic status: 80%

3B. Enrollment in August 2020: 83,894

3C. Schools in operation in August 2020: 149

3D. Total Funds Raised (millions): $93M

Needs Assessment

S-STAAR

D-DIBELS

E-EOC

A-ACT

RR-Reading Renaissance

ST-STAR for Math

DR-Discipline Report

AP-AP Tests

O-Other

Special Populations

All

AR-At Risk

ELL-English Language Learners

ED-Economically Disadvantaged

M-Migrant

SE-Special Education

IDEA Round Rock Tech Academy

Comprehensive Needs Assessment
ACADEMY

Data Sources: Eureka Math & Electives Academy

	DISTAR Pre-K on Grade Level	Eureka Kinder on Grade Level	Eureka First on Grade Level	Eureka Second on Grade Level	% Math Masters Pk-2	Pk-2 MM Goal Met/Not Met
% Students	NA	75%	83%	51%	69%	Not Met

Data Source: STAAR Academy

	STAAR Math Grade 3	STAAR Math Grade 4	STAAR Math Grade 5	% Math Masters 3-5	3-5 MM Goal Met/Not Met
% Approaches	63	na	74	40%	Not met
% Meets	33	na	40		
% Masters	13	na	27		
% Student Achievement Average	36	na	47		
% Meet 2 year growth	na	na	100%		

Data Source: CSI Academy

	Math AC CSI
% CSI (EOY Ren.)	Na
% of CSI Passing STAAR	Na
% of SPED Passing STAAR	Na

Reflections

Areas of Strength	Areas of Need
1. passing percentage increased 32% from SE to STAAR	1. Student work analysis meetings were not conducted unti the second semester giving less oppertunity for immediate reteach or
2. Lesson plan proficiency incerased from January to May	2. Daily observations required to ensure strong first teach and instructional clarity in 3rd Math. Next year, every morning will start
3. Teacher was receptive and fast to feedback, especially with lesson planning.	3. New teacher in the content- thus, instructional Clarity-Teacher Talk was a gap. There was also insconsitent coaching with teacher

IDEA Round Rock Tech Academy

Comprehensive Needs Assessment ACADEMY						
Data Sources: DI ELA & Electives						
	DI Pre-K on Grade Level	**DI Kinder on Grade Level**	**DI First on Grade Level**	**DI Second on Grade Level**	**% Royal Readers**	**% Word Masters**
% Students	**N/A**	**85%**	**51%**	**81%**	6.55%	74.87%
					RR Goal Met/Not Met	**WM Goal Met/Not Met**
					Not met	Met
Data Source: STAAR						
	STAAR Reading Grade 3	**STAAR Reading Grade 4**	**STAAR Writing Grade 3**	**STAAR Writing Grade 4**	**STAAR Reading 5th Grade**	
% Approaches	71	na	na	na	**81**	
% Meets	49	na	na	na	**68**	
% Masters	26	na	na	na	**46**	
SAS	na	na	na	na	**na**	
% Student Achievement Average	49	na	na	na	**65**	
Data Source: CSI						
% Meeting CSI Goal	**Reading AC CSI**					
% CSI (EOY Ren.)	54%					
% of CSI Passing STAAR	46%					
% of SPED Passing STAAR	29%					

Reflections	
Areas of Strength	**Areas of Need**
1.CSI instruction was consistent, as CSI teacher was not pulled for coverage.	1. Special educatio and CSI students had less than 50% of students passing the staar
2. The goal for word masters was met this year	2. Student work analysis meetings were not conducted unti the second semester giving less oppertunity for immediate reteach or
3 Kinder and 2nd grade close or met 90% on track on DI.	3. Daily observations required to ensure strong first teach and instructional clarity in 3rd/4th Math. Next year, every morning
	4. Team support with SS/Sci teachers. All teachers will have additional support with math 30 mins from every Sci/ SS teacher.

IDEA Round Rock Tech Academy

Comprehensive Needs Assessment ACADEMY						
Data Sources: Science Pk-2						
	Science Pre-K on Grade Level	**Science Kinder on Grade Level**	**Science First on Grade Level**	**Science Second on Grade Level**	**Science Third on Grade Level**	**Science Fourth on Grade Level**
% Students	**NA**	**93.49**	**50.81**	**50**	**57.84**	
Data Source: Science 3-5						
	STAAR Science Grade 5					
% Approaches	85					
% Meets	64					
% Masters	30					
% Student Achievement Average	60					

Reflections	
Areas of Strength	**Areas of Need**
1 Student Engagement of Lesson Content; teachers cerated hands on activities for student learning.	1. Lessons must be aligned to the TEKs and vertically aligned to 5th grade.
2. Teacher created science club where students did science activities througout the semester.	2. Teachers must be providing additional rigorus practice as obly 50% of students were on grade level for 1st, 2nd, and 3rd grade.
3. Teacher celebrated science masters on EOY awards. This was something that was communicated to students,	3 Small Groups of Instruction to close gaps did not occur during the school year. □

IDEA Round Rock Tech Academy

Comprehensive Needs Assessment ACADEMY							
Data Sources: Humanities Pk-2							
	Humanities Pre-K on Grade Level	**Humanities Kinder on Grade Level**	**Humanities First on Grade Level**	**Humanities Second on Grade Level**	**Humanities Third on Grade Level**	**Humanities Fourth on Grade Level**	**Humanities Fifth on Grade Level**
% Students	NA	100	100	100	43.14	NA	85%

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Reflections	
Areas of Strength	**Areas of Need**
1. Teachers provided many projects that allowed students to learn with their hands- and present their oral skills.	1. on grade level increase in 3rd grade. Moving forward, we must provdide additional time for teachers to plan and
2. K-2 grade had 100% of their students on grade level.	2. Need to support 3rd grade humanities in providing more rigorous work to increase our on grade level percentage.
3. Teachers were provided with resources from the district as well campus.	3. Need to improve on student access such as word walls, vocabulary walls, and such.

IDEA Round Rock Tech Academy

Comprehensive Needs Assessment ACADEMY					
TELPAS Composite Rating (Listening, Speaking, Reading, Writing)					
	Listening	**Speaking**	**Reading**	**Writing**	**% of ELL Students who grew one or more levels**
% Beginning	3%	16%	11%	10%	11%
% Intermediate	23%	32%	34%	43%	13%
% Advanced	39%	27%	27%	21%	3%
% Advanced High	35%	31%	31%	26%	0%

Reflections	
Areas of Strength	**Areas of Need**
1. Students in 1st grade showed the most growth in overall r	1. Need additional support in writting for beginners.
2. Majority of the students are in the AH category which means that their language accquisition has increased over	2. Teachers must be aware of our ELs to provide consistent support with these scholars.
3. We had the most intermediate students increase from Intermediate to one or more levels.	3. We had the lowest growth from Advanced level to Adva

IDEA Round Rock Tech Academy

Comprehensive Needs Assessment	
ACADEMY	
Staff Quality, Recruitment, Retention	
	Percentage
% School Lead Team Retention	42.86%
% Instructional Support Retention	73.33%
% Teacher Retention	59.46%
% Campus Support Retention	100%
% SPED Teachers	100%
% State/National Certified Teachers	12.00%
% State Certified Leaders	20%
% State/Board certified Counselors	13%
Number of teacher applicants per 2020-21 school year	1562

Reflection	
Areas of Strength	Areas of Need
1. 100% of our Sped teachers were retained, this will allow for stronger consistency in student support.	1. Lead team retention was very low. Due to inconsistent leadership, teachers left the organization.
2. 100% of campus support are continuing with our campus next school year.	2. Many teachers included on their exit survey that they had left due to school culture. We must create an environment that has high expectations but also sees teachers as people first, then educators
3. 4/4 teachers that were hired from January remainded with us into the next school year. This means that the teachers that we onboarded since our start time, remaind with us.	3. Investing teachers in big goals as well as celebrating them for their accomplishments.

DEA Round Rock Tech Academ

Comprehensive Needs Assessment ACADEMY	
Data Source: School Culture and Climate	
	Campus %
% Average Daily Attendance	91.52%
% Overall Persistence	87.94%
% New Student Persistence	85.03%
# of Admin Withdrawals/ Level 3 Offenses	0%
% SPED	7.76%
% ELL	24.73%
% Eco Dis	45.31%
% Migrant	0%
% Race: American-Indian-Alaska-Native	1%
% Asian	11%
% White-Hispanic	45%
% Multi	0%
% Black-African-American	26%
% Native-Hawaiian-Pacific-Islander	1%
% White	17%
% Male	50.90%
% Female	49.10%

Data Source: School Culture and Climate	
Reflections	
Areas of Strength	**Areas of Need**
1. Increase parental engement at the end of the semester. spring fest and EOY awards celebration.	1. Strong communicaiton amongst lead team so that onboarding plans can be stronger for new families.
2. 3rd grade had the highest ADA in Academy at 92.37%	2 Incorporate ADA celebrations (follow-through)
3. Kinder had the highest persistence in K-3rd grade.	3. Improve communication between teachers and families, wee

IDEA Round Rock Tech Academy

Comprehensive Needs Assessment ACADEMY	
Data Source: Family and Community Involvement	
	Percentage
% Families Attended WTI	47%
% Families Attended Curriculum Night	NA
% Families Who Attended EOY Ceremonies	90%
% Families who attended Fall Festival	NA
% Families who attended Winter Festival	NA
% Families who attended Spring Festival	NA

Reflection	
Areas of Strength	**Areas of Need**
1. Increase parental engement at the end of the semester. spring fest and EOY awards celebration.	1. Communication - using various forms, especially Facebook Live (parents are given enough time to
2. High percentage on EOY celebrations	2. Monthly parental engagement events to promote a cohesive partenership.
3. Almost 50% of our families attenended WTI in person. The remainder attended an asynchronous WTI.	3. Starting a PSA (our PTO) to promote support within our community.

IDEA Public Schools

Rundberg Academy

2022-2023 Campus Improvement Plan

Accountability Rating: B

Board Approval Date: October 21, 2022
Public Presentation Date: September 16, 2022

Mission Statement

IDEA Public Schools prepare students from underserved communities for success in college and citizenship.

Vision

To ensure students reach their potential, IDEA Public Schools will become the region's largest creator of college graduates.

Core Values

Our drive to translate our mission and vision into reality are based upon the following core values:

- We achieve **Academic Excellence**
- We deliver **Results**
- We ensure **Equity**
- We build **Team & Family**
- We act with **Integrity**
- We bring **Joy**
- We **Sweat the Small Stuff**

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Comprehensive Needs Assessment

Demographics

Demographics Summary

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 cummulative of 711 scholars in grades K-5.

Our campus is very unique in that we have one of the largest percentages of economically disadvantaged scholars in addition to have one of the largest ELL populations.

Demographics Strengths

See PDF in Addendum for more information.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Average Daily Attendance was 93.18% which is below the end of year goal of 97.5% **Root Cause:** Lack of ADA mechanisms to decrease the amount of scholar absences daily.

Problem Statement 2 (Prioritized): Student Persistence data was at 86% for Overall Student Persistence. This is below the end of the year of 90%. **Root Cause:** 1. Lack of consistent and clear communication around school culture and expectations to parents and students during the entire onboarding process (Welcome to IDEA). 2. Lack of consistent annual reflection and interest surveys on what keeps our families with us year after year.

Student Learning

Student Learning Summary

This past year, IDEA Rundberg Academy made history by achieving an accountabilty rating of an 88(B). The major areas that contributed to this score were our ELA results, 5th Grade Science results, and our TELPAS results. Our cumulative ELA results afforded us the opportunity to meet 5/6 target areas in Domain 3 in addition to achieving a score of a 94 (A) for academic growth. Additionally, our TELPAS results excited the state minimum by 20%. We had 46% of our ELL population score advanced high or higher or grew 1 composite level.

Student Learning Strengths

See PDF in Addendum for more information.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): We met 0 targets in Domain 3 this past school year for mathematics which prevent our campus from being an A-Rated campus. **Root Cause:** Instruction lacked rigor and alignment to the STAAR exam.

Problem Statement 2 (Prioritized): The overall approaches number for Reading STAAR Exam was 68% showing that 32% of our 3-5 scholars are below grade level. **Root Cause:** With our high ELL population, we did not have a clear plan to close their foundational reading gaps.

School Processes & Programs

School Processes & Programs Summary

At IDEA Rundberg, teacher and leader development is at the center of our values. For teachers, they go through intensive amounts of professional development before they even step foot into a classroom. Additionally, once the school year has started, teachers are develope through an intense coaching cycle that is comprised of real time feedback, observation feedback meetings, and data conversations. Laslty, all 2nd grade - 5th grade teachers engage in daily lesson rehersals where they deliver pieces of their lesson to recieve feedback before their first teach.

Leaders are also developed very similarily to teachers. They go through the coaching cycle as well to ensure that they are comfortable and compitent in developing our teachers.

School Processes & Programs Strengths

Curriculum & Instruction:

- At least one-third of IDEA students graduate with the "AP Scholar" designation, evidence of earning a qualifying score on at least three AP exams, demonstrating successful completion of college-level coursework prior to graduation.
- IDEA provides students access to accelerated instruction through the 1:1 technology device, including adaptive software for mathematics and literacy and access to hundreds of thousands of books in the district's digital library.
- IDEA curricular resources include high-quality instructional materials that earn the highest ratings on national evaluation measures.
- IDEA curriculum is regularly evaluated using a quality evaluation tool, ensuring alignment to the Texas Essential Knowledge and Skills and AP course standards, as well as the STAAR/EOC and AP exams.
- IDEA implements a variety of training opportunities for teachers and leadership staff with the goal of developing teachers' pedagogical content knowledge and leaders' coaching skills.
- For 15 years in a row, 100% of IDEA students have been accepted into college, demonstrating that IDEA academic programming is adequately preparing students for post-secondary education.
- In 2022, four IDEA schools were ranked in the top 10 Most Challenging Schools in the Nation and 13 were ranked in the top 1% of schools nationwide, by the Jay Mathews Challenge Index High School Rankings.

Special Programs

- IDEA exceeded the expected growth target for EL student performance on TELPAS in 2021 with 48% of ELs meeting that target.
- IDEA provide targeted research based instruction to students who have a 2.0 year gap in Reading and/or Math with the goal of closing that gap by 2.0 years during the school year with our initiative called Critical Student Intervention (CSI). During the 21-22 school year, 2,562 out of 6,632 students meet that goal for Reading and 703 out of 1,268 students met the goal for Math.
- IDEA is in Year 3 of our TEA awarded Autism Grant. Through this grant we were able to increase support for 195 students with autism in Rio Grande Valley and Austin who met the criteria outlined by TEA for this grant.
- IDEA submitted and was awarded a Dyslexia Grant by the TEA so that we will be able to provide increased professional development to teachers and leaders on working with students with dyslexia and increase the support resources for our students with dyslexia.

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 1 (Prioritized): IDEA Rundberg Academy retained 67% of our staff this past year. This is significantly below our retention goal of 85%. **Root Cause:** Leaders fail to follow the lesson cycle consistently throughout the school year. Teachers do not get the proper onboarding to make them successful throughout the year.

Problem Statement 2 (Prioritized): IDEA Rundberg Academy ended the year at 67% Leader Retention. This is significantly below our retention goal of 85%. **Root Cause:** Leaders were not provided equitable coaching to equip them with the skills to manage and develop teachers.

Perceptions

Perceptions Summary

At IDEA Rundberg, we have had a high rate in teacher turnover, leader turnover, and principal turnover. As a result, the school does not experience the benefit of having consistency. Additionally, based on staff surveys, staff feel undervalued, orverworked, and unsupported. This year, I strive to ensure that I retain my leaders and develop them in a way that their teachers find them supportive and appreciative.

With our large population of ELL scholars, teachers also find it difficult to connect with families if they do not speak Spanish themselves. This creates the disconnect ebtween the school and our community. I have made it mandatory that we are setting up frequent parent conferences and addressing our communication gap with our families.

Perceptions Strengths

See PDF in Addendum for more information.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Gap and lack of communication between the school and families. **Root Cause:** There was not an operating mechanism around tracking parent phone calls. Additionally, there was a lack in accountability around the frequency in which we communicate with our families.

Problem Statement 2 (Prioritized): This past school year, IDEA Rundberg Academy only had an average of 20% parent engagement in school-wide events and initiatives. This is significantly lower than our goal of 80%. **Root Cause:** There has been a lack of investment in encouraging and connecting with our families to get them more involved in their scholar's education.

Priority Problem Statements

Problem Statement 1: Average Daily Attendance was 93.18% which is below the end of year goal of 97.5%

Root Cause 1: Lack of ADA mechanisms to decrease the amount of scholar absences daily.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Student Persistence data was at 86% for Overall Student Persistence. This is below the end of the year of 90%.

Root Cause 2: 1. Lack of consistent and clear communication around school culture and expectations to parents and students during the entire onboarding process (Welcome to IDEA). 2. Lack of consistent annual reflection and interest surveys on what keeps our families with us year after year.

Problem Statement 2 Areas: Demographics

Problem Statement 3: We met 0 targets in Domain 3 this past school year for mathematics which prevent our campus from being an A-Rated campus.

Root Cause 3: Instruction lacked rigor and alignment to the STAAR exam.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: The overall approaches number for Reading STAAR Exam was 68% showing that 32% of our 3-5 scholars are below grade level.

Root Cause 4: With our high ELL population, we did not have a clear plan to close their foundational reading gaps.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: IDEA Rundberg Academy retained 67% of our staff this past year. This is significantly below our retention goal of 85%.

Root Cause 5: Leaders fail to follow the lesson cycle consistently throughout the school year. Teachers do not get the proper onboarding to make them successful throughout the year.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: IDEA Rundberg Academy ended the year at 67% Leader Retention. This is significantly below our retention goal of 85%.

Root Cause 6: Leaders were not provided equitable coaching to equip them with the skills to manage and develop teachers.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: Gap and lack of communication between the school and families.

Root Cause 7: There was not an operating mechanism around tracking parent phone calls. Additionally, there was a lack in accountability around the frequency in which we communicate with our families.

Problem Statement 7 Areas: Perceptions

Problem Statement 8: This past school year, IDEA Rundberg Academy only had an average of 20% parent engagement in school-wide events and initiatives. This is significantly

lower than our goal of 80%.

Root Cause 8: There has been a lack of investment in encouraging and connecting with our families to get them more involved in their scholar's education.

Problem Statement 8 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- 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
- Male / Female performance, progress, and participation data
- Section 504 data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Communications data
- Study of best practices

Goals

Goal 1: Increase staff retention

Performance Objective 1: By the end of July 2023, IDEA Rundberg Academy will retain 80% of it's teachers.

High Priority

Evaluation Data Sources: Great Places to Work Survey Data, Teacher Retention Benchmarks.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Coach and develop teachers to improve their instructional practice. **Strategy's Expected Result/Impact:** By doing this, 80% of staff will persist with us to the 2022-2023 school year. **Staff Responsible for Monitoring:** 100% of leaders. **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture	50%	0%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 1: Increase staff retention

Performance Objective 2: Methods to ensure that 90% of our scholars hit 1,200 MVP by the end of year.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Student Investment in their IHT goal. **Strategy's Expected Result/Impact:** 90% of scholars will achieve the 1,200 MVP by the end of the year. **Staff Responsible for Monitoring:** PE Coaches, and Ara Duke. **ESF Levers:** Lever 3: Positive School Culture	25%	0%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 2: All IDEA students matriculate to college

Performance Objective 1: IDEA Rundberg Academy will achieve 60% meets and 30% masters on the EOY STAAR Exam.

Evaluation Data Sources: STAAR Exam

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Student investment in their individualized goals. **Strategy's Expected Result/Impact:** IDEA Rundberg Academy will achieve 60% meets and 30% masters on the EOY STAAR Exam. **Staff Responsible for Monitoring:** Teachers, APIs, Principals **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				
No Progress Accomplished Continue/Modify Discontinue				

Goal 3: IDEA achieves an A rating

Performance Objective 1: By the end of the school year, IDEA Rundberg will have increased reading STAAR scores by 4 achievement average points.

High Priority

HB3 Goal

Evaluation Data Sources: District Assessments, Internal Assessments, and the STAAR Exam.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Consistently Tracking and Reporting Data to Drive Instruction **Strategy's Expected Result/Impact:** By the end of the school year, IDEA Rundberg will have increased reading STAAR scores by 4 achievement average points. **Staff Responsible for Monitoring:** Teachers, APIs, Principal **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction				

 No Progress Accomplished Continue/Modify Discontinue

Goal 3: IDEA achieves an A rating

Performance Objective 2: By the end of the school year, IDEA Rundberg will have increased math STAAR scores by 8 achievement average points.

High Priority

HB3 Goal

Evaluation Data Sources: District Assessments, Internal Assessments, and the STAAR Exam.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Consistently Tracking and Reporting Data to Drive Instruction **Strategy's Expected Result/Impact:** By the end of the school year, IDEA Rundberg will have increased reading STAAR scores by 8 achievement average points. **Staff Responsible for Monitoring:** Teachers, APIs, APOs **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction	50%	0%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 3: IDEA achieves an A rating

Performance Objective 3: By the end of the school year, IDEA Rundberg Academy will achieve all the Domain 3 targets for special education scholars in both reading and math.

High Priority

Evaluation Data Sources: District Assessments, Internal Assessments, and the STAAR Exam.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Consistently Tracking and Reporting Data to Drive Instruction. **Strategy's Expected Result/Impact:** By the end of the school year, IDEA Rundberg Academy will achieve all the Domain 3 targets for special education scholars in both reading and math. **Staff Responsible for Monitoring:** Teachers, APIs, Principals. **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction	20%	0%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

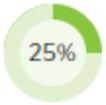
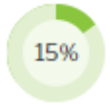
Goal 3: IDEA achieves an A rating

Performance Objective 4: 3rd Grade Reading and Math will achieve an achievement average of 55.

High Priority

HB3 Goal

Evaluation Data Sources: Semester Exams, Mock Exams, STAAR Exam

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Coach and develop teachers to improve their instructional practice. **Strategy's Expected Result/Impact:** 3rd Grade Reading and Math will achieve an achievement average of 55. **Staff Responsible for Monitoring:** Teachers, APIs. Principal **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

 No Progress Accomplished Continue/Modify Discontinue

Goal 4: Increase student daily attendance

Performance Objective 1: By the end of the school year, IDEA Rundberg will achieve 97% ADA.

High Priority

Evaluation Data Sources: District Benchmarks, EOY final ADA measure.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Clear Systems & Procedures for Communication and ADA Matrix **Strategy's Expected Result/Impact:** By the end of the school year, IDEA Rundberg will achieve 97% ADA. **Staff Responsible for Monitoring:** APO, APIs, Principal	10%	0%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 5: Increase student persistence

Performance Objective 1: By the end of the school year, IDEA Rundberg will have decreased the amount of parent complaints around bullying and violence by 50% through the use of violence/bullying prevention programs.

Evaluation Data Sources: Family Surveys, Student Persistence Benchmarks

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Coaching and Developing teachers around scholar physical and mental safety. **Strategy's Expected Result/Impact:** By the end of the school year, IDEA Rundberg will have decreased the amount of parent complaints around bullying and violence by 50% through the use of violence/bullying prevention programs. **Staff Responsible for Monitoring:** SSA, SW, APO				

 No Progress Accomplished Continue/Modify Discontinue

Goal 5: Increase student persistence

Performance Objective 2: By the end of the year, IDEA Rundberg will have 90% of our scholars persist with us to the next year.

Evaluation Data Sources: Persistence benchmarks, Locus Dashboard

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: 100% of teachers will make 5 positive touch points with families before the end of day Friday. **Strategy's Expected Result/Impact:** Increase the overall and new student persistence. **Staff Responsible for Monitoring:** Mary Ann Silva **Title I:** 4.1, 4.2 **- ESF Levers:** Lever 3: Positive School Culture				
No Progress Accomplished Continue/Modify Discontinue				

Title I Personnel

Name	Position	Program	FTE
Raquel Cueva	ILEARNING HOT SPOT FACILITATOR		1

Addendums

Master CNA & SAIP Reporting Checklist

				PTG	0%	PTG	0%
DEPT	**Data Sources**	**Data Tabs**	**Guidance**	**Status**	**Principal Notes or Questions**	**VP Verification**	**Notes & Next Steps**
ACADEMY	KEYS Tab (Tab 3)	Student Achievement Improvement Plan 2021-2022 School Year	This SAIP plan will require logging concrete initiatives put in place for student improvement, as well as their associated timelines, resoures, and responsible staff. Each initiative will be tracked mid-year and at the end of the year. Mid-year assessments should be completed by each campus between December 1, 2022 and no later than January 31, 2023.	Pending		Action Required	
	Locus Dashboards: CSI, STARR, AP CampusIB Reports EOY Assessments	Comprehensive Needs Assessment 2022 English Language Arts	These pages should include the percentage of students who achieved each listed score for the 2021-2022 School Year. For each subject, list a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Pending		Action Required	
		Comprehensive Needs Assessment 2022 Math		Pending		Action Required	
		Comprehensive Needs Assessment 2022 Science		Pending		Action Required	
		Comprehensive Needs Assessment 2022 Humanities		Pending		Action Required	
	State TELPAS Report	Comprehensive Needs Assessment 2022 TELPAS	This data set will outline the percentage of students that earned proficiency in the areas of Listening, Speaking, Reading, and Writing, as indicated in the State TELPAS report. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Pending		Action Required	
	Locus Dashboard: Staff Retention	Staff Quality, Rentention, & Recruitment 2021-2022 School Year	Under the %SPED Data Point, this should reflect the percentage of SPED certified teachers, compared to the overall SPED staff. Under number of teacher applicants, note how many teachers were interviewed by campus leaders for positions during the 2021-2022 School Year. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Pending		Action Required	
	Locus Dashboards: Student Persistence, Enrollment, ADA	School Culture & Climate 2021-2022 School Year	For the Withdrawals/Level 3 Offenses data point, list the number of withdrawals or offenses. All other data points should reflect percentages. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Pending		Action Required	
	Campus Academic Counselor Tracking Systems	2022 Family & Community Involvement	In addition to listing data percentages, list a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Pending		Action Required	

Last Updated 8/26/2022

Campus Name

2021-22 Student Achievement Improvement Plan

ACADEMY

APO	Initiatives	Needs Assess.	Special Pops.	Person(s) Responsible	Timeline Start/End	Resources: Human/ Material/Fiscal	Documentation	Formative Evaluation	Title I Qualifying Programs – Internal Use Only: Supplemental Program (Y/N)	Title I Qualifying Programs – Internal Use Only: New Program (Y/N)	Title I Qualifying Programs – Internal Use Only: Budget Allocation	Initiatives Status – Mid Year: Outcome	Initiatives Status – Mid Year: Increase/Decreased by X%	Initiatives Status – End of Year: Outcome	Initiatives Status – End of Year: Increase/Decreased by X%
									Budget Allocations only need to be entered for programs that are BOTH Supplemental & New			Use these columns to assess your strategy progress at the middle and end of the year			
1G	Student work analysis meetings: Daily Math Huddle 3-5 & Daily ELA Huddle 3-5 Daily student work sort	STAAR	All	APIs	August-May	Human	Digital Data Board, Trackers outside of classrooms, district assessments	STAAR							
1G	Student Growth Goals: 100% of students know their growth goals 100% of teachers know who their priority students are	STAAR	All	APIs	Janaury-May	Human	Student Log, trackers outside of classrooms, district assessments	STAAR							
1G	Monthly ELA professional development	STAAR	All	Nunn (API)	8/9-4/30	Human	sign-in sheet/survey	TeachBoost & STAAR							
2C, 3B	Persistence Huddles to meet goal of 90% Student Persistence	O - Other	All	Silva (Student Success Advisor)	2/22 - 5/24	Human	Persistence Huddle Tracker	Persistence is measured in August							
2C, 3B	Family engagement events - 90% Student Persistence	O - Other	All	Silva (Student Success Advisor)	8/10 - 5/26	Human	sign-in sheet/survey	Persistence is measured in August							
2B, 2C	Build student joy: 1. Weekly celebrations: Rattler of the Week, Bodega 2. Reward students for growth: growth certificates, growth coal celebrations	STAAR, ADA, Persistence	All	Duke (Behavior Interventionist), APIs	8/10-5/26	Human	Growth goal and priority student trackers	STAAR, Persistence, ADA							
2B, 2C, 3A	Implementatio nof SEL Curriculum: Met weekly with home room teachers to observe and provide feedback for Social Emotional curriculum Move This World.	O - Other	All	Gregg (Social Worker)	11/15-5/26	Human	Move this World observation checklist	Number of behavior referrals per month							

Annual Performance Objectives (APO)

PRIORITY #1: Students Graduate College-Ready

1A. % of graduates who matriculate to a College or University: 100%

1B. % of graduates matriculate to a Tier I/II College or University: 15% | 25%

1C. % of Seniors accepted to a College or University: 100%

1D. % of Seniors named AP scholars | Earn IB diploma: 30% | 25%

1E. Earned State Rating: A

1F. % Basic | % Mastery | % Advanced on LEAP: 82% | 44% | 11%

1G. % Approaches | % Meets | % Masters on STAAR/EOC: 90% | 60% | 30%

1H. % Level 3 | % Level 4 | % Level 5 on FSA/FSAA: 70% | 40% | 20%

1I. % of Pre-K-2nd Students End The Year On/Above Grade Level in Reading - Year 1 Campuses | Year 2 Campuses: 80% | 90%

1J. % of students in CSI achieve 2 years growth in Reading | Math (measured by Ren STAR) 50% | 60%

1K. Average ACT score: 21

1L. % of students graduating college in 4 | 6 years: 25% | 55%

PRIORITY #2: Build a Strong & Sustainable Organization

2A. % Teacher Retention | Employee Retention: 85% | 85%

2B. 80% composit score on GPTW: 82%

2B. %Average Daily Attendance: 97.50%

2C. New Student Persistence: 90%

2D. Operating Income: $133M

2E. FIRST Rating: A

PRIORITY #3: Achieve Mission at Scale

3A. % of students with low socio-economic status: 80%

3B. Enrollment in August 2020: 83,894

3C. Schools in operation in August 2020: 149

3D. Total Funds Raised (millions): $93M

Needs Assessment

S-STAAR

D-DIBELS

E-EOC

A-ACT

RR-Reading Renaissance

ST-STAR for Math

DR-Discipline Report

AP-AP Tests

O-Other

Special Populations

All

AR-At Risk

ELL-English Language Learners

ED-Economically Disadvantaged

M-Migrant

SE-Special Education

Campus Name

Comprehensive Needs Assessment
ACADEMY

Data Sources: Eureka Math & Electives Academy

	DISTAR Pre-K on Grade Level	Eureka Kinder on Grade Level	Eureka First on Grade Level	Eureka Second on Grade Level	% Math Masters Pk-2	Pk-2 MM Goal Met/Not Met
% Students	n/a	95%	93%	82%	18%	Not Met

Data Source: STAAR Academy

	STAAR Math Grade 3	STAAR Math Grade 4	STAAR Math Grade 5	% Math Masters 3-5	3-5 MM Goal Met/Not Met
% Approaches	50	61	68	5%	Not Met
% Meets	24	21	25		
% Masters	10	10	7		
% Student Achievement Average	22	28	33		
% Meet 2 year growth	25%	27%	29%		

Data Source: CSI Academy

	Math AC CSI
% CSI (EOY Ren.)	n/a
% of CSI Passing STAAR	n/a
% of SPED Passing STAAR	n/a

Reflections

Areas of Strength	Areas of Need
1. Providing plentiful planning time (half day or longer) for teacher/AP semester and Mock analysis. Analysis lead to data driven decisions on what re-teach and remediate.	1. Regular department huddles was not moving data with fidelity nor provided additional insight to the team. Moving forward, each teacher will report out their previous days ET data with common misconception and reteach plan when needed.

2. Administering daily ET sorts for each block so teacher/manager have multiple pulse checks on student performance, common misconception and reteach plan.	2. Daily observations were required to ensure strong first teach and instructional clarity in 3rd Math. Next year, every morning will start with department-wide rehearsals for the day's lesson.
3. Introducing students to their growth goals and having regular conversations regarding their goals. Students were able to recite each goal and express why theu were important.	3. Student work analysis meetings were not conducted unti the second semester giving less oppertunity for immediate reteach or remediation.

Campus Name

Comprehensive Needs Assessment ACADEMY						
Data Sources: DI ELA & Electives						
	DI Pre-K on Grade Level	**DI Kinder on Grade Level**	**DI First on Grade Level**	**DI Second on Grade Level**	**% Royal Readers**	**% Word Masters**
% Students	**n/a**	**67%**	**14%**	**33%**	7.19%	78.66%
					RR Goal Met/Not Met	**WM Goal Met/Not Met**
					not met	met
Data Source: STAAR						
	STAAR Reading Grade 3	**STAAR Reading Grade 4**	**STAAR Writing Grade 3**	**STAAR Writing Grade 4**		
% Approaches	77	65	n/a	n/a		
% Meets	44	41	n/a	n/a		
% Masters	25	22	n/a	n/a		
SAS			n/a	n/a		
% Student Achievement Average	47	43	n/a	n/a		
Data Source: CSI						
% Meeting CSI Goal	**Reading AC CSI**					
% CSI (EOY Ren.)	2%					
% of CSI Passing STAAR	34%					
% of SPED Passing STAAR	0%					

Reflections	
Areas of Strength	**Areas of Need**
1.Daily exit ticket sorts were implemented to aid in determining the common misconception for each class period. Immediate feedback was provided and a reteach plan would be created based on the misconception.	1. daily exit ticket sorts should begin at the beginning of the year rather than later.
2. The goal for word masters was met this year	2 CSI instruction was inconsistent due to staffing shortage due to unforseen circumstances
3 We had more success in the number of kindergarteners on grade level than in previous years	3 Our 2nd graders continue to be significantly behind benchmark (33%) which impacts the number of students who pass STAAR in 3rd grade

Campus Name

Comprehensive Needs Assessment ACADEMY						
Data Sources: Science Pk-2						
	Science Pre-K on Grade Level	**Science Kinder on Grade Level**	**Science First on Grade Level**	**Science Second on Grade Level**	**Science Third on Grade Level**	**Science Fourth on Grade Level**
% Students	**n/a**	**n/a**	**97%**	**19%**	**25%**	**14%**

Data Source: Science 3-5	
	STAAR Science Grade 5
% Approaches	82
% Meets	52
% Masters	29
% Student Achievement Average	54

Reflections	
Areas of Strength	**Areas of Need**
1. 5th Science team is abundent with curriculum resources and department planning.	1. English language learners take up over 70% of our 5th grade students. Next year an operational mechanisom in check-in document will be added to address obstacles.
2. This year, our seasoned Science teacher was accomanied by a bi-lingual relay resident greatly benefiting our EL students.	2. Based on performance scores for 2nd-4th, manager will be conducting weekly coaching cycles and PD with teachers to ensure strong teaching practices.
3. STAAR Masery curriculum included independent, purposeful drills designed to move our "Meets" students to "Masters".	3. Next year, our 5th Science teacher will be new to content and planning. Manager must side-by-side plan until teacher is confident and proficient in backwards planning.

Campus Name

Comprehensive Needs Assessment ACADEMY							
Data Sources: Humanities Pk-2							
	Humanities Pre-K on Grade Level	**Humanities Kinder on Grade Level**	**Humanities First on Grade Level**	**Humanities Second on Grade Level**	**Humanities Third on Grade Level**	**Humanities Fourth on Grade Level**	**Humanities Fifth on Grade Level**
% Students	n/a	n/a	97%	97%	50%	88%	55%

Reflections	
Areas of Strength	**Areas of Need**
1. Teachers were provided a day to plan each semester to prepare student material	1. English language learners take up over 70% of our students on campus. Next year an operational mechanisom in check-in document will be added to address obstacles.
2. Strong planning and lesson delivery was observable throughout the year.	2. Based on performance scores for 2nd-4th, manager will be conducting weekly coaching cycles, PD's, and PLC's with teachers to ensure strong teaching practices.
3. Regional department provides plentiful resources and support.	3. Next year, our 3rd and 4thgrade teachers will be new to content and planning. Manager must side-by-side plan until teachers are confident and proficient in backwards planning.

Campus Name

Comprehensive Needs Assessment ACADEMY					
TELPAS Composite Rating (Listening, Speaking, Reading, Writing)					
	Listening	**Speaking**	**Reading**	**Writing**	
% Beginning	27%	35%	41%	46%	
% Intermediate	30%	42%	32%	27%	
% Advanced	27%	20%	17%	16%	
% Advanced High	16%	3%	10%	11%	
% of ELL Students who grew one or more levels	No data comparison available	No data comparison available	38%	39%	

Reflections	
Areas of Strength	**Areas of Need**
1 Students in grades 2 and 3 showed the most growth from Beginner to Intermediate in Reading	1 Overall EL support in Writing
2 Students in grade 5 showed the most growth in all proficieny levels in Writing	2 Moving number of ELs up one proficiency level in Reading
3 Students in grade 4 showed the most growth from Advanced to Advanced High in Writing	3 Moving number of ELs up one proficiency level in Writing

Campus Name

Comprehensive Needs Assessment	
ACADEMY	
Staff Quality, Recruitment, Retention	
	Percentage
% School Lead Team Retention	66%
% Instructional Support Retention	73.00%
% Teacher Retention	69%
% Campus Support Retention	100%
% SPED Teachers	50%
% State/National Certified Teachers	36%
% State Certified Leaders	28.50%
% State/Board certified Counselors	0%
Number of teacher applicants per 2020-21 school year	826

Reflection	
Areas of Strength	**Areas of Need**
1 A majority of new teachers stayed with us, so we were able to retain the teachers we put the most work into	1 Retention fell significantly below goal. This means there will be many new teachers who need to be onboarded and learn IDEA culture and academic systems.
2 Many of our lead teachers came from co-teachers on campus so we have a strong co to lead pipeline	2 Lead team has signficant overturn this year which led to teachers leaving
3 We have previously not been able to retain our support staff (testing coordiantor) which led to gaps in testing plans. This year we did and our testing coordinator was very strong so this will help us to continue strong testing practices.	3 We had two very strong SPED teachers this year, but one departed and the other one transfered. It's key we retain strong SPED teachers so that our SPED students receive the support they need.

Campus Name

Comprehensive Needs Assessment ACADEMY	
Data Source: School Culture and Climate	
	Campus %
% Average Daily Attendance	93.16%
% Overall Persistence	92.91%
% New Student Persistence	89.57%
# of Admin Withdrawals/ Level 3 Offenses	1
% SPED	5%
% ELL	69%
% Eco Dis	91%
% Migrant	0%
% Race: American-Indian-Alaska-Native	0%
% Asian	0%
% White-Hispanic	85%
% Multi	0%
% Black-African-American	8%
% Native-Hawaiian-Pacific-Islander	0%
% White	6%
% Male	49%
% Female	51%

Data Source: School Culture and Climate	
Reflections	
Areas of Strength	**Areas of Need**
1 Attendance procedure flagged students of concern	1 Tighten ADA escalation matrix - COVID impacted procedures
2 APO reset attendance expectations in 2nd quarter & aligned with admin to target chronic absenteeism	2 Reinvestment of stakeholders in the ADA process + parent communication
3 Weekly celebrations held to celebrate scholars and staff members on their successes	3 Ensuring we have stronger onboarding for new families so they are familiar with expectations and we do not lose them

Campus Name

Comprehensive Needs Assessment ACADEMY	
Data Source: Family and Community Involvement	
	Percentage
% Families Attended WTI	78%
% Families Attended Curriculum Night	40%
% Families Who Attended EOY Ceremonies	78%
% Families who attended Fall Festival	65%
% Families who attended Winter Festival	44%
% Families who attended Spring Festival	41%

Reflection	
Areas of Strength	**Areas of Need**
1 Onboarded the majority of our NTI families for the 21-22 SY	1 Ensuring our families attend Curriculum night so they understand how and what their children are learning
2 Great turn out for EOY celebrations for grade levels that had them	2 Targeting family engagement in the Winter months as a persistence touch point
3 Percentage of families that attended Fall festival	3 Establishing a PTO to give parents a voice on our campus

IDEA Public Schools

Rundberg College Prep

2022-2023 Campus Improvement Plan

Accountability Rating: A

Distinction Designations:
Academic Achievement in English Language Arts/Reading
Academic Achievement in Mathematics
Academic Achievement in Science
Academic Achievement in Social Studies
Top 25 Percent: Comparative Academic Growth
Top 25 Percent: Comparative Closing the Gaps
Postsecondary Readiness

Board Approval Date: October 21, 2022
Public Presentation Date: September 22, 2022

Mission Statement

IDEA Public Schools prepare students from underserved communities for success in college and citizenship.

Vision

To ensure students reach their potential, IDEA Public Schools will become the region's largest creator of college graduates.

IRCP Specific Vision:

IDEA Rundberg College Prep exists to be the best school for preparing and matriculating all students to college. Rattlers will be engaged in authentic, rigorous learning experiences, held to high expectations, and cared for through intentional and joyful partnerships between students, staff, and families. This allows IDEA Rundberg College Prep to cultivate gritty, resilient, and self-driven learners who believe they have the power and responsibility to create change in their communities and society at large. IDEA Rundberg College prep will ensure each scholar reaches their true, boundless potential of becoming bold critical thinkers, passionate lifelong learners, and overall good people.

Core Values

Our drive to translate our mission and vision into reality are based upon the following core values:

- We achieve **Academic Excellence**
- We deliver **Results**
- We ensure **Equity**
- We build **Team & Family**
- We act with **Integrity**
- We bring **Joy**
- We **Sweat the Small Stuff**

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Total Enrollment: 769 students

Grades: 6-12

Admissions: Open Enrollment Charter School

Location: 9504 N Interstate 35 Frontage Rd, Austin, TX 78753

Special Programs:

- **CTE -** Computer Scince and Photography emphasis
- **Athletics -** Flag Football, Cross Country, Volleyball, Basketball, Soccer, Track, Baseball, Softball
- **AP for All** - Students take 9+ AP courses upon graduation

See PDF in Addendum for more information

Demographics Strengths

See PDF in Addendum for more information

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): There is a need to fostering a sense of student accountability when it comes to grades and assignments. **Root Cause:** 1. Students are not checking grades regularly 2. Communication around grades between teachers, parents, and students has been inconsistent and unclear. 3. Lack of follow through on the OTG system.

Problem Statement 2 (Prioritized): There is a need to increase buy in to our mission of college for all before senior year. **Root Cause:** 1. Lack of RTTC lessons in middle school grades. 2. Not emphasizing the mission enough during student onboarding.

Student Learning

Student Learning Summary

Domain 1 - Student Achievement: A-Rated

Domain 2 - School Progress: A -Rated

Domain 3 - Closing the Gaps: A-Rated

All sub pops met their Domain 3 indicators. During the 2021 - 2022 school year we improved from the previous year by hitting our TELPAS goal, increasing the number of white students who scored meets and masters, and increasing our meets and masters in math.

We earned 100% of distinctions which means we are performing in the top 25% of the state for similar schools our size and demographic.

100% of our seniors graduated, 100% of our seniors were accepted into a 4 year university, 100% of our seniors are on track to matriculate to college in the fall.

We were at 98% of students meeting College, Career, and Military Readiness.

See PDF in Addendum for more information

Student Learning Strengths

See PDF in Addendum for more information

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): There is a need for vertical alignment in English, math, history, and science from 6-12 grade in all contents. **Root Cause:** 1. Lack of common planning time 2. Inconsistent content expectation in each grade level due to various managers expecting different instructional look fors.

Problem Statement 2 (Prioritized): There is a need for more cross content writing to ensure students are prepared for the demands of AP rigor in high school. **Root Cause:** 1. Lack of writing training for teachers and leaders 2. Writing has been deprioritized since it is not STAAR tested.

School Processes & Programs

School Processes & Programs Summary

1. Instructional leaders receive weekly coaching from the principal. Additionally, they attend district trainings such as coaching academy. We have 4 assisstant principals who each oversee a specific department (Math, English, Social Studies, and Science). This allows leaders to become experts in their content areas.

2. Professional Development occurs weekly on Mondays from 4:15 - 5:15. Topics for PD are determined based off trends in instructional rounds and culture rounds.

3.

Special Programs:

- **CTE -** Computer Scince and Photography emphasis
- **Athletics -** Flag Football, Cross Country, Volleyball, Basketball, Soccer, Track, Baseball, Softball
- **AP for All** - Students take 9+ AP courses upon graduation
- Music Program through the school of music
- RISE - a partnership with UT School of Buisness to prepare students for the college admissions process

See PDF in Addendum for more information

School Processes & Programs Strengths

Curriculum & Instruction:

- At least one-third of IDEA students graduate with the "AP Scholar" designation, evidence of earning a qualifying score on at least three AP exams, demonstrating successful completion of college-level coursework prior to graduation.
- IDEA provides students access to accelerated instruction through the 1:1 technology device, including adaptive software for mathematics and literacy and access to hundreds of thousands of books in the district's digital library.
- IDEA curricular resources include high-quality instructional materials that earn the highest ratings on national evaluation measures.
- IDEA curriculum is regularly evaluated using a quality evaluation tool, ensuring alignment to the Texas Essential Knowledge and Skills and AP course standards, as well as the STAAR/EOC and AP exams.
- IDEA implements a variety of training opportunities for teachers and leadership staff with the goal of developing teachers' pedagogical content knowledge and leaders' coaching skills.
- For 15 years in a row, 100% of IDEA students have been accepted into college, demonstrating that IDEA academic programming is adequately preparing students for post-secondary education.
- In 2022, four IDEA schools were ranked in the top 10 Most Challenging Schools in the Nation and 13 were ranked in the top 1% of schools nationwide, by the Jay Mathews Challenge Index High School Rankings.

Special Programs

- IDEA exceeded the expected growth target for EL student performance on TELPAS in 2021 with 48% of ELs meeting that target.
- IDEA provide targeted research based instruction to students who have a 2.0 year gap in Reading and/or Math with the goal of closing that gap by 2.0 years during the school

year with our initiative called Critical Student Intervention (CSI). During the 21-22 school year, 2,562 out of 6,632 students meet that goal for Reading and 703 out of 1,268 students met the goal for Math.

- IDEA is in Year 3 of our TEA awarded Autism Grant. Through this grant we were able to increase support for 195 students with autism in Rio Grande Valley and Austin who met the criteria outlined by TEA for this grant.
- IDEA submitted and was awarded a Dyslexia Grant by the TEA so that we will be able to provide increased professional development to teachers and leaders on working with students with dyslexia and increase the support resources for our students with dyslexia.

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 1 (Prioritized): There is a need for a clear mid year onboarding system that is replicable because currently mid year hires are the most dissatisfied due to poor onboarding. **Root Cause:** 1. Not giving new teachers several days of onboarding before putting them in front of students 2. Principal not looking at onboarding plans and giving feedback

Problem Statement 2 (Prioritized): Teachers state that working at IRCP long term is not sustainable due to the amount of hours needed to complete job with high quality. **Root Cause:** 1. High school teachers only have 1 hour of plan a day. 2. Leaders are not coaching teachers around time management best practices 3. Lack of clarity around the # of hours being worked

Perceptions

Perceptions Summary

1. 100% of seniors graduated from IDEA Rundberg College Prep

2. Conflict is reduced through mediation with our school counselor and social worker

3. Teacher retention was 76.39%. This is a marginal increase from the prior year and below the 85% goal.

4. We track parent communication from teacher to parent weekly. The expectation is teachers make 3 positive contacts a week. At events we have a sign in sheet.

5. Language at times is a barrier. However, we do have a high number of bilingual staff members. Additionally, we have adopted two language translation services.

See PDF in Addendum for more information.

Perceptions Strengths

See PDF in Addendum for more information.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): There is a need to ensure that parents are being informed of all items in their primary language to increase connection. **Root Cause:** 1. Lack of translation supports 2. Documents are often times on released in English to parents

Problem Statement 2 (Prioritized): There is a need to increase positive communication with parents around their students performance **Root Cause:** 1. Lack of a clear systems 2. Not prioritized by administration

Priority Problem Statements

Problem Statement 1: There is a need to fostering a sense of student accountability when it comes to grades and assignments.

Root Cause 1: 1. Students are not checking grades regularly 2. Communication around grades between teachers, parents, and students has been inconsistent and unclear. 3. Lack of follow through on the OTG system.

Problem Statement 1 Areas: Demographics

Problem Statement 2: There is a need to increase buy in to our mission of college for all before senior year.

Root Cause 2: 1. Lack of RTTC lessons in middle school grades. 2. Not emphasizing the mission enough during student onboarding.

Problem Statement 2 Areas: Demographics

Problem Statement 3: There is a need for vertical alignment in English, math, history, and science from 6-12 grade in all contents.

Root Cause 3: 1. Lack of common planning time 2. Inconsistent content expectation in each grade level due to various managers expecting different instructional look fors.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: There is a need for more cross content writing to ensure students are prepared for the demands of AP rigor in high school.

Root Cause 4: 1. Lack of writing training for teachers and leaders 2. Writing has been deprioritized since it is not STAAR tested.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: There is a need for a clear mid year onboarding system that is replicable because currently mid year hires are the most dissatisfied due to poor onboarding.

Root Cause 5: 1. Not giving new teachers several days of onboarding before putting them in front of students 2. Principal not looking at onboarding plans and giving feedback

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: Teachers state that working at IRCP long term is not sustainable due to the amount of hours needed to complete job with high quality.

Root Cause 6: 1. High school teachers only have 1 hour of plan a day. 2. Leaders are not coaching teachers around time management best practices 3. Lack of clarity around the # of hours being worked

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: There is a need to increase positive communication with parents around their students performance

Root Cause 7: 1. Lack of a clear systems 2. Not prioritized by administration

Problem Statement 7 Areas: Perceptions

Problem Statement 8: There is a need to ensure that parents are being informed of all items in their primary language to increase connection.

Root Cause 8: 1. Lack of translation supports 2. Documents are often times on released in English to parents

Problem Statement 8 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations

Student Data: Assessments

- 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
- SAT and/or ACT assessment data
- Student failure and/or retention rates
- 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
- 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

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Student surveys and/or other feedback

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Goals

Goal 1: Increase staff retention

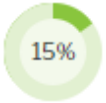
Performance Objective 1: IDEA Rundberg College Prep will hit 85% Staff Retention

High Priority

Evaluation Data Sources: Great Places To Work Survey, Monthly Staff Culture Survey, and Saff Retention Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Increase the amount of time back for teachers **Strategy's Expected Result/Impact:** Increase Teacher Retention **Staff Responsible for Monitoring:** Reilly Blackwelder **TEA Priorities:** Recruit, support, retain teachers and principals				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Have bi-montly pulse points to determine staff satisfaction and # of hours being worked each week **Strategy's Expected Result/Impact:** Increase Teacher Retention **Staff Responsible for Monitoring:** Reilly Blackwelder **TEA Priorities:** Recruit, support, retain teachers and principals				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Ensure weekly staff PD is data driven and relevant for teachers **Strategy's Expected Result/Impact:** Increase Staff Satisfaction **Staff Responsible for Monitoring:** Reilly Blackwelder **TEA Priorities:** Recruit, support, retain teachers and principals				

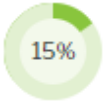
Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4: Host a teacher recruitment strategy meeting with out Level 4 and 5 teachers to gain ideas around how to recruit highly effective teachers like them. **Strategy's Expected Result/Impact:** Increase staff retention **Staff Responsible for Monitoring:** Meggie Summers **TEA Priorities:** Recruit, support, retain teachers and principals	0%	0%		

 No Progress Accomplished Continue/Modify Discontinue

Goal 1: Increase staff retention

Performance Objective 2: Ensure PE teachers hit PE honor roll status by meeting the requirements for moderate to vigorous physical acitivity

Evaluation Data Sources: PE Watch Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: PE Teachers receive weekly coaching around data received through the watches **Strategy's Expected Result/Impact:** Increase # of minutes in MVPA **Staff Responsible for Monitoring:** Tat Picott **Title I:** 2.5				

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: All IDEA students matriculate to college

Performance Objective 1: 100% of IDEA Rundberg College Prep seniors are accepted into a 4 year university

HB3 Goal

Evaluation Data Sources: College Acceptance Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Ensure all seniors apply to at least 6 colleges. **Strategy's Expected Result/Impact:** 100% of students get accepted into at least 1 4 year university **Staff Responsible for Monitoring:** Gesselle Sanchez **TEA Priorities:** Connect high school to career and college	30%	100%	100%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Use College Counselors to ensure each senior is getting intensive and individualized college counseling services. **Strategy's Expected Result/Impact:** 100% of students get accepted into at least 1 4 year university **Staff Responsible for Monitoring:** Gesselle Sanchez **Title I:** 2.6, 4.2 - **TEA Priorities:** Connect high school to career and college **Funding Sources:** College Counselor - Federal Grant	15%	50%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 2: All IDEA students matriculate to college

Performance Objective 2: 100% of IDEA Rundberg College Prep seniors matriculate to college in 2023.

High Priority

HB3 Goal

Evaluation Data Sources: IDEA Matriculation Data and Cearinghouse Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Have individual parent meetings with families to help determine best match and fit for students and ensure commitment to mission. **Strategy's Expected Result/Impact:** 100% matriculation **Staff Responsible for Monitoring:** Gesselle Sanchez **Title I:** 4.2 - **TEA Priorities:** Connect high school to career and college	30%	80%		

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: All IDEA students matriculate to college

Performance Objective 3: 50% of IDEA Rundberg College Prep seniors are accepted into a Tier 1 or Tier 2 University.

HB3 Goal

Evaluation Data Sources: College Acceptance Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Ensure all Tier 1 and Tier 2 students attent at least 3 Tier 1 or Tier 2 college visits to expose them to their options **Strategy's Expected Result/Impact:** 50% Tier 1 or Tier 2 acceptane **Staff Responsible for Monitoring:** Gesselle Sanchez **TEA Priorities:** Connect high school to career and college				

 No Progress Accomplished Continue/Modify Discontinue

Goal 3: IDEA achieves an A rating

Performance Objective 1: IDEA Rundberg College has 100% of students meet one of the CCMR indicators

High Priority

HB3 Goal

Evaluation Data Sources: AP Scores, TSI Tests, AP Test

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: 100% of seniors earn a 3 on at least 1 AP test **Strategy's Expected Result/Impact:** A Rated Campus + Increase CCMR **Staff Responsible for Monitoring:** Amanda Chatman **Title I:** 2.4, 2.5 - **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college		55%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Through the use of a college counselor ensure 100% Seniors are TSI exempt **Strategy's Expected Result/Impact:** A -rated campus + Increase CCMR **Staff Responsible for Monitoring:** Gesselle Sanchez **Title I:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools **Funding Sources:** Gesselle Sanchez - Federal Grant		25%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 3: IDEA achieves an A rating

Performance Objective 2: IDEA Rundberg College Prep earns an achievement average of a 55

Evaluation Data Sources: STAAR scores

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: All core content classes have writing of at least a paragraphs length weekly **Strategy's Expected Result/Impact:** A rating **Staff Responsible for Monitoring:** APIs - Reilly Blackwelder, Tat Picott, Amanda Chatman, and Olivia MEeks **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools	10%	30%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Use reading interventionists to improve 6th - 10th grade reading performance for students who are more than 2 years behind in reading or failed the reading STAAR the prior year. **Strategy's Expected Result/Impact:** Increase % of students scoring approaches on STAAR **Staff Responsible for Monitoring:** Olivia Meeks, Jessica Gutierrez, Jonathan Camarillo, Natasha Bedrosian **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **Funding Sources:** 3 Reading Interventionists (Jessica, Jonathan, and Natasha) - Federal Grant	15%	50%		

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Use math interventionist to improve 6th 9th grade math performance for students who are more than 2 years behind in math or failed the math STAAR the prior year. **Strategy's Expected Result/Impact:** Increase % of students scoring approaches on STAAR **Staff Responsible for Monitoring:** Reilly Blackwelder, Quincy Gibson, and Kaitlyn Anderson **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **Funding Sources:** Math Interventionist - Federal Grant, Hotspot Teacher - Federal Grant	25%	50%		

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4: Use iLearning Hotspot to close foundational math gaps in students **Strategy's Expected Result/Impact:** Increase math achievement average **Staff Responsible for Monitoring:** Reilly Blackwelder **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **Funding Sources:** iLearning Hotspot Teacher - Federal Grant	30%	50%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 3: IDEA achieves an A rating

Performance Objective 3: 75% of IDEA Rundberg College Prep EL students and SPED students earn approaches on reading and math STAARs

High Priority

Evaluation Data Sources: STAAR Scores, Assessment Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Use reading interventionists to improve 6th - 10th grade reading performance for students who are more than 2 years behind in reading or failed the reading STAAR the prior year. **Strategy's Expected Result/Impact:** Increase % of approaches **Staff Responsible for Monitoring:** Olivia Meeks **Title I:** 2.4, 2.5, 2.6 **Funding Sources:** Reading Interventionists - Federal Grant	10%	50%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Use math interventionist to improve 6th 9th grade math performance for students who are more than 2 years behind in math or failed the math STAAR the prior year. **Strategy's Expected Result/Impact:** Increase % approaches **Staff Responsible for Monitoring:** Reilly Blackwelder **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **Funding Sources:** Math Interventionist - Federal Grant	25%	50%		

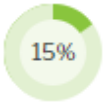
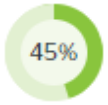
0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 3: IDEA achieves an A rating

Performance Objective 4: IDEA Rundberg College Prep Earns an A- Rating from TEA

High Priority

Evaluation Data Sources: State Ratings, STAAR Tests, District Assessments

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Use Locus dashboard to track domains 1-3 and respond to data **Strategy's Expected Result/Impact:** Increase state rating in all three domains **Staff Responsible for Monitoring:** Meggie Summers **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools				
No Progress Accomplished Continue/Modify Discontinue				

Goal 4: Increase student daily attendance

Performance Objective 1: IDEA Rundberg College Prep will his 97% average daily attendance

High Priority

Evaluation Data Sources: Daily Attendance, Chronic Absenteeism Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Implement a chronic absenteeism escalation matrix **Strategy's Expected Result/Impact:** Increase Attendance **Staff Responsible for Monitoring:** APO - unfilled position currently **Title I:** 2.4, 2.5, 2.6, 4.2 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Daily attendance calls from all homeroom teachers to families of students who are absent in homeroom. **Strategy's Expected Result/Impact:** Increase Attendance **Staff Responsible for Monitoring:** APO - unfilled position **Title I:** 2.4, 2.5, 2.6, 4.2 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools				

 No Progress Accomplished Continue/Modify Discontinue

Goal 5: Increase student persistence

Performance Objective 1: IDEA Rundberg College Prep will hit 90% Student Persistence

High Priority

Evaluation Data Sources: Persistence Data, Student and Family Surveys

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Weekly grade team meetings to discuss persistence concerns and being proactive about persistence concerns **Strategy's Expected Result/Impact:** Increase Persistence **Staff Responsible for Monitoring:** Lerla Davis **Title I:** 2.6, 4.2 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools	15%	30%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Quarterly town hall meetings with parents to address concerns and celebrate successes **Strategy's Expected Result/Impact:** Increase persistence **Staff Responsible for Monitoring:** Lerla Davis **Title I:** 4.1, 4.2	30%	35%		

 No Progress Accomplished Continue/Modify Discontinue

Goal 5: Increase student persistence

Performance Objective 2: IDEA Rundberg College Prep will hit 90% New to IDEA Persistence

Evaluation Data Sources: NTI Persistence Data, NTI student and family pulse points

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: 100% of NTI students and parents have at least 1 individual touch point by the end of Quarter 1 **Strategy's Expected Result/Impact:** Increase NTI Persistence **Staff Responsible for Monitoring:** Lerla Davis **Title I:** 4.2 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools	15%	100%	100%	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 5: Increase student persistence

Performance Objective 3: IDEA Rundberg College Prep will administer 100% of required saferty drills on time to ensure students and families feel safe

Evaluation Data Sources: Safety Drill Dates and Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Calendar out all safety drills during BOY planning **Strategy's Expected Result/Impact:** Timliness of safety drills **Staff Responsible for Monitoring:** APO - unfilled position **TEA Priorities:** Recruit, support, retain teachers and principals	15%	100%	100%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Train all staff on safety drills during BOY PD and Subs on saety drills during daily onboarding **Strategy's Expected Result/Impact:** Proficient execution of safety drills **Staff Responsible for Monitoring:** APO - Unfilled position **TEA Priorities:** Recruit, support, retain teachers and principals	30%	100%	100%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

Title I Personnel

Name	Position	Program	FTE
Gesselle Sanchez	College Counselor	Title 1	1
Jessica Gutierrez	Reading Interventionist	Title I	1
Jonathan Camarillo	Reading Interventionist	Title I	1
Kaitlyn Anderson	Math Interventionist	Title 1	1
Natasha Bedrosian	Reading Interventionist	Title I	1
Quincy Gibson	iLearning Hotspot Facilitator	Title I	1

Campus Funding Summary

Federal Grant					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	1	2	College Counselor		$0.00
3	1	2	Gesselle Sanchez		$0.00
3	2	2	3 Reading Interventionists (Jessica, Jonathan, and Natasha)		$0.00
3	2	3	Math Interventionist		$0.00
3	2	3	Hotspot Teacher		$0.00
3	2	4	iLearning Hotspot Teacher		$0.00
3	3	1	Reading Interventionists		$0.00
3	3	2	Math Interventionist		$0.00
				Sub-Total	$0.00

Addendums

Master CNA & SAIP Reporting Checklist

		PTG		0%	PTG		0%
DEPT	**Data Source**	**Data Tabs**	**Guidance**	**Status**	**Principal Notes or Questions**	**VP Verification**	**Notes & Next Steps**
College Prep	KEYS Tab (Tab 3)	Student Achievement Improvement Plan 2021-2022 School Year	This SAIP plan will require logging concrete initiatives put in place for student improvement, as well as their associated timelines, resources, and responsible staff. Each initiative will be tracked mid-year and at the end of the year. Mid-year assessments should be completed by each campus between December 1, 2022 and no later than January 31, 2023.	Pending		Action Required	
	Locus Dashboards: CIS STARR, AP Campus IB Reports EOY Assessments	Comprehensive Needs Assessment 2022 English Language Arts	These Pages should include the percentage of students who achieved each listed score for the 2021-2022 School Year. For each subject, list a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Pending		Action Required	
		Comprehensive Needs Assessment 2022 Math		Pending		Action Required	
		Comprehensive Needs Assessment 2022 Science		Pending		Action Required	
		Comprehensive Needs Assessment 2022 Humanities		Pending		Action Required	
	State TELPAS Report	Comprehensive Needs Assessment 2022 TELPAS	This data set will outline the percentage of students that earned proficiency in the areas of Listening, Speaking, Reading, and Writing, as indicated in the State TELPAS report. Llist a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Pending		Action Required	
	Locus Dashboards: ACT, AP, TSI Campus IB Reports Campus Matriculation Reports	100% College Matriculation 2021-2022 School Year	This page will only be applicable to campuses that had graduating classes in the Spring of 2022. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Pending		Action Required	
	Locus Dashboard: Staff Rentention	Staff Quality, Retention, & Recruitment 2021-2022 School Year	Under the %SPED Data Point, this should relfect the percentage of SPED certified teachers, compared to the overall SPED staff. Under number of teacher applicants, note how many teachers were interviewed by campus leaders for positions during the 2021-2022 School Year. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Pending		Action Required	
	Locus Dashboards: Student Persistence, Enrollment, ADA	School Culture & Climate 2021-2022 School Year	For the Withdrawals/Level 3 Offenses data point, list the number of withdrawals or offenses. All other data points should reflect percentages. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Pending		Action Required	
	Campus Academic Counselor Tracking Systems	2022 Family & Community Involvement	In addition to listing data percentages, list a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Pending		Action Required	

Campus Name

2021-22 Student Achievement Improvement Plan - College Prep

COLLEGE PREP

									Title I Qualifying Programs			Initiatives Status			
									Internal Use Only			Mid Year		End of Year	
									Supplemental Program (Y/N)	New Program (Y/N)	Budget Allocation	Outcome	Increase/Decreased by X%	Outcome	Increase/Decreased by X%
APO	Initiatives	Needs Assess.	Special Pops.	Person(s) Responsible	Timeline Start/End	Resources: Human/ Material/Fiscal	Documentation	Formative Evaluation	Budget Allocations only need to be entered for programs that are BOTH Supplemental & New			Use these columns to assess your strategy progress at the middle and end of the year			
1B	Summer Early Action and Early Decison Boot Camp	O	ALL	DCC - Howard	July / Aug 2022	DCC / CC	Daily attendance tracker for boot camp Tracker for all QAC items	% of students who are accepted into Tier I / Tier II colleges							
1B	Tier I / Tier II Parent Engagement Events to invest in the why and interact with current alumni parents of Tier I and Tier II students	O	ALL	DCC - Howard	August - December 2022	DCC / CC	Attendance tracker for parent events Tracker of # of students applying to Tier I and Tier II colleges	% of students who apply to Tier I and Tier II % of students who are accepted into a Tier I and Tier II % of students who matriculare to a Tier I and Tier II							
1D	AP Results Stepback + AP Grade Norming after all AP Assessments	AP	ALL	API - Chatman	August 2022 - May 2023	APIs, College Board Website, AP Norming Tools	Student Work Analysis Document Submission	Unit Exams AP Exams % AP Scholars							
1D	AP Study Sessions	AP	ALL	API - Chatman	August 2022 - May 2023	Teachers, AP Test Prep Books, Extra Duty Pay	Attedance tracker for AP Study Sessions "Exit Tickets" for AP Study Sessions	Unit Exams AP Exams % AP Scholars							
1D	AP Parent Night to invest in the why in AP and give them tools to support students in AP	AP	ALL	API - Chatman	August 2022 - May 2023	Teachers, AP Test Prep Books, Extra Duty Pay	Attedance tracker for AP Parent Event	Unit Exams AP Exams % AP Scholars							
1D	AP Priority Student Roll Out - Q1	AP	ALL	API - Chatman	August 2022 - October 2022	Teachers, Trackers	Weekly Prioirity Student Data Drop	Unit Exams AP Exams % AP Scholars							
2B	Lead Team Training on GPTW	O	ALL	Principal - Summers	August 2022 - October 2022	Human Resources	Attendance tracker for training Mini GPTW Surveys prior to actual survey	GPTW Survey							
2C, 3B	Persistence Huddles to meet goal of 90% Student Persistence	O	All	SC - Davis	August 2022 - May 2023	Human Resources	Persistence Huddle Tracker	% Persistence for 23-24 school year							

Annual Performance Objectives (APO)

PRIORITY #1: Students Graduate College-Ready

1A. % of graduates who matriculate to a College or University: 100%

1B. % of graduates matriculate to a Tier I/II College or University: 15% | 25%

1C. % of Seniors accepted to a College or University: 100%

1D. % of Seniors named AP scholars | Earn IB diploma: 30% | 25%

1E. Earned State Rating: A

1F. % Basic | % Mastery | % Advanced on LEAP: 82% | 44% | 11%

1G. % Approaches | % Meets | % Masters on STAAR/EOC: 90% | 60% | 30%

1H. % Level 3 | % Level 4 | % Level 5 on FSA/FSAA: 70% | 40% | 20%

1I. % of Pre-K-2nd Students End The Year On/Above Grade Level in Reading - Year 1 Campuses | Year 2 Campuses: 80% | 90%

1J. % of students in CSI achieve 2 years growth in Reading | Math (measured by Ren STAR) 50% | 60%

1K. Average ACT score: 21

1L. % of students graduating college in 4 | 6 years: 25% | 55%

Needs Assessment

S-STAAR

D-DIBELS

E-EOC

A-ACT

RR-Reading Renaissance

ST-STAR for Math

DR-Discipline Report

AP-AP Tests

O-Other

Special Populations

All

AR-At Risk

ELL-English Language Learners

ED-Economically Disadvantaged

M-Migrant

SE-Special Education

Campus Name

Comprehensive Needs Assessment
COLLEGE PREP

Data Source: CSI

% Meeting CSI Goal	Reading CP CSI
% CSI (EOY Ren.)	80.50%
% of CSI Passing STAAR	66%
% of SPED Passing STAAR	75%

Data Source: STAAR

	STAAR Reading 6th	STAAR Reading 7th	STAAR Reading 8th	STAAR Writing 7th	English I EOC	English II EOC
% Approaches	82	95	91	n/a	81%	89%
% Meets	51	68	68	n/a	70%	70%
% Masters	19	49	46	n/a	13%	16%
Student Achievement Average	50	70	68	n/a	55%	58%

Data Source: AP/IB/Electives

AP Scores	Pass AP Lit	Pass AP Lang	IB Scores	IB Group 1	% Royal Readers	% Word Master
% Score 1	27	46	% Score 1-3	N/A		
% Score 2	35	35	% Score 4-5	N/A		
% Score 3+	38	19	% Score 6-7	N/A	14.29%	69%
					RR Goal Met/Not Met	WM Goal Met/Not Met
					Met	Met

Reflections

Areas of Strength	Areas of Need
1) Teachers are using data to inform instruction and drive results. Data is informing who needs to be supported more, when and how re-teaches need to happen, and more interventions occurring.	1) Leaders want to see more independance and love of reading instilled. This could oocur by continuing the AR program into high school and giving a budget to teachers to build up their classroom library.

2) There is strong onboarding and hiring for the ELA department. The strong onboarding is especially noted for beginning of year hires, and teachers have what is needed for a strong start.	2) There is a need for project-based learning. Students should be required to create and present their work and analysis.
3) The choice of novels and literature within the department is strong. Teachers have autonomy over what they teach and much of it is very engaging and culturally relevant to the students.	3) Across the department, there should be an intiative to norm as much as possible. This includes norming on multiple-choice question strategies, writing skills, and the development of vocabulary.

Campus Name

Comprehensive Needs Assessment - College Prep COLLEGE PREP					
Data Source: STAAR					
	STAAR Math 6th	**STAAR Math 7th**	**STAAR Alg I**		
% Approaches	82	88	98%		
% Meets	40	59	78%		
% Masters	11	30	66%		
% Student Achievement Average	44	59	81		
Data Source: AP/IB					
AP Scores	**Pass AP Calculus AB**	**Pass AP Calculus CD**	**Pass AP Prob. & Stats.**	**IB Scores**	**IB Group 5**
% Score 1	65	n/a	97%	**% Score 1-3**	n/a
% Score 2	29	n/a	3%	**% Score 4-5**	n/a
% Score 3+	6%	n/a	0%	**% Score 6-7**	n/a

Reflections	
Areas of Strength	**Areas of Need**
1. Our Algebra I teacher has been teaching his content for 4 years now and has prioritized integrating calculator skills to make up for gaps students have computationally while also holding incredibly high expectations for his students.	1. AP Stat and Calc had a brand new teacher teaching two new contents but we also knew the teacher wasn't going to return next year. Due to it being our first senior class with too many competing priorities from leaders, these subjects weren't coached or managed well at all. Students really struggled to grasp concepts especially when most of the students were virtual last year with a brand new pre-calc teacher. Coaching will be more consistent next year with a teacher that has more content knowledge of teaching both subjects.
2. There are 6 out of the 7 math teachers that will be returning to their same roles so coaching has been more about math specific content instead of classroom management and culture. When teachers and interventions are consistent, students are able to show higher mastery.	2. Teachers are struggling to close gaps of students that have passed through even though they don't have a grasp on basic algebra skills. This is due to COVID, but also the low passing rate of Algebra I as well as not being able to always use a calculator in classes beyond Algebra. Would like to have a high school remediation class, but unsure of staffing that position.

3. This year, we pushed for students to write and talk in complete sentences in math this year. We still have a lot of room to grow, but setting that base this year we are working towards ensuring that student will be more ready for AP math writing senior year.	3. Training for math teachers specifically are only on course collab days currently, which I am unsure of the quality of those trainings. I know that I am capable of running a highly productive math department meeting, but never did one this year. For next year I would like to take more ownership on Course Collab days for my team to give PDs on what our campus specifically can be working on.

Campus Name

Comprehensive Needs Assessment
COLLEGE PREP

Data Source: Internal Assessments

	6th Grade EOY Assessment	7th Grade EOY Assessment
% Passing	**26**	**31**

Data Source: STAAR

	STAAR 8th Science	STAAR Biology
% Approaches	85	99
% Meets	57	83
% Masters	34	26
% Student Achievement Average	58	69

Data Source: AP/IB

AP Scores	Pass AP Biology	Pass AP Chemistry	Pass AP Physics (1, 2, & C)	Pass AP Env. Science	IB Scores	IB Group 4
% Score 1	32%	N/A	N/A	50%	**% Score 1-3**	N/A
% Score 2	45%	N/A	N/A	24%	**% Score 4-5**	N/A
% Score 3+	23%	N/A	N/A	26%	**% Score 6-7**	N/A

Reflections	
Areas of Strength	**Areas of Need**
1) Science curriculum is being aligned with the TEKs they being taught in Math – this allows students to access the curriculum. This has only happened in 6th and 7th grade so far but there is a long term roll out.	1) Stronger collaboration with the math department. Students are not able to transfer their math skills into their science class (rearrange equations, plug in formulas, graphing)
2) Project based learning is occurring in 6th (biology based) and 10th grade (Chemistry). This allows for conceptual understanding and knowledge	2) Larger budget for project-based learning. Only can do a teacher model due to space and/or budgetary constraints.
3) Vertical alignment is occurring in middle school and content is transferable from grade to grade in middle school.	3) Department Collaboration – there are no department meetings so vertical alignment is harder and we are reinventing the wheel.

Campus Name

Comprehensive Needs Assessment
COLLEGE PREP

Data Source: Internal Assessments

	6th Grade EOY Assessment	7th Grade EOY Assessment
% Passing	96	31

Data Source: STAAR

	STAAR 8th US History	EOC US History
% Approaches	66	98
% Meets	39	85
% Masters	20	64
% Student Achievement Average	42	82

Data Source: AP/IB

AP Scores	Pass AP Human Geography	Pass AP World History	Pass AP US History	Pass AP Goverment	Pass AP Economics	IB Scores	IB Group 3
% Score 1	85%	61%	77%	82%	95%	% Score 1-3	N/A
% Score 2	9%	29%	13%	9%	5%	% Score 4-5	N/A
% Score 3+	6%	10%	9%	9%	0%	% Score 6-7	N/A

Reflections

Areas of Strength	Areas of Need
1) Resources can be shared across the department	1) District assessments are not properly aligned
2) 6th grade history curriculum is strong	2) Test goals for history are needed. Using the goals from ELA is not beneficial for students.
3) AP history classes instill the need for higher education beyond high school	3) Students need to have more than one semester of history. Geography should be taken more than once in middle school. When they get to high school and have to take AP Human Geography students are behind the curve.

Campus Name

Comprehensive Needs Assessment
COLLEGE PREP

TELPAS Composite Rating (Listening, Speaking, Reading, Writing)

	Listening	Speaking	Reading	Writing	% of ELL Students who grew one or more levels
% Beginning	2%	11%	3%	2%	53%
% Intermediate	9%	39%	17%	27%	
% Advanced	36%	46%	33%	38%	
% Advanced High	53%	4%	47%	34%	

Reflection	
Areas of Strength	**Areas of Need**
1. TELPAS writing collection window was rolled out effectively. Writing samples were well organized	1. Teachers needed more time to rate samples
2. Testing plan was communicated effectively and in a timely manner	2. Students that failed to produce samples needed follow up from teachers in a timely manner
3. Our TELPAS point person was knowledgable and ready to help at all times. Additional resources (Sylvan) made an impact on student growth	3. Teacher buy in and urgency regarding rating process. It is looked as one more thing to do, rather than a necessary part of our role as educators.

Campus Name

Comprehensive Needs Assessment

COLLEGE PREP

100% College Matriculation

Matriculation %	Matricuation % 4 year	Matriculation % 2 year	Tier 1/2 % Acceptances	Tier 1/2 % Matriculation	
TBD	TBD	TBD	60%	TBD	
Tier 1 % Matriculation	**Tier 2 % Matriculation**	**Tier 3 % Matriculation**	**Tier 4 % Matriculation**	**Senior Class CCMR %**	**Senior Class TSI Completion %**
TBD	TBD	TBD	TBD	98%	TBD

Campus Data

Senior Class ACT Average	Junior Class ACT Average	Overall AP Scholars (3+ or more tests)	IB Medallion Scholars (Passing 3+ exams)	Overall % IB Diploma	Campus End of Year OTG
18%	18%	TBD	N/A	N/A	94% - pre credit recovery

Reflections

Areas of Strength	Areas of Need
1 College counseling work done with integrity. Evidence that lots of work was done to ensure students attended their best fit.	1 Road to and Through College class needs to be exposed to students at the midddle school level.
2 The results of the Class of 2022 created a college going spark on campus. Their results are driving results in other classes.	2 Students need more opportunities for character development and exposure to diverse career fields
3 School-wide rallying around College Signing Day. It was the first event that had school-wide alignment.	3 Each grade level needs some version of a transition program to renew their commitment to the mission each year.

Campus Name

Comprehensive Needs Assessment COLLEGE PREP	
Staff Quality, Recruitment, Retention	
	Percentage
% School Lead Team Retention	85%
% Instructional Support Retention	100%
% Teacher Retention	76%
% Campus Support Retention	79%
% SPED Certified Teachers	100%
% State/National Certified Teachers	50%
% State Certified Leaders	50%
% State/Board certified Counselors	25%
Number of teacher applicants per 2020-21 school year	55%

Reflections	
Areas of Strength	**Areas of Need**
1 Teachers commend school leadership for being present in the halls rather than secluded in their offices. They know that leadership is willing and able to help at all times.	1 While onboarding is strong at the start of the year, mid-year hires struggle without hardly any training.
2 Teachers acknowledge we have a strong onboarding system for new hires which includes providing lesson plan for the beginning of the year and strong training at the start of the year.	2 Many teachers state that the work-life balance at IRCP is difficult due to the pressure we put on teachers and the length of the work day.
3 The deadlines that leadership set for lesson plan submission is more manageable than having to do all at once. Teachers appreciate turning in 2 on Thursday and the following 3 on Monday	3There is a strong push to hire dedicated individuals with a growth mindset, people who will not lose steam and quit mid year.

Rundberg CP

Comprehensive Needs Assessment College Prep	
Data Source: School Culture and Climate	
	Campus %
% Average Daily Attendance	94.37%
% Overall Persistence	92.26%
% New Student Persistence	87.62%
# of Admin Withdrawals/ Level 3 Offenses	3
% SPED	10.37%
% ELL	19.68
% Eco Dis	90.29%
% Migrant	0.39%
% Race: American-Indian-Alaska-Native	0.13%
% Asian	0.26%
% White-Hispanic	93.96
% Multi	0
% Black-African-American	3.02%
% Native-Hawaiian-Pacific-Islander	0
% White	2.62%
% Male	48.03%
% Female	51.97%

Data Source: School Culture and Climate	
Reflections	
Areas of Strength	**Areas of Need**
1) Lots of student participation when it comes to decorating for celebrations	1) Fostering a sense of student accountability when it comes to grades and assignments -HS mostly
2) College signing day really helped with student buy in for building their college-going identity	2) College buy in needs to start sooner. We need an RTTC in middle school to ensure that our students understand how important it is to the mission of the school. Make that clear to students and parents who are signing their parents up

3) Students are creating meaningful and authentic relationships with	3)Students need basic computer skills

Campus Name

Comprehensive Needs Assessment COLLEGE PREP	
Data Source: Family and Community Involvement	
	Percentage
% Families Attended WTI	100%
% Families Attended Curriculum Night (Meet the Teacher)	73%
% Families Who Attended EOY Ceremonies	95%
% Families who attended Fall Festival	30%
% Families who attended Winter Festival (Thanksgiving Dinner)	40%
% Families who attended Spring Festival	92%

Reflections	
Areas of Strength	**Areas of Need**
1) Held several family nights throughout the year.	1) Parental expectation resets throughout the year, especially at the beginning of the year. It is important to set expectations of accoutability for parents not just at WTI and the transition meetings, but with every grade level student and family. During meet the teacher and other events at the beginning of the year, re-iterating the expectations of students and parents. Also, throughout the year refreshing the accountability piece (homework, testing, attendance,behavior, etc) for parents and students to keep them on the track to success.
2) Family engagement during sporting events	2) Having more documentation in Spanish will be more helpful. Communicating everything in writing to parents in Spanish (parent meeting documents, events, announcements, etc.). Many of our parents do not speak English so having 100% of communication to them in Spanish will help them feel more connected.
3) Using Cardstock is a plus because it is consistent.	3) Starting positive contacts earlier in the year, instead of starting with negative contacts
4) Parent meetings are strong and engaging	4) Having English speaking community partnerships to teach parents English.

IDEA Public Schools

San Benito Academy

2022-2023 Campus Improvement Plan

Accountability Rating: A

Distinction Designations:
Academic Achievement in English Language Arts/Reading
Academic Achievement in Mathematics
Academic Achievement in Science
Top 25 Percent: Comparative Closing the Gaps
Postsecondary Readiness

Board Approval Date: October 21, 2022
Public Presentation Date: October 14, 2022

Mission Statement

IDEA Public Schools prepare students from underserved communities for success in college and citizenship.

Vision

To ensure students reach their potential, IDEA Public Schools will become the region's largest creator of college graduates.

Core Values

Our drive to translate our mission and vision into reality are based upon the following core values:

- We achieve **Academic Excellence**
- We deliver **Results**
- We ensure **Equity**
- We build **Team & Family**
- We act with **Integrity**
- We bring **Joy**
- We **Sweat the Small Stuff**

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Comprehensive Needs Assessment

Revised/Approved: September 13, 2022

Demographics

Demographics Summary

We are a PK-5th campus with 83.18% economically disadvantaged students. We had a 91.77% average daily attendance in 21-22. We had a 91.43% teacher retention rate on our campus.

See PDF in Addendum for more information.

Demographics Strengths

See PDF in Addendum for more information.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): There is a need to increase student persistence, specifically with our new to IDEA students in Pre-K because we have not met persistence in the last two years. **Root Cause:** There wasn't a strong plan with onboarding our new scholars, especially our students that registered late and missed WTI. There has also been a lack of communication with parents around clear expectations around school culture for our new and returning scholars.

Problem Statement 2 (Prioritized): There is a need to increase student achievement on STAAR for our Non-Continuously enrolled scholars from 40% to 50%. **Root Cause:** We need to increase the awareness of teachers to be able to identify who our new to IDEA scholars are and provide them the support they need through the year. We need to track these scholars and increase communication with parents to provide academic updates. If students are not performing where they should be, plans need to be created to provide additional support.

Problem Statement 3 (Prioritized): We need to increase our student achievement for our special education scholars on STAAR from 30% to 50%. **Root Cause:** Inconsistent support and tracking of our special education scholars by all teachers. Responsibility needs to be shared between the general ed teacher and the special ed teacher to provide the best support for these scholars. Lack of communication with parents to help support at home as well.

Student Learning

Student Learning Summary

IDEA San Benito Academy scored a 95 (A) on the STAAR Accountability for 2022. On Domain 1 we scored an 83, Domain 2 we scored a 94, and Domain 3 we scored a 96. We received 5 out 6 distinctions in ELA/Reading, Mathematics, Science, Postsecondary Readiness, and Comparative Closing the Gaps.

Student Learning Strengths

See PDF in Addendum for more information.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): In Math, Reading, and science, there is a lack of vertical alignment across grade levels. **Root Cause:** Strategies and learning tools are not being shared among the grade levels or veteran teachers with new teachers. Students are learning different strategies each year instead of norming the way certain skills will be taught so that students already know it each year and just build on it rather than learning it all over again.

Problem Statement 2 (Prioritized): A need to incorporate more writing in PK-2 and 3-5 to increase rigor in the classrooms across all contents. **Root Cause:** Students are answering multiple choice questions and short answer responses in the classrooms but not being given the opportunity to write well thought out and complex answers to open-ended questions.

Problem Statement 3: The number of bilingual students being exited out of the bilingual program each year has not increased significantly each year. **Root Cause:** Students are growing slightly but not doing well enough to be exited. Bilingual students are not being given enough "at bats" or opportunities to practice in an academic setting with their speaking and writing skills in their reading, math, and science classrooms.

School Processes & Programs

School Processes & Programs Summary

Our teachers get weekly feedback through observations and coaching conversations to ensure our students are getting high quality instruction. Leaders provide weekly lesson plan feedback before teachers teach to make sure the lessons are aligned to the rigor needed to acheive academic success. The entire lead team conducts weekly instructional rounds to norm on best practices and provide feedback across all grade levels to identify the teachers that need more support in the classroom.

See PDF in Addendum for more information.

School Processes & Programs Strengths

Curriculum & Instruction:

- At least one-third of IDEA students graduate with the "AP Scholar" designation, evidence of earning a qualifying score on at least three AP exams, demonstrating successful completion of college-level coursework prior to graduation.
- IDEA provides students access to accelerated instruction through the 1:1 technology device, including adaptive software for mathematics and literacy and access to hundreds of thousands of books in the district's digital library.
- IDEA curricular resources include high-quality instructional materials that earn the highest ratings on national evaluation measures.
- IDEA curriculum is regularly evaluated using a quality evaluation tool, ensuring alignment to the Texas Essential Knowledge and Skills and AP course standards, as well as the STAAR/EOC and AP exams.
- IDEA implements a variety of training opportunities for teachers and leadership staff with the goal of developing teachers' pedagogical content knowledge and leaders' coaching skills.
- For 15 years in a row, 100% of IDEA students have been accepted into college, demonstrating that IDEA academic programming is adequately preparing students for post-secondary education.
- In 2022, four IDEA schools were ranked in the top 10 Most Challenging Schools in the Nation and 13 were ranked in the top 1% of schools nationwide, by the Jay Mathews Challenge Index High School Rankings.

Special Programs

- IDEA exceeded the expected growth target for EL student performance on TELPAS in 2021 with 48% of ELs meeting that target.
- IDEA provide targeted research based instruction to students who have a 2.0 year gap in Reading and/or Math with the goal of closing that gap by 2.0 years during the school year with our initiative called Critical Student Intervention (CSI). During the 21-22 school year, 2,562 out of 6,632 students meet that goal for Reading and 703 out of 1,268 students met the goal for Math.
- IDEA is in Year 3 of our TEA awarded Autism Grant. Through this grant we were able to increase support for 195 students with autism in Rio Grande Valley and Austin who met the criteria outlined by TEA for this grant.
- IDEA submitted and was awarded a Dyslexia Grant by the TEA so that we will be able to provide increased professional development to teachers and leaders on working with students with dyslexia and increase the support resources for our students with dyslexia.

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.

See PDF in Addendum for more information.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Teachers are not feeling validated due to lack of celebrations in a timely manner. **Root Cause:** We celebrated Teacher of the Month a month late and TCP late compared to other schools due to supply delays. We didn't have a clear backwards plan with dates and activities to celebrate our teachers with clear roles for everyone.

Problem Statement 2 (Prioritized): We need to increase the number of bilingual teachers on our campus for next school year. **Root Cause:** Teachers had not been given the opportunity to take the bilingual test to get certified prior to this school year. As a lead team, we didn't invest our teachers in the importance of getting bilingually certified and the impact it can have on our scholars.

Perceptions

Perceptions Summary

With Covid restrictions the past several years, we haven't been able to fully hold parent events like we would like to. We have had to do drive by events in the past year, which didn't produce a big turnout for these events. The events that did have a big turnout for us were End of Year Awards and graduations. We didn't necessarily have a tracking mechanism to know which parents attended each event.

See PDF in Addendum for more information.

Perceptions Strengths

See PDF in Addendum for more information.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): There is a need to build parent partnerships through parent and community events. **Root Cause:** We didn't have a clear plan with what our parent events were going to be due to continued covid cases and not wanting to risk exposure for events. Lack of investment from all teachers to stay after hours to engage in events with parents. We also had a lack of clear plans and roles with enough time to make the event successful.

Problem Statement 2 (Prioritized): Lack of parent involvement or volunteers to help our teachers on campus. **Root Cause:** We stopped allowing parents on campus due to Covid restrictions. Lack of connections with those parents that are willing to help our teachers with making copies or doing bulletin boards.

Priority Problem Statements

Problem Statement 1: There is a need to increase student persistence, specifically with our new to IDEA students in Pre-K because we have not met persistence in the last two years.

Root Cause 1: There wasn't a strong plan with onboarding our new scholars, especially our students that registered late and missed WTI. There has also been a lack of communication with parents around clear expectations around school culture for our new and returning scholars.

Problem Statement 1 Areas: Demographics

Problem Statement 2: There is a need to increase student achievement on STAAR for our Non-Continuously enrolled scholars from 40% to 50%.

Root Cause 2: We need to increase the awareness of teachers to be able to identify who our new to IDEA scholars are and provide them the support they need through the year. We need to track these scholars and increase communication with parents to provide academic updates. If students are not performing where they should be, plans need to be created to provide additional support.

Problem Statement 2 Areas: Demographics

Problem Statement 3: We need to increase our student achievement for our special education scholars on STAAR from 30% to 50%.

Root Cause 3: Inconsistent support and tracking of our special education scholars by all teachers. Responsibility needs to be shared between the general ed teacher and the special ed teacher to provide the best support for these scholars. Lack of communication with parents to help support at home as well.

Problem Statement 3 Areas: Demographics

Problem Statement 4: In Math, Reading, and science, there is a lack of vertical alignment across grade levels.

Root Cause 4: Strategies and learning tools are not being shared among the grade levels or veteran teachers with new teachers. Students are learning different strategies each year instead of norming the way certain skills will be taught so that students already know it each year and just build on it rather than learning it all over again.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: A need to incorporate more writing in PK-2 and 3-5 to increase rigor in the classrooms across all contents.

Root Cause 5: Students are answering multiple choice questions and short answer responses in the classrooms but not being given the opportunity to write well thought out and complex answers to open-ended questions.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: Teachers are not feeling validated due to lack of celebrations in a timely manner.

Root Cause 6: We celebrated Teacher of the Month a month late and TCP late compared to other schools due to supply delays. We didn't have a clear backwards plan with dates and activities to celebrate our teachers with clear roles for everyone.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: There is a need to build parent partnerships through parent and community events.

Root Cause 7: We didn't have a clear plan with what our parent events were going to be due to continued covid cases and not wanting to risk exposure for events. Lack of investment

from all teachers to stay after hours to engage in events with parents. We also had a lack of clear plans and roles with enough time to make the event successful.

Problem Statement 7 Areas: Perceptions

Problem Statement 8: We need to increase the number of bilingual teachers on our campus for next school year.

Root Cause 8: Teachers had not been given the opportunity to take the bilingual test to get certified prior to this school year. As a lead team, we didn't invest our teachers in the importance of getting bilingually certified and the impact it can have on our scholars.

Problem Statement 8 Areas: School Processes & Programs

Problem Statement 9: Lack of parent involvement or volunteers to help our teachers on campus.

Root Cause 9: We stopped allowing parents on campus due to Covid restrictions. Lack of connections with those parents that are willing to help our teachers with making copies or doing bulletin boards.

Problem Statement 9 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local benchmark or common assessments 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
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data

Student Data: Behavior and Other Indicators

- Attendance data
- Enrollment trends

Employee Data

- Staff surveys and/or other feedback
- State certified and high quality staff data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Parent/Community Data

- Parent surveys and/or other feedback

- Parent engagement rate

Support Systems and Other Data

- Communications data

Goals

Goal 1: Increase staff retention

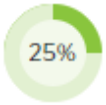
Performance Objective 1: Increase our GPTW statement, "Everyone has an opportunity to get special recognition" from 76 to 82.

High Priority

Evaluation Data Sources: Great Places to Work Survey, weekly Org Health campus surveys

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Celebrate Teacher and CoTeacher of the Month **Strategy's Expected Result/Impact:** Teachers will feel appreciated and celebrated for their hard work. **Staff Responsible for Monitoring:** Dora Amaya **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture	25%	50%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Recruit and hire highly effective teachers through social media and in-person events in the community that are passionate about impacting student learning. **Strategy's Expected Result/Impact:** Hire highly qualified teachers that are committed to our campus. **Staff Responsible for Monitoring:** Christina Villarreal and Arleen Salazar **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture	25%	50%		

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Monthly pulse checks with teachers and coteachers to get feedback on what is going well and what needs improvement in regards to staff culture. **Strategy's Expected Result/Impact:** Teacher's will feel like their opinion counts and we are validating their opinions. **Staff Responsible for Monitoring:** Christina Villarreal, Hope Hollenhead, Diana Naranjo, Erica Hite, Dora Amaya **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture				

 No Progress Accomplished Continue/Modify Discontinue

Goal 1: Increase staff retention

Performance Objective 2: Teachers will increase one level on TCP with consistent support and feedback from managers.

High Priority

Evaluation Data Sources: Teachers will be get the feedback and training they need to improve academic performance and master teaching in the classroom.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Create a plan of action for each of our teachers based on experience and data to determine the Professional Development sequence. **Strategy's Expected Result/Impact:** Teachers will feel like their time is valued and they are being prioritized for their development. **Staff Responsible for Monitoring:** Christina Villarreal, Hope Hollenhead, Erica Hite, Diana Naranjo **Title I:** 2.4 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning	10%	35%		

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: IDEA achieves an A Rating

Performance Objective 1: Increase 3rd grade Reading STAAR scores by 10 points and 3rd grade Math STAAR scores by 20 points compared to 21-22 school year.

High Priority

HB3 Goal

Evaluation Data Sources: District Assessments, STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Use Locus dashboard to track district assessments, semester exams, and mock exams to identify gaps and identify solutions. **Strategy's Expected Result/Impact:** Assessment data will improve through the year. **Staff Responsible for Monitoring:** Hope Hollenhead, Christina Villarreal **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction	30%	50%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Hold tutorials afterschool after semester exams for 3rd-5th students who did not meet approaches goal in reading and math. **Strategy's Expected Result/Impact:** Provide additional support in reading and math for students not passing. **Staff Responsible for Monitoring:** Teachers and Hope Hollenhead **Title I:** 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** AR Zone Facilitator - Federal Grant, iLearning Hot Spot Facilitator - Federal Grant	0%	35%		

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Teachers will track student performance on exit tickets through academic monitoring daily to identify students needing additional support for small group remediation. **Strategy's Expected Result/Impact:** Provide small group instruction for students not at mastery on certain skills. **Staff Responsible for Monitoring:** Content teachers and Hope Hollenhead **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction				

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: IDEA achieves an A Rating

Performance Objective 2: Increase STAAR performance of special education students in 3rd-5th by 10 points by end 22-23 in reading and math.

High Priority

HB3 Goal

Evaluation Data Sources: District assessments, semester exams, and mock exam.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Use Locus dashboard to track the assessment data of subpops (ELL, Eco Dis, Special Ed, and Non-Continuously Enrolled Students). **Strategy's Expected Result/Impact:** Identify priority groups prior to STAAR to provide additional support **Staff Responsible for Monitoring:** Content teachers, Hope Hollenhead, Christina Villarreal **Title I:** 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	25%	50%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Provide afterschool tutoring for all of our students that did not pass STAAR test last year to provide accelerated learning. **Strategy's Expected Result/Impact:** Close learning gaps that were formed last year and provide additional learning **Staff Responsible for Monitoring:** Content Teachers and Christina Villarreal **Title I:** 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	30%	40%		

 No Progress Accomplished Continue/Modify Discontinue

Goal 3: All IDEA students matriculate to college

Performance Objective 1: Increase parent communication on academic expectations to increase student achievement.

Evaluation Data Sources: Locus Dashboard, Great Places to Work Survey

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Hold monthly parent conferences sharing academic progress of students in danger of failing. **Strategy's Expected Result/Impact:** Increase awareness of parents to also provide support at home for student. **Staff Responsible for Monitoring:** Content Teachers, Hope Hollenhead, Erica Hite, Diana Naranjo **Title I:** 2.4, 4.2 **- TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college **- ESF Levers:** Lever 5: Effective Instruction	25%	45%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Keep parents informed of weekly progress through academic trackers for each content in every grade level. **Strategy's Expected Result/Impact:** Keep parents aware of student's progress to address any gaps early on. **Staff Responsible for Monitoring:** Hope Hollenhead, Erica Hite, Diana Naranjo, Homeroom Teachers **Title I:** 2.4, 4.2 **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 5: Effective Instruction	30%	50%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

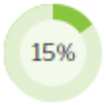
Goal 4: Increase student daily attendance

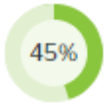
Performance Objective 1: By May 2023, increase average daily student attendance to 96%.

High Priority

Evaluation Data Sources: Locus dashboard, Daily ADA reports from SIS

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Follow the escalation matrix for students with excessive absences to find the root cause of absences. **Strategy's Expected Result/Impact:** Improve ADA daily to meet end of year goal **Staff Responsible for Monitoring:** Jose Lopez, Cindy Martinez, Homeroom Teachers **Title I:** 2.4 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Provide incentives or celebrations to students that have perfect attendance monthly. **Strategy's Expected Result/Impact:** Increase ADA for all students by providing incentives for being at school. **Staff Responsible for Monitoring:** Jose Lopez, Cindy Martinez, Homeroom Teachers **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Consistent communication with parents around attendance expectations for 22-23 school year that will be distributed to parents at beginning of the year. **Strategy's Expected Result/Impact:** Parents understand the importance of student's attending school every day. **Staff Responsible for Monitoring:** Jose Lopez, Dora Amaya **Title I:** 4.1 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

 No Progress Accomplished Continue/Modify Discontinue

Goal 4: Increase student daily attendance

Performance Objective 2: Students will engage in moderate to physical activity 2-3 times a week.

Evaluation Data Sources: Instructional Rounds; Tracker for PE Class

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Provide feedback on lesson plans for PE to ensure physical activity is being planned with students. **Strategy's Expected Result/Impact:** Students will be able to meet the required minutes for physical exercise. **Staff Responsible for Monitoring:** Student Success Advisor **Title I:** 2.5 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture	20%	35%		

 No Progress Accomplished Continue/Modify Discontinue

Goal 5: Increase student persistence

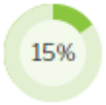
Performance Objective 1: By August 2023, our student persistence will increase by 5% to retain 90% of our students.

High Priority

Evaluation Data Sources: Locus Dashboard, Campus Tracker

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Invest Parents in our mission of college for all by having a strong onboarding plan for our new students. **Strategy's Expected Result/Impact:** Increase our retention of our new students at IDEA **Staff Responsible for Monitoring:** Dora Amaya, Jose Lopez, All Staff **Title I:** 4.2 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction **Funding Sources:** Pre-Kindergarten Teachers - Federal Grant	20%	35%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Use Locus Dashboard to track our scholars withdrawing in order to meet our targeted number of leavers. **Strategy's Expected Result/Impact:** Meet our persistence goal at the end of the year. **Staff Responsible for Monitoring:** Dora Amaya, Jose Lopez **Title I:** 2.4 **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	15%	40%		

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Build strong relationships with students and parents to create a school filled with pride and commitment. **Strategy's Expected Result/Impact:** Increase our persistence by having students feel like they are part of our family. **Staff Responsible for Monitoring:** Dora Amaya, Christina Villarreal, Homeroom Teachers **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction **Funding Sources:** CoTeacher - Federal Grant				

 No Progress Accomplished Continue/Modify Discontinue

Goal 5: Increase student persistence

Performance Objective 2: 100% of lead facilitators deliver Move this World with fidelity 3 days a week for violence prevention and intervention.

High Priority

Evaluation Data Sources: Observations and student surveys

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Track the number of teachers delivering Move this World to provide feedback on delivery. **Strategy's Expected Result/Impact:** Reduce the number of behavior incidents on campus. **Staff Responsible for Monitoring:** Student Success Advisor, APIs **Title I:** 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 3: Positive School Culture	30%	50%		

No Progress | Accomplished | Continue/Modify | Discontinue

Title I Personnel

Name	Position	Program	FTE
	AR ZONE FACILITATOR		1
	CO-TEACHER		1
	ILEARNING HOT SPOT FACILITATOR		1
	PRE-KINDERGARTEN TEACHER		1
	PRE-KINDERGARTEN TEACHER		1
Gabrielle Morales	CoTeacher	Title 1	1
Laura Guerra	Pre-Kindergarten Teacher	Title 1	1
Lorenzo de los Santos	iLearning Hot Spot Facilitator	Title 1	1
Maria Barrientos	Pre-Kindergarten Teacher	Title 1	1
Yvette Garcia	AR Zone Facilitator	Title 1	1

Campus Funding Summary

Federal Grant					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	1	2	AR Zone Facilitator		$0.00
2	1	2	iLearning Hot Spot Facilitator		$0.00
5	1	1	Pre-Kindergarten Teachers		$0.00
5	1	3	CoTeacher		$0.00
				Sub-Total	$0.00

Addendums

Master CNA & SAIP Reporting Checklist

				PTG	0%	PTG	0%
DEPT	**Data Sources**	**Data Tabs**	**Guidance**	**Status**	**Principal Notes or Questions**	**VP Verification**	**Notes & Next Steps**
ACADEMY	KEYS Tab (Tab 3)	Student Achievement Improvement Plan 2021-2022 School Year	This SAIP plan will require logging concrete initiatives put in place for student improvement, as well as their associated timelines, resources, and responsible staff. Each initiative will be tracked mid-year and at the end of the year. Mid-year assessments should be completed by each campus between December 1, 2022 and no later than January 31, 2023.	Pending		Action Required	
	Locus Dashboards: CSI, STARR, AP CampusIB Reports EOY Assessments	Comprehensive Needs Assessment 2022 English Language Arts	These pages should include the percentage of students who achieved each listed score for the 2021-2022 School Year. For each subject, list a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Pending		Action Required	
		Comprehensive Needs Assessment 2022 Math		Pending		Action Required	
		Comprehensive Needs Assessment 2022 Science		Pending		Action Required	
		Comprehensive Needs Assessment 2022 Humanities		Pending		Action Required	
	State TELPAS Report	Comprehensive Needs Assessment 2022 TELPAS	This data set will outline the percentage of students that earned proficiency in the areas of Listening, Speaking, Reading, and Writing, as indicated in the State TELPAS report. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Pending		Action Required	
	Locus Dashboard: Staff Retention	Staff Quality, Rentention, & Recruitment 2021-2022 School Year	Under the %SPED Data Point, this should reflect the percentage of SPED certified teachers, compared to the overall SPED staff. Under number of teacher applicants, note how many teachers were interviewed by campus leaders for positions during the 2021-2022 School Year. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Pending		Action Required	
	Locus Dashboards: Student Persistence, Enrollment, ADA	School Culture & Climate 2021-2022 School Year	For the Withdrawals/Level 3 Offenses data point, list the number of withdrawals or offenses. All other data points should reflect percentages. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Pending		Action Required	
	Campus Academic Counselor Tracking Systems	2022 Family & Community Involvement	In addition to listing data percentages, list a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Pending		Action Required	

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2021-22 Student Achievement Improvement Plan

ACADEMY

									Title I Qualifying Programs			Initiatives Status			
									Internal Use Only			Mid Year		End of Year	
APO	Initiatives	Needs Assess.	Special Pops.	Person(s) Responsible	Timeline Start/End	Resources: Human/ Material/Fiscal	Documentation	Formative Evaluation	Supplemental Program (Y/N)	New Program (Y/N)	Budget Allocation	Outcome	Increase/Decreased by X%	Outcome	Increase/Decreased by X%
									Budget Allocations only need to be entered for programs that are BOTH Supplemental & New			Use these columns to assess your strategy progress at the middle and end of the year			
1G	Implement a literature based approach in 3rd-5th grade and eliminate STAAR passages as main modality of instruction by using novels in classrooms	S	All	Teachers	8.8-5.26	Books for scholars, PD for teachers in the summer and ongoing	Lesson Plans, Teacher Observations	Interim Assessments	Y	N					
1E	Support all 3rd-5th grade scholars in becoming Royal Readers with monthly benchmarks and incentives	RR	All	AR Facilitator, Reading Teachers	8.8-5.26	Student Incentives Communication to Students and Parents	RR Records, Teacher Observations	Interim Assessments	N	N					
1J	Integrate Direct Instruction with 3rd-5th graders reading 2 years or more below grade level during CSI	RR	All	Reading Teachers	8.8-5.26	NIFDI refresher training	Teacher Observations	Interim Assessments	Y	N					
1G	Create a strong science class for all scholars in K-5th with hands of labs	S	All	All teachers and administration	8.8-5.26	Science curriculum provided by district; materials for labs and hands on activities	Teacher Observations	Interim Assessments	Y	N					
2B	Create attendance incentives on a weekly, monthly and quarterly basis to improve ADA	O	All	Administration and grade level leaders	8.8-5.26	Scholar incentives	Attendance records	EOY Attendance	N	N					
2B	Implement monthly and quarterly employee incentives and appreciation to maintain our high performing teachers	O	All	Administration	8.8-5.26	IDEA swag, school supplies, and incentives for teachers	Monthly org health surveys	Org Health Survey	Y	N					
2C	Continue onboarding our Pre-K families and scholars to ensure their investment into our school	RR	All	Pre-K Teachers and administration	8.8-5.26	IDEA Swag, refreshments for parents, communication	Teacher Observations	EOY Little STAR	Y	N					
2C	Create a cohesive, celebratory school around a High Culture of Achievement in all classrooms	O, DP	ALL	Administration and all teachers	8.8-5.26	Staff training during PD, incentives for students and teachers who show growth or meet goals	Culture walk throughs	Culture rubric ratings at EOY	Y	N					
2B	Make home visits for those students who have three or more absences.	O	All	Administration Teachers SIS APO	8.8-5.26	school van, escalation matrix	Attendance Log	Weekly Attendance Report	Y	N					
2B	Make daily phone calls for those students who are absent.	O	All	Administration Teachers SIS APO	8.8-5.26	Attendance log, tracker of frequent absences	Attendance Log	Weekly Attendance Report	Y	N					
2C	Create a Parent Teacher Organization (PTO) to engage parents, receive feedback on an ongoing basis and empower parents to help us create a model school	0	All	Student Success Advisor	8.8-5.26	PTO Training, travel to Ron Clark, materials for meetings (paper, binders)	Persistence log, parent feedback surveys	Parent feedback surveys	Y	Y					
1G	Empower and train grade level leaders as instructioal coaches to ensure teacher success across all grade levels	2A	All	Admininstration and grade level leaders	8.8-5.26	Grade level leader training, supplies for note taking and organization			Y	N					
2B	Follow the escalation matrix for those students who are truant according to Attendance Policy: 3 or more days unexcused absences within a 4 week period 10 unexcused absences for the year.	O	All	Administration Attendance Clerk Teachers APO	8.8-5.26	Escalation Matrix	Attendance Clerk Support Staff	Attendance Reports Weekly Attendance Report	Y	N					
1E	Create a strong vertical alignment acrosss each content in K-5	S	All		8.8-5.26	Scope and sequence for each grade level	Attendance Log	Interim Assessments	Y	Y					
1E	Incorporate writing into all contents through discussion and writing	S, RR	All	Teachers Administration	8.8-5.26	Lesson plans and lesson plan feedback tracker	Weekly Tracker	Interim Assessments	Y	Y					
2B,C	Family engagement activities calendared, planned and communicated throughout school year	O	All	Dora Amaya	8.8-5.26	calendar, planning time, budget for decorations, awards and recpgnitions	Attendance and surveys for sessions	Persistence and attendance numbers	Y	N					
2C	Student Persistence Plan with roles and responsibilties for each team member	O	All	Dora Amaya	7.11-5.26	Clear, schoolwide strategies, purchase student incentives, celebrations and fun activities for students	GRPI and timeline	Persistence numbers, student and parent surveys	Y	N					
1E	Instructional support for students who did not pass STAAR in 3rd-5th through tutoring	S	All	Administration Teachers SIS APO	8.8-5.26	STAAR materials/books for supplemental instruction	Attendance Log	Interim Assessments	Y	Y					
2C	Training for teachers on how to deal with behaviors in the classroom	O	All	Dora Amaya	8.8-5.26	Clear behavior plan on campus with consequences and follow through	Plan out PD sessions	numbers, Number of referrals on campus	Y	Y					
1E	Utilize GLL's and content leaders to assist with culture and instructiional priorities	O	All	API's	Summer 2022	Data and teacher/leader investment. Training for teachers	Monthly training and scheduled rounds	Discipline improves and scores and grades improve	Y	Y					

IDEA San Benito

2021-22 Student Achievement Improvement Plan

ACADEMY

									Title I Qualifying Programs			Initiatives Status			
									Internal Use Only			Mid Year		End of Year	
									Supplemental Program (Y/N)	New Program (Y/N)	Budget Allocation	Outcome	Increase/Decreased by X%	Outcome	Increase/Decreased by X%
1E	EL/EB students will practice speaking and writing skills during content classes, AR, and iLearning	O	ELL	API's	8.8-5.26	Recorders, teacher training and lesson plans incorporating speaking and listening practice, red telephones	Observations and feedback	Mock data and TELPAS scores improve to 42% growth	Y	Y					

Annual Performance Objectives (APO)

PRIORITY #1: Students Graduate College-Ready

1A. % of graduates who matriculate to a College or University: 100%

1B. % of graduates matriculate to a Tier I/II College or University: 15% | 25%

1C. % of Seniors accepted to a College or University: 100%

1D. % of Seniors named AP scholars | Earn IB diploma: 30% | 25%

1E. Earned State Rating: A

1F. % Basic | % Mastery | % Advanced on LEAP: 82% | 44% | 11%

1G. % Approaches | % Meets | % Masters on STAAR/EOC: 90% | 60% | 30%

1H. % Level 3 | % Level 4 | % Level 5 on FSA/FSAA: 70% | 40% | 20%

1I. % of Pre-K-2nd Students End The Year On/Above Grade Level in Reading - Year 1 Campuses | Year 2 Campuses: 80% | 90%

1J. % of students in CSI achieve 2 years growth in Reading | Math (measured by Ren STAR) 50% | 60%

1K. Average ACT score: 21

1L. % of students graduating college in 4 | 6 years: 25% | 55%

PRIORITY #2: Build a Strong & Sustainable Organization

2A. % Teacher Retention | Employee Retention: 85% | 85%

2B. 80% composit score on GPTW: 82%

2B. %Average Daily Attendance: 97.50%

2C. New Student Persistence: 90%

2D. Operating Income: $133M

2E. FIRST Rating: A

PRIORITY #3: Achieve Mission at Scale

3A. % of students with low socio-economic status: 80%

3B. Enrollment in August 2020: 83,894

3C. Schools in operation in August 2020: 149

3D. Total Funds Raised (millions): $93M

Needs Assessment

S-STAAR

D-DIBELS

E-EOC

A-ACT

RR-Reading Renaissance

ST-STAR for Math

DR-Discipline Report

AP-AP Tests

O-Other

Special Populations

All

AR-At Risk

ELL-English Language Learners

ED-Economically Disadvantaged

M-Migrant

SE-Special Education

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Comprehensive Needs Assessment
ACADEMY

Data Sources: Eureka Math & Electives Academy

	DISTAR Pre-K on Grade Level	Eureka Kinder on Grade Level	Eureka First on Grade Level	Eureka Second on Grade Level	% Math Masters Pk-2	Pk-2 MM Goal Met/Not Met
% Students	97%	99%	86%	55%	74%	Met

Data Source: STAAR Academy

	STAAR Math Grade 3	STAAR Math Grade 4	STAAR Math Grade 5	% Math Masters 3-5	3-5 MM Goal Met/Not Met
% Approaches	59	77	85	78%	Met
% Meets	35	47	62		
% Masters	12	32	32		
% Student Achievement Average	35	52	60		

Data Source: CSI Academy

	Math AC CSI
% CSI (EOY Ren.)	68%
% of CSI Passing STAAR	52%
% of SPED Passing STAAR	30%

Reflections

Areas of Strength	Areas of Need
1 Students hitting growth targets consistently in 3rd-5th	1 Implement consistent lesson rehearsal and feedback in 1st-2nd classrooms
2 PK Distar number recognition was mastered	2 Students haven't mastered basic computation of addition, subtraction, and multiplication
3 Kids in invested in becoming math masters and surpassing that goal	3 Vertical alignment needs to be strengthened through content meetings

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Comprehensive Needs Assessment ACADEMY						
Data Sources: DI ELA & Electives						
	DI Pre-K on Grade Level	**DI Kinder on Grade Level**	**DI First on Grade Level**	**DI Second on Grade Level**	**% Royal Readers**	**% Word Masters**
% Students	**96%**	**86%**	**58%**	**68%**	23.43	92.03
					RR Goal Met/Not Met	**WM Goal Met/Not Met**
					Met	Met
Data Source: STAAR						
	STAAR Reading Grade 3	**STAAR Reading Grade 4**	**STAAR Reading Grade 5**			
% Approaches	76	83	85			
% Meets	54	58	64			
% Masters	29	35	43			
SAS	53	59	64			
% Student Achievement Average	53	59	64			
Data Source: CSI						
% Meeting CSI Goal	**Reading AC CSI**					
% CSI (EOY Ren.)	40%					
% of CSI Passing STAAR	44%					
% of SPED Passing STAAR	30%					

Reflections	
Areas of Strength	**Areas of Need**
1 3rd-5th vertical alignment is strong	1 More nonreaders in every grade level than previous years
2 High percent of students who read for fun which is reflective in Word Master data	2 Vertical alignment needs to be strengthened in K-2, and continue in 3-5
3 Reading for enjoyment is evident	3 Comprehension is not strong due to focus on fluency in lower grades

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Comprehensive Needs Assessment ACADEMY						
Data Sources: Science Pk-2						
	Science Pre-K on Grade Level	**Science Kinder on Grade Level**	**Science First on Grade Level**	**Science Second on Grade Level**	**Science Third on Grade Level**	**Science Fourth on Grade Level**
% Students	**n/a**	**100%**	**95%**	**91%**	**89%**	**83%**

Data Source: Science 3-5		
	STAAR Science Grade 5	
% Approaches	85	
% Meets	60	
% Masters	34	
% Student Achievement Average	60	

Reflections	
Areas of Strength	**Areas of Need**
1 Science alignment in 3rd-5th is strong	1 Collaboration/alignment in lower grades will be done through content meetings
2 Teachers made learning fun for scholars	2 Incorporate more of a writing component in PK-2
3 Teachers implemented successful labs in classrooms	3 Prior knowledge of vocabulary is lacking in all grade levels

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Comprehensive Needs Assessment ACADEMY							
Data Sources: Humanities Pk-2							
	Humanities Pre-K on Grade Level	**Humanities Kinder on Grade Level**	**Humanities First on Grade Level**	**Humanities Second on Grade Level**	**Humanities Third on Grade Level**	**Humanities Fourth on Grade Level**	**Humanities Fifth on Grade Level**
% Students	n/a	100%	100%	100%	64%	54%	51%

Reflections	
Areas of Strength	**Areas of Need**
1 Hands on projects in PK-2 made learning fun for scholars	1 3rd-5th lessons more aligned to college prep lecture and less hands on
2 Kids were interested in the topics being taught	2 Exposing students to vocabulary needed to understand the lesson
3 Teachers were invested in the lessons and curriculum	3 Figuring out how to get the content in 3rd-5th on grade level (very high level for our scholars)

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Comprehensive Needs Assessment

ACADEMY

TELPAS Composite Rating (Listening, Speaking, Reading, Writing)

	Listening	Speaking	Reading	Writing	% of ELL Students who grew one or more levels
% Beginning	21%	33%	32%	35%	0%
% Intermediate	25%	44%	29%	28%	17%
% Advanced	29%	20%	20%	17%	13%
% Advanced High	25%	3%	19%	20%	11%

Reflections	
Areas of Strength	**Areas of Need**
1 Met our targets for each grade level	1 Scholars need more at bats in class with speaking and discussions among their peers
2 Practice sessions before testing were helpful to students	2 Incorporate more writing opportunities to write more in class
3 Teachers were all hands on deck with TELPAS and our goal and their role in the process	3 We aren't getting as many kids out of the bilingual program, but they are growing

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Comprehensive Needs Assessment	
ACADEMY	
Staff Quality, Recruitment, Retention	
	Percentage
% School Lead Team Retention	100%
% Instructional Support Retention	89.66%
% Teacher Retention	91.43%
% Campus Support Retention	82.35%
% SPED Teachers	12%
% State/National Certified Teachers	38%
% State Certified Leaders	0%
% State/Board certified Counselors	0%
Number of teacher applicants per 2020-21 school year	10

Reflection	
Areas of Strength	**Areas of Need**
1 Monthly teacher appreciation gifts for teachers	1 Celebrating teachers in a timely manner and not late
2 100% lead team retention impacts teacher retention with strong relationships and coaching	2 Need for more social interactions with staff outside of work/team building
3 STAAR motivation by utilizing brain breaks and Teachers of the Day for 3rd-5th	3 Need for more bilingual teachers/ESL for next year

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Comprehensive Needs Assessment ACADEMY	
Data Source: School Culture and Climate	
	Campus %
% Average Daily Attendance	91.77%
% Overall Persistence	94.35%
% New Student Persistence	87.23%
# of Admin Withdrawals/ Level 3 Offenses	0
% SPED	4.71%
% ELL	34.35%
% Eco Dis	83.18%
% Migrant	0%
% Race: American-Indian-Alaska-Native	0.12%
% Asian	0.82%
% White-Hispanic	93.53%
% Multi	0%
% Black-African-American	0.12%
% Native-Hawaiian-Pacific-Islander	0%
% White	5.41%
% Male	51.06%
% Female	48.94%

Data Source: School Culture and Climate	
Reflections	
Areas of Strength	**Areas of Need**
1 Communication improved with parents in all grade levels	1 Plan for scholars with excessive absences early on in the year
2 Support for our EL scholars	2 Stronger onboarding with our new families during WTI
3 We had zero administrative withdrawals	3 Monthly checks with our new families to ensure they persist

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Comprehensive Needs Assessment ACADEMY	
Data Source: Family and Community Involvement	
	Percentage
% Families Attended WTI	64%
% Families Attended Curriculum Night	30%
% Families who attended Veteran's Day Parade	87%
% Families who attended Spring Dance	42%
% Families Who Attended EOY Ceremonies	95%

Reflection	
Areas of Strength	**Areas of Need**
1 EOY Awards assembly was a big success	1 More parental involvement events
2 WTI had our highest attendance rate compared to previous years	2 Data conferences and meetings with parents each quarter to share progress on child's academic needs
3 Multiple methods of communication utilized to share important information with parents.	3 Bring back parent volunteers to help teachers

IDEA Public Schools

San Benito College Prep

2022-2023 Campus Improvement Plan

Accountability Rating: A

Distinction Designations:
Academic Achievement in English Language Arts/Reading
Academic Achievement in Mathematics
Postsecondary Readiness

Board Approval Date: October 21, 2022
Public Presentation Date: September 16, 2022

Mission Statement

IDEA Public Schools prepare students from underserved communities for success in college and citizenship.

IDEA College Prep San Benito will cultivate a powerful culture of achievement where all scholars are engaged in collegiate, rigorous learning. We will equip our students with skills needed to excel, overcome and innovate! Through grit, resiliency and determination our scholars will forge their path to and through college and will transform their lives and communities. Our Mighty Dragons will set the world on FIRE!!

In order to make this vision a reality we will commit ourselves to the following pillars:

Foster a college identity within each scholar.

Ignite a strong culture of achievement.

Raise the roof and celebrate student success!

Enrich students' lives through profound learning experiences.

Vision

To ensure students reach their potential, IDEA Public Schools will become the region's largest creator of college graduates.

IDEA College Prep San Benito will cultivate a powerful culture of achievement where all scholars are engaged in collegiate, rigorous learning. We will equip our students with skills needed to excel, overcome and innovate! Through grit, resiliency and determination our scholars will forge their path to and through college and will transform their lives and communities. Our Mighty Dragons will set the world on FIRE!!

In order to make this vision a reality we will commit ourselves to the following pillars:

Foster a college identity within each scholar.

Ignite a strong culture of achievement.

Raise the roof and celebrate student success!

Enrich students' lives through profound learning experiences.

Core Values

Our drive to translate our mission and vision into reality are based upon the following core values:

- We achieve **Academic Excellence**
- We deliver **Results**
- We ensure **Equity**
- We build **Team & Family**
- We act with **Integrity**
- We bring **Joy**
- We **Sweat the Small Stuff**

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Comprehensive Needs Assessment

Revised/Approved: September 15, 2022

Demographics

Demographics Summary

Our campus serves students in San Benito, Harlingen and surrounding areas. 100% of our students graduated from high school in 2022 and 94% earned CCMR points. Below is our Demographic breakdown:

% Average Daily Attendance	**93.20%**
% Overall Persistence	96.29
% New Student Persistence	92.73
# of Admin Withdrawals/ Level 3 Offenses	2
% SPED	5.24%
% ELL	29.36%
% Eco Dis	78.90%
% Migrant	0.13%
% Race: American-Indian-Alaska-Native	0.13%
% Asian	0.39%
% White-Hispanic	95.15%
% Multi	0
% Black-African-American	0.26%
% Native-Hawaiian-Pacific-Islander	0
% White	4.06%

% Average Daily Attendance	**93.20%**
% Male	49.02%
% Female	50.98%

See PDF addendum for more information

Demographics Strengths

See PDF addendum for more information

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): New students and families leave our campus and hurt persistence **Root Cause:** Poor onboarding for our new families

Problem Statement 2 (Prioritized): Students leave our campus to attend traditional campus **Root Cause:** Students state that lack of clubs and activities are reasons they wish to attend traditional campuses with more offerings

Problem Statement 3 (Prioritized): Our campus did not meet attendance target **Root Cause:** Lack of a consistent response to poor attendance

Student Learning

Student Learning Summary

Our campus earned a 92 (an A rating from TEA this year. Student Achievement was 92, School Progress was 94 and Closing the Gaps was 88. We received distinctions in ELA, Math and Post Secondary Readiness. 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. Areas for improvement are in math subpopulations for Domain 3 and AP Scholars.

Student Learning Strengths

See PDF addendum for more information

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Students struggle on writing tasks **Root Cause:** Our campus does not have a common writing strategy to help students respond to writing tasks across disciplines

Problem Statement 2 (Prioritized): Our campus did not meet math targets for sub-populations **Root Cause:** Students in special populations need additional practice and tutoring in order to close gaps

School Processes & Programs

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 10 to 12 teachers. Adding a third API last year greatly improved the coaching load which impacts teacher development. 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. Two areas where we need to continue to grow is in our AP program and our EL support system.

School Processes & Programs Strengths

Curriculum & Instruction:

- At least one-third of IDEA students graduate with the "AP Scholar" designation, evidence of earning a qualifying score on at least three AP exams, demonstrating successful completion of college-level coursework prior to graduation.
- IDEA provides students access to accelerated instruction through the 1:1 technology device, including adaptive software for mathematics and literacy and access to hundreds of thousands of books in the district's digital library.
- IDEA curricular resources include high-quality instructional materials that earn the highest ratings on national evaluation measures.
- IDEA curriculum is regularly evaluated using a quality evaluation tool, ensuring alignment to the Texas Essential Knowledge and Skills and AP course standards, as well as the STAAR/EOC and AP exams.
- IDEA implements a variety of training opportunities for teachers and leadership staff with the goal of developing teachers' pedagogical content knowledge and leaders' coaching skills.
- For 15 years in a row, 100% of IDEA students have been accepted into college, demonstrating that IDEA academic programming is adequately preparing students for post-secondary education.
- In 2022, four IDEA schools were ranked in the top 10 Most Challenging Schools in the Nation and 13 were ranked in the top 1% of schools nationwide, by the Jay Mathews Challenge Index High School Rankings.

Special Programs

- IDEA exceeded the expected growth target for EL student performance on TELPAS in 2021 with 48% of ELs meeting that target.
- IDEA provide targeted research based instruction to students who have a 2.0 year gap in Reading and/or Math with the goal of closing that gap by 2.0 years during the school year with our initiative called Critical Student Intervention (CSI). During the 21-22 school year, 2,562 out of 6,632 students meet that goal for Reading and 703 out of 1,268 students met the goal for Math.
- IDEA is in Year 3 of our TEA awarded Autism Grant. Through this grant we were able to increase support for 195 students with autism in Rio Grande Valley and Austin who met the criteria outlined by TEA for this grant.
- IDEA submitted and was awarded a Dyslexia Grant by the TEA so that we will be able to provide increased professional development to teachers and leaders on working with students with dyslexia and increase the support resources for our students with dyslexia.

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 1 (Prioritized): EL students did not meet the expected district growth target of 42% **Root Cause:** EL students need more practice with speaking skills

Problem Statement 2 (Prioritized): Our campus did not meet the AP scholar goal of 30% **Root Cause:** Students need additional practice and tutoring to prepare for the rigor of AP exams

Perceptions

Perceptions Summary

Our high school graduation rate is 100%, and for the past 10 years, IDEA College Prep San benito has matriculated 100% of our graduates to college. We met our student persistence goal of 90%, but our new student persistence rate is 80%. Families have shared that they leave our campus because students want a more traditional school experience such as sports, clubs and different career pathways.

Student and staff survey trends:

- Top responses: My teacher respects the students in class(4.6) & My teacher makes sure all students in class are successful (4.6)
- Lowest repsonses: I am excited to go to school (3.5), I have fun at school (3.7), & My classmates behave the way my teacher expects them too -.3 (4.2)

Great Places to Work

- Top response: Our culture respects individuals and values differences.
- Lowest response: I am given the resources and equipment to do my job

We also know that families have expereinced trouble contacting people at school becasue of only having one phone line or because they don't know who to email directly. We also need to improve family engagement activities so that parents feel connected.

Perceptions Strengths

See PDF addendum for more information

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): New student persistence was below 90% target: 80% **Root Cause:** Our campus did not have solid communication systems to engage with parents

Problem Statement 2 (Prioritized): Our campus did not meet Great Places to Work target of 80 average. **Root Cause:** Staff stated that they did not have the tools needed to do their job

Problem Statement 3 (Prioritized): 74% of teachers stated that IDEA is a great place to work **Root Cause:** Teachers did not have work life balance and did not feel appreciated

Priority Problem Statements

Problem Statement 1: New students and families leave our campus and hurt persistence
Root Cause 1: Poor onboarding for our new families
Problem Statement 1 Areas: Demographics

Problem Statement 2: Our campus did not meet attendance target
Root Cause 2: Lack of a consistent response to poor attendance
Problem Statement 2 Areas: Demographics

Problem Statement 3: Students struggle on writing tasks
Root Cause 3: Our campus does not have a common writing strategy to help students respond to writing tasks across disciplines
Problem Statement 3 Areas: Student Learning

Problem Statement 4: Our campus did not meet math targets for sub-populations
Root Cause 4: Students in special populations need additional practice and tutoring in order to close gaps
Problem Statement 4 Areas: Student Learning

Problem Statement 5: EL students did not meet the expected district growth target of 42%
Root Cause 5: EL students need more practice with speaking skills
Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: Our campus did not meet the AP scholar goal of 30%
Root Cause 6: Students need additional practice and tutoring to prepare for the rigor of AP exams
Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: New student persistence was below 90% target: 80%
Root Cause 7: Our campus did not have solid communication systems to engage with parents
Problem Statement 7 Areas: Perceptions

Problem Statement 8: Our campus did not meet Great Places to Work target of 80 average.
Root Cause 8: Staff stated that they did not have the tools needed to do their job
Problem Statement 8 Areas: Perceptions

Problem Statement 9: 74% of teachers stated that IDEA is a great place to work

Root Cause 9: Teachers did not have work life balance and did not feel appreciated

Problem Statement 9 Areas: Perceptions

Problem Statement 10: Students leave our campus to attend traditional campus

Root Cause 10: Students state that lack of clubs and activities are reasons they wish to attend traditional campuses with more offerings

Problem Statement 10 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- Campus goals
- 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
- 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 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
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- Student Success Initiative (SSI) data for Grades 5 and 8
- Student failure and/or retention rates
- Observation Survey results
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.

- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- STEM and/or STEAM data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback
- School safety data
- Enrollment trends

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Other additional data

Goals

Goal 1: Increase staff retention

Performance Objective 1: Retain 85% of our campus staff by the end of the 2022-23 school year

High Priority

Evaluation Data Sources: Evaluation sources: 2x2's, mid-year staff survey and GPTW survey

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Ensure teachers have supplies needed to do their job **Strategy's Expected Result/Impact:** Teachers are equipped and feel confident because they have proper instructional tools to impact learning **Staff Responsible for Monitoring:** API's and Administrative assistant **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Perceptions 2	20%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
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 **Problem Statements:** Perceptions 2	25%			

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 2: Our campus did not meet Great Places to Work target of 80 average. **Root Cause**: Staff stated that they did not have the tools needed to do their job

Goal 1: Increase staff retention

Performance Objective 2: Improve Great Places to Work survey results from a 74 average to an 80 average of all statements.

High Priority

Evaluation Data Sources: GPTW survey data, 2x2's, pulse checks, check-ins

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Teacher retention committee includes teachers' input **Strategy's Expected Result/Impact:** Teachers will feel their opinion matters **Staff Responsible for Monitoring:** Principal, school counselors and committee members **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** Perceptions 2, 3	20%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
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 **Problem Statements:** Perceptions 2, 3	30%			

No Progress

Accomplished

Continue/Modify

Discontinue

Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 2: Our campus did not meet Great Places to Work target of 80 average. **Root Cause**: Staff stated that they did not have the tools needed to do their job
Problem Statement 3: 74% of teachers stated that IDEA is a great place to work **Root Cause**: Teachers did not have work life balance and did not feel appreciated

Goal 2: All IDEA students matriculate to college

Performance Objective 1: Improve parent communication regarding college acceptance and financial aid.

High Priority

HB3 Goal

Evaluation Data Sources: Acceptance letters, awarded financial aid award letters, College orientation dates, college schedules

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
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 **Title I:** 2.6, 4.1, 4.2 **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning **Problem Statements:** Demographics 1 - Perceptions 1 **Funding Sources:** College Counselor - Federal Grant	35%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
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 **Title I:** 2.5, 2.6, 4.1, 4.2 **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** Perceptions 1	25%			

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: New students and families leave our campus and hurt persistence **Root Cause**: Poor onboarding for our new families
Perceptions
Problem Statement 1: New student persistence was below 90% target: 80% **Root Cause**: Our campus did not have solid communication systems to engage with parents

Goal 2: All IDEA students matriculate to college

Performance Objective 2: Increase ACT scores for class of 2023 from 18 to a 21, which will lead to more college acceptances and more scholarships.

High Priority

Evaluation Data Sources: Mock ACT scores and ACT scores

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Implement a stronger system to improve ACT scores in RTTC course using Mastery Prep. **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 **Title I:** 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1, 2	25%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Increase student practice time on ACT questions through rotations with content teachers during CCR (College Career Readiness) period. **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 **Title I:** 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1, 2 - School Processes & Programs 1 **Funding Sources:** College Counselor - Federal Grant	30%			

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: Students struggle on writing tasks **Root Cause**: Our campus does not have a common writing strategy to help students respond to writing tasks across disciplines
Problem Statement 2: Our campus did not meet math targets for sub-populations **Root Cause**: Students in special populations need additional practice and tutoring in order to close gaps
School Processes & Programs
Problem Statement 1: EL students did not meet the expected district growth target of 42% **Root Cause**: EL students need more practice with speaking skills

Goal 3: IDEA achieves an A rating

Performance Objective 1: Increase our STAAR/EOC Student Achievement Score from 55 to a 58

High Priority

HB3 Goal

Evaluation Data Sources: Interim assessments, Mock exams and STAAR/EOC scores

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Identify students who failed STAAR/EOC 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 **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1, 2 - School Processes & Programs 1	20%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
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 **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1, 2 - School Processes & Programs 1 - Perceptions 2	30%			

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Students struggle on writing tasks **Root Cause**: Our campus does not have a common writing strategy to help students respond to writing tasks across disciplines
Problem Statement 2: Our campus did not meet math targets for sub-populations **Root Cause**: Students in special populations need additional practice and tutoring in order to close gaps
School Processes & Programs
Problem Statement 1: EL students did not meet the expected district growth target of 42% **Root Cause**: EL students need more practice with speaking skills
Perceptions
Problem Statement 2: Our campus did not meet Great Places to Work target of 80 average. **Root Cause**: Staff stated that they did not have the tools needed to do their job

Goal 3: IDEA achieves an A rating

Performance Objective 2: Increase Domain 3 Academic Achievement targets for sub-populations and Special Education students from 11/14 to 14/14.

High Priority

HB3 Goal

Evaluation Data Sources: Interim assessment data, exit tickets, Mock exams and STAAR/EOC scores

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Track data for sub-populations and special education students to provide targeted interventions **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 **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1, 2 - School Processes & Programs 1	10%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Provide strategic tutoring for special education 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 **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1, 2 - School Processes & Programs 1	0%			

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: Students struggle on writing tasks **Root Cause**: Our campus does not have a common writing strategy to help students respond to writing tasks across disciplines
Problem Statement 2: Our campus did not meet math targets for sub-populations **Root Cause**: Students in special populations need additional practice and tutoring in order to close gaps
School Processes & Programs
Problem Statement 1: EL students did not meet the expected district growth target of 42% **Root Cause**: EL students need more practice with speaking skills

Goal 3: IDEA achieves an A rating

Performance Objective 3: 50% of EL/EB students will make 1 level composite growth in TELPAS

High Priority

HB3 Goal

Evaluation Data Sources: TELPAS Mock scores and TELPAS exam

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
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 **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1, 2 - School Processes & Programs 1	15%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
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 **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1 - School Processes & Programs 1	25%			

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 1: Students struggle on writing tasks **Root Cause**: Our campus does not have a common writing strategy to help students respond to writing tasks across disciplines
Problem Statement 2: Our campus did not meet math targets for sub-populations **Root Cause**: Students in special populations need additional practice and tutoring in order to close gaps
School Processes & Programs
Problem Statement 1: EL students did not meet the expected district growth target of 42% **Root Cause**: EL students need more practice with speaking skills

Goal 3: IDEA achieves an A rating

Performance Objective 4: Increase percentage of students meeting CCMR requirement

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
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 **Title I:** 2.4, 2.5 **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** School Processes & Programs 2	45%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
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 **Title I:** 2.4, 2.5, 2.6 **Problem Statements:** Student Learning 1 - School Processes & Programs 2	45%			

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 4 Problem Statements:

Student Learning
Problem Statement 1: Students struggle on writing tasks **Root Cause**: Our campus does not have a common writing strategy to help students respond to writing tasks across disciplines
School Processes & Programs
Problem Statement 2: Our campus did not meet the AP scholar goal of 30% **Root Cause**: Students need additional practice and tutoring to prepare for the rigor of AP exams

Goal 4: Increase student daily attendance

Performance Objective 1: Average daily attendance will increase from 93.7% to 97% for the 2022-23 school year

High Priority

Evaluation Data Sources: Daily attendance and escalation matrix

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
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 **Title I:** 2.4, 2.6 **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 3 - Perceptions 1	30%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Pro-active attendance incentives will encourage students to attend school daily **Strategy's Expected Result/Impact:** Improved attendance **Staff Responsible for Monitoring:** APO and Grade Level Leaders **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1, 3 - Perceptions 1	10%			

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: New students and families leave our campus and hurt persistence **Root Cause**: Poor onboarding for our new families
Problem Statement 3: Our campus did not meet attendance target **Root Cause**: Lack of a consistent response to poor attendance

Perceptions

Problem Statement 1: New student persistence was below 90% target: 80% **Root Cause**: Our campus did not have solid communication systems to engage with parents

Goal 5: Increase student persistence

Performance Objective 1: 90% of students will persist from the 2022-23 school year to the following school year

High Priority

Evaluation Data Sources: Student withdrawals and exit ticket surveys

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Persistence pow-wow every 2 weeks to discuss 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 **Title I:** 2.6, 4.1, 4.2 **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1, 2 - Perceptions 1	15%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
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	35%			

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: New students and families leave our campus and hurt persistence **Root Cause**: Poor onboarding for our new families
Problem Statement 2: Students leave our campus to attend traditional campus **Root Cause**: Students state that lack of clubs and activities are reasons they wish to attend traditional campuses with more offerings

Perceptions
Problem Statement 1: New student persistence was below 90% target: 80% **Root Cause**: Our campus did not have solid communication systems to engage with parents

Goal 5: Increase student persistence

Performance Objective 2: Increase new student persistence from 80% to 90%

High Priority

Evaluation Data Sources: Student withdrawals and exit ticket surveys

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
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 **Title I:** 4.1, 4.2 **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1, 2 - Perceptions 1	45%			

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: New students and families leave our campus and hurt persistence **Root Cause**: Poor onboarding for our new families
Problem Statement 2: Students leave our campus to attend traditional campus **Root Cause**: Students state that lack of clubs and activities are reasons they wish to attend traditional campuses with more offerings
Perceptions
Problem Statement 1: New student persistence was below 90% target: 80% **Root Cause**: Our campus did not have solid communication systems to engage with parents

Goal 5: Increase student persistence

Performance Objective 3: Our school is a physically and emotionally safe place for students

High Priority

Evaluation Data Sources: Students rate the statement "I feel safe at school" a 4.5 out of 5 on safe school survey

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Students are engaged in daily Move this World activities. **Strategy's Expected Result/Impact:** Students learning coping mechanisms to regulate their emotions **Staff Responsible for Monitoring:** School Counselor **Title I:** 2.6 **- ESF Levers:** Lever 3: Positive School Culture	45%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Students engage in monthly safety and security program training as well as required monthly safety drill practice **Strategy's Expected Result/Impact:** Students feel safe at school and are prepared for incidents that may occur on campus **Staff Responsible for Monitoring:** all staff **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	35%			

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 5: Increase student persistence

Performance Objective 4: Students will participate in our campus coordinated health program

High Priority

Evaluation Data Sources: Survey data, fitness gram exams and active minutes logged in PE classes

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Implement Healthy Kids Here nutrition guidelines **Strategy's Expected Result/Impact:** Students will develop healthy eating habits **Staff Responsible for Monitoring:** school nurse **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Perceptions 1	50%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Students will participate in sports and exercise in our PE and athletic programs to help them develop healthy physical activity habits **Strategy's Expected Result/Impact:** Students will engage in physical activities and be active and healthy **Staff Responsible for Monitoring:** PE teachers, coaches and principal **ESF Levers:** Lever 3: Positive School Culture	50%			

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 4 Problem Statements:

Perceptions
Problem Statement 1: New student persistence was below 90% target: 80% **Root Cause**: Our campus did not have solid communication systems to engage with parents

Title I Personnel

Name	Position	Program	FTE
	RTTC I TEACHER 9TH GRADE		1
	SCHOOL COUNSELOR		1
	SR. COLLEGE COUNSELOR		1
	SR. DIRECTOR OF COLLEGE COUNSELING		1
Alyssondra Mesa	RTTC 1 Teacher	Title 1	1
Claudia Villalobos	College Counselor	Title I	1
Erika Rodriguez	Director of College Counseling	Title 1	1
Veronica Flores	College Counselor	Title !	1

Campus Funding Summary

Federal Grant					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	1	1	College Counselor		$0.00
2	2	2	College Counselor		$0.00
				Sub-Total	$0.00

Addendums

Master CNA & SAIP Reporting Checklist

				PTG	100%	PTG	0%
DEPT	**Data Source**	**Data Tabs**	**Guidance**	**Status**	**Principal Notes or Questions**	**VP Verification**	**Notes & Next Steps**
College Prep	KEYS Tab (Tab 3)	Student Achievement Improvement Plan 2021-2022 School Year	This SAIP plan will require logging concrete initiatives put in place for student improvement, as well as their associated timelines, resources, and responsible staff. Each initiative will be tracked mid-year and at the end of the year. Mid-year assessments should be completed by each campus between December 1, 2022 and no later than January 31, 2023.	Complete		Action Required	
	Locus Dashboards: CIS STARR, AP Campus IB Reports EOY Assessments	Comprehensive Needs Assessment 2022 English Language Arts	These Pages should include the percentage of students who achieved each listed score for the 2021-2022 School Year. For each subject, list a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete	Pending AP scores	Action Required	
		Comprehensive Needs Assessment 2022 Math		Complete	Pending AP scores	Action Required	
		Comprehensive Needs Assessment 2022 Science		Complete	Pending AP scores	Action Required	
		Comprehensive Needs Assessment 2022 Humanities		Complete	Pending AP scores	Action Required	
	State TELPAS Report	Comprehensive Needs Assessment 2022 TELPAS	This data set will outline the percentage of students that earned proficiency in the areas of Listening, Speaking, Reading, and Writing, as indicated in the State TELPAS report. Llist a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete		Action Required	
	Locus Dashboards: ACT, AP, TSI Campus IB Reports Campus Matriculation Reports	100% College Matriculation 2021-2022 School Year	This page will only be applicable to campuses that had graduating classes in the Spring of 2022. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete		Action Required	
	Locus Dashboard: Staff Rentention	Staff Quality, Retention, & Recruitment 2021-2022 School Year	Under the %SPED Data Point, this should relfect the percentage of SPED certified teachers, compared to the overall SPED staff. Under number of teacher applicants, note how many teachers were interviewed by campus leaders for positions during the 2021-2022 School Year. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete		Action Required	
	Locus Dashboards: Student Persistence, Enrollment, ADA	School Culture & Climate 2021-2022 School Year	For the Withdrawals/Level 3 Offenses data point, list the number of withdrawals or offenses. All other data points should reflect percentages. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete		Action Required	
	Campus Academic Counselor Tracking Systems	2022 Family & Community Involvement	In addition to listing data percentages, list a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete		Action Required	

IDEA College Prep San Benito

2021-22 Student Achievement Improvement Plan - College Prep

COLLEGE PREP

APO	Initiatives	Needs Assess.	Special Pops.	Person(s) Responsible	Timeline Start/End	Resources: Human/ Material/Fiscal	Documentation	Formative Evaluation
1E	Identify students who failed STAAR/EOC and place them in appropriate intervention	S	ELL/S	API's	August 8-May 26	Training and implementation plan	GRPI and schedule/tracker	STAAR and STAR scores/growth
1A	Develop college identity in middle school through pro-active touchpoints with CC's	O	All	Casey Theivagt	August 8-May 26	CC ssope and sequence for MS	Attendance and surveys for sessions	HS transition attendance and persistence numbers
2B,C	Family engagement activities calendared, planned and communicated throughout school year	O	All	Janette Loftis	August 8-May 26	calendar, planning time, budget for decorations, awards and recpgnitions	Attendance and surveys for sessions	Persistence and attendance numbers
2B,C	SEL/CCR implementation during academic block, differentiated to meet students' needs	DR	All	Janette Loftis and Erika Rodriguez	August 8-May 26	CCR/SEL Scope and sequence and Move your World curriculum and training	Walk-through/coaching/observations	Attendance, persistence and discipline reports
2B	Clean up Powerschool data and implement REMIND as school's communication system	O	All	Jose Lopez	July 6-May 25	Registrar cleans up PowerSchool and BOY training on communication protocol	All grade teams using REMIND	Parent survey
2C	Meet the teacher and back to school kick-off to support persistence and enrollment	O	All	Carrie Sauceda	August 7,2020	GRPI created by lead team, clear roles, excellent communication and teacher engagement	GRPI with clear expectations	90% or higher attendance for Meet the teacher
1E	Early intervention with OTG concerns and academic accountability	O	All	Erika Rodriguez, GLL's and API's	August 8-May 26	OTG tracker, OTG task force	Grade reports and tactcal data deck	OTG quarterly reports and # of students being retained
2C	GRPI for student persistence	O	All	Janette Loftis	July 20, 2020-August 10, 2021	Clear, schoolwide strategies, purchase student incentives, celebrations and fun activities for students	GRPI and timeline	Persistence numbers, student and parent surveys
2B,C	Roll out and investment in Culture priorities	DR	All	Moriah Jones, Janette Loftis and Carla Pereira	August 3-May 25	BOY Culture Walk-through form and culture tenet training	BOY Culture Walk-thro	Teachboost ratings, culture ratings and discipline reports
1I	Content support for ACT prep	A	All	Erika Rodriguez	September 3-May 25	Training, ACT resources, data tracking	ACT prep GRPI	ACT scores increase
1B	Identify T1/T2 students early and differentiate for these students	O	All	Casey Theivagt	September 3-May 25	Training, messaging and investment strategies	Use scores to identify stu	Retention of top students and increase in T1/T2 acceptances and matriculation
1E	Updated intervention plan to include students who did not pass STAAR in 2021	S	ELL/S	Carla Pereira	August 9-May 27	Training and implementation plan	GRPI and schedule/tracker	STAAR and STAR scores/growth

IDEA College Prep San Benito

2021-22 Student Achievement Improvement Plan - College Prep

COLLEGE PREP

1D	AP Scholars GRPI and tracking	AP	All	Moriah Jones	July 11-May 27	Data and teacher/leader investment. Training for teachers	GRPI and schedule/tracker	AP scores and increase in AP Scholars
2A/1E	Training for TEKS aligned instruction	S	All	Carrie Sauceda	August 3-7 and ongoing	AST developed training or outside training	Walk-through/coaching/observations	Teachboost Ratings
1D	Training for AP teachers	AP	All	Moriah Jones	Summer 2022	Data and teacher/leader investment. Training for teachers	GRPI and schedule/tracker	AP scores and increase in AP Scholars
1C	Ensure all seniors have a track to earn CCMR points	O	All	College Counselors	August 8-May 26	TSI resources and industry certification options for seniors	Tracker , TSI resources, teacher accountability and boot camps	CCMR audit: 100% of seniors earn CCMR point
1E	Utilize GLL's and content leaders to assist with culture and instructiional priorities	O	All	API's	Summer 2022	Data and teacher/leader investment. Training for teachers	Monthly training and scheduled rounds	Discipline improves and scores and grades improve
1E	EL/EB students will practice speaking skills during RTTC lessons	O	ELL	API's	August 8-May 26	Recorders, teacher training and lesson plans incorporating speaking and listening practice	Observations	Mock data and TELPAS scores improve to 42% growth

Title I Qualifying Programs			Initiatives Status			
Internal Use Only			Mid Year		End of Year	
Supplemental Program (Y/N)	New Program (Y/N)	Budget Allocation	Outcome	Increase/Decreased by X%	Outcome	Increase/Decreased by X%
Budget Allocations only need to be entered for programs that are <u>BOTH</u> Supplemental & New			Use these columns to assess your strategy progress at the middle and end of the year			

Title I Qualifying Programs			Initiatives Status			
Internal Use Only			Mid Year		End of Year	
Supplemental Program (Y/N)	New Program (Y/N)	Budget Allocation	Outcome	Increase/Decreased by X%	Outcome	Increase/Decreased by X%

Annual Performance Objectives (APO)

PRIORITY #1: Students Graduate College-Ready

1A. % of graduates who matriculate to a College or University: 100%

1B. % of graduates matriculate to a Tier I/II College or University: 15% | 25%

1C. % of Seniors accepted to a College or University: 100%

1D. % of Seniors named AP scholars | Earn IB diploma: 30% | 25%

1E. Earned State Rating: A

1F. % Basic | % Mastery | % Advanced on LEAP: 82% | 44% | 11%

1G. % Approaches | % Meets | % Masters on STAAR/EOC: 90% | 60% | 30%

1H. % Level 3 | % Level 4 | % Level 5 on FSA/FSAA: 70% | 40% | 20%

1I. % of Pre-K-2nd Students End The Year On/Above Grade Level in Reading - Year 1 Campuses | Year 2 Campuses: 80% | 90%

1J. % of students in CSI achieve 2 years growth in Reading | Math (measured by Ren STAR) 50% | 60%

1K. Average ACT score: 21

1L. % of students graduating college in 4 | 6 years: 25% | 55%

Needs Assessment

S-STAAR

D-DIBELS

E-EOC

A-ACT

RR-Reading Renaissance

ST-STAR for Math

DR-Discipline Report

AP-AP Tests

O-Other

Special Populations

All

AR-At Risk

ELL-English Language Learners

ED-Economically Disadvantaged

M-Migrant

SE-Special Education

IDEA College Prep San Benito

Comprehensive Needs Assessment
COLLEGE PREP

Data Source: CSI

% Meeting CSI Goal	Reading CP CSI
% CSI (EOY Ren.)	53%
% of CSI Passing STAAR	29%
% of SPED Passing STAAR	46/17/4 = 26

Data Source: STAAR

	STAAR Reading 6th	STAAR Reading 7th	STAAR Reading 8th	STAAR Writing 7th	English I EOC	English II EOC
% Approaches	76	87	88	n/a	72	82
% Meets	50	62	71	n/a	54	67
% Masters	25	45	50	n/a	13	11
% Student Achievement Average	50	65	70	n/a	46	53

Data Source: AP/IB/Electives

AP Scores	Pass AP Lit	Pass AP Lang	IB Scores	IB Group 1	% Royal Readers	% Word Master
% Score 1	58%	69%	% Score 1-3	n/a	26%	73%
% Score 2	22%	23%	% Score 4-5	n/a		
% Score 3+	21%	9%	% Score 6-7	n/a		
					RR Goal Met/Not Met	WM Goal Met/Not Met
					Met	Met

Reflections

Areas of Strength	Areas of Need
1. Implementation of the 5 steps to Reading success across the entire content	1. Need a common writing strategy for ELA
2. Data tracking by student performance	2. Practice with computer based texts and assessments
3. Strategic tutoring and intervention groups	3. Training on TEKS and new testing format

IDEA College Prep San Benito

Comprehensive Needs Assessment - College Prep COLLEGE PREP					
Data Source: STAAR					
	STAAR Math 6th	**STAAR Math 7th**	**STAAR Alg I**		
% Approaches	71	70	94		
% Meets	44	39	65		
% Masters	16	23	47		
% Student Achievement Average	44	44	69		
Data Source: AP/IB					
AP Scores	**Pass AP Calculus AB**	**Pass AP Calculus CD**	**Pass AP Prob. & Stats.**	**IB Scores**	**IB Group 5**
% Score 1	38%	n/a	100%	**% Score 1-3**	n/a
% Score 2	23%	n/a	0	**% Score 4-5**	n/a
% Score 3+	39%	n/a	0	**% Score 6-7**	n/a

Reflections	
Areas of Strength	**Areas of Need**
1.All math team was invested in helping improve STAAR scores (tutoring, intervention, groups)	1. Revamp 6th and 7th grade curriculum to include direct instruction and additional practice
2.API provided direct content support for teachers (revamped Algebra instruction)	2. Align iLearning topics to 6th and 7th grade courses
3. Domain 3 groupings provided targeted interventions to push students from meets to masters	3. Proper tools and practice with math tools

IDEA College Prep San Benito

Comprehensive Needs Assessment
COLLEGE PREP

Data Source: Internal Assessments

	6th Grade EOY Assessment	7th Grade EOY Assessment
% Passing	86/59/35	93/81/64

Data Source: STAAR

	STAAR 8th Science	STAAR Biology
% Approaches	n/a	93
% Meets	n/a	72
% Masters	n/a	33
% Student Achievement Average	n/a	66

Data Source: AP/IB

AP Scores	Pass AP Biology	Pass AP Chemistry	Pass AP Physics (1, 2, & C)	Pass AP Env. Science	IB Scores	IB Group 4
% Score 1	68%	n/a	n/a	68%	% Score 1-3	n/a
% Score 2	18%	n/a	n/a	18%	% Score 4-5	n/a
% Score 3+	14%	n/a	n/a	14%	% Score 6-7	n/a

Reflections	
Areas of Strength	**Areas of Need**
1 Team is experienced with strong content knowledge and pedagogy	1. Teachers need to conduct labs and teach lab reports
2. Strong record of results for AP Bio and Bio	2. More hands on activities
3. Addition of AP Environmental Science	3. Chemistry continues to be a concern due to low results

IDEA College Prep San Benito

Comprehensive Needs Assessment
COLLEGE PREP

Data Source: Internal Assessments

	6th Grade EOY Assessment	7th Grade EOY Assessment
% Passing	92/64/54	97/74/49

Data Source: STAAR

	STAAR 8th US History	EOC US History
% Approaches	69	94
% Meets	28	74
% Masters	15	52
% Student Achievement Average	37	73

Data Source: AP/IB

AP Scores	Pass AP Human Geography	Pass AP World History	Pass AP US History	Pass AP Goverment	Pass AP Economics	IB Scores	IB Group 3
% Score 1	74%	54%	82%	83%	91%	% Score 1-3	n/a
% Score 2	15%	34%	16%	6%	4%	% Score 4-5	n/a
% Score 3+	11%	12%	2%	12%	4%	% Score 6-7	n/a

Reflections

Areas of Strength	Areas of Need
1. Humanities team (content leader and 11th US history) assisted with 8th grade social studies tutoring	1. Aligned curriculum for 8th grade
2. Use of online platform for exit tickets and bi-weekly quizzes	2. Tracking individual students' progress
3. Boot camps assisted with targeted practice on most tested TEKS	3. Common writing process for Huminities

IDEA College Prep San Benito

Comprehensive Needs Assessment
COLLEGE PREP

TELPAS Composite Rating (Listening, Speaking, Reading, Writing)

	Listening	Speaking	Reading	Writing	% of ELL Students who grew one or more levels
% Beginning	1%	22%	3%	1%	40%
% Intermediate	18%	38%	23%	10%	
% Advanced	40%	29%	25%	52%	
% Advanced High	43%	3%	41%	37%	

Reflection	
Areas of Strength	**Areas of Need**
1. TELPAS Tuesday training for staff members	1. Students need practice speaking and respnding to questions outloud
2. TELPAS tutoring groups durin CCR	2. Earlier identification of EL students and their accommodations
3. Teacher understanding of TELPAS processes	3. Better tools (recorders, computers, microphones, anchor charts)

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Comprehensive Needs Assessment COLLEGE PREP					
100% College Matriculation					
Matriculation %	**Matricuation % 4 year**	**Matriculation % 2 year**	**Tier 1/2 % Acceptances**	**Tier 1/2 % Matriculation**	
100%	**83%**	**17%**	**58%**	**28%**	
Tier 1 % Matriculation	**Tier 2 % Matriculation**	**Tier 3 % Matriculation**	**Tier 4 % Matriculation**	**Senior Class CCMR %**	**Senior Class TSI Completion %**
8%	20%	7%	65%	86%	81%
Campus Data					
Senior Class ACT Average	**Junior Class ACT Average**	**Overall AP Scholars (3+ or more tests)**	**IB Medallion Scholars (Passing 3+ exams)**	**Overall % IB Diploma**	**Campus End of Year OTG**
17%	18%	16%	n/a	n/a	1%

Reflections	
Areas of Strength	**Areas of Need**
1 Early identification of T1/T2 students	1 Earlier, better established college going identity
2 Strategic college list with stronger consideration of financial aid	2 Strategic groupings to ensure CCMR points are earned
3 Open, frequent parent communication	3 Stronger content support to boost ACT scores

IDEA College Prep San Benito

Comprehensive Needs Assessment COLLEGE PREP	
Staff Quality, Recruitment, Retention	
	Percentage
% School Lead Team Retention	100%
% Instructional Support Retention	98%
% Teacher Retention	95%
% Campus Support Retention	94%
% SPED Certified Teachers	100%
% State/National Certified Teachers	53%
% State Certified Leaders	50%
% State/Board certified Counselors	1%
Number of teacher applicants per 2020-21 school year	pending info. from HR

Reflections	
Areas of Strength	**Areas of Need**
1 Teacher retention committee, and pro-active recognition and celebration of staff throughout school year	1. Ensure teachers need supplies needed to do their job
2. Consistent coaching	2 Continue to work on areas identified in GPTW data: Respect and Credibility
3. Most teachers have a friend and feel connected to campus	3 Consistent and clear communication regarding campus (testing, events, changes to schedule)

IDEA San Benito

Comprehensive Needs Assessment College Prep	
Data Source: School Culture and Climate	
	Campus %
% Average Daily Attendance	93.20%
% Overall Persistence	96.29
% New Student Persistence	92.73
# of Admin Withdrawals/ Level 3 Offenses	2
% SPED	5.24%
% ELL	29.36%
% Eco Dis	78.90%
% Migrant	0.13%
% Race: American-Indian-Alaska-Native	0.13%
% Asian	0.39%
% White-Hispanic	95.15%
% Multi	0
% Black-African-American	0.26%
% Native-Hawaiian-Pacific-Islander	0
% White	4.06%
% Male	49.02%
% Female	50.98%

Data Source: School Culture and Climate	
Reflections	
Areas of Strength	**Areas of Need**
1. Attendance was not met, but was one of the highest in RGV	1. Poor onboarding led to new students and families leavings
2. Eco Dis numbers increased due to strategic outreach to families	2. Lack of family engagement activities
3. Better tracking of new students	3. Discipline incidents impacted culture and persistence

IDEA College Prep San Benito

Comprehensive Needs Assessment COLLEGE PREP	
Data Source: Family and Community Involvement	
	Percentage
% Families Attended WTI	88%
% Families Attended Curriculum Night	n/a
% Families Who Attended EOY Ceremonies	85%
% Families who attended Fall Festival	n/a
% Families who attended Winter Festival	n/a
% Families who attended Spring Festival	n/a

Reflections	
Areas of Strength	**Areas of Need**
1. EOY evening awards and sports awards were very well attended	1. Need monthly family engagement events during the evening tailored to grade levels
2. 8th grade HS preview night was well attended (92%)	2. Improve parent communication through REMIND, Facebook and parent newsletter
3. Weekly positive parent calls improved communication between teachers and parents	3. Calendar events and invite staff members for planning purposes; set attendance expectations

IDEA Public Schools

San Juan Academy

2022-2023 Campus Improvement Plan

Accountability Rating: B

Distinction Designations:
Academic Achievement in Science

Board Approval Date: October 21, 2022
Public Presentation Date: September 16, 2022

Mission Statement

IDEA Public Schools prepare students from under served communities for success in college and citizenship.

Vision

To ensure students reach their potential, IDEA Public Schools will become the region's largest creator of college graduates.

Core Values

Our drive to translate our mission and vision into reality are based upon the following core values:

- We achieve **Academic Excellence**
- We deliver **Results**
- We ensure **Equity**
- We build **Team & Family**
- We act with **Integrity**
- We bring **Joy**
- We **Sweat the Small Stuff**

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Idea San Juan Academy is a PK - 5th grade public charter entity servicing the city of San Juan and all surrounding areas with open enrollment. We serve a populuation of 93.8% Emergent bulingual students, with 95% socio-economically disadvantaged. At San Juan Academy, we serve 5% special education students through a myriad of services included but not limited to a RISE unit. Our teacher to student ratio averages 30:1 and student enrollment is 835. 45% of our teachers have 6-10 years of experience. We offer a robust curriculum during the school day and an after school program that benefits our student K-5th and our families in need of support for language acquisition and other community needs.

Demographics Strengths

“See PDF in Addendum for more information.”

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Incomplete student data tracking led to inconsistent adjustments in planning and delivery for students in need. Special Education, CSI, EB, and all sub-populations **Root Cause:** Lack of campus training and norming around tracking for academic and behavioral needs across all populations Special Education, CSI, EB, and all sub-populations in PK - 5 and elective teams

Problem Statement 2 (Prioritized): Incomplete student data tracking led to inconsistent interventions for students in need. Special Education, CSI, EB, and all sub-populations **Root Cause:** Lack of campus training and accountability in providing appropriate interventions in general education Special Education, CSI, EB, and all sub-populations and counseling setting.

Problem Statement 3 (Prioritized): Lack of staff, student and parent investment has added to Declines in persistence **Root Cause:** Lack of a system around on-boarding our new students and families including parent and student commitments, academic expectations/standing and culture.

Student Learning

Student Learning Summary

Hispanic students have had increases in student achievement over the course of 2018 - present from 42% to 47% in STAAR Reading. We have seen a decline with the same population in STAAR Math from 52% to 42% to 26% in 2022. Our students growth increased in both STAAR tested subjects with a growth measure in STAAR Reading from 77 to an 84 and Math 65 to 77 for our Hispanic population. Our economically disadvantaged and Emergent Bilingual student had decreases in math performance with drops near 20% points.

Student Learning Strengths

Hispanic students have had increases in student achievement over the course of 2018 - present from 42% to 47% in STAAR Reading. Our students growth increased in both STAAR tested subjects with a growth measure in STAAR Reading from 77 to an 84 and Math 65 to 77 for our Hispanic population.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Our special populations of Emergent Bilingual students dropped in overall Academic Achievement. **Root Cause:** Our general education teachers and leaders of those teachers failed to target the appropriate interventions and adjustments to meet the needs in Mat (Foundational skills) due to a lack of Q1 student identification through assessment tracking and RTI processes.

Problem Statement 2 (Prioritized): Our special populations of Economically Disadvantaged students dropped in overall Academic Achievement. **Root Cause:** Our campus leaders failed to target the appropriate training and interventions to meet the needs in Math due to a lack of Q1 student identification through assessment tracking and RTI processes.

School Processes & Programs

School Processes & Programs Summary

Idea Academy San Juan develops instructional leaders through District led PD offerings (CC) and time to unpack and co=plan alongside our teachers using district aligned resources (CCorner) We intergrate the best practices in the GET rubric with tight timelines to bring a teacher to proficient in all GET rows by January. Classrooms of priority are observed often and leaders co-plan and rehearse for a strong first teach.

School Processes & Programs Strengths

Curriculum & Instruction:

- At least one-third of IDEA students graduate with the "AP Scholar" designation, evidence of earning a qualifying score on at least three AP exams, demonstrating successful completion of college-level coursework prior to graduation.
- IDEA provides students access to accelerated instruction through the 1:1 technology device, including adaptive software for mathematics and literacy and access to hundreds of thousands of books in the district's digital library.
- IDEA curricular resources include high-quality instructional materials that earn the highest ratings on national evaluation measures.
- IDEA curriculum is regularly evaluated using a quality evaluation tool, ensuring alignment to the Texas Essential Knowledge and Skills and AP course standards, as well as the STAAR/EOC and AP exams.
- IDEA implements a variety of training opportunities for teachers and leadership staff with the goal of developing teachers' pedagogical content knowledge and leaders' coaching skills.
- For 15 years in a row, 100% of IDEA students have been accepted into college, demonstrating that IDEA academic programming is adequately preparing students for post-secondary education.
- In 2022, four IDEA schools were ranked in the top 10 Most Challenging Schools in the Nation and 13 were ranked in the top 1% of schools nationwide, by the Jay Mathews Challenge Index High School Rankings.

Special Programs

- IDEA exceeded the expected growth target for EL student performance on TELPAS in 2021 with 48% of ELs meeting that target.
- IDEA provide targeted research based instruction to students who have a 2.0 year gap in Reading and/or Math with the goal of closing that gap by 2.0 years during the school year with our initiative called Critical Student Intervention (CSI). During the 21-22 school year, 2,562 out of 6,632 students meet that goal for Reading and 703 out of 1,268 students met the goal for Math.
- IDEA is in Year 3 of our TEA awarded Autism Grant. Through this grant we were able to increase support for 195 students with autism in Rio Grande Valley and Austin who met the criteria outlined by TEA for this grant.
- IDEA submitted and was awarded a Dyslexia Grant by the TEA so that we will be able to provide increased professional development to teachers and leaders on working with students with dyslexia and increase the support resources for our students with dyslexia.

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 1 (Prioritized): Leaders are not tracking all components of state accountability and teacher required targeted feedback based on Domain needs Special Education, CSI, EB, and all sub-populations **Root Cause:** Our leaders are not prioritizing accountability to increases in the student data because the analysis of the data does not have clear timelines and/or benchmarks for progress across the Domains Special Education, CSI, EB, and all sub-populations

Problem Statement 2 (Prioritized): Our persistence data has over 100 students leaving year after year with our new students being 90% +2 years or below grade level. **Root Cause:** There has been a lack of teacher training on student investment and a lack of systems on student recognition and parent communication trained and monitored by the leadership team.

Perceptions

Perceptions Summary

Idea Academy San Juan has a high rate of teacher retention. We have had above benchmark scores in out Great Place to Work Survey. Parents site that they would like more opportunity for extra curricular activities in Panorama, while all other questions have a high level of satisfaction / rate of response.

Perceptions Strengths

See PDF in Addendum for more information

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): There has been a lack of student focused counseling services, group counseling services and family outreach opportunities. **Root Cause:** Leadership has deprioritized student culture and relationships because of time management. Time management is jeopardized daily because of a lack of clear systems on both proactive counseling measures and reactive discipline measures.

Problem Statement 2 (Prioritized): Persistence and enrollment data are below benchmark because while on-boarding, touring or the first weeks of school families decline our campus due to open style, urban setting with structural and cosmetic needs. **Root Cause:** Our campus is on a lease and does not get upgrades needed due to contractual constraints and lack of equitable funding. The leadership team has not revamped the on-boarding for new families to include the new construction plans and highlights on the many reasons why our campus is the campus of choice (neighboring comparisons etc.,)

Priority Problem Statements

Problem Statement 1: Lack of staff, student and parent investment has added to Declines in persistence

Root Cause 1: Lack of a system around on-boarding our new students and families including parent and student commitments, academic expectations/standing and culture.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Our special populations of Emergent Bilingual students dropped in overall Academic Achievement.

Root Cause 2: Our general education teachers and leaders of those teachers failed to target the appropriate interventions and adjustments to meet the needs in Mat (Foundational skills) due to a lack of Q1 student identification through assessment tracking and RTI processes.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Leaders are not tracking all components of state accountability and teacher required targeted feedback based on Domain needs Special Education, CSI, EB, and all sub-populations

Root Cause 3: Our leaders are not prioritizing accountability to increases in the student data because the analysis of the data does not have clear timelines and/or benchmarks for progress across the Domains Special Education, CSI, EB, and all sub-populations

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: There has been a lack of student focused counseling services, group counseling services and family outreach opportunities.

Root Cause 4: Leadership has deprioritized student culture and relationships because of time management. Time management is jeopardized daily because of a lack of clear systems on both proactive counseling measures and reactive discipline measures.

Problem Statement 4 Areas: Perceptions

Problem Statement 5: Incomplete student data tracking led to inconsistent adjustments in planning and delivery for students in need. Special Education, CSI, EB, and all sub-populations

Root Cause 5: Lack of campus training and norming around tracking for academic and behavioral needs across all populations Special Education, CSI, EB, and all sub-populations in PK - 5 and elective teams

Problem Statement 5 Areas: Demographics

Problem Statement 6: Incomplete student data tracking led to inconsistent interventions for students in need. Special Education, CSI, EB, and all sub-populations

Root Cause 6: Lack of campus training and accountability in providing appropriate interventions in general education Special Education, CSI, EB, and all sub-populations and counseling setting.

Problem Statement 6 Areas: Demographics

Problem Statement 7: Our persistence data has over 100 students leaving year after year with our new students being 90% +2 years or below grade level.

Root Cause 7: There has been a lack of teacher training on student investment and a lack of systems on student recognition and parent communication trained and monitored by the

leadership team.

Problem Statement 7 Areas: School Processes & Programs

Problem Statement 8: Persistence and enrollment data are below benchmark because while on-boarding, touring or the first weeks of school families decline our campus due to open style, urban setting with structural and cosmetic needs.

Root Cause 8:
Our campus is on a lease and does not get upgrades needed due to contractual constraints and lack of equitable funding. The leadership team has not revamped the on-boarding for new families to include the new construction plans and highlights on the many reasons why our campus is the campus of choice (neighboring comparisons etc.,)

Problem Statement 8 Areas: Perceptions

Problem Statement 9: Our special populations of Economically Disadvantaged students dropped in overall Academic Achievement.

Root Cause 9: Our campus leaders failed to target the appropriate training and interventions to meet the needs in Math due to a lack of Q1 student identification through assessment tracking and RTI processes.

Problem Statement 9 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Running Records results
- Other PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Enrollment trends

Employee Data

- Teacher/Student Ratio

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

Support Systems and Other Data

- Organizational structure data
- Other additional data

Goals

Revised/Approved: September 16, 2022

Goal 1: Increase staff retention

Performance Objective 1: Regularly provide employees with meaningful feedback on a weekly basis.

High Priority

Evaluation Data Sources: Teachers will increase proficiency levels on GET ratings and student achievement.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Communicate goals and expectations clearly so employees will understand how their work helps the organization achieve its objectives. **Strategy's Expected Result/Impact:** Student data increases across benchmarks identified and coached. **Staff Responsible for Monitoring:** Direct manager **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Improve low-performing schools **Problem Statements:** School Processes & Programs 1				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: Leaders are not tracking all components of state accountability and teacher required targeted feedback based on Domain needs Special Education, CSI, EB, and all sub-populations **Root Cause**: Our leaders are not prioritizing accountability to increases in the student data because the analysis of the data does not have clear timelines and/or benchmarks for progress across the Domains Special Education, CSI, EB, and all sub-populations

Goal 2: All IDEA students matriculate to college

Performance Objective 1: Provide opportunities weekly and monthly for staff to inform students about behaviors aligned to a college going identity.

High Priority

Evaluation Data Sources: Insights on TEAMS "college bound" videos, classroom observations during "college bound talks" and monthly lesson plans to include teacher

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Teachers will participate in weekly college lessons and monthly college assemblies informing students about opportunities they have to gain access to a college degree. **Strategy's Expected Result/Impact:** Students surveyed will know about college and name college going behaviors in their goal setting conversations, report card student led conferences. **Staff Responsible for Monitoring:** Assistant Principals of Instruction, School Counselor, and Principal **Title I:** 2.5, 2.6 **- TEA Priorities:** Connect high school to career and college **Problem Statements:** Demographics 3				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 3: Lack of staff, student and parent investment has added to Declines in persistence **Root Cause**: Lack of a system around on-boarding our new students and families including parent and student commitments, academic expectations/standing and culture.

Goal 2: All IDEA students matriculate to college

Performance Objective 2: Parent Nights highlighting the Mission of College for ALL students and that this includes EL, SPED and all populations

Evaluation Data Sources: 100% of parents agree the Parent Night met their needs by paper pencil survey at end of meeting

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: At onboarding inform parents of initial placement after testing and require acknowledgement of possible interventions and mandatory meetings **Strategy's Expected Result/Impact:** 100% of parents are aware of student placement and the dates for intervention and meetings **Staff Responsible for Monitoring:** APIs **Title I:** 4.2 **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture	100%	100%	100%	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 3: IDEA achieves an A rating

Performance Objective 1: By MOY 3rd - 5th grade students will have exceeded their growth measure and know the benchmarks to move up at least one performance band /in to meets or masters category

High Priority

HB3 Goal

Evaluation Data Sources: STAAR data tracking of D1

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Campus normed tracking for daily exit tickets and special populations (EB, SPeD, ECODIS) to begin September 6th and tracked by leaders 3 times a week. **Strategy's Expected Result/Impact:** Teachers and leaders know students to target in planning and delivery **Staff Responsible for Monitoring:** Assistant Principal of Instruction and Principal **Title I:** 2.4, 2.6 **Problem Statements:** Student Learning 1 - School Processes & Programs 1 **Funding Sources:** - Federal Grant - $61,300	55%	55%		

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Our special populations of Emergent Bilingual students dropped in overall Academic Achievement. **Root Cause**: Our general education teachers and leaders of those teachers failed to target the appropriate interventions and adjustments to meet the needs in Mat (Foundational skills) due to a lack of Q1 student identification through assessment tracking and RTI processes.
School Processes & Programs
Problem Statement 1: Leaders are not tracking all components of state accountability and teacher required targeted feedback based on Domain needs Special Education, CSI, EB, and all sub-populations **Root Cause**: Our leaders are not prioritizing accountability to increases in the student data because the analysis of the data does not have clear timelines and/or benchmarks for progress across the Domains Special Education, CSI, EB, and all sub-populations

Goal 3: IDEA achieves an A rating

Performance Objective 2: All students receiving CSI services will grow 1.2 years from BOY to MOY by attending all CSI offered classes and tutorials

High Priority

Evaluation Data Sources: REN STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: CSI teachers will hold Parent PTG meeting the first Quarter to discuss progress and school -home connections **Strategy's Expected Result/Impact:** CSI students will increase 1.2 between BOY and MOY **Staff Responsible for Monitoring:** CSI teachers, general education teachers and CSI lead **Problem Statements:** Student Learning 1 **Funding Sources:** Interventionist 2 /SPED teacher 1 - Federal Grant - $171,550	100%	100%	100%	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: Our special populations of Emergent Bilingual students dropped in overall Academic Achievement. **Root Cause**: Our general education teachers and leaders of those teachers failed to target the appropriate interventions and adjustments to meet the needs in Mat (Foundational skills) due to a lack of Q1 student identification through assessment tracking and RTI processes.

Goal 3: IDEA achieves an A rating

Performance Objective 3: All SPeD students will meet growth measures by receiving all accommodations prior to and during the STAAR exam

High Priority

Evaluation Data Sources: Modules and STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Teachers will receive BOY Binder and PD training on accommodations for all assessments. **Strategy's Expected Result/Impact:** 100% of teachers will acknowledge in writing that they received and understood the required adjustments, additions and planning for SPED students. **Staff Responsible for Monitoring:** Sped teacher, intervention, gen ed and testing coordinator **Title I:** 2.4, 2.6 **- ESF Levers:** Lever 5: Effective Instruction	100%	100%	100%	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 4: Increase student daily attendance

Performance Objective 1: Students will attend school daily by creating an environment with daily challenges, pop up incentives, weekly teacher led celebrations and monthly campus led celebratione

High Priority

Evaluation Data Sources: SIS reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: APO will create a reoccurring ADA step back to identify the OCS for campus ADA **Strategy's Expected Result/Impact:** ADA will increase 2% by MOY to regain on benchmark status **Staff Responsible for Monitoring:** SIS, APO, teacher compliance **Title I:** 2.5 **Problem Statements:** Demographics 3	100%	100%	100%	

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 3: Lack of staff, student and parent investment has added to Declines in persistence **Root Cause**: Lack of a system around on-boarding our new students and families including parent and student commitments, academic expectations/standing and culture.

Goal 4: Increase student daily attendance

Performance Objective 2: Students will stay healthy and attend school daily by eating a healthy meal and staying active in PE classes

Evaluation Data Sources: CNP walk throughs, PE HIIT data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Students will attend PE classes regularly and attend extracurricular events **Strategy's Expected Result/Impact:** BMI decreased and HIIT goals met by MOY **Staff Responsible for Monitoring:** Nurse, PE staff, 21st century program partners	80%	75%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 5: Increase student persistence

Performance Objective 1: We will retain 90% of our students PK - 5th by ensuring a strong on-boarding process throughout the school year, connecting families to one another and the school at large

High Priority

Evaluation Data Sources: SC reports, locus and OCS of withdraw codes/reasons

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: SC and APO will create a system that takes a family from being recruited to ending year 1 succesfully **Strategy's Expected Result/Impact:** Increases in student persistence and parent satisfaction **Staff Responsible for Monitoring:** EC, SIS, APO, SC, API, Principal, GTL, teacher **Title I:** 2.4, 4.2 **Problem Statements:** Demographics 3 - Perceptions 1 **Funding Sources:** PK Teachers - Federal Grant - $117,400				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 3: Lack of staff, student and parent investment has added to Declines in persistence **Root Cause**: Lack of a system around on-boarding our new students and families including parent and student commitments, academic expectations/standing and culture.
Perceptions
Problem Statement 1: There has been a lack of student focused counseling services, group counseling services and family outreach opportunities. **Root Cause**: Leadership has deprioritized student culture and relationships because of time management. Time management is jeopardized daily because of a lack of clear systems on both proactive counseling measures and reactive discipline measures.

Goal 5: Increase student persistence

Performance Objective 2: 100% of students will feel safe during the school day

Evaluation Data Sources: Student Surveys

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: 100% of students will participate in all safety drills and receive a mini lesson that includes a poll/exit ticket to gauge true understanding of our safety measures **Strategy's Expected Result/Impact:** Increase in student persistence and student / parent survey data around safety **Staff Responsible for Monitoring:** Teachers, APO, FM and Direct managers **Problem Statements:** Demographics 3	70%	75%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 3: Lack of staff, student and parent investment has added to Declines in persistence **Root Cause**: Lack of a system around on-boarding our new students and families including parent and student commitments, academic expectations/standing and culture.

Goal 5: Increase student persistence

Performance Objective 3: Special Education students will receive proper on-boarding including RISE PM tour and a paperwork party before the first day of school (entry)

Evaluation Data Sources: Sped Persistence

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: SPED point person and EC work hand in hand to create an onboarding plan that adjusts for first day of entry. **Strategy's Expected Result/Impact:** All IEP requirements begin on day 1 **Staff Responsible for Monitoring:** RISE, EC and SPED PP	50%	80%		

 No Progress Accomplished Continue/Modify Discontinue

Title I Personnel

Name	Position	Program	FTE
Adriana Guzman	INTERVENTIONIST		1
Cassandra Rodriguez	PRE-KINDERGARTEN TEACHER		1
Jessica Lozano	PRE-KINDERGARTEN TEACHER		1
Kassandra Garza	CO-TEACHER		1
Martin Gomez	AR ZONE FACILITATOR		1
Monique Gonzalez	CO-TEACHER		1
Robert Arrellano	ILEARNING HOT SPOT FACILITATOR		1
Rosa Linda Alvarez	INTERVENTIONIST		1

Campus Funding Summary

Federal Grant					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	1	1			$61,300.00
3	2	1	Interventionist 2 /SPED teacher 1		$171,550.00
5	1	1	PK Teachers		$117,400.00
				Sub-Total	$350,250.00

Addendums

Master CNA & SAIP Reporting Checklist

				PTG	0%	PTG	0%
DEPT	**Data Sources**	**Data Tabs**	**Guidance**	**Status**	**Principal Notes or Questions**	**VP Verification**	**Notes & Next Steps**
ACADEMY	KEYS Tab (Tab 3)	Student Achievement Improvement Plan 2021-2022 School Year	This SAIP plan will require logging concrete initiatives put in place for student improvement, as well as their associated timelines, resoures, and responsible staff. Each initiative will be tracked mid-year and at the end of the year. Mid-year assessments should be completed by each campus between December 1, 2022 and no later than January 31, 2023.	Pending		Action Required	
	Locus Dashboards: CSI, STARR, AP CampusIB Reports EOY Assessments	Comprehensive Needs Assessment 2022 English Language Arts	These pages should include the percentage of students who achieved each listed score for the 2021-2022 School Year. For each subject, list a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Pending		Action Required	
		Comprehensive Needs Assessment 2022 Math		Pending		Action Required	
		Comprehensive Needs Assessment 2022 Science		Pending		Action Required	
		Comprehensive Needs Assessment 2022 Humanities		Pending		Action Required	
	State TELPAS Report	Comprehensive Needs Assessment 2022 TELPAS	This data set will outline the percentage of students that earned proficiency in the areas of Listening, Speaking, Reading, and Writing, as indicated in the State TELPAS report. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Pending		Action Required	
	Locus Dashboard: Staff Retention	Staff Quality, Rentention, & Recruitment 2021-2022 School Year	Under the %SPED Data Point, this should reflect the percentage of SPED certified teachers, compared to the overall SPED staff. Under number of teacher applicants, note how many teachers were interviewed by campus leaders for positions during the 2021-2022 School Year. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Pending		Action Required	
	Locus Dashboards: Student Persistence, Enrollment, ADA	School Culture & Climate 2021-2022 School Year	For the Withdrawals/Level 3 Offenses data point, list the number of withdrawals or offenses. All other data points should reflect percentages. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Pending		Action Required	
	Campus Academic Counselor Tracking Systems	2022 Family & Community Involvement	In addition to listing data percentages, list a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Pending		Action Required	

Last Updated 8/26/2022

Campus Name

2021-22 Student Achievement Improvement Plan

ACADEMY

APO	Initiatives	Needs Assess.	Special Pops.	Person(s) Responsible	Timeline Start/End	Resources: Human/ Material/Fiscal	Documentation	Formative Evaluation
3-5 ELAR	use / implement / apply academic software STUDY ISLAND etc.,to increase / add / enhance understanding of targeted objectives (aligned to state standards)	S	All	Teachers/Interventionist	ongoing / year round	Adacemic Software	Individualized Objectives and student data	MM & EOM assessments, ET, STAAR
3-5 ELAR	TEKS anchor charts in ELAR interactive / thinking journals	S	ALL	Teacher	ongoing / year round	composition notebooks, chart paper		District Benchamrks
3-4 ELAR	increase / add / enhance writing skills utilizing Being A Writer	S	ALL/EMERGENT BILINGUAL	Teacher	ongoing / year round	Being A Writer	Writing Journal	Monthly Writing Samples
3-5 ELAR	STAAR vocabulary centers/activity to prepare students for STAAR exam/test	S	ALL	Teacher	ongoing / year round	Lakeshore learning/teachers pay teachers		District Benchamrks
3-5 ELAR	Open-ended STAAR stem questions, to help increase / add / enhance all students at risk / undeserved thinking and writing skills	S	ALL	Teacher	ongoing / year round	Wit and Wisdom literature		District Benchamrks
3-5 ELAR	increase / add / enhance hands-on activties to increase / add / enhance application of ELAR comprehension skills	S	ALL	Teacher	ongoing / year round	STAAR bingo, ELAR Comprehension centers/activity/Centers, Taskcards for all objectives		District Benchamrks
3-5 ELAR	Create a leveled library for students to self select novels, this will help increase / add / enhance student engagement	S	ALL	Teacher	ongoing / year round	novels for students (below, on, above grade level)		District Benchamrks / District Ren. Star
3-5 ELAR	Introduce each objective on a step-by-step basis.	S	All	Teachers/Interventionist	ongoing / year round	interactive / thinking ELAR notebooks, DMR mnemonics,		MM & EOM assessments, ET, STAAR
3-5 ELAR	use / implement / apply for students to reinforce and challenge students as a countdown to the STAAR	S	All	Teachers/Interventionist	ongoing / year round	Count Down to STAAR, Measuring Up Express		MM & EOM assessments, ET, STAAR
3-5 ELAR	Cow for AR exam/testing	RR	All	Teachers	ongoing / year round	Renaissance ELAR	AR exam/testing Reports Weekly AR Ranking	Renaissance Star exam/testing
3-5 Math	use / implement / apply to do hands on activities when introducing a new Objective.	S	All	Teacher/Interventionist	ongoing / year round	Galaxy		
3-5 Math	Everyday use / implement / apply to reinforce objectives and easy access to visuals.	S	All	Teacher/Interventionist	ongoing / year round	EAI.com manipulatives. (3D shapes), Fraction Models. Math centers, pattern blocks activities, etc.		MM & EOM assessments, ET, STAAR

Campus Name

2021-22 Student Achievement Improvement Plan

ACADEMY

3-5 Math	Will be use / implement / applyd to target the weak objectives and reinforce them.	S	All	Teacher/Interventionist	ongoing / year round	Anchor Charts		MM & EOM assessments, ET, STAAR
3-5 Math	use / implement / apply to introduce each objective on a step-by-step basis.	S	All	Teacher/Interventionist	ongoing / year round	Weekly reports		MM & EOM assessments, ET, STAAR
3-5 Math	use / implement / apply to help the lower group to master objectives in small group for the second semester of school year.	S	All	Teacher	ongoing / year round	Galaxy		MM & EOM assessments, ET, STAAR
3-5 Math	Math vocabulary words with pictures for EMERGENT BILINGUAL students	S	EMERGENT BILINGUAL	Teacher	ongoing / year round	MATH Interventionist		MM & EOM assessments, ET, STAAR
3-5 Math	For students needing interventions use / implement / apply speicific intervention resources	S	AR	Teacher/Interventionist	ongoing / year round	TEACHING STUDENT-CENTERED MATHEMATICS. Pearson	BWA Lesson Plans	District Benchamrks
3-5 Math	STAAR pratice questions for at risk / undeserved students in tutoring	S	ALL	SpEd / Interventionist	ongoing / year round	TEKSING toward STAAR problem solving.		District Benchamrks
3-5 Math	Daily review of basic concepts (addition,subtraction etc,)	S	ALL	SpEd / Interventionist	ongoing / year round	Go Math! / STAAR Ready		District Benchamrks
3-5 Math	use / implement / apply anchor charts to explain steps/procedurs to math problems	S	ALL	Teacher	ongoing / year round	Eureka Math Fluency (Sprints)		District Benchamrks
3-5 Math	Utilize district math curriculum, that include all supplmenntal aids	S	ALL	Teacher/Interventionist	ongoing / year round	chart paper/student journals	Student Journals Walk through SRI Lesson Plans	District Benchamrks
3-5 Math	STAAR vocabulary centers/activity to prepare students for STAAR exam/test	S	ALL	Teacher	ongoing / year round	Teacher Pay Teachers activities		MM & EOM assessments, ET, STAAR
3-5 Math	Visuals	O	ALL	Teacher	ongoing / year round	Lakeshore learning/teachers pay teachers		District Benchamrks
3-5 Math	Manipulatives	O	ALL	Teacher	ongoing / year round	Annecdotal notes	Observation	Informal assessments

Title I Qualifying Programs			Initiatives Status			
nternal use / implement / apply Onl			Mid Year		End of Year	
Supplemental Program (Y/N)	New Program (Y/N)	Budget Allocation	Outcome	increase / add / enhance/Decreased by X%	Outcome	increase / add / enhance/Decreased by X%
Budget Allocations only need to be entered for programs that are BOTH Supplemental & New			use / implement / apply these columns to assess your strategy progress at the middle and end of the year			

Title I Qualifying Programs			Initiatives Status			
nternal use / implement / apply Onl			Mid Year		End of Year	
Supplemental Program (Y/N)	New Program (Y/N)	Budget Allocation	Outcome	increase / add / enhance/Decreased by X%	Outcome	increase / add / enhance/Decreased by X%

Campus Name

Comprehensive Needs Assessment ACADEMY						
Data Sources: Eureka Math & Electives Academy						
	DISTAR Pre-K on Grade Level	**Eureka Kinder on Grade Level**	**Eureka First on Grade Level**	**Eureka Second on Grade Level**	**% Math Masters Pk-2**	**Pk-2 MM Goal Met/Not Met**
% Students	**100%**	**100/90/65**	**96/51/14**	**69/35/12**	**62%**	YES
Data Source: STAAR Academy						
	STAAR Math Grade 3	**STAAR Math Grade 4**	**STAAR Math Grade 5**	**% Math Masters 3-5**	**3-5 MM Goal Met/Not Met**	
% Approaches	51	42	70	71%	YES	
% Meets	20	22	34			
% Masters	8	9	12			
% Student Achievement Average	26	24	39			
Data Source: CSI Academy						
	Math AC CSI					
% CSI (EOY Ren.)	66%					
% of CSI Passing STAAR	2/45 4%					
% of SPED Passing STAAR	3/13 23%					

Reflections	
Areas of Strength	**Areas of Need**
1 growth measure in 5th grade math	1 Tier 2 instruction for special pops
2 Tier 2 iinstruction (CSI) focused on foundational skills	2 Computations and Algebratic Reasoning
3	3

Annual Performance Objectives (APO)

PRIORITY #1: Students Graduate College-Ready

1A. % of graduates who matriculate to a College or University: 100%

1B. % of graduates matriculate to a Tier I/II College or University: 15% | 25%

1C. % of Seniors accepted to a College or University: 100%

1D. % of Seniors named AP scholars | Earn IB diploma: 30% | 25%

1E. Earned State Rating: A

1F. % Basic | % Mastery | % Advanced on LEAP: 82% | 44% | 11%

1G. % Approaches | % Meets | % Masters on STAAR/EOC: 90% | 60% | 30%

1H. % Level 3 | % Level 4 | % Level 5 on FSA/FSAA: 70% | 40% | 20%

1I. % of Pre-K-2nd Students End The Year On/Above Grade Level in Reading - Year 1 Campuses | Year 2 Campuses: 80% | 90%

1J. % of students in CSI achieve 2 years growth in Reading | Math (measured by Ren STAR) 50% | 60%

1K. Average ACT score: 21

1L. % of students graduating college in 4 | 6 years: 25% | 55%

PRIORITY #2: Build a Strong & Sustainable Organization

2A. % Teacher Retention | Employee Retention: 85% | 85%

2B. 80% composit score on GPTW: 82%

2B. %Average Daily Attendance: 97.50%

2C. New Student Persistence: 90%

2D. Operating Income: $133M

2E. FIRST Rating: A

PRIORITY #3: Achieve Mission at Scale

3A. % of students with low socio-economic status: 80%

3B. Enrollment in August 2020: 83,894

3C. Schools in operation in August 2020: 149

3D. Total Funds Raised (millions): $93M

Needs Assessment

S-STAAR

D-DIBELS

E-EOC

A-ACT

RR-Reading Renaissance

ST-STAR for Math

DR-Discipline Report

AP-AP Tests

O-Other

Special Populations

All

AR-At Risk

ELL-English Language Learners

ED-Economically Disadvantaged

M-Migrant

SE-Special Education

Campus Name

Comprehensive Needs Assessment ACADEMY					
Data Sources: DI ELA & Electives					
	DI Pre-K on Grade Level	**DI Kinder on Grade Level**	**DI First on Grade Level**	**% Royal Readers**	**% Word Masters 1st and 2nd**
% Students	**96%**	**85%**	**50%**	1%	78% Goal Met
				3rd-5th RR Goal Met/Not Met	**3rd-5th WM Goal Met/Not Met**
				12% Goal Met	68% Goal Met
Data Source: STAAR					
	STAAR Reading Grade 3	**STAAR Reading Grade 4**	**STAAR Reading Grade 5**		
% Approaches	69	63	79		
% Meets	42	39	57		
% Masters	19	23	36		
SAS	43	42	53		
% Student Achievement Average	1420 Approaches (1345-1467)	1495 Approaches (1434-1549)	1589 Meets (1582-1666)		
Data Source: CSI					
% Meeting CSI Goal	**Reading AC CSI**				
% CSI (EOY Ren.)	50%				
% of CSI Passing STAAR	6/40 15%				
% of SPED Passing STAAR	4/13 31%				

Reflections	
Areas of Strength	**Areas of Need**
1. Growth measure	1. Language acquisition
2. STAAR alignment to curriculum	2. Differentiation for special populations

3. RC 1	3. **3rd grade**: supplemental text for modules with concentration on informational text (3.9Di, 3.9Diii, 3.7C); include more practice for literary text (3.7C, 3.10D, 3.8D) **4th grade:** supplemental text for modules with concentration on informational text (4.10B); additional practice with literary text (4.10G, 4.7C, 4.8C 4.10D) **5th grade**: Supplemental text for modules with concentration on informational text (5.10B, 5.7C, 5.7D)

Campus Name

Comprehensive Needs Assessment ACADEMY						
Data Sources: Science Pk-2						
	Science Pre-K on Grade Level	**Science Kinder on Grade Level**	**Science First on Grade Level**	**Science Second on Grade Level**	**Science Third on Grade Level**	**Science Fourth on Grade Level**
% Students	**NA**	**98/98/97**	**100/94/66**	**74/41/24**	**61/26/3**	**98/73/44**

Data Source: Science 3-5		
	STAAR Science Grade 5	
% Approaches	73	
% Meets	44	
% Masters	27	
% Student Achievement Average	48	
% Average Score	3937 Approaches (3550-3999)	

Reflections	
Areas of Strength	**Areas of Need**
1. Implementation of district resources	1. Cross curricular reading in all grade levels
2. Collaboration	2. RC 3 Earth and Space (5.7A)--additional practice, review, and spiral of concepts
3	3. RC 4 Organisms and Environment (5.9D)--additional practice, review, and spiral of concepts

Campus Name

Comprehensive Needs Assessment ACADEMY							
Data Sources: Humanities Pk-2							
	Humanities Pre-K on Grade Level	**Humanities Kinder on Grade Level**	**Humanities First on Grade Level**	**Humanities Second on Grade Level**	**Humanities Third on Grade Level**	**Humanities Fourth on Grade Level**	**Humanities Fifth on Grade Level**
% Students	NA	100/98/96	99/95/89	98/97/97	52/30/16	94/84/67	65/43/17

Reflections	
Areas of Strength	**Areas of Need**
1 Implementation and fidelity to new curriculum	1. Cross curricular reading in all grade levels
2 K-2 collaboration	2 Tier 2 support for reading/writing (upper grades)
3	3

Campus Name

Comprehensive Needs Assessment
ACADEMY

TELPAS Composite Rating (Listening, Speaking, Reading, Writing)

	Listening	Speaking	Reading	Writing	% of ELL Students who grew one or more levels
% Beginning	K: 52 1st: 54 2nd: 8 3rd: 4 4th: 23 5th: 12 Campus: 26%	K: 55 1st: 57 2nd: 12 3rd: 8 4th: 14 5th: 10 Campus: 26%	K: 63 1st: 58 2nd: 38 3rd: 22 4th: 15 5th: 12 Campus: 35%	K: 100 1st: 62 2nd: 48 3rd: 28 4th: 12 5th: 9 Campus: 43%	K: N/A 1st: 43% 2nd: 63% 3rd: 62% 4th: 45% 5th: 50% Campus: 53%
% Intermediate	K: 39 1st: 18 2nd: 17 3rd: 9 4th: 27 5th: 22 Campus: 22%	K: 41 1st: 17 2nd: 68 3rd: 51 4th: 39 5th: 35 Campus: 42%	K: 33 1st: 9 2nd: 30 3rd: 35 4th: 41 5th: 29 Campus: 30%	K: 0 1st: 28 2nd: 30 3rd: 24 4th: 44 5th: 32 Campus: 26%	
% Advanced	K: 9 1st: 28 2nd: 57 3rd: 35 4th: 39 5th: 32 Campus: 33%	K: 5 1st: 26 2nd: 20 3rd: 36 4th: 41 5th: 46 Campus: 29%	K: 5 1st: 32 2nd: 25 3rd: 22 4th: 26 5th: 19 Campus: 21%	K: 0 1st: 11 2nd: 12 3rd: 29 4th: 32 5th: 31 Campus: 19%	
% Advanced High	K: 0 1st: 0 2nd: 18 3rd: 52 4th: 11 5th: 34 Campus: 19%	K: 0 1st: 0 2nd: 0 3rd: 5 4th: 6 5th: 9 Campus: 3%	K: 0 1st: 0 2nd: 7 3rd: 20 4th: 18 5th: 40 Campus: 14%	K: 0 1st: 0 2nd: 10 3rd: 19 4th: 12 5th: 28 Campus: 12%	

Reflections	
Areas of Strength	**Areas of Need**
1 Teachers tracked all special population students since the BOY which helped them target instruction for students.	1 Provide students with more open discussion/ discourse during class to encourage the need for speaking practice.
2	2 SIOP strategies in LPS
3	3 Rising 1st and 5th discourse and writing

IDEA SAN JUAN ACADEMY

Comprehensive Needs Assessment	
ACADEMY	
Staff Quality, Recruitment, Retention	
	Percentage
% School Lead Team Retention	71.42%
% Instructional Support Retention	87.50%
% Teacher Retention	91.18%
% Campus Support Retention	100%
% SPED Teachers	75.00%
% State/National Certified Teachers	36.36%
% State Certified Leaders	20.00%
% State/Board certified Counselors	100%
Number of teacher applicants per 2020-21 school year	79

Reflection	
Areas of Strength	Areas of Need
Instructional leadership returning / transfering in	% State/National Certified Teachers
Teacher retention strong	Accountabilty to results
3	3

Campus Name

Comprehensive Needs Assessment ACADEMY		
Data Source: School Culture and Climate		
	Campus %	
% Average Daily Attendance	pending	
% Overall Persistence	94.51%	Current data
% New Student Persistence	91.26%	Current data
# of Admin Withdrawals/ Level 3 Offenses	0	
% SPED	pending	
% ELL	60%	
% Eco Dis	pending	
% Migrant	pending	
% Race: American-Indian-Alaska-Native	0%	
% Asian	0.50%	
% White-Hispanic	95%	
% Multi	0	
% Black-African-American	0.50%	
% Native-Hawaiian-Pacific-Islander	0%	
% White	4%	
% Male	53%	
% Female	47%	

Data Source: School Culture and Climate	
Reflections	
Areas of Strength	**Areas of Need**
1 tracking special populations	normig tracking across PK - 5 and elective teams
2 intervention for lowest 5%	tier 1 support in planning and tier 2 support in general cl
3 growth in 5th for all special pops (89%)	RTI process support

ass

Campus Name

Comprehensive Needs Assessment ACADEMY	
Data Source: Family and Community Involvement	
	Percentage
% Families Attended WTI	36%
% Families Attended Curriculum Night	90% of at risk
% Families Who Attended EOY Ceremonies	98%
% Families who attended Fall Festival	N/A
% Families who attended Winter Festival	72%
% Families who attended Spring Festival	N/A

Reflection	
Areas of Strength	**Areas of Need**
1. Curriculum Nights gave insight to students current progress toward their goals that parents appreciated.	1 We need to work to offer parent classes/sessions that involve teaching parents how to deal with students social emotional needs, how to help their child use technology safely and set boundaries.
2 EOY ceremonies were held at CP which allowed for more space and ability to celebrate students. Each grade level had a slide per students and we started a new tradition of graduation cap and gowns for kinder student	2 With covid decreasing provide families with more opportunities to interact with the campus by planning and executing monthly parent events.
3	3 Curriculum Nights should take place earlier in the year (September vs October) and again second semester to create buy in with new and returning families.

IDEA Public Schools
San Juan Academy
Junta de el

P rogreo a N uestra M eta

Septiembre 29th, 2022
Comienza
Puntalmente a las 5:30 pm
Salón #

A109 – Grado 3rd

A108 – Grado 4th

A107 – Grado 5th

¡Esperamos verte

aquí!

Student Name	Parent Signature	Request Conference
Aburto, Adan Alexander		
Adame, Lina Marla		
Andrade, Malorie		
Baez, Dante		
Cabrales, Danica Yosslady		
Cedeno Sanchez, Diany Emely		
Cepeda Masilla, Elias		
Cervantes, Angel		
Colunga, Aaliyah Jewel		
Contreras, Deric Oskar		
Cornejo, Bryan Rigoberto		
Corona Garcia, Isaac		
Cruz, Daniel		
Duron Quintana, Braulio Guada		
Garza, Javier Humberto		
Haro, Jennica Emily		
Herrera, Jayden Drago		
Huerta, Damian Alexander		
Lopez, Gerardo Uriel		
Murillo, Joziah Jay		
Nunez Zavala, Vayoleth Lucia		
Rangel Perez, Ximena		
Sandoval, Francisco		
Sifuentes, Eduardo		
Silva Hernandez, Ariadne Minn		
Tijerina, Daren Anthony		
Tovar, Jasmin Alejandra		
Valenzuela, Kimberly Nahomi		
Vasquez, Ethan		

Student Name	Grade	Parent Signature	Request Conference	Waiver
Alvarez, Hetzabel Noemi	4			
Barrera-Murua, Alfonso Guadalupe	4	Daniela Barrera		Daniela Barrera
Cantu, Jayden Alexander	4	PHONE / 21		verbal
Cantu-Rodriguez, David	4			
De Santiago, Rodrigo	4	PHONE (21)		OK VERBAL
Esparza, Cesar Alexander	4	Maria Salazar		Maria Salazar
Esparza, Jennifer	4	Maria Salazar		Maria Salazar
Gomez, Delylah	4	PHONE /21		OK VERBAL
Guevara, John David	4	PHONE (21)		
Gutierrez, Isaiah Encarnacion	4	PHONE 21		OK VERBAL
Mayorga, Iker Fabian	4	Maria Mayorga		Maria Mayorga
Medina, Alessandra Dominique	4	PHONE / 21		
Mena, Roberto	4	PHONE / 21		Verbal
Orduno, Alejandro	4	PHONE / 21		verbal
Puente, Christian	4	PHONE (21)		OK VERBAL
Robles, Diego	4	PHONE 21		
Sifuentes, Angeles Vianey	4	PHONE / 21		verbal
Silva-Silva, Maria Fernanda	4	Aldo Silva		Aldo Silva
Torres, Fidel	4	PHONE (21)		Verbal
Velazquez Escobedo, Aidee Krystel	4	Cecilia Escobedo		Cecilia Escobedo
Velazquez Escobedo, Aimee Krystel	4	Cecilia Escobedo		Cecilia Escobedo

IDEA Public Schools

San Juan College Prep

2022-2023 Campus Improvement Plan

Accountability Rating: A

Distinction Designations:
Academic Achievement in English Language Arts/Reading
Academic Achievement in Science
Postsecondary Readiness

Board Approval Date: October 21, 2022
Public Presentation Date: September 16, 2022

Mission Statement

IDEA Public Schools prepare students from underserved communities for success in college and citizenship.

Vision

To ensure students reach their potential, IDEA Public Schools will become the region's largest creator of college graduates.

Core Values

Our drive to translate our mission and vision into reality are based upon the following core values:

- We achieve **Academic Excellence**
- We deliver **Results**
- We ensure **Equity**
- We build **Team & Family**
- We act with **Integrity**
- We bring **Joy**
- We **Sweat the Small Stuff**

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Comprehensive Needs Assessment

Revised/Approved: September 15, 2022

Demographics

Demographics Summary

1. IDEA College Preparatory San Juan is a Title 1 open- enrollment charter public school serving the needs of a rural, mostly Hispanic, low- income student body through a STEM education and various programs and activities. We are located at 600 E. Sioux Rd. in San Juan, Texas. Our student body is made up of 722 students in grades six through twelfth.Our stakeholders include a staff of over 100 people including administration, instructional and operations personnel, parents/ guardians, district support staff, private donors, and former alumni who all believe in the mission of being the largest producing district in sending young people to college. Through various opportunities throughout the year, stakeholders are able to provide feedback and suggestions for campus improvements.
2. IDEA College Preparatory San Juan provides a competitive STEM/ CTE program to all students in middle and high school as many schools in the San Juan area offer similar course offerings. However, the biggest need in our community is assisting our students through the college-going process, therefore, our college counseling department is a strength at our school.
3. We have a large population of economically disadvantaged families and students in special programs, so our programs in English Language acquisition and special education services are a big part of our campus. In addition to the programs and curriculum we have for students in our daily instruction, we have a parent program that provides English Language acquisition in order to imact the whole household and not just the student.

See PDF in Addemndum for more information.

Demographics Strengths

See PDF Addendum for more information.

Problem Statements Identifying Demographics Needs

Problem Statement 1: IDEA College Preparatory did not meet projected enrollment during the first 2 weeks of school. **Root Cause:** We did not meet persistence and therefore had many seats available that needed to be filled. Not enough communication going out to surrounding community about what we offer that appeals to them. Recruitment was focused at areas about 10 miles out and not from close proximity of school.

Problem Statement 2 (Prioritized): IDEA College Preparatory did not meet the 97.5% daily attendance goal for the year 21-22 (89.14%). **Root Cause:** Lack of parent communication on importance of attendance and overall consequences on all communication platforms Safety protocols and guidelines school followed were not made clear to families Decrease in student celebrations and activities from 2 years prior largely due to COVID

Problem Statement 3 (Prioritized): IDEA College Preparatory did not meet 90% Persistence Goal for the first time for 21-22 school year. **Root Cause:** Lack of partnership with Academy campus to ensure transition from 5th to 6th grade Lack of student activities throughout the year to promote campus student programs and school spirit

Problem Statement 4 (Prioritized): Onboarding for new students and families focused on IDEA culture, but not stamping the expectations in the student code of conduct. **Root**

Cause: Set agenda does not include this as a key point to review and have behavioral contract signed by both parent and student.

Student Learning

Student Learning Summary

IDEA College Preaparatory San Juan was rated an A campus by the State of Texas. We scored an A rating on Student Achievement, School Progress, and a B on Closing the Gaps, specifically needing to meet targets in Mathematics. Under student achievement, our STAAR component was a 75, which is our focus for this year, but we are producing high marks under graduation rate which rated a 100 and in CCMR with a 99. Our campus earned the distinctions in the following areas: Academic Achievement in ELA/ Reading, Academic Achievement in Science, and Post- Secondary Distinction. Our school is keeping its committment to our community in supporting and sending 100% of students to college and ensuring they are prepared when they get to the university of their choice. We are also supporting our students in post- secondary education or job readiness, depending on thier educational plans.

See PDF in Addendum for more information.

Student Learning Strengths

See PDF for more information.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): IDEA College Preparatory was rated the lowest on Academic Achievement under Closing the Achievement Gaps (57/100). **Root Cause:** Lack of professional development for leaders and teachers around domain 1 and 3 Lack of tracking with purpose for special populations

Problem Statement 2 (Prioritized): Student performance on STAAR/ EOC trended lower in the district based on unit assessments and benchmarks. **Root Cause:** Lack of teacher development in specific content, specifically to push for rigor Inconsistent tracking system Behavioral issues were top concern due to lack of training or coaching on classroom management

Problem Statement 3: Students demonstrating growth in one or more levels for TELPAS is under 50%. **Root Cause:** Lack of communication to parents and students on individual goals for exam Students did not consistently practice all 4 components of exam throughout the school year

School Processes & Programs

School Processes & Programs Summary

IDEA CP San Juan offers a STEM education partnered with a strong AP program to support ou students in getting them college ready. Our staff is trained in AP curriculum every year through AP summer institutes as well as throughout the year as they collaborate with course leaders from the district. Additionally, the Rio Grande Valley AP program added an AP Share Fair to showcase our best teachers in the AP program to bring to others best practices. The STEM program has recieved a grant which allows for professional development opprotunities outside of IDEA and the use of grant funds to provide supplies and technomogy needed to support instruction in the classroom. Each teacher is provided with training on how to use curriculum and resources.

See PDF in Addendum for more information.

School Processes & Programs Strengths

Curriculum & Instruction:

- At least one-third of IDEA students graduate with the "AP Scholar" designation, evidence of earning a qualifying score on at least three AP exams, demonstrating successful completion of college-level coursework prior to graduation.
- IDEA provides students access to accelerated instruction through the 1:1 technology device, including adaptive software for mathematics and literacy and access to hundreds of thousands of books in the district's digital library.
- IDEA curricular resources include high-quality instructional materials that earn the highest ratings on national evaluation measures.
- IDEA curriculum is regularly evaluated using a quality evaluation tool, ensuring alignment to the Texas Essential Knowledge and Skills and AP course standards, as well as the STAAR/EOC and AP exams.
- IDEA implements a variety of training opportunities for teachers and leadership staff with the goal of developing teachers' pedagogical content knowledge and leaders' coaching skills.
- For 15 years in a row, 100% of IDEA students have been accepted into college, demonstrating that IDEA academic programming is adequately preparing students for post-secondary education.
- In 2022, four IDEA schools were ranked in the top 10 Most Challenging Schools in the Nation and 13 were ranked in the top 1% of schools nationwide, by the Jay Mathews Challenge Index High School Rankings.

Special Programs

- IDEA exceeded the expected growth target for EL student performance on TELPAS in 2021 with 48% of ELs meeting that target.
- IDEA provide targeted research based instruction to students who have a 2.0 year gap in Reading and/or Math with the goal of closing that gap by 2.0 years during the school year with our initiative called Critical Student Intervention (CSI). During the 21-22 school year, 2,562 out of 6,632 students meet that goal for Reading and 703 out of 1,268 students met the goal for Math.
- IDEA is in Year 3 of our TEA awarded Autism Grant. Through this grant we were able to increase support for 195 students with autism in Rio Grande Valley and Austin who met the criteria outlined by TEA for this grant.
- IDEA submitted and was awarded a Dyslexia Grant by the TEA so that we will be able to provide increased professional development to teachers and leaders on working with students with dyslexia and increase the support resources for our students with dyslexia.

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

See PDF in Addendum for additional information.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Family engagement activities were inconsistent throughout the 21-22 school year. **Root Cause:** Communication to families of events for the year was lacking Lack of communication on health and safety protocols and procedures was unclear and inconsistent

Problem Statement 2 (Prioritized): Professional Development between our middle school and high school staff and opportunities for team building for staff to impact teacher retention was mostly seen in beginning of year, but not throughout the school year. **Root Cause:** Most opportunities for collaboration are based on grade level teams and not content or cross-content teams.

Problem Statement 3 (Prioritized): The number of students exceeding the growth target for TELPAS is below 42%. **Root Cause:** Goal setting conversations did not happen with students to ensure knowledge of growth goal

Perceptions

Perceptions Summary

At IDEA CP San Juan, the drop out rate is 0% across all race/ ethnicity groups which is not common amongst other schools in our district and neighboring communities. Our campus efforts to retain and matriculate seniors is largly attributed to this result.

We understand mental well being and access to help/ assistance is necessary and of utmost importance, so we not only have an experienced Student Success Advisor who meets with students individually and in groups, we train and promote our peer mentor group so students have access to help from many people on campus. We believe in a restorative approach to misbehavior and practice this by following our student code of conduct and providing the consequence that most appropriately matches the action.

Every year, student and parent surveys to out to our families to measure and collect data on the satisfaction of our staff and practices at our campus. Most of our teachers have a satisfactory rating from both students and parents evident in our survey data as well as in our internal district teacher pathway as our campus has a high number of level 4 and 5 teachers.

Some barriers to our families participating in surveys and campus activities are long work hours or working multiple jobs, no access to internet, and no access to transportation.

See PDF in Addendum for more information.

Perceptions Strengths

See PDF in Addendum for more information.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Communication to families and students about school programs, campus expectations, and campus support is lacking as over 40% of leavers stated academic programs or difficulty of academics. **Root Cause:** Most information about programs and support is through meetings which there is low attendance. There is not follow up plan for information to get to parents who did not attend meetings. Times of meetings are not differentiated; options provided.

Problem Statement 2 (Prioritized): Increased Level 1 and 2 infractions in the classrooms because of lack of student investment in student code of conduct. **Root Cause:** Teacher development was lacking in proactive/ restorative measures. Students are unaware of infractions and potential consequences for each. Student code of conduct is not discussed unless a students is already facing consequences for an action. Lack of system of preventative measures to avoid infractions.

Priority Problem Statements

Problem Statement 1: IDEA College Preparatory did not meet the 97.5% daily attendance goal for the year 21-22 (89.14%).

Root Cause 1: Lack of parent communication on importance of attendance and overall consequences on all communication platforms Safety protocols and guidelines school followed were not made clear to families Decrease in student celebrations and activities from 2 years prior largely due to COVID

Problem Statement 1 Areas: Demographics

Problem Statement 2: IDEA College Preparatory was rated the lowest on Academic Achievement under Closing the Achievement Gaps (57/100).

Root Cause 2: Lack of professional development for leaders and teachers around domain 1 and 3 Lack of tracking with purpose for special populations

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Student performance on STAAR/ EOC trended lower in the district based on unit assessments and benchmarks.

Root Cause 3: Lack of teacher development in specific content, specifically to push for rigor Inconsistent tracking system Behavioral issues were top concern due to lack of training or coaching on classroom management

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Family engagement activities were inconsistent throughout the 21-22 school year.

Root Cause 4: Communication to families of events for the year was lacking Lack of communication on health and safety protocols and procedures was unclear and inconsistent

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: IDEA College Preparatory did not meet 90% Persistence Goal for the first time for 21-22 school year.

Root Cause 5: Lack of partnership with Academy campus to ensure transition from 5th to 6th grade Lack of student activities throughout the year to promote campus student programs and school spirit

Problem Statement 5 Areas: Demographics

Problem Statement 6: Communication to families and students about school programs, campus expectations, and campus support is lacking as over 40% of leavers stated academic programs or difficulty of academics.

Root Cause 6: Most information about programs and support is through meetings which there is low attendance. There is not follow up plan for information to get to parents who did not attend meetings. Times of meetings are not differentiated; options provided.

Problem Statement 6 Areas: Perceptions

Problem Statement 7: Increased Level 1 and 2 infractions in the classrooms because of lack of student investment in student code of conduct.

Root Cause 7: Teacher development was lacking in proactive/ restorative measures. Students are unaware of infractions and potential consequences for each. Student code of conduct is not discussed unless a students is already facing consequences for an action. Lack of system of preventative measures to avoid infractions.

Problem Statement 7 Areas: Perceptions

Problem Statement 8: The number of students exceeding the growth target for TELPAS is below 42%.

Root Cause 8: Goal setting conversations did not happen with students to ensure knowledge of growth goal

Problem Statement 8 Areas: School Processes & Programs

Problem Statement 9: Onboarding for new students and families focused on IDEA culture, but not stamping the expectations in the student code of conduct.

Root Cause 9: Set agenda does not include this as a key point to review and have behavioral contract signed by both parent and student.

Problem Statement 9 Areas: Demographics

Problem Statement 10: Professional Development between our middle school and high school staff and opportunities for team building for staff to impact teacher retention was mostly seen in beginning of year, but not throughout the school year.

Root Cause 10: Most opportunities for collaboration are based on grade level teams and not content or cross-content teams.

Problem Statement 10 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations

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 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
- SAT and/or ACT assessment data
- Student failure and/or retention rates

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
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- STEM and/or STEAM data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Evaluation(s) of professional development implementation and impact

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
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Goal 1: Increase staff retention

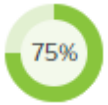
Performance Objective 1: IDEA College Preparatory San Juan will retain 85% of staff from the year 22-23 to 23-24.

High Priority

Evaluation Data Sources: Data from instructional staff leavers and operations staff leavers

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Dissect data from Teacher panel, Empathy Survey, and Great Places To Work and hold a strategy meeting to impact lowest statements throughout the year. **Strategy's Expected Result/Impact:** Increase staff retention percentage from previous year **Staff Responsible for Monitoring:** Principal **TEA Priorities:** Recruit, support, retain teachers and principals	50%	70%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: ICPSJ will provide targeted professional development through our weekly meetings, district sessions, or outside professional development such as but not limited to Region One . **Strategy's Expected Result/Impact:** Teachers will stay as they receive training to help improve in areas of growth **Staff Responsible for Monitoring:** APIs **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	35%	70%		

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Principal monthly meetings with Talent Partner to review non-negotiables for any new positions to hire effective teachers that will add to school culture. **Strategy's Expected Result/Impact:** Guidance will ensure we hire teachers suited for IDEA CP San Juan that will persist from year to year. **Staff Responsible for Monitoring:** Principal **TEA Priorities:** Recruit, support, retain teachers and principals -				

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: All IDEA students matriculate to college

Performance Objective 1: Ensure 100% of students are CCMR ready by end of senior year.

High Priority

HB3 Goal

Evaluation Data Sources: TASI 2, Advanced Placment Exams, ACT Exams

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Utilize district ACT Prep curriculum weekly starting 8/20/22 during RTTC class provided by RTTC 3&4 teacher. **Strategy's Expected Result/Impact:** Increase ACT score by 1 Composite Point every benchmark. **Staff Responsible for Monitoring:** Cassandra Reyes **TEA Priorities:** Connect high school to career and college **Problem Statements:** Perceptions 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Coordinate TSI Prep and testing sessions for grades 9-12 with college preparatory teachers to begin by Oct. 2022. **Strategy's Expected Result/Impact:** 9th goal= 90% passing math 10th goal= 90% passing English 11th & 12th goal= 100% passing all components of TSI **Staff Responsible for Monitoring:** Alexandra Campos **TEA Priorities:** Connect high school to career and college **Problem Statements:** Perceptions 1				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Provide a robust AP Program to allow for multiple means to reach CCMR goal. **Strategy's Expected Result/Impact:** 30% of senior class will become AP Scholars by end of 2023 **Staff Responsible for Monitoring:** Cassie Reyes **TEA Priorities:** Connect high school to career and college **Problem Statements:** Perceptions 1				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: Communication to families and students about school programs, campus expectations, and campus support is lacking as over 40% of leavers stated academic programs or difficulty of academics. **Root Cause**: Most information about programs and support is through meetings which there is low attendance. There is not follow up plan for information to get to parents who did not attend meetings. Times of meetings are not differentiated; options provided.

Goal 2: All IDEA students matriculate to college

Performance Objective 2: 100% of 2023 IDEA San Juan College Prep Campus high-school graduates matriculate to college, enroll in a post-secondary program for special education students, enlist in the armed forces, and/or are granted a faith-based or medical exemption.

High Priority

Evaluation Data Sources: District tracker towards college ready tasks, National Clearing House data, Matriculation evidence

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: College Counselors (2) will provide individual support in college readiness tasks. **Strategy's Expected Result/Impact:** 100% of seniors will have filed FAFSA/ TASFA and have at least 2 personal statements on file. **Staff Responsible for Monitoring:** Christina Lynch **TEA Priorities:** Recruit, support, retain teachers and principals, Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** College Counselor - Federal Grant - $67,049.73, College Counselor - Federal Grant - $70,720	40%	90%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Conduct 100% of transition meetings with RISE staff with post-secondary partners (THRIVE and others) to set students up for success. **Strategy's Expected Result/Impact:** 100% of our RISE students will have a placement aligned with the state to meet CCMR **Staff Responsible for Monitoring:** Ambar Reyes **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture	25%	80%		

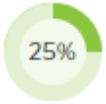
0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 3: IDEA achieves an A rating

Performance Objective 1: 90% of students taking a STAAR/ EOC exam will score Approaches, 60% will score Meets, and 30% will score Masters for the 22-23 school year.

High Priority

Evaluation Data Sources: District Benchmarks, EdCite, Locus Dashboard

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: 100% of STAAR/ EOC teachers will track every student on each district assessment for Domain 1 and 3. **Strategy's Expected Result/Impact:** Meeting targets in both ELA and Math **Staff Responsible for Monitoring:** Principal **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Implement plan for accelerated learning support such as tutorials and homework packets on low performing skills identified by benchmarks and classroom assessments **Strategy's Expected Result/Impact:** Close gaps on foundation skills needed for current objectives **Staff Responsible for Monitoring:** APIs **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 2				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Use Interventionist (1) to assist with increasing math scores through small groups with identified critical students. **Strategy's Expected Result/Impact:** Growth in special populations (SPED, EL) **Staff Responsible for Monitoring:** Krystle Zambrano **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 2 **Funding Sources:** Interventionist - Federal Grant - $58,100				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 2: Student performance on STAAR/ EOC trended lower in the district based on unit assessments and benchmarks. **Root Cause**: Lack of teacher development in specific content, specifically to push for rigor Inconsistent tracking system Behavioral issues were top concern due to lack of training or coaching on classroom management

Goal 3: IDEA achieves an A rating

Performance Objective 2: 60% of students in each Special Population will score Meets on STAAR/ EOC (SPED, EL, Eco Dis).

High Priority

Evaluation Data Sources: District Benchmarks, Campus Domain 3 Tracker, Locus, EdCite

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Use interventionists (2) to increase 6th- 10th scores in Reading through small group instruction. **Strategy's Expected Result/Impact:** Student special population scores will increase through small group, targeted instruction **Staff Responsible for Monitoring:** Christian Ramirez **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1 **Funding Sources:** Interventionist - Federal Grant - $58,100, Interventionist - Federal Grant - $54,000	25%	50%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Provide monthly parent sessions for families regarding support in increasing student achievement **Strategy's Expected Result/Impact:** Parents become knowledgeable and support at home with academics **Staff Responsible for Monitoring:** Student Success Advisor **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Perceptions 1	20%	50%		

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Teachers create academic plan for each student failing with a 60 or below on the progress report and communicating with each parent no later than 1 week after reports go out. **Strategy's Expected Result/Impact:** Parent and teacher partnership in increasing student academic achievement **Staff Responsible for Monitoring:** Alexandra Campos- College Counselor	35%	80%		

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4: Utilize AR Zone Facilitator to provide intervention to identified critical students in reading to support goal. **Strategy's Expected Result/Impact:** Students will grow 1-2 reading levels **Staff Responsible for Monitoring:** Christian Ramirez **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 2 **Funding Sources:** AR Zone Facilitator - Federal Grant - $51,500				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: IDEA College Preparatory was rated the lowest on Academic Achievement under Closing the Achievement Gaps (57/100). **Root Cause**: Lack of professional development for leaders and teachers around domain 1 and 3 Lack of tracking with purpose for special populations
Problem Statement 2: Student performance on STAAR/ EOC trended lower in the district based on unit assessments and benchmarks. **Root Cause**: Lack of teacher development in specific content, specifically to push for rigor Inconsistent tracking system Behavioral issues were top concern due to lack of training or coaching on classroom management
Perceptions
Problem Statement 1: Communication to families and students about school programs, campus expectations, and campus support is lacking as over 40% of leavers stated academic programs or difficulty of academics. **Root Cause**: Most information about programs and support is through meetings which there is low attendance. There is not follow up plan for information to get to parents who did not attend meetings. Times of meetings are not differentiated; options provided.

Goal 4: Increase student daily attendance

Performance Objective 1: IDEA San Juan College Prep will achieve a 97% annual attendance rate for the 22-23 school year

High Priority

Evaluation Data Sources: PowerSchool

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Implement incentives system for students at a grade level and individual level to impact daily attendance **Strategy's Expected Result/Impact:** Students will have multiple opportunities to obtain an incentive and be invested in goal **Staff Responsible for Monitoring:** Gabriel Luna- APO **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 2	55%	70%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: IDEA College Preparatory did not meet the 97.5% daily attendance goal for the year 21-22 (89.14%). **Root Cause**: Lack of parent communication on importance of attendance and overall consequences on all communication platforms Safety protocols and guidelines school followed were not made clear to families Decrease in student celebrations and activities from 2 years prior largely due to COVID

Goal 5: Increase student persistence

Performance Objective 1: 90% of IDEA San Juan College Prep students enrolled during the 22-23 school year will persist and return for the start of the 23-24 school year.

High Priority

Evaluation Data Sources: Campus Student Tracker, District-wide Tracker, PowerSchool

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Inform students through Advisory class period lessons on campus expectations and consequences to prevent unwanted behaviors **Strategy's Expected Result/Impact:** Lower Administrative expulsions/ suspensions impacting persistence **Staff Responsible for Monitoring:** APIs **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 3	50%	100%	100%	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

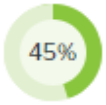
Demographics
Problem Statement 3: IDEA College Preparatory did not meet 90% Persistence Goal for the first time for 21-22 school year. **Root Cause**: Lack of partnership with Academy campus to ensure transition from 5th to 6th grade Lack of student activities throughout the year to promote campus student programs and school spirit

Goal 5: Increase student persistence

Performance Objective 2: IDEA San Juan College Prep will be a safe campus by focusing on violence prevention and intervention.

High Priority

Evaluation Data Sources: Student surveys, Move This World user data. Campus Crisis Team data review

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Partner with local PD and sheriff's department for staff and family training on prevention and interventions. **Strategy's Expected Result/Impact:** Increase awareness and decrease incidents pertaining to violence through appropriate interventions **Staff Responsible for Monitoring:** Gabriel Luna **ESF Levers:** Lever 1: Strong School Leadership and Planning				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Peer mentorship program to gather data and assist with student issues regarding safety and provide appropriate interventions. **Strategy's Expected Result/Impact:** Peers will reach out to trained peers to receive help and minimize violence and threats. **Staff Responsible for Monitoring:** Marie Gonzalez **ESF Levers:** Lever 3: Positive School Culture				

 No Progress Accomplished Continue/Modify Discontinue

Goal 5: Increase student persistence

Performance Objective 3: 90% of students enrolled in Physical Education will meet 670 MVPA minutes throughout the 22-23 school year.

Evaluation Data Sources: HIT Monitor Data, District- wide Tracker

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Weekly tracking of minutes using high impact monitors through PE class (individual) **Strategy's Expected Result/Impact:** Coaches will help students adjust when not meeting weekly goals. **Staff Responsible for Monitoring:** Ernesto Gutierrez **ESF Levers:** Lever 3: Positive School Culture	85%	85%		

 No Progress Accomplished Continue/Modify Discontinue

Title I Personnel

Name	Position	Program	FTE
Alexandra Campos	College Counselor	Title 1	1
Cassandra Rodriguez	College Counselor	Title 1	1
Elise Cavazos	Interventionist	Title 1	1
Erica Rios	Interventionist	Title 1	1
Francisco Herrera	RTTC III & IV Teacher	Title 1	1
Ruby Ortiz	Interventionist	Title 1	1
Yessenia Garza	AR Zone Teacher	Title 1	1

Campus Funding Summary

Federal Grant					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	2	1	College Counselor		$70,720.00
2	2	1	College Counselor		$67,049.73
3	1	3	Interventionist		$58,100.00
3	2	1	Interventionist		$58,100.00
3	2	1	Interventionist		$54,000.00
3	2	4	AR Zone Facilitator		$51,500.00
				Sub-Total	$359,469.73

Addendums

Teacher Name	CNA Culture Group	Teacher Name	CNA Content Group
Krystal Hernandez	100% College Matriculation (LEADER)	Sarah Solis - CTL ELA	ELA (LEADER)
Edwardo Lopez	100% College Matriculation	Gilberto Villarreal	ELA
Gilberto Villarreal	100% College Matriculation	Sebastian Castillo	ELA
Hollie Oaks	100% College Matriculation	Jaidre Mata	ELA
Julyan Baden	100% College Matriculation	Allison Cavazos	ELA
Sarah Solis - CTL ELA	100% College Matriculation	Cassandra Cerda	ELA
Sebastian Castillo	100% College Matriculation	Dina Farias	ELA
Moses Hetfield	100% College Matriculation	Krystal Garcia-GTL	ELA
Elena Andino	100% College Matriculation	Liliana Rodriguez-CTL Humanities	Humanities (LEADER)
Sue Marticio	100% College Matriculation	Julyan Baden	Humanities
Karen Quiroga-CTL Science	100% College Matriculation	Moses Hetfield	Humanities
Selina Lopez	100% College Matriculation	Selina Lopez	Humanities
Victoria Segundo	100% College Matriculation	Erick Cantu	Humanities
Arlene Montano	Family & Community Involvement (LEADER)	Dustin Kipp	Humanities
Aylem Navarro	Family & Community Involvement	Nancy Morales - CTL Math	Math (LEADER)
Rocky Vazquez	Family & Community Involvement	Hollie Oaks	MATH
Jaidre Mata	Family & Community Involvement	Raquel Vasquez	MATH
Elva Ramirez	Family & Community Involvement	Samara Roura	MATH
Erick Cantu	Family & Community Involvement	Juan Hinojosa	MATH
Ramon Reyna	Family & Community Involvement	Sherry Fielder Kite	MATH
Ruth Perozo	Family & Community Involvement	Stephanie De La Fuente	MATH
Allison Cavazos	Family & Community Involvement	Thomas Baugh	MATH
Itzbi Mendoza	Family & Community Involvement	Karen Quiroga-CTL Science	Science (LEADER)
Cassandra Cerda	Family & Community Involvement	Sue Marticio	Science
Samara Roura	Family & Community Involvement	Krystal Hernandez	Science
Ernesto Gutierrez	School Culture & Climate (LEADER)	Arlene Montano	Science
Alejandra Alaniz	School Culture & Climate	Tiffany Martinez	Science
Nancy Morales	School Culture & Climate	Manuel Gonzalez	Science
Bianca Ibarra	School Culture & Climate	Aylem Navarro-CTL Spanish	Spanish (LEADER)
Deyra Cantu	School Culture & Climate	Elena Andino	Spanish
Dina Farias	School Culture & Climate	Itzbi Mendoza	Spanish
Ruby Ortiz	School Culture & Climate	Cristina Correa-GTL	STEAM ELECTIVE (LEADER)
Maria Chavez De Ruedas	School Culture & Climate	Victoria Segundo	STEAM ELECTIVE
Dustin Kipp	School Culture & Climate	Elias Ramos	STEAM ELECTIVE
Elias Ramos	School Culture & Climate	Ian Kettelkamp	STEAM ELECTIVE
Juan Hinojosa	School Culture & Climate	Kevin Gamas	STEAM ELECTIVE
Tiffany Martinez	School Culture & Climate	Francisco Herrera	STEAM ELECTIVE
Sherry Fielder Kite	School Culture & Climate	Ernesto Gutierrez	STEAM ELECTIVE
Tania Robles	School Culture & Climate	Ambar Reyes - GTL Rise	TELPAS (LEADER)
Krystal Garcia	Staff Quality, Recruitent, & Retention (LEADER)	Edwardo Lopez	TELPAS
Cristina Correa	Staff Quality, Recruitent, & Retention	Ramon Reyna	TELPAS
Erica Rios	Staff Quality, Recruitent, & Retention	Alejandra Alaniz	TELPAS
Francisco Herrera	Staff Quality, Recruitent, & Retention	Bianca Ibarra	TELPAS
Kevin Gamas	Staff Quality, Recruitent, & Retention	Deyra Cantu	TELPAS
Liliana Rodriguez	Staff Quality, Recruitent, & Retention	Tania Robles	TELPAS
Erica Rios	Staff Quality, Recruitent, & Retention	Erica Rios	TELPAS
David Leal	Staff Quality, Recruitent, & Retention	Ruby Ortiz	TELPAS
Janett Landeros	Staff Quality, Recruitent, & Retention	Janett Landeros	TSTEM/CTE (LEADER)
Manuel Gonzalez	Staff Quality, Recruitent, & Retention	David Brown	TSTEM/CTE
Stephanie De La Fuente	Staff Quality, Recruitent, & Retention	Maria Chavez	TSTEM/CTE
Thomas Baugh	Staff Quality, Recruitent, & Retention		

San Juan College Prep

Comprehensive Needs Assessment

LAST YEAR - DELETE THIS SECTION WHEN DONE - it is here for refrence ONLY

Data Source: End of Course Assessments

	MS PE	Health/Speech	ACT	RTTC 1	Art 1	Art 2 - Drawing	Art 3 - Painting
% Approaches	100%	98%	97.50%	82.70%	100%	79%	88%
% Meets	99%	85%	75%	66.70%	10%	58%	72%
% Masters	90%	46%	52%	34.40%	15%	28%	44%
% Student Achievement Average	100%	98%	87.30%	82.70%	75%	79%	88%

Data Source: AP/IB/Electives

AP Scores	AP 2-D Art and Design (C. Correa)	AP Art History (C. Correa)	AP Drawing (C. Correa)
% Score 1	10%	20%	7%
% Score 2	30%	40%	33%
% Score 3+	60%	40%	60%

Reflections	
Areas of Strength	**Areas of Need**
1 Online curriculum that is very virtual learning friendly and multiple	1 Support with student registration and
2 Despite being Virtual students were still able to get physical activity	2 Having available spacing for incliment weather
3 Admin is one of most supportive for visual arts in the district and	3 Our facilities are in dire need of renovation;

San Juan College Prep

Comprehensive Needs Assessment

COLLEGE PREP

Data Source: End of Course Assessments

	MS PE	Health/Speech	ACT 10th	RTTC 1/2/3	Art 1	Art 2 - Drawing	Art 3 - Painting
% Approaches	100%	97%		11.4%/15%/97%	90%	15%	14%
% Meets	100%	85%		21.9%/33.3%/89%	75%	27%	32%
% Masters	100%	48%		50.5%/28.1%/64%	20%	59%	54%

Data Source: AP/IB/Electives

AP Scores	AP 2-D Art and Design (C. Correa)	AP Art History (C. Correa)	AP Drawing (C. Correa)
% Score 1	0%	48%	0%
% Score 2	25%	48%	36%
% Score 3+	75%	5%	64%

Reflections	
Areas of Strength	**Areas of Need**
Our AP Art & Design program has been one of the consistent contributors to our campus meeting our AP Scholar Goal for over 10 years.	Our high school art courses (drawing, painting, AP Art & Design) have not had school funding for course materials since 2019. Ms. Correa has either had to purchase from her own pocket or find outside donations. We previously had $2000, per year, to spend on art supplies.

Students love the engagment of sports. It's a big stress reliever expelling all that energy out. With the different games and activities they are learning, It exposes the students to learn different sport other than Basketball, Football and Soccer.	As students use thier heart rate monitors to play, some of the monitors take a beating and stop working making it difficult to track thier progress. Our monitors are now out of warranty and are in need of replacments.
Students love to be able to get away from traditional learning and experiment in the fine arts. The different projects, skills, and lessons being taught students get to enjoy a well rounded process of the arts. From drawing, painting, and sculpting, students get to practice with more than 1 discipline of art.	Having a high school level class in 8th grade really hinders students growth. As frist year art students, they are set up with major disadvantages. 8th grade students should only take middle school level art classes.

San Juan College Prep

Comprehensive Needs Assessment

Data Source: End of Course Assessments						
	Course Name: IED	**Course Name: AERO**	**Course Name: FOCS**	**Course Name: Practicum**		**Course Name: AP Comp Sci Principles**
% Approaches	78%	N/A	94%	N/A	**AP Scores**	
% Meets	63%	N/A	67%	N/A	**% Score 1**	77%
% Masters	29%	N/A	48%	N/A	**% Score 2**	18%
# of students enrolled in the course:	107	43	109	42	**% Score 3+**	6%
# of students successfully completing course	107	43	109	42	**# of students successfully completing course**	73
# of Students Industry Certified	N/A	**N/A**	N/A	15	**# of Students Industry Certified**	N/A

Reflections

Areas of Strength	**Areas of Need**
Set curriculum and classes for our different pathways	More storage space for materials and projects
Three full computer labs	More IT priviliges
Our STEM department feels supported with the grant that we have received.	PD for Practicum in STEM class
Our Manager is a great avocate for our programs	More IT support
	Computer lab teachers need technology access to faciliate classes.
	Lab teachers need generic login information for lab computers.
	We were often unable to run software needed for engineering classes when needed.

San Juan College Prep

Comprehensive Needs Assessment COLLEGE PREP			
Data Source: STAAR			
	Spanish 1	**Spanish 2**	**Spanish 3**
% Approaches	89.2	87.6	94.9
% Meets	85.5	82	86.6
% Masters	63.1	57	48%
% Student Achievement Average	79.26	75.5	76.5
Data Source: AP			
AP Scores	**Pass AP Spanish Lit**	**Pass AP Spanish Lang**	
% Score 1	16.12%	32.00%	
% Score 2	30.64%	18.00%	
% Score 3+	53.22%	50.00%	

Reflections	
Areas of Strength	**Areas of Need**
Team advocates and trouble shoots for correct placement of students when issues are identified with student performance and habilities.	1Establishing clear expectations of student and proctor expectations. For validity of assessments. Create Student Awareness of Placement Procedure and Rationale for testing expectations. Provide rationale and benefits in showing mastery for accurate placement in a pre testing lesson. Parent communication regarings student placement. Letter.
2 Norming scoring of writing expectations vertical alignment on Procedural writing/speaking tasks ex. Steps to write email replies, essays, presentations and dialogs.	2 Must improve on vertically matching AP Alingned (rationale) on conceptual writing objectives ex. Must ask questions on email reply that are related to the prompt email and not just basic questions to merely meet the requirement. Advocate for use of CTM time to collaborate on unit planning
3 Material and curriculum space for incorpoation of various reading genres across levels.	3 Be more intentional in incorportation of reading in Span 1-3 Levels. Ensure an optimal ratio of narrative and informational reading to ensure both skills are developed appropiately for AP courses. Review and refine reading constructor now that new Spanish 1-3 teacher is on board.

Next steps

1. Elna will write a letter for parents by monday 18.

San Juan College Prep

Comprehensive Needs Assessment

COLLEGE PREP

Data Source: CSI

% Meeting CSI Goal	Reading CP CSI
% CSI (EOY Ren.)	35%
% of CSI Passing STAAR	40%
% of SPED Passing STAAR	16%

Data Source: STAAR

	STAAR Reading 6th	STAAR Reading 7th	STAAR Reading 8th		English I EOC	English II EOC
% Approaches	60.00%	67%	73.00%		61%	70%
% Meets	27.00%	35%	43.00%		50%	65%
% Masters	14.15%	17%	16.00%		15%	21%
% Student Achievement Average	34%	39%	43%		42%	52%

Data Source: AP/IB/Electives

AP Scores	Pass AP Lit	Pass AP Lang	IB Scores	IB Group 1	% Royal Readers	% Word Master
% Score 1	40.20%	59.70%	% Score 1-3	NA	6th: 25.89%	6th: 86.61%
% Score 2	46%	24.70%	% Score 4-5	NA	7th: 11.32%	7th: 85%
% Score 3+	13.70%	16.00%	% Score 6-7	NA		
					RR Goal Met/Not Met	WM Goal Met/Not Met
					Met	Met

Reflections	
Areas of Strength	**Areas of Need**
Students are able to identify and explain the function of metaphor.	Students struggle to explain how details, diction, and syntax reveal a narrator or speaker's perspective.
Students are able to write a thesis that presents a defensible interpretation of a literary work.	Students struggle to develop commentary that establishes and explains relationships among textual evidence, the line of reasoning, and the thesis
Students are able to develop a paragraph that includes a claim and evidence supporting the claim.	Students struggle to strategically use words, comparisons, and syntax to convey a specific tone or style in an argument.
Students are able to describe the line of reasoning and explain whether it supports an argument's overacrching thesis.	Students struggle to use established conventions of grammar and mechanics to communicate clearly and effectively.
Students were able to analyze the author's use of print and graphic features.	Students struggled with explaining the author's purpose and message withing a text
Students were able to use text evidence to support an appropriate response.	Students struggled with multiple organizational patterns within a text to develop the thesis.

Students were able to use context within or beyond a paragraph to clarify the meaning of unfamiliar or ambiguous words.	Students struggled with paraphrasing and summarizing texts in ways that maintain meaning and logical order.
Students were able to analyze how characters' motivations and behaviors influence events and resolution of conflict.	Students struggled with dictionary skills and vocabulary. Studnets need to build a sense of self-motivation to use the dictionary.
Students were able to make inferences and use evidence to support understanding.	We need bridge the gap between CSI and ELA teachers in regards to targeting the areas our critical student struggle in starting from the begining of the school year.
Students were able to determine author's purpose.	Due to changes to the writing portion of STAAR tests for various grade-levels, the department needs to prioritize vertical alignment for tested and non-tested writing skills.
The English Language Arts department collaborated by sharing best practices at least once a month.	Students struggled with vocabulary and dictionary skills
Students were able to make inferences and use evidence to support	Students struggled with analyzing key details in a text.

Students were able to make connections and analyze interactions in a text

San Juan College Prep

Comprehensive Needs Assessment - College Prep			
San Juan COLLEGE PREP			
Data Source: STAAR			
	STAAR Math 6th	**STAAR Math 7th**	**STAAR Alg I**
% Approaches			
% Meets			
% Masters			
% Student Achievement Average			
Data Sourse: EOC/ Semester Exam Data			
	Geometry	**Algebra II**	**Pre-Calculus**
% Approaches	**77%**		**86.40%**
% Meets	**44%**		**13.60%**
% Masters	**22%**		**4.50%**
Data Source: AP Exams/ Dual Enrollment (On Ramps)			
AP Scores	**Pass AP Calculus AB**	**Pass AP Prob. & Stats.**	**On Ramps**
% Score 1	100%	100.00%	Passing & Claiming Transcript _____
% Score 2	0%	0.00%	Not Passing & Not Claiming Trancript _____
% Score 3+	0%	0%	Total Students in the course: _____

Reflections	
Areas of Strength	**Areas of Need**
(AP Stats) Received great resources to use in class from trainings. Studnets were involoved in lessons especially when the problems were on topics that intrested them	Need to incorporate more practice time into class to help students improve their skills. Also closing the gaps that students have due to not being in a physical math class for some time.
(Geometry) Students have an interactive notebook that contains correctly written out examples and their daily exit tickets. They can use this as a tool to help with homework or to study. I assigned very strategic do nows and exit tickets. Students were strategically arranged by seating them in pairs with a high/medium student with a low student. Intro to new material was shorter so more time was given for independent practice. Tutoring once a week based on the lowest performing TEKS really helped struggling students.	(Geometry) Updated curriculum more ACT aligned questions. Lessons were challenging and rigorous for students. Student gaps were significantly greater than in previous years. Struggled with student participation in almost everything used to help advance their math skills. High students were not willing to tutor peers.
(Algebra 1) The reteach portion (including the agenda structure) improved the students base knowledge substantially from when they first learned the topics. Practice problems and exit ticket where all mulitple choice or griddables which was more STAAR aligned.	(Algebra 1) More practice time with problems similar to what they would see on the STAAR. Lessons don't feel balanced and lesson breakdown/order feels inefficient.

(6th Grade Math) My students have an interactive notebook, and they are able to refer back to their prior lessons so that they can make the connections needed to solve their problems. Also, when I was planning my lessons, I always planned and I had my struggling student in mind. I made sure that there was more than one way to solve each problem. I tutored three times a week and held two Saturday classes each month to help all my students close all achievement gaps.	(6th Grade Math) Many lessons didn't feel aligned to what was tested on the weekly, mid unit and unit exams. There were a lot of typos in the word problems and many even had the incorrect answers. I always solved strategically and I made sure to break down each problem thoroughly.
(Algebra II) Guided Notes and Anchor charts were effective in helping students understand the content quicker avoid getting roadblocked by question where they didn't know how do begin. In addition it required less handholding and saved time coaching students individually.	(Algebra II) Ideas of filling in gaps for students that are missing vital algebra skills to be able to make class easier. Maybe extra credit opportunities using imagine math.
(7th Grade Pre-Algebra) Course collab and resources shared during those meeting were very helpful. Students had a workbook for each unit. Also, the clusters for STAAR preparation were very helpful. Anchor charts were created for each lesson to help students keep track of steps or refer back to when solving problems independently. □	Need to make sure to collaborate with both 6th and 8th grade in order to make sure that students are successful for all subjects. Students had a lot of gaps this year that made it a little difficult to teach some lessons at a faster pace. Some of the lesson plans did not align with what was given in the student workbook. There were also some mistakes that I found in both the lesson plans and the student workbooks. (All problems were worked out before given to the students)
Pre-Cal Manager gave me all things algebra which really helped bridge the gaps with the students. Imagine math was used and students had lots of growth. Khan academy could be assigned through clever for additional help. The curiculum had links to daily videos based on content which I put in the class notebook for reference or if they were out sick. Kagan stradegies were a huge success in getting 100% engagement and using the personal white boards for instant feedback.	Pre-Cal Students lack the foundations of math. It would be great if there were workshops or mediation happening since the begining of the year to help bridge those gaps mostly caused by the pandemic.
AP Calculus AP Classroom was used and had a great video review for the exam. Khan academy could be assigned through clever for additional help. The curiculum had links to daily videos based on content which I put in the class notebook for reference or if they were out sick. Kagan stradegies were a huge success in getting 100% engagement and using the personal white boards for instant feedback.	AP Calculus Students need more at bats in the classroom. It was difficult for students to watch the videos assigned outside of classroom to then practice problems in the classroom with teacher. It would be beneficial if there was a workbook of some sorts where students had lots of practice problems aligned to the AP test. Mock exam was in a different format than the AP exam so students did not transfer the correct data to the answer document on the Mock. Recommendations were made to curiculum manager to have the format of the Mock align with the AP Test.

San Juan College Prep

Comprehensive Needs Assessment

College Preparatory

Data Source: Internal					
	6th Grade EOY Assessment	7th Grade EOY Assessment	9th Chemistry Grade EOY Assessment		STAAR Biology
% Approaches				% Approaches	
% Meets				% Meets	
% Masters				% Masters	
% Student Achievement Average				% Student Achievement Average	

Data Source: AP/IB					
AP Scores	Pass AP Biology	Pass AP Chemistry	Pass AP Physics (1, 2, & C)	Pass AP Env. Science	
% Score 1	60.20%				
% Score 2	23.90%				
% Score 3+	15.90%				

Reflections	
Areas of Strength	**Areas of Need**
AP courses increased the numbers and rigor of AP labs according to College Board standards. AP courses implemented labs and hands-on activities to emphasize and connect science concepts.	Lab resources required more time this year to fulfill the orders. Teachers planned in advance the labs but district HQ took more time for processing the orders. Also, the science companies frequently had delay in shipping.
District curriculum leaders provided the scope and sequence for each course. The teachers were able to calender each unit and backwards plan from the unit exam.	COVID and COVID exposure cases increased absences across grade levels and courses. The calender and planning were negatively impacted. Teachers struggled to keep on track with concepts and content and district exam dates were not flexible for every course.

Writing in science was performed in every science course. Students were prepared for the writing on district unit exam and state/national assessments such as STAAR and AP exams.	

San Juan College Prep

Comprehensive Needs Assessment

COLLEGE PREP

Data Source: Internal Assessments

	6th Grade EOY Assessment	7th Grade EOY Assessment		STAAR 8th US History	EOC US History
% Approaches	96%	99%	% Approaches	N/A	N/A
% Meets	36%	78%	% Meets	N/A	N/A
% Masters	60%	58%	% Masters	N/A	N/A
% Student Achievement Average	64%	78%	% Student Achievement Average	N/A	N/A

Data Source: AP/IB

AP Scores	Pass AP Human Geography	Pass AP World History	Pass AP US History	Pass AP Goverment	Pass AP Economics
% Score 1	77%	81%	69%	46%	94%
% Score 2	10%	13%	19%	18%	6%
% Score 3+	13%	6%	12%	34%	0%

Reflections

Areas of Strength	Areas of Need
1. Students are provided daily opportunities to practice writing, critical-thinking, and collaborative skills throughout the various humanities courses. Courses use aligned writing strategies (CER/ACE) that encourage writing growth for future classes.	1. Access to data from previous course/year to quickly identify gaps in writing and reading early on. Persistent gaps in reading, writing, and critical thinking skills limit some students' ability to engage with all ocurse content.
2. Expanded course offering (Mexican-American Studies) to meet the needs of our campus.	2. Finding a consistent and maintainable procedure for providing students with clear and actionable feedback.

3. Instruction is aligned to the course and exam expectations for AP and STAAR including primary and secondary source analysis and interpretating social studies' developments and processes.	3. Courses lack opportunities for real-world application of skills, thus students fail to see the purpose in learning history related courses (Texas History, US History, World History). Applying global trends and issues to topics is also an area of need to help students internalize importance and purpose of humanities.
4. Courses incorporate different instructional practices, including Kagan strategies, Project Based Learning, Nearpod, and Peardeck.	4. Students are limited in problem-solving strategies/habits or are unable to manage the rigor of classes (especially since returning from distance learning). Many are stuck and struggle to find their way out of misunderstandings and fall behind creatiing larger gaps in reading and writing.

San Juan College Prep

Comprehensive Needs Assessment
COLLEGE PREP

100% College Matriculation

Matriculation %	Matriculation % 4 year	Matriculation % 2 year	Tier 1/2 % Acceptances	Tier 1/2 % Matriculation	
100%			60%		
Tier 1 % Matriculation	**Tier 2 % Matriculation**	**Tier 3 % Matriculation**	**Tier 4 % Matriculation**	**Senior Class CCMR %**	**Senior Class TSI Completion %**
16.8	15.7	0	67.5	77	67

Campus Data

Senior Class ACT Average	Junior Class ACT Average	Overall AP Scholars (3+ or more tests)	IB Medallion Scholars (Passing 3+ exams)	Overall % IB Diploma	Campus End of Year OTG
18.9	17.2	24.7	NA	NA	

Reflections

Areas of Strength	Areas of Need
TSI small groups were made for seniors not exempt going into 12th grade. Seniors were divided into small groups for intervention class based on TSI exemptions and data from past TSI exams. Seniors were tested at once every week. Multiple Saturdays were allocated for TSI provided tutoring sessions and testing. Testing occurred in 9th-10th grade, which allowed exemptions for one or both TSI exams in earlier grade levels.	The TSI assessment recently went through revisions on content and scoring. However, the review material has not met the changes to TSI. The school needs to increase the awareness on the importance of these exams 9-12th grades. 12th grade needs to comprehend the impact of these exams on admission status and remediation courses. The school can use a TSI informational PowerPoint that explains what the TSI is as well as the cost of remedial classes and effect on their college applications.
11th grade was invested in the college application by choosing the teachers for letter of recommendation (LOR) writing. Teachers were supported with student survey, district rubric, and accountability partner. Teachers had fewer letters of recommendation to write this year. The early LOR deadline led to more Early Decision and Early Action applications. In addition, the 12th graders were supported by individual counseling appointments.	The letter of recommendations teacher pool needs to be expanded to include other grade level teachers such as their advisory teachers. Students need to be exposed and familiarized with diverse Tier 1 and Tier 2 university/college at earlier grade levels. The pandemic prevented field lessons to Tier1 and Tier 2, so this continues to be an area of growth. Tier 1/ Tier 2 university/Cllege of the Week with statistics, location, and testimonies can be implemented during Road To and Through College (RTTC) class. College Fair needs to be reinstated for 11th and 12th grade; the college list needs to include colleges/universities from Texas and various parts of the United States.
The school exposed students to alumni testimonials through virtual meetings and Q/A sessions. Students were provided the opportunity to visualize their future paths.	The alumni sessions with 12th grade needs to be personalized with IDEA CP San Juan alumni. Since our school is part of a specific area and demographics, our alumni leading the discussion would make even more of an impact on our 12th grade students.
Parent meetings with counselors were consistent and individualized to the senior. The meetings were geared to closing information gaps, educating parents on the college application process, and working as a team to assist their child in getting to the college of their choice. Parents had direct relay of information from counselors and teachers through Remind messages. Also, the school provided a weekly school bulletin that informed parents of all grade levels important information and dates. This newsletter was sent out every Sunday. The school had whole grade level parent meetings 1st and 2nd semester. The 1st semester 12th grade meeting was on the college application and financial aid process. The 2nd semester 12th grade meeting was on AP testing schedule, College Signing Day and graduation.	Grade level parent meetings need to increase in frequency as before pandemic. In addition, seniors need regular benchmark meetings with stakeholders such their administrator mentor and teachers. The additional stakeholders can support counselors with the college application process.

San Juan College Prep

Comprehensive Needs Assessment College Preparatory					
TELPAS Composite Rating (Listening, Speaking, Reading, Writing)					
	Listening	**Speaking**	**Reading**	**Writing**	**% of ELL Students who grew one or more levels**
% Beginning					
% Intermediate					
% Advanced					
% Advanced High					

Reflection	
Areas of Strength	**Areas of Need**
The fact that all teachers were given a hard copy on the expectations of filling out the TELPAS information was very useful to refer back too.	Administrators having all teachers take the calibration test when only a select few teachers can only sign off as Raters.
Providing a binder with copies and instructions to each grade team makes the organization and collection of samples run a lot smoother.	The TELPAS training this school year was rushed and not enough explaination was given to all new teachers.
Strong collaboration within grade teams to ensure all students have the requried writing samples.	Certified teachers to rate.
TELPAS Alt was provided sufficient time to complete ratings, and RISE provided flexibility to rate observable behaviors	Provide more thorough training for TELPAS Alt
	It would have been better to take the calibration test on a work day than at the end of a testing day.

San Juan College Prep

Comprehensive Needs Assessment

College Preparatory

Staff Quality, Recruitment, Retention

	Percentage
% School Lead Team Retention	90%
% Instructional Support Retention	100%
% Teacher Retention	
% Campus Support Retention	
% SPED Certified Teachers	100%
% State/National Certified Teachers	
% State Certified Leaders	
% State/Board certified Counselors	
Number of teacher applicants per 2020-21 school year	

Reflections

Areas of Strength	Areas of Growth
1. IDEA College Preparatory San Juan has a large number of master teachers and teachers who have been teaching for 4+ years, and most are returning next year.	1. The school and grade levels are inconsistent with giving consequences for uniform infractions, technology usage, etc. There is no behavior matrix and not all teachers enforce normed expectations.
2. The campus has highly qualified AP teachers resulting in the school being ranked #6 in the nation according to the Jay Matthews scale.	2. Some students are given more leniancy with infractions based on academic level and/or relationship with teacher.
3. Increase of tutors to help with coverage of classes instead of asking teachers to give up their conferences.	3. Last minute practices rolled out by administration without intention or purpose, such as new trackers.
4. Administration and grade teams are great about supporting teachers during times of need or when personal issues arise.	4. Lack of communication from administration to teachers about student expulsions, campus emergencys, and/or mitigations for COVID. Administration has not been present in hallways this year during transitions.
5. Opportunity for growth for co-teachers, professional development, and personal development.	5. Not enough celebrations of teachers or encouragement of their classroom practices. Teacher's work goes unheard, unseen, or validated. High School and Middle School teachers are unfamilliar with each other, so there is a lack of teacher-building across grade levels.
	6. Many teachers feel they are not given adequate time to produce their best instructional and planning work to due meetings, lack of communication, last minute tasks, and poor work-life balance. The broader the range of things we ask to teachers to take responsibility for the shallower the work we are able to do.
	7. Having meetings for the sake of meetings. Many are unintentional and planned last minute.
	8. Many teachers do not know they can self select trainings or personal developments. Growth is crucial in education. Stagnant growth equals stagnant results.

San Juan College Prep

Comprehensive Needs Assessment

College Preparatory

Data Source: School Culture and Climate

	Campus %
% Average Daily Attendance	88.34%
% Overall Persistence	94.97%
% New Student Persistence	91.49%
# of Admin Withdrawals/ Level 3 Offenses	16%
% SPED	7%
% ELL	49%
% Eco Dis	87%
% Migrant	27%
% Race: American-Indian-Alaska-Native	0%
% Asian	1%
% White-Hispanic	72%
% Multi	17%
% Black-African-American	1%
% Native-Hawaiian-Pacific-Islander	1%
% White	8%
% Male	50%
% Female	50%

Reflections

Areas of Strength	Areas of Need
1. Reestablishing norms, post COVID.	1. More school spirit and community.
2. School activities and bringing the joy post COVID.	2. More school activites and bringing the joy.
3. Prioritizing student/teacher social emotional intelligence.	3. Teachers and administrators rely almost exclusively on external motivation (grades, incentives, praise). As a result, students have adapted to these structures and continue to lose intrinsic motivation and their natural curiosity and desire to learn.
4. LIBRARY! We have one. The kids love the fact that they were able to check out books this year and had a book fair.	4. More clubs and funding for extracirricular activities. (notebook/school newspaper/band/etc.)
5. Family oriented students who also strive in the classroom and extracurricular activities.	5. More student led festivities (such assemblies and pep rallies).
6. Student technology, giving all students a laptop.	6. Inconsistency across grade levels with response to minor infractions (such as uniforms, attendance, phones).
7. Expanding our cirriculum and including more classes like Mexican American Studies to meet the academic, social, and cultural needs of our students.	7. Teachers feel pressure to pass students instead of putting that responsibility back on the student and parents. We need to develop a plan at the begining of the school to ensure teachers and parents know the consequences when students are not producing any work.
8.Students doing the morning announcements.	8. Clear communication on extra teacher duty expectations, especially during State of Texas Assessments of Academic Readiness.
9. We have added more after-school activities for students to participate in.	9. Keeping electives priority throughout the year, even during State of Texas Assessments of Academic Readiness/Advanced Placement exams.
	10. Better planning with schedules after semester exams, mock exams, Advanced Placement exams, State of Texas Assessments of Academic Readiness testing.
	11. Strive to be more inclusive by ensuring all events and activities include our exceptional students.
	13. Collaborating with grade team leaders and teachers in planning special events for our teachers and staff such as; teacher appreciation week, holidays parties, or school events.
	14. Creating a school schedule that includes recess during lunch to increase their level of physical activity and exert energy in a healthy way.

San Juan College Prep

Comprehensive Needs Assessment

College Prepartory

Data Source: Family and Community Involvement

	Percentage
% Families Attended WTI	100%
% Families Attended Curriculum Night	40%
% Families Who Attended EOY Ceremonies	Pending
% Families who attended Fall Festival	0%
% Families who attended Winter Festival	0%
% Families who attended Spring Festival	0%

Reflections

Areas of Strength	Areas of Need
At the beginning of year student's were given tote bags with school supplies and IDEA San Juan attire.	Due to COVID restrictions we did not do any festivals this year. We need to focus on some festivals to bring families and community together.
Keeping up with the Saints family weekly news kept our families more up to date and involved this year.	This year we did not offer after school English classes for parents and that was something that was popular and helpful before COVID.
Communication with Families through remind, parent phone calls, messages about upcoming exams.	Teachers used to be assigned a mentor group, which consisted of approximately 10-20 students. Parents were consistently informed regarding their child's grades and overall academic progress. Students and parents communicated with their mentor teacher regarding any questions or concerns throughout the year.
Continue with the celebrations every end of quarter to celebrate their succes in their classes obtaining A and B honor roll and having awards ceremonies at the end of the year for all grade level students.	During senior dinner, where our 12 graders bring their parents to recieve their awards and recognitions, the students were asked to choice ONE parent only to bring to the dinner and that created a sense of rejection and lack of unakowledge and its not fair not only for the parent, but also to the student by putting them in the position of having to choose bertween mom and dad.
IDEA San Juan College Prep has their own Facebook page where they communicate any important messages, announcements, celebrations, etc.	Whole School Teams for streamlined communication regarding uniform expectations, testing, bad weather school/no school communications, assembly cancellations etc. maybe include a transcript of announcements for kids who missed them in the morning.
Parent meetings with teachers in regards of upcoming events/class progress in order to answer questions or clarification	Set expectations that all grade levels have an assembly group from the start on Teams to ensure communication is sent to whole grade levels quickly when needed.
Communication with families through Remind, parent phone calls, messages	Did(Do) not have a clear idea of state of School tecnology as no inverntories were made thoughout the years. Many students are reporting they do not know where their computers are, some say they do not work, did not report it, many have lost their chargers. It is unclear how or when parents will be notified and it will be fustrating for them if they find out at the end of the year and have to come up with money on the spot.
We help relieve the financial burden of purchasing uniforms for students/families by sponsoring the student with a uniform.	Take into account of parents time that are not able to attend after school. Providing additional resources for parents.
	In previous years, 21st Century would participate in community events like parades and McAllen marathon. I think it's important to be seen like that at community events instead of just IDEA billboards

IDEA Public Schools

South Flores Academy

2022-2023 Campus Improvement Plan

Accountability Rating: A

Distinction Designations:
Academic Achievement in English Language Arts/Reading
Academic Achievement in Mathematics
Academic Achievement in Science
Top 25 Percent: Comparative Closing the Gaps
Postsecondary Readiness

Board Approval Date: October 21, 2022
Public Presentation Date: September 16, 2022

Mission Statement

IDEA Public Schools prepare students from underserved communities for success in college and citizenship.

Vision

To ensure students reach their potential, IDEA Public Schools will become the region's largest creator of college graduates.

Core Values

Our drive to translate our mission and vision into reality are based upon the following core values:

- We achieve **Academic Excellence**
- We deliver **Results**
- We ensure **Equity**
- We build **Team & Family**
- We act with **Integrity**
- We bring **Joy**
- We **Sweat the Small Stuff**

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Comprehensive Needs Assessment

Revised/Approved: September 12, 2022

Demographics

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 77% of economically disadvantaged scholars and 94% of our scholars are Hispanic. Our daily attendance is approximately 92% and that was during COVID. Over 80% of our families continue to stay at our school year after year. We have been a "A" rated campus since we recieved our first rating. Our Special Education RISE classroom is one that is sought out by many local families, due to the rigor and success rate of our scholars.

Demographics Strengths

"See PDF inAddenudm for more information:

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): There is a need to respond to persistence concerns immediately upon being made aware of them is key to addressing and keeping families. **Root Cause:** Lack of grade level administration addressing and responding to families concerns. Caused families to withdrawal their scholars.

Problem Statement 2 (Prioritized): There is a need to increase persistence specifically for new to IDEA scholars due to the decline last school year. (New Student Persistence 87%) **Root Cause:** Lack of consistent and clear communication around school culture and expectations to parents and scholars during the entire onboarding process (Welcome to IDEA).

Student Learning

Student Learning Summary

1. The progress we made this year was remarkable, Domain 1 - 90, Domain 2 - 93, Domain 3 - 100 and Overall - 95. We earned 5 out of 6 distinctions. Our growth in one year was Domain 2 plus 2, Domain 3 plus 15 and overall plus 6. we are ranked #3 out of the 12 elementary IDEA schools in San Antonio.

2. 4th Reading hit 94/76/44 in comparison to 20-21: 19% increase approaching, 30% increase meets, and 27% increase masters

3. 4th Math in comparison to 20-21: 20% increase approaching, 30% increase meets, and 29% increase masters

3. 5th Science in comparison to 20-21: 15% increase approaching, 31% increase meets, and 19% increase masters

4. All content SpEd 63/31/14 compared to 20-21: 15% increase approaching, 17% increase meets, and 1% increase masters

5. All content EL 77/52/31 compared to 20-21: 11% increase approaching, 22% increase meets, and 17% increase masters

"See PDF in Addendum for more information."

Student Learning Strengths

"See PDF in Addendum for more information."

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): The reteach plan for scholars that were not mastery of skills during reading and math class. **Root Cause:** The lack of a clear and concise plan for intervention teacher for reteaching scholars and allowing more at bats to master skills.

Problem Statement 2 (Prioritized): The number of scholars in 3rd grade reading that were at approaches decreased by 8% from our prior year. **Root Cause:** Instruction by the reading teachers is lacking rigor to push scholars to do the lift and ability to have scholar facilitated conversations.

School Processes & Programs

School Processes & Programs Summary

On our campus we use multiple ways to develop our leaders. The leadership team does weekly joint observations in which are lead by the assistant principals. During these observations leaders identify their direct reports areas of growth and then develop a next step which is reviewed by the principal. There are weekly check ins with the principal and the assistant principals in which we review their personal coaching cycle and recieve ratings with observational feedback and next steps for their own leadership growth.

We complete quarterly coaching assesments and placements with weekly check ins with our teachers. This supports the teachers and leaders to align on what are areas of strength and areas of focus. We use a scope and sequence for our coaching cycle that aligns with the time of the year and what to prioritize. (Culture vs Instructional -- August vs March)

"See PDF in Addemdum for more information"

School Processes & Programs Strengths

Curriculum & Instruction:

- At least one-third of IDEA students graduate with the "AP Scholar" designation, evidence of earning a qualifying score on at least three AP exams, demonstrating successful completion of college-level coursework prior to graduation.
- IDEA provides students access to accelerated instruction through the 1:1 technology device, including adaptive software for mathematics and literacy and access to hundreds of thousands of books in the district's digital library.
- IDEA curricular resources include high-quality instructional materials that earn the highest ratings on national evaluation measures.
- IDEA curriculum is regularly evaluated using a quality evaluation tool, ensuring alignment to the Texas Essential Knowledge and Skills and AP course standards, as well as the STAAR/EOC and AP exams.
- IDEA implements a variety of training opportunities for teachers and leadership staff with the goal of developing teachers' pedagogical content knowledge and leaders' coaching skills.
- For 15 years in a row, 100% of IDEA students have been accepted into college, demonstrating that IDEA academic programming is adequately preparing students for post-secondary education.
- In 2022, four IDEA schools were ranked in the top 10 Most Challenging Schools in the Nation and 13 were ranked in the top 1% of schools nationwide, by the Jay Mathews Challenge Index High School Rankings.

Special Programs

- IDEA exceeded the expected growth target for EL student performance on TELPAS in 2021 with 48% of ELs meeting that target.
- IDEA provide targeted research based instruction to students who have a 2.0 year gap in Reading and/or Math with the goal of closing that gap by 2.0 years during the school year with our initiative called Critical Student Intervention (CSI). During the 21-22 school year, 2,562 out of 6,632 students meet that goal for Reading and 703 out of 1,268 students met the goal for Math.
- IDEA is in Year 3 of our TEA awarded Autism Grant. Through this grant we were able to increase support for 195 students with autism in Rio Grande Valley and Austin who met the criteria outlined by TEA for this grant.
- IDEA submitted and was awarded a Dyslexia Grant by the TEA so that we will be able to provide increased professional development to teachers and leaders on working with students with dyslexia and increase the support resources for our students with dyslexia.

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

"See PDF in Addendum for more information"

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): The lack of use and follow up with the progressive discipline plan we have in place regarding employee expectations. **Root Cause:** Inconsistency in the utilization of the progressive discipline plan by administration with 100% of employees not following expectations.

Problem Statement 2 (Prioritized): The lack of a clear and concise coaching plan for employees that have shown in interest in leadership roles in the future. **Root Cause:** Contentious change in the organizational leadership roles and lack of clarity from HQ on requirements in upcoming leadership roles.

Perceptions

Perceptions Summary

This past school year our staff retention decreased from 99% previous years to 78%. As an organization, we are focusing creating a Great Place To Work. With that being said, we took a deep dive into our Great Places to Work survey results this last year. The data revealed that the principal had great results from her direct reports, where in the assistant principals results from our staff was a different story. The three areas in which we are focusing this year are: 1. Staff feeling that their voices are heard and taken into consideration. 2. Our campus is a fun place to work. 3. Staff is placed in the correct position based on their abilities. (Please refer to our problem statements below)

Our persistence also decreased this year, most of them deciding to go to online school or public school due to school/life balance. New to IDEA families struggled with the homework expectations and the hours that their scholars attend school daily. (7am-3:55pm) This year we have adjusted our day to by 7:15am-3:45pm, which always families more time together. They were also concerned about the amount of homework we expected scholars to complete daily 1hr - 1.5 hrs daily. We have reduced it this year by having scholars do 30 minutes of reading and 30 minutes of practice in math, science or social studies based on the day of the week. Which made it so scholars are onlly ask to spend 1 hour Monday - Thursday.

"See PDF in Addendum for more information."

Perceptions Strengths

"See PDF in Addendum for more information."

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): During this last year the staff felt their voices were not being heard and ideas/thoughts considered by their direct manager. **Root Cause:** There was a lack of time built in to weekly check ins between teachers and direct managers to voice their thoughts, ideas and feelings about decisions/situations that impacted their classes/ content.

Problem Statement 2 (Prioritized): With the last two years being a bit different due to COVID protocol staff felt that the joy and celebrations for accomplishments had diminished. **Root Cause:** The COVID protocols put into place had halted group assemblies, quarterly celebrations for growth and other in person celebrations.

Priority Problem Statements

Problem Statement 1: There is a need to respond to persistence concerns immediately upon being made aware of them is key to addressing and keeping families.
Root Cause 1: Lack of grade level administration addressing and responding to families concerns. Caused families to withdrawal their scholars.
Problem Statement 1 Areas: Demographics

Problem Statement 2: There is a need to increase persistence specifically for new to IDEA scholars due to the decline last school year. (New Student Persistence 87%)
Root Cause 2: Lack of consistent and clear communication around school culture and expectations to parents and scholars during the entire onboarding process (Welcome to IDEA).
Problem Statement 2 Areas: Demographics

Problem Statement 3: The reteach plan for scholars that were not mastery of skills during reading and math class.
Root Cause 3: The lack of a clear and concise plan for intervention teacher for reteaching scholars and allowing more at bats to master skills.
Problem Statement 3 Areas: Student Learning

Problem Statement 4: The number of scholars in 3rd grade reading that were at approaches decreased by 8% from our prior year.
Root Cause 4: Instruction by the reading teachers is lacking rigor to push scholars to do the lift and ability to have scholar facilitated conversations.
Problem Statement 4 Areas: Student Learning

Problem Statement 5: The lack of use and follow up with the progressive discipline plan we have in place regarding employee expectations.
Root Cause 5: Inconsistency in the utilization of the progressive discipline plan by administration with 100% of employees not following expectations.
Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: The lack of a clear and concise coaching plan for employees that have shown in interest in leadership roles in the future.
Root Cause 6: Contentious change in the organizational leadership roles and lack of clarity from HQ on requirements in upcoming leadership roles.
Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: During this last year the staff felt their voices were not being heard and ideas/thoughts considered by their direct manager.
Root Cause 7: There was a lack of time built in to weekly check ins between teachers and direct managers to voice their thoughts, ideas and feelings about decisions/situations that impacted their classes/content.
Problem Statement 7 Areas: Perceptions

Problem Statement 8: With the last two years being a bit different due to COVID protocol staff felt that the joy and celebrations for accomplishments had diminished.
Root Cause 8: The COVID protocols put into place had halted group assemblies, quarterly celebrations for growth and other in person celebrations.

Problem Statement 8 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework 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 Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment 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
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Homeless data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- School safety data
- Enrollment trends

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Other additional data

Goals

Goal 1: Increase staff retention

Performance Objective 1: Increase IDEA South Flores staff retention rate from 78% to 85% staff members employed in 22-23 retained and return for 23-24.

High Priority

Evaluation Data Sources: Weekly Staff Retention PTG reported on LOCUS

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: 1. Uphold and follow through in regards to expectations and guidelines to reduce the likelihood of a repeated offences. 2. Implement and facilitate complete coaching cycle to support the development of staff members. 3. Allocate specific time to staff weekly to voice ideas, thoughts and feelings. **Strategy's Expected Result/Impact:** 1. Using the progressive discipline plan we will hold all staff members accountable for expectations and guidelines outlined in the Staff Handbook daily, weekly and monthly. Which will cause staff to leading the way in supporting scholars and families in adhering to the expectations and guidelines. 2. Completion of the coaching cycle will progressively improve and develop staff members into master teachers. Using the "GET" to rate each staff member in Teach Boost. With each staff member growth to proficient in each rating by end of school year (APR). 3. During weekly check in with direct manager 5 - 10 minutes will be allocated for staff to share ideas, thoughts and feelings regarding personal or work related decisions/situations that may impact their class, grade, or content. **Staff Responsible for Monitoring:** Direct manager - API, APO, 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 **Problem Statements:** School Processes & Programs 1, 2 - Perceptions 1				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs

Problem Statement 1: The lack of use and follow up with the progressive discipline plan we have in place regarding employee expectations. **Root Cause**: Inconsistency in the utilization of the progressive discipline plan by administration with 100% of employees not following expectations.

Problem Statement 2: The lack of a clear and concise coaching plan for employees that have shown in interest in leadership roles in the future. **Root Cause**: Contentious change in the organizational leadership roles and lack of clarity from HQ on requirements in upcoming leadership roles.

Perceptions

Problem Statement 1: During this last year the staff felt their voices were not being heard and ideas/thoughts considered by their direct manager. **Root Cause**: There was a lack of time built in to weekly check ins between teachers and direct managers to voice their thoughts, ideas and feelings about decisions/situations that impacted their classes/content.

Goal 2: All IDEA students matriculate to college

Performance Objective 1: Maintain 100% of 2023 IDEA South Flores College Prep Campus high-school graduates matriculate to college, enroll in a post-secondary program for special education scholars, enlist in the armed forces, and/or are granted a faith-based or medical exemption.

High Priority

HB3 Goal

Evaluation Data Sources: Weekly PTG reported by College Prep Counselor

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: 1. Develop partnerships between College Prep scholars and Academy Teachers based on scholars area of academic focus and teachers area of strength. 2. Implement and facilitate 1:1 tutoring opportunities for College Prep scholars based off of partnerships. **Strategy's Expected Result/Impact:** 1. Utilizing a meet and greet introduce partnerships between, Academy teachers with academic area of strength that have been matched with College Prep scholars in that area of focus needed. Adjusting partnerships to meet scholars academic needs throughout the school year. 2. Facilitation of tutoring will be conducted by one of the following options: (A) Specific time allocated during conference period daily/weekly. (B) After school from 3:45-4:45pm (C) Saturday 9:00- 12:00pm later in the year The impact would be the time for Academy Teachers to work 1:1 to tutor scholars in ELAR (reading/writing) and Math, based on missing foundational skills taught in elementary grades. **Staff Responsible for Monitoring:** College Prep -- College Counselor, Academy -- Teachers, API **Title I:** 2.4, 2.5, 2.6 **- 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 **Problem Statements:** Student Learning 1				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: The reteach plan for scholars that were not mastery of skills during reading and math class. **Root Cause**: The lack of a clear and concise plan for intervention teacher for reteaching scholars and allowing more at bats to master skills.

Goal 3: IDEA achieves an A rating

Performance Objective 1: IDEA South Flores Academy & College Prep will both maintain to achieve an A rating for the 22-23 school year.

High Priority

HB3 Goal

Evaluation Data Sources: Weekly campus PTG with most recent assessment data

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: 1. Develop academic focus groups of Teachers based area of strength to support scholars with areas of academic needs. 2. Implement and facilitate 1:1 tutoring opportunities for scholars based off of area of academic focus. **Strategy's Expected Result/Impact:** 1. Utilizing academic focus groupings of teachers area of strength and scholars area of focus needed. F (A) Facilitate a meeting with parents to explain to parents focus groups and introduce teacher for each group. (B) Adjust groupings to meet scholars academic needs throughout the school year. 2. Facilitation of tutoring will be conducted by using one of the following options: (A) Specific time allocated during conference period daily/weekly. (B) After school from 3:45-4:45pm (C) Saturday 9:00- 12:00pm later in the year The impact would be the time for teachers to work 1:1 to tutor scholars in ELAR (reading/writing) and Math, based on missing foundational skills taught in elementary grades. **Staff Responsible for Monitoring:** API, Principal, Teachers **Title I:** 2.4, 2.5, 2.6, 4.2 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1, 2				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: The reteach plan for scholars that were not mastery of skills during reading and math class. **Root Cause**: The lack of a clear and concise plan for intervention teacher for reteaching scholars and allowing more at bats to master skills.

Problem Statement 2: The number of scholars in 3rd grade reading that were at approaches decreased by 8% from our prior year. **Root Cause**: Instruction by the reading teachers is lacking rigor to push scholars to do the lift and ability to have scholar facilitated conversations.

Goal 3: IDEA achieves an A rating

Performance Objective 2: South Flores Academy will increase 3rd grade scholar achievement scores on state STAAR reading achievement from 85% approaches mastery, 49% meets grade level expectations and 30% meets grade level expectations to 90%, 60%, 30%, respectively.

High Priority

HB3 Goal

Evaluation Data Sources: Campus reading and math interventionists will provide feedback, coaching and small group intervention for scholars with a data driven daily schedule that includes dedicated time to disaggregate data to design their next week's schedule.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Campus reading and math interventionists will provide feedback, coaching and small group intervention for scholars with a data driven daily schedule that includes dedicated time to disaggregate data to design their next week's schedule. **Funding Sources:** co-teacher - Federal Grant	0%			

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 3: IDEA achieves an A rating

Performance Objective 3: South Flores Academy will increase 3rd grade math scholar achievement scores on state STAAR Math from 83% approaches mastery, 42% meets grade level expectations and 13% meets grade level expectations to 90%, 60%, 30%, respectively.

High Priority

HB3 Goal

Evaluation Data Sources: Scholars at South Flores Academy that are reading below grade level will participate in intervention reading programs, such as grade level TEKS intervention and their progress will be tracked and monitored through data reporting to instructional lead team members, exit ticket huddles, scholar work analysis meetings and MTSS.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Scholars at South Flores Academy that are reading below grade level will participate in intervention reading programs, such as grade level TEKS intervention and their progress will be tracked and monitored through data reporting to instructional lead team members, exit ticket huddles, scholar work analysis meetings and MTSS.	0%			

No Progress

Accomplished Continue/Modify Discontinue

Goal 3: IDEA achieves an A rating

Performance Objective 4: South Flores Academy will increase all grade level scholar achievement for scholars served in special education, on math and reading state assessments from 50% approaches mastery, 11% meets grade level expectations and 0% masters grade level expectations to 90%, 60%, 30%, respectively.

High Priority

HB3 Goal

Evaluation Data Sources: Scholars at South Flores Academy that are performing in Math below grade level will participate in intervention Math programs, such as ThinkUp!, Math HotSpot and grade level TEKS intervention and their progress will be tracked and monitored through data reporting to instructional lead team members, exit ticket huddles, scholar work analysis meetings and MTSS.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Scholars at South Flores Academy that are performing in Math below grade level will participate in intervention Math programs, such as ThinkUp!, Math HotSpot and grade level TEKS intervention and their progress will be tracked and monitored through data reporting to instructional lead team members, exit ticket huddles, scholar work analysis meetings and MTSS.	0%			

 No Progress Accomplished Continue/Modify Discontinue

Goal 3: IDEA achieves an A rating

Performance Objective 5: South Flores Academy will increase all grade level scholar achievement for scholars identified as Emergent Bilingual, on math and reading state assessments from 69% approaches mastery, 31% meets grade level expectations and 10% masters grade level expectations to 90%, 60%, 30%, respectively.

High Priority

HB3 Goal

Evaluation Data Sources: Emergent Bilingual scholars at South Flores Academy that are performing in Math below grade level will participate in intervention Math and Reading programs. Along with additional intervention using Imagine Learning, HotSpot and grade level TEKS intervention. Their progress will be tracked and monitored through data reporting to instructional lead team members, exit ticket huddles, scholar work analysis meetings and MTSS.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Emergent Bilingual scholars at South Flores Academy that are performing in Math below grade level will participate in intervention Math and Reading programs. Along with additional intervention using Imagine Learning, HotSpot and grade level TEKS intervention. Their progress will be tracked and monitored through data reporting to instructional lead team members, exit ticket huddles, scholar work analysis meetings and MTSS.	0%			

No Progress

Accomplished Continue/Modify Discontinue

Goal 4: Increase student daily attendance

Performance Objective 1: Increase IDEA South Flores Academy annual attendance from 92% to 97% rate for the 22-23 school year.

High Priority

Evaluation Data Sources: Daily ADA tracker with YTD data pulled from Locus

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: 1. Uphold and follow through with teachers in regards to expectations and guidelines in regards to daily ADA 2. Implement and facilitate parent meetings regarding ADA. 3. Allocate specific time and ways to celebrate scholars ADA. **Strategy's Expected Result/Impact:** 1. Using the progressive discipline plan we will hold all staff members accountable for expectations and guidelines outlined in the Staff Handbook in regards to ADA. Communicating with parents on a daily/weekly basis builds key investments. 2. Holding parent meetings to review expectations and communicating the impact it has on scholars learning when they are absent. 3. During monthly family engagement celebrate grade levels that are meeting ADA. CFU for families as to expectations and importance regarding ADA with give away. **Staff Responsible for Monitoring:** All Staff -- APO, SIS, Teacher, API, Principal **Title I:** 2.4, 2.6, 4.1, 4.2 **- 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 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Demographics 1, 2 - School Processes & Programs 1				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: There is a need to respond to persistence concerns immediately upon being made aware of them is key to addressing and keeping families. **Root Cause**: Lack of grade level administration addressing and responding to families concerns. Caused families to withdrawal their scholars.

Demographics
Problem Statement 2: There is a need to increase persistence specifically for new to IDEA scholars due to the decline last school year. (New Student Persistence 87%) **Root Cause** : Lack of consistent and clear communication around school culture and expectations to parents and scholars during the entire onboarding process (Welcome to IDEA).
School Processes & Programs
Problem Statement 1: The lack of use and follow up with the progressive discipline plan we have in place regarding employee expectations. **Root Cause**: Inconsistency in the utilization of the progressive discipline plan by administration with 100% of employees not following expectations.

Goal 5: Increase student persistence

Performance Objective 1: Increase IDEA South Flores Academy annual persistence rate for scholars enrolled during the 22-23 school year will persist and return for the start of the 23-24 school year from 88% to 90% .

High Priority

Evaluation Data Sources: Weekly PTG with YTD scholar persistence tracker pulled from Locus

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: 1. Uphold and follow through with teachers in regards to expectations and guidelines in regards to persistence 2. Implement and facilitate parent meetings regarding persistence. 3. Allocate specific time and ways to celebrate grade levels persistence. **Strategy's Expected Result/Impact:** 1. Using the progressive discipline plan we will hold all staff members accountable for expectations and guidelines outlined in the Staff Handbook in regards to Persistence. Communicating with parents on a daily/weekly basis builds key investments. 2. Holding parent meetings to review expectations and communicating the impact it has on scholars learning when they are move to other schools. 3. During last faculty meeting of the month celebrate grade levels that are meeting persistence. The impact of scholars leaving our school is the gap that has to be filled when a new scholar comes in. **Staff Responsible for Monitoring:** All Staff -- APO, API, Teacher, School Counselor, Principal **Title I:** 2.4, 2.6, 4.1, 4.2 **- 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 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Demographics 1, 2 - Student Learning 2 - School Processes & Programs 1				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: There is a need to respond to persistence concerns immediately upon being made aware of them is key to addressing and keeping families. **Root Cause**: Lack of grade level administration addressing and responding to families concerns. Caused families to withdrawal their scholars.

Demographics
Problem Statement 2: There is a need to increase persistence specifically for new to IDEA scholars due to the decline last school year. (New Student Persistence 87%) **Root Cause** : Lack of consistent and clear communication around school culture and expectations to parents and scholars during the entire onboarding process (Welcome to IDEA).
Student Learning
Problem Statement 2: The number of scholars in 3rd grade reading that were at approaches decreased by 8% from our prior year. **Root Cause**: Instruction by the reading teachers is lacking rigor to push scholars to do the lift and ability to have scholar facilitated conversations.
School Processes & Programs
Problem Statement 1: The lack of use and follow up with the progressive discipline plan we have in place regarding employee expectations. **Root Cause**: Inconsistency in the utilization of the progressive discipline plan by administration with 100% of employees not following expectations.

Title I Personnel

Name	Position	Program	FTE
	CO-TEACHER		1
	CO-TEACHER		1
	CO-TEACHER		1
	ILEARNING HOT SPOT FACILITATOR		1
Aurora Munoz	Co-Teacher	Title I	1
Daniella Guerrero	Co-Teacher	Title I	1
Oralia De Leon	Co-Teacher	Title I	1
Sandra Garza	ILEARNING HOT SPOT FACILITATOR	Title I	1

Campus Funding Summary

Federal Grant					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	2	1	co-teacher		$0.00
				Sub-Total	$0.00

Addendums

Master CNA & SAIP Reporting Checklist

		PTG		0%	PTG		0%
DEPT	**Data Sources**	**Data Tabs**	**Guidance**	**Status**	**Principal Notes or Questions**	**VP Verification**	**Notes & Next Steps**
ACADEMY	KEYS Tab (Tab 3)	Student Achievement Improvement Plan 2021-2022 School Year	This SAIP plan will require logging concrete initiatives put in place for student improvement, as well as their associated timelines, resoures, and responsible staff. Each initiative will be tracked mid-year and at the end of the year. Mid-year assessments should be completed by each campus between December 1, 2022 and no later than January 31, 2023.	Pending		Action Required	
	Locus Dashboards: CSI, STARR, AP CampusIB Reports EOY Assessments	Comprehensive Needs Assessment 2022 English Language Arts	These pages should include the percentage of students who achieved each listed score for the 2021-2022 School Year. For each subject, list a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Pending		Action Required	
		Comprehensive Needs Assessment 2022 Math		Pending		Action Required	
		Comprehensive Needs Assessment 2022 Science		Pending		Action Required	
		Comprehensive Needs Assessment 2022 Humanities		Pending		Action Required	
	State TELPAS Report	Comprehensive Needs Assessment 2022 TELPAS	This data set will outline the percentage of students that earned proficiency in the areas of Listening, Speaking, Reading, and Writing, as indicated in the State TELPAS report. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Pending		Action Required	
	Locus Dashboard: Staff Retention	Staff Quality, Rentention, & Recruitment 2021-2022 School Year	Under the %SPED Data Point, this should reflect the percentage of SPED certified teachers, compared to the overall SPED staff. Under number of teacher applicants, note how many teachers were interviewed by campus leaders for positions during the 2021-2022 School Year. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Pending		Action Required	
	Locus Dashboards: Student Persistence, Enrollment, ADA	School Culture & Climate 2021-2022 School Year	For the Withdrawals/Level 3 Offenses data point, list the number of withdrawals or offenses. All other data points should reflect percentages. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Pending		Action Required	
	Campus Academic Counselor Tracking Systems	2022 Family & Community Involvement	In addition to listing data percentages, list a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Pending		Action Required	

Annual Performance Objectives (APO)

PRIORITY #1: Students Graduate College-Ready

1A. % of graduates who matriculate to a College or University: 100%

1B. % of graduates matriculate to a Tier I/II College or University: 15% | 25%

1C. % of Seniors accepted to a College or University: 100%

1D. % of Seniors named AP scholars | Earn IB diploma: 30% | 25%

1E. Earned State Rating: A

1F. % Basic | % Mastery | % Advanced on LEAP: 82% | 44% | 11%

1G. % Approaches | % Meets | % Masters on STAAR/EOC: 90% | 60% | 30%

1H. % Level 3 | % Level 4 | % Level 5 on FSA/FSAA: 70% | 40% | 20%

1I. % of Pre-K-2nd Students End The Year On/Above Grade Level in Reading - Year 1 Campuses | Year 2 Campuses: 80% | 90%

1J. % of students in CSI achieve 2 years growth in Reading | Math (measured by Ren STAR) 50% | 60%

1K. Average ACT score: 21

1L. % of students graduating college in 4 | 6 years: 25% | 55%

PRIORITY #2: Build a Strong & Sustainable Organization

2A. % Teacher Retention | Employee Retention: 85% | 85%

2B. 80% composit score on GPTW: 82%

2B. %Average Daily Attendance: 97.50%

2C. New Student Persistence: 90%

2D. Operating Income: $133M

2E. FIRST Rating: A

PRIORITY #3: Achieve Mission at Scale

3A. % of students with low socio-economic status: 80%

3B. Enrollment in August 2020: 83,894

3C. Schools in operation in August 2020: 149

3D. Total Funds Raised (millions): $93M

Needs Assessment

S-STAAR

D-DIBELS

E-EOC

A-ACT

RR-Reading Renaissance

ST-STAR for Math

DR-Discipline Report

AP-AP Tests

O-Other

Special Populations

All

AR-At Risk

ELL-English Language Learners

ED-Economically Disadvantaged

M-Migrant

SE-Special Education

IDEA South Flores

2021-22 Student Achievement Improvement Plan

ACADEMY

									Title I Qualifying Programs			Initiatives Status			
									Internal Use Only			Mid Year		End of Year	
									Supplemental Program (Y/N)	New Program (Y/N)	Budget Allocation	Outcome	Increase/Decreased by X%	Outcome	Increase/Decreased by X%
APO	Initiatives	Needs Assess.	Special Pops.	Person(s) Responsible	Timeline Start/End	Resources: Human/ Material/Fiscal	Documentation	Formative Evaluation	Budget Allocations only need to be entered for programs that are BOTH Supplemental & New			Use these columns to assess your strategy progress at the middle and end of the year			
2D	Provide soccer tournaments for 3-5 grade scholars	All	All	Jill Rodriguez, Myrna Winer, PE Teacher	8/11-5/28	Coach stipdend, uniforms, and pactice space	Lottery results	Scholar to school survey; Scholar persistence in grades 3-5	Y	Y	$1,000.00				
2D	Implement after school program to provide more opportunities for scholars	All	All	Myrna Winer	8/11-5/28	Materials will vary depending on actvities that are chosen	Attendance roster	Scholar to school survey; Scholar persistence in grades K-5	Y	N	Paid for through grant				
2D	Implement an in-house after school program to provide more opportunities for scholars	All	All	Myrna Winer	8/11-5/28	Materials will vary depending on actvities that are chosen	Attendance roster	Scholar to school survey; Scholar persistence in grades PreK-5	Y	Y	$3,000.00				
2D	Implement proactive lunch bunches for scholars that struggle with behavior	DR	All	Assistant Principals Grade Team Leaders, Teachers	8/11-5/28	Meeting space	Teacher assessment of scholar attendance, academic success, and in class behavior	Behavioral referals; Scholar persistence in grades K-5	Y	N					
2E	Reward the grade team with the highest attendance each month (ie: jeans week, etc…)	O	N/A	Jessica Garcia	8/11-5/28	Materials will vary depending on rewards that are chosen	Attendance roster	District Report	Y	N					
2F	Utilize social media to provide families with information	All	All	Myrna Winer, Rebecca Lopez	8/11-5/28	Facebook Account	Tracker of daily posts	Family to school survey	Y	N					
2F	Utilize social media to provide families with information	All	All	Grade Team Leaders Teachers	8/11-5/28	DoJo	Tracker of daily posts	Family to school survey	Y	N					
2F	Contact five families every week to share positive news about their scholar (teachers)	O	All	Grade Team Leaders Teachers	8/11-5/28	Contact Log Excel - TEAMS doc	Excel - TEAMS doc	Family to school survey	Y	N					
2F	Publish the Family Weekly consistently on Monday via softcopy, email and posted on social media	O	All	Myrna Winer, Rebecca Lopez	8/11-5/28	Paper for publishing, Facebook account, DoJo, Email acount database	Number of online responses	Family to school survey	N	N					
3A	Recruit at local establishments that are frequented by families in the community	N/A	N/A	Minerva Leos	8/11-5/28	Scholar recruitment materials	Application tracking system	Application tracking system	N	N	$1,000.00				

IDEA South Flores Academy

Comprehensive Needs Assessment
ACADEMY

Data Sources: Eureka Math & Electives Academy

	Eureka Pre-K on Grade Level	Eureka Kinder on Grade Level	Eureka First on Grade Level	Eureka Second on Grade Level	% Math Masters 1-2	1-2 MM Goal Met/Not Met
% Students	99	99	84	90	65	Met

Data Source: STAAR Academy

	STAAR Math Grade 3	STAAR Math Grade 4	STAAR Math Grade 5	% Math Masters 3-5	3-5 MM Goal Met/Not Met
% Approaches	78	89	84	83%	Met
% Meets	45	65	54		
% Masters	26	46	23		
% Student Achievement Average	50	67	54		
% Meet 2 year growth	44	55	48		

Data Source: CSI Academy

	Math AC CSI
% CSI (EOY Ren.)	68%
% of CSI Passing STAAR	48%
% of SPED Passing STAAR	68%

Reflections

Areas of Strength	Areas of Need
1. 4th math increase overall -- approaching 20%, meets 30%, and masters 29% on STAAR	1. 3rd grade math gap in scholars learning due to COVID and backing planning to fill gap
2. Intervention occurred consistently and coaching provided.	2. 3rd grade & 5th grade math interventionist new to role and content
3. Exit ticket data reviewed across content.	3. Heat maps utilized in consistently.

IDEA South Flores Academy

Comprehensive Needs Assessment
ACADEMY

Data Sources: DI ELA & Electives

	DI Pre-K on Grade Level	DI Kinder on Grade Level	DI First on Grade Level	DI Second on Grade Level	% Royal Readers	% Word Masters
% Students	100	65	42	85	3	55

RR Goal Met/Not Met	WM Goal Met/Not Met
Met	Met

Data Source: STAAR

	STAAR Reading Grade 3	STAAR Reading Grade 4	STAAR Reading Grade 5
% Approaches	85	94	87
% Meets	62	76	63
% Masters	38	44	38
SAS	62	71	63
% Student Achievement Average	62	71	63

Data Source: CSI

% Meeting CSI Goal	Reading AC CSI
% CSI (EOY Ren.)	39%
% of CSI Passing STAAR	67%
% of SPED Passing STAAR	60%

Reflections

Areas of Strength	Areas of Need
1. 4th grade reading results were 94/76/44	1. 3rd grade reading approaching decreased by 8% -- meaning teachers did not push rigor to all scholars.
2. Teacher internalization and rehearsal occurred concisently	2. Inconsistent coaching, due to new API adjusting to new role.
3. STAAR Prep program was rolled out starting in February	3. Inconsistent Intervention due to teacher retention/attendance.

IDEA South Flores Academy

Comprehensive Needs Assessment ACADEMY						
Data Sources: Science Pk-2						
	Science Pre-K on Grade Level	**Science Kinder on Grade Level**	**Science First on Grade Level**	**Science Second on Grade Level**	**Science Third on Grade Level**	**Science Fourth on Grade Level**
% Students	**NA**	**100**	**68**	**75**	**90**	**81**

Data Source: Science 3-5	
	STAAR Science Grade 5
% Approaches	85
% Meets	55
% Masters	26
% Student Achievement Average	55

Reflections	
Areas of Strength	**Areas of Need**
1. 5th grade science approaches 15% , meets 31%, and 19% increase from 2021 STAAR.	1. K-4 grade content new to scholars, teachers and families
2. K- 5th grade scholars recieved science instruction.	2. Teacher lesson rehearsal was not held consistently
3. 5th grade science returning teacher with science experience	3. Teacher taking ownership of data, did not react to gaps with urgency.

IDEA South Flores Academy

Comprehensive Needs Assessment ACADEMY							
Data Sources: Humanities Pk-2							
	Humanities Pre-K on Grade Level	**Humanities Kinder on Grade Level**	**Humanities First on Grade Level**	**Humanities Second on Grade Level**	**Humanities Third on Grade Level**	**Humanities Fourth on Grade Level**	**Humanities Fifth on Grade Level**
% Students	NA	100	100	100	86	100	89

Reflections	
Areas of Strength	**Areas of Need**
1. K- 5th grade scholars recieved social studies instruction	1. K-4 grade content new to scholars, teachers and families
2. Teachers used backward planning to ensure scholars mastered skills.	2. Teacher lesson rehearsal was not held consistently
3. Teachers internalized and rehearsed lesson	3. Teacher taking ownership of data, did not react to gaps with urgency.

IDEA South Flores Academy

Comprehensive Needs Assessment

ACADEMY

TELPAS Composite Rating (Listening, Speaking, Reading, Writing)

	Listening	Speaking	Reading	Writing	% of ELL Students who grew one or more levels
% Beginning	6	0	0	6	10
% Intermediate	41	41	41	41	38
% Advanced	41	59	12	47	32
% Advanced High	12	0	47	6	45

Reflections	
Areas of Strength	**Areas of Need**
1. Started tutoring in October for EL scholars	1. Teachers did not use Heat Maps consistently to target EL scholars
2. Increase from 2021 school year -- masters 17%, meets 22% on STAAR	2. Teachers did not use accomodations consistently with EL scholars.
3. EL scholars recieved small group intervention	3. Teachers did not use the same vocabulary as the Telpas test.

IDEA South Flores Academy

Comprehensive Needs Assessment	
ACADEMY	
Staff Quality, Recruitment, Retention	
	Percentage
% School Lead Team Retention	100
% Instructional Support Retention	80
% Teacher Retention	78
% Campus Support Retention	80
% SPED Teachers	98
% State/National Certified Teachers	56.76
% State Certified Leaders	75
% State/Board certified Counselors	0
Number of teacher applicants per 2020-21 school year	16

Reflection	
Areas of Strength	**Areas of Need**
1. 100% of leaders retained for this school year	1. Create plan for tracking, implementing and facilitating complete coaching cycle.
2. 80% Support staff was retained or promoted	2 Utilize progressive disipline to ensure 100% of staff are heald to same expectations.
3. GPTW survey results increased from BOY to MOY	3 Identify future roles for those seeking leadership and prepare coaching plan.

IDEA South Flores Academy

Comprehensive Needs Assessment ACADEMY	
Data Source: School Culture and Climate	
	Campus %
% Average Daily Attendance	91.98
% Overall Persistence	87.87
% New Student Persistence	80.4
# of Admin Withdrawals/ Level 3 Offenses	3
% SPED	7
% ELL	13
% Eco Dis	77
% Migrant	NA
% Race: American-Indian-Alaska-Native	0
% Asian	0
% Hispanic	94
% Multi	0
% Black-African-American	1
% Native-Hawaiian-Pacific-Islander	0
% White	4
% Male	47
% Female	53

Data Source: School Culture and Climate	
Reflections	
Areas of Strength	**Areas of Need**
1. 2nd - 4th grade familes remain with IDEA South Flores year after year. (95% or higher)	1. Facilitate a WTI in which CFU to new to IDEA families as to expectations regarding ADA and work load. (New Student Persistence 87%)
2. Overall ADA 91.98% which is 1.08% higher than previous year.	2. Creating and facilitating multiple touch points with new to IDEA families throughout the summer months.
3. Holding parent meetings and communicating with parents on a weekly basis builds key investments.	3. Grade Level APIs respond to persistence concerns upon being made aware of them is key to addressing and keeping families.

IDEA South Flores Academy

Comprehensive Needs Assessment ACADEMY	
Data Source: Family and Community Involvement	
	Percentage
% Families Attended WTI	100%
% Families Attended Curriculum Night	90%
% Families Who Attended EOY Ceremonies	95%
% Families who attended Fall Festival	25%
% Families who attended Winter Festival	50%
% Families who attended Spring Festival	65%

Reflection	
Areas of Strength	**Areas of Need**
1. Weekly communications distributed online, which could be translated into spanish in multiple platforms.	1. Families investment in school survey to provide feedback to school
2. 100% of new families attended WTI and scholars were tested for placement.	2 Family weekly distrubuted in english and spanish
3. Family communication was stronger.	3. Change to online Family Weekly

IDEA Public Schools

South Flores College Prep

2022-2023 Campus Improvement Plan

Accountability Rating: A

Distinction Designations:
Academic Achievement in English Language Arts/Reading
Academic Achievement in Mathematics
Academic Achievement in Social Studies
Postsecondary Readiness

Board Approval Date: October 21, 2022
Public Presentation Date: September 15, 2022

Mission Statement

IDEA Public Schools prepare students from underserved communities for success in college and citizenship.

Vision

To ensure students reach their potential, IDEA Public Schools will become the region's largest creator of college graduates.

Core Values

Our drive to translate our mission and vision into reality are based upon the following **core values**:

- We achieve **Academic Excellence**
- We deliver **Results**
- We ensure **Equity**
- We build **Team & Family**
- We act with **Integrity**
- We bring **Joy**
- We **Sweat the Small Stuff**

At South flores, we are committed to the development of students according to the **IB learner profiles**.

- Inquirers
- Knowledgeable
- Thinkers
- Communicators
- Principled
- Open-minded
- Caring
- Risk-takers
- Balanced

- Reflective

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Being on the southside of San Antonio, we believe every scholar deserves an excellent education at no cost. Our campus has 743 scholars who attend in grades 6th - 12th. Through our rigorous Advance Placement and International Baccalaureate program for ALL SCHOLARS, along with the partnership of our SoFlo community, we have matriculated 100% of our seniors to college since our first graduating class in 2020. See PDF in Addendum for more information.

Demographics Strengths

See PDF in Addendum for more information.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): There is a need to ensure all scholars and families feel a sense of belonging to our campus. **Root Cause:** Events/clubs on the school calendar were not planned with consistency to tailor to all types of scholars and families. This led to relationships/partnerships with scholars, families, and staff not to our campus or our mission.

Problem Statement 2 (Prioritized): There is a need to increase scholar attendance. **Root Cause:** Systems and communication regarding attendance had gaps at times with people out or new to their role. A back-up plan was not created to allow the system to run without key players.

Student Learning

Student Learning Summary

Since 2019, South Flores College Prep has been rated an A-rated campus and is the only A-rated middle/high school in the area. 100% of our scholars matriculate to a college and over 90% meet the metrics for CCMR. 38% of our scholars are IB medallion scholars which means they passed 3 or more IB assessments at a 4 or higher (equivalent to an AP scholar). See PDF in Addendum formore information.

Student Learning Strengths

See PDF in Addendum formore information.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): The overall passing rates of scholars on Math STAAR exams has decreased 15 points in achievement average in 2018-2019 (pre-pandemic). **Root Cause:** Each year, there is a new teacher in those contents and the leader for that area is also new to the content. We need to prioritize coaching conversations with our math staff with someone a math background.

Problem Statement 2 (Prioritized): Vertical alignment to the rigor of AP and IB. The goal for AP scholars and IB medallion scholars is 30%. The two are comparable. We have had between 35% - 58% IB scholars each graduating class. We have only had 9% at the most for AP scholars. **Root Cause:** Alignment and training to the rigor of instruction needed for those courses was lacking. In the previous years, we did not prioritize training for leaders as well on what a strong vision for an AP classroom should look like.

School Processes & Programs

School Processes & Programs Summary

Our campus leaders attend district professional development focused on prioritized School Leadership Levers. Additionally, each campus leader has a 1:1 weekly check-in with the Principal to outline their leadership trajectory, role, and responsibilities. We have also selected a grade team leader for each grade and a subject group leader for each subject. These two groups of leaders are led by our assistant principals based on their strengths in culture and instruction. Each morning, we meet with grade team leaders to discuss items of the day, daily culture focus, and weekly culture focus. For subject group leaders, they meet each Tuesday during their shared planning period to design a writing aligned professional development for teachers that occurs each Tuesday. Both groups are aligned to our two campus priorities of a reset in strong school culture and vertical alignment in writing.

See PDF in Addendum for more information.

School Processes & Programs Strengths

Curriculum & Instruction:

- At least one-third of IDEA students graduate with the "AP Scholar" designation, evidence of earning a qualifying score on at least three AP exams, demonstrating successful completion of college-level coursework prior to graduation.
- IDEA provides students access to accelerated instruction through the 1:1 technology device, including adaptive software for mathematics and literacy and access to hundreds of thousands of books in the district's digital library.
- IDEA curricular resources include high-quality instructional materials that earn the highest ratings on national evaluation measures.
- IDEA curriculum is regularly evaluated using a quality evaluation tool, ensuring alignment to the Texas Essential Knowledge and Skills and AP course standards, as well as the STAAR/EOC and AP exams.
- IDEA implements a variety of training opportunities for teachers and leadership staff with the goal of developing teachers' pedagogical content knowledge and leaders' coaching skills.
- For 15 years in a row, 100% of IDEA students have been accepted into college, demonstrating that IDEA academic programming is adequately preparing students for post-secondary education.
- In 2022, four IDEA schools were ranked in the top 10 Most Challenging Schools in the Nation and 13 were ranked in the top 1% of schools nationwide, by the Jay Mathews Challenge Index High School Rankings.

Special Programs

- IDEA exceeded the expected growth target for EL student performance on TELPAS in 2021 with 48% of ELs meeting that target.
- IDEA provide targeted research based instruction to students who have a 2.0 year gap in Reading and/or Math with the goal of closing that gap by 2.0 years during the school year with our initiative called Critical Student Intervention (CSI). During the 21-22 school year, 2,562 out of 6,632 students meet that goal for Reading and 703 out of 1,268 students met the goal for Math.
- IDEA is in Year 3 of our TEA awarded Autism Grant. Through this grant we were able to increase support for 195 students with autism in Rio Grande Valley and Austin who met the criteria outlined by TEA for this grant.
- IDEA submitted and was awarded a Dyslexia Grant by the TEA so that we will be able to provide increased professional development to teachers and leaders on working with students with dyslexia and increase the support resources for our students with dyslexia.

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 1 (Prioritized): Retaining our teachers and leaders in core content areas. **Root Cause:** Our campus is one with high and demanding expectations to drive towards results. At the same time, we often hear the work is unsustainable without burning out or deprioritizing other priorities outside of work. To remedy this, we will systemize and minimize our operating mechanisms to allow for our teachers to focus on what they love and want to do - teach.

Problem Statement 2 (Prioritized): Attracting certified and highly qualified teachers with experience who are connected to our mission. **Root Cause:** Often our candidate pool is often uncertified or fresh out of college. We also do not have a pipeline to entice those who have various levels of experience with a national board pipeline, etc. On our social media and refer a friend to idea campaign, we will begin highlighting the opportunities we have for teachers to grow their professional learning and mentor teachers - leading in more ways.

Perceptions

Perceptions Summary

At South Flores, we believe in engaging in mutual respect and resolving conflict by identifying 1) what happened, 2) who was harmed, and 3) how do we make things right? With peer mediation and conflict resolution, we teach scholars to communicate what they are feeling and seek to understand. See PDF in addendum for more information.

Perceptions Strengths

See PDF in addendum for more information.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Consistency with family engagement events **Root Cause:** With new staff/leaders to their role and the pandemic, we had deprioritized campus events and programming. We also did not market or advertise events with enough timing or in abundance.

Problem Statement 2 (Prioritized): Attendance of college prep families **Root Cause:** We have always had events that worked for our entire campus. We need add events that "traditional high schools" have to bring in our audience (i.e. meet the player nights, dances, grade level traditions, etc)

Priority Problem Statements

Problem Statement 1: There is a need to ensure all scholars and families feel a sense of belonging to our campus.

Root Cause 1: Events/clubs on the school calendar were not planned with consistency to tailor to all types of scholars and families. This led to relationships/partnerships with scholars, families, and staff not to our campus or our mission.

Problem Statement 1 Areas: Demographics

Problem Statement 2: There is a need to increase scholar attendance.

Root Cause 2: Systems and communication regarding attendance had gaps at times with people out or new to their role. A back-up plan was not created to allow the system to run without key players.

Problem Statement 2 Areas: Demographics

Problem Statement 3: The overall passing rates of scholars on Math STAAR exams has decreased 15 points in achievement average in 2018-2019 (pre-pandemic).

Root Cause 3: Each year, there is a new teacher in those contents and the leader for that area is also new to the content. We need to prioritize coaching conversations with our math staff with someone a math background.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Vertical alignment to the rigor of AP and IB. The goal for AP scholars and IB medallion scholars is 30%. The two are comparable. We have had between 35% - 58% IB scholars each graduating class. We have only had 9% at the most for AP scholars.

Root Cause 4: Alignment and training to the rigor of instruction needed for those courses was lacking. In the previous years, we did not prioritize training for leaders as well on what a strong vision for an AP classroom should look like.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Retaining our teachers and leaders in core content areas.

Root Cause 5: Our campus is one with high and demanding expectations to drive towards results. At the same time, we often hear the work is unsustainable without burning out or deprioritizing other priorities outside of work. To remedy this, we will systemize and minimize our operating mechanisms to allow for our teachers to focus on what they love and want to do - teach.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: Attracting certified and highly qualified teachers with experience who are connected to our mission.

Root Cause 6: Often our candidate pool is often uncertified or fresh out of college. We also do not have a pipeline to entice those who have various levels of experience with a national board pipeline, etc. On our social media and refer a friend to idea campaign, we will begin highlighting the opportunities we have for teachers to grow their professional learning and mentor teachers - leading in more ways.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: Consistency with family engagement events

Root Cause 7: With new staff/leaders to their role and the pandemic, we had deprioritized campus events and programming. We also did not market or advertise events with enough timing or in abundance.

Problem Statement 7 Areas: Perceptions

Problem Statement 8: Attendance of college prep families

Root Cause 8: We have always had events that worked for our entire campus. We need add events that "traditional high schools" have to bring in our audience (i.e. meet the player nights, dances, grade level traditions, etc)

Problem Statement 8 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations

Student Data: Assessments

- 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
- 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
- SAT and/or ACT assessment data
- PSAT
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records

- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Goal 1: Increase staff retention

Performance Objective 1: Increase staff retention to 85% of staff members to the upcoming 23-24 school year.

High Priority

HB3 Goal

Evaluation Data Sources: 85% staff retention goal metrics weekly, monthly, and yearly

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Reach 80% or higher job satisfaction according to the Great Places to Work. **Strategy's Expected Result/Impact:** retain staff members for the next year **Staff Responsible for Monitoring:** APIs, APO, DCC				

No Progress

Accomplished

Continue/Modify

Discontinue

Goal 2: All IDEA students matriculate to college

Performance Objective 1: 100% of IDEA students matriculate to college

High Priority

HB3 Goal

Evaluation Data Sources: 100% of students step foot on campus on day one.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: 100% of the incoming seniors have their match and fit conversation before the end of September **Strategy's Expected Result/Impact:** determine early on their non-negotiables for them and their family in finding a campus in the upcoming fall so they matriculate to college **Staff Responsible for Monitoring:** College Counseling Team **Funding Sources:** Director Of College Counsling - Federal Grant - $82,159.99				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Create TSI plan for opportunities and remediation based on data **Strategy's Expected Result/Impact:** 100% TSI exempt by senior year **Staff Responsible for Monitoring:** Director of College Counseling **Funding Sources:** Director of College Counseling - Federal Grant - $82,159.99, Teacher - Federal Grant - $57,250	0%			

 No Progress Accomplished Continue/Modify Discontinue

Goal 3: IDEA achieves an A rating

Performance Objective 1: South Flores receives an A rating by TEA

High Priority

HB3 Goal

Evaluation Data Sources: TEA accountability report

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Conduct weekly instructional rounds 3 times a week with my leaders to close the coaching cycle. **Strategy's Expected Result/Impact:** Have a full coaching cycle with each priority teacher and increase the skill in 1 week or less. Increase student achievement scores. **Staff Responsible for Monitoring:** Assistant Principals of Instruction **Funding Sources:** Director of College Counseling - Federal Grant				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Increase instructional pullouts to occur during academic block for Special Education scholars **Strategy's Expected Result/Impact:** 60% of special educations scholars hits approaches	0%			

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Daily outcomes causes solutions protocol with special education staff to identify misconceptions and next steps for instruction the next day. **Strategy's Expected Result/Impact:** 60% of special educations scholars hits approaches	0%			

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 3: IDEA achieves an A rating

Performance Objective 2: 100% of the class of 2023 is CCMR

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Daily progress check with my Director of College Counseling on senior TSI data (that contributes to an increase in CCMR) **Strategy's Expected Result/Impact:** 100% TSI exempt				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Increase the number of AP scholars by statically identifying scholars in their junior who can challenge an AP exam in a current study they are taking (this will increase CCMR) **Strategy's Expected Result/Impact:** Increase AP scholar count that contributes to an increase in CCMR	0%			

 No Progress Accomplished Continue/Modify Discontinue

Goal 4: Increase student daily attendance

Performance Objective 1: 97.5% ADA for the 2022-2023 school year in College Prep

High Priority

HB3 Goal

Evaluation Data Sources: Average Daily Attendance report pulled via PowerSchool

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Execute ADA matrix daily with absent scholars **Strategy's Expected Result/Impact:** Retrieve doctors notes and increase urgency in attending school. Accurate ADA. **Staff Responsible for Monitoring:** APO - Minerva Leos				

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 5: Increase student persistence

Performance Objective 1: 90% Persistence for the 2022 - 2023 School Year

High Priority

HB3 Goal

Evaluation Data Sources: Locus data persistence report

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Increase student traditions and events to at least twice a a month. **Strategy's Expected Result/Impact:** Scholars feel the traditional school experience and feel connected to the school. Increase persistence rate. **Staff Responsible for Monitoring:** School Counselor - Melissa Romero Gomez				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: 80% of campuses are rated Proficient or higher by the end of the year on the Campus Safety Score (Regional & National Aggregate) **Strategy's Expected Result/Impact:** Increase scholar and staff feelings of security on campus.	0%			

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: 100% of 6th - 9th Grade College Prep scholars are Fitness Ambassador earned by tracking - 900 MVPA Minutes **Strategy's Expected Result/Impact:** Increase scholar health and wellness on our campus	0%			

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Title I Personnel

Name	Position	Program	FTE
Brandon Smalls	TEACHER	Title I	1
Carlene Huard	DIRECTOR OF COLLEGE COUNSELING	Title I	1

Campus Funding Summary

Federal Grant					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	1	1	Director Of College Counsling		$82,159.99
2	1	2	Teacher		$57,250.00
2	1	2	Director of College Counseling		$82,159.99
3	1	1	Director of College Counseling		$0.00
				Sub-Total	$221,569.98

Addendums

Annual Performance Objectives (APO)

PRIORITY #1: Students Graduate College-Ready

1A. % of graduates who matriculate to a College or University: 100%

1B. % of graduates matriculate to a Tier I/II College or University: 15% | 25%

1C. % of Seniors accepted to a College or University: 100%

1D. % of Seniors named AP scholars | Earn IB diploma: 30% | 25%

1E. Earned State Rating: A

1F. % Basic | % Mastery | % Advanced on LEAP: 82% | 44% | 11%

1G. % Approaches | % Meets | % Masters on STAAR/EOC: 90% | 60% | 30%

1H. % Level 3 | % Level 4 | % Level 5 on FSA/FSAA: 70% | 40% | 20%

1I. % of Pre-K-2nd Students End The Year On/Above Grade Level in Reading - Year 1 Campuses | Year 2 Campuses: 80% | 90%

1J. % of students in CSI achieve 2 years growth in Reading | Math (measured by Ren STAR) 50% | 60%

1K. Average ACT score: 21

1L. % of students graduating college in 4 | 6 years: 25% | 55%

Needs Assessment

S-STAAR

D-DIBELS

E-EOC

A-ACT

RR-Reading Renaissance

ST-STAR for Math

DR-Discipline Report

AP-AP Tests

O-Other

Special Populations

All

AR-At Risk

ELL-English Language Learners

ED-Economically Disadvantaged

M-Migrant

SE-Special Education

South Flores College Prep

2021-22 Student Achievement Improvement Plan - College Prep

COLLEGE PREP

APO	Initiatives	Needs Assess.	Special Pops.	Person(s) Responsible	Timeline Start/End	Resources: Human/ Material/Fiscal	Documentation	Formative Evaluation	Title I Qualifying Programs – Internal Use Only: Supplemental Program (Y/N)	New Program (Y/N)	Budget Allocation	Initiatives Status – Mid Year: Outcome	Increase/Decreased by X%	End of Year: Outcome	Increase/Decreased by X%
									Budget Allocations only need to be entered for programs that are **BOTH** Supplemental & New			Use these columns to assess your strategy progress at the middle and end of the year			
1A	Intervention-structured small group classes	S	low and bubble	Interventionist; teachers	August 11, 2021-May 28, 2022	Teachers, Interventionist	Walk-throughs, data tracker, student reports	Unit Exams, Semester Exams, 2023 STAAR							
1A	RTI Committee	S	All	Interventionist, AC, API, PIR	August 11, 2021-May 28, 2022	Teachers, Interventionist	Walk-throughs, data tracker	Unit Exams, Semester Exams, 2022 STAAR							
1A	Reading Mastery Machine	S	All	Reading Teacher	August 11, 2021-May 28, 2022	Reading teacher	Walk-throughs, data tracker	Unit Exams, Semester Exams, 2022 STAAR							
1A	90/60/30 Meetings	S	low and bubble	Grade team, API, Counselors, PIR	August 11, 2021-May 28, 2022	All staff	Meeting notes	Unit Exams, Semester Exams, 2022 STAAR							
2A	Staff Development	O	All	Administration, teachers	August 11, 2021-May 28, 2022	All CP Staff	APR	Round 1, 2, 3							
2A	Staff Team and Family Outings	O	All	All Staff	August 11, 2021-May 28, 2022	All CP Staff	Calendar invites	Quarterly							
2A	Weekly Hallway Huddles	O	All	GTLs	Aug - May	-	Persistence event tracker	Scholar Persistence							
2A	Monthly pep rallies (AC and CP)	O	All	GTLs	Aug-May	-	Persistence event tracker	Scholar Persistence							
2C	School Celebrations	O	All	All Staff	August 11, 2021-May 28, 2022	All CP Staff	Tactical notes, FB/PW Posts	Quarterly							

South Flores College Prep

Comprehensive Needs Assessment
COLLEGE PREP

Data Source: CSI

% Meeting CSI Goal	Reading CP CSI
% CSI (EOY Ren.)	16%
% of CSI Passing STAAR	24%
% of SPED Passing STAAR	68%

Data Source: STAAR

	STAAR Reading 6th	STAAR Reading 7th	STAAR Reading 8th	STAAR Writing 7th	English I EOC	English II EOC
% Approaches	93%	95%	91%	NA	82%	89%
% Meets	59%	81%	69%	NA	66%	79%
% Masters	34%	57%	49%	NA	18%	11%
% Student Achievement Average	62	78	70	NA	55	60

Data Source: AP/IB/Electives

AP Scores	Pass AP Lit	Pass AP Lang	IB Scores	IB Group 1	% Royal Readers	% Word Master
% Score 1	Pending	Pending	4+	50%	6th - 154%	6th - 111%
% Score 2	Pending	Pending	5+	9%	7th 192%-	7th - 100%
% Score 3+	Pending	Pending				

RR Goal Met/Not Met	WM Goal Met/Not Met
Met	Met

Reflections	
Areas of Strength	**Areas of Need**
1 Strong novel units with spiraled in TEKS	1 Writing across the board with new STAAR
2 Targeted SPED support and daily data huddles	2 Masters # in English I / II
3 Multiple rounds of assessments to check data and revamp our plan	3 6th Mastery number

South Flores College Prep

Comprehensive Needs Assessment - College Prep COLLEGE PREP					
Data Source: STAAR					
	STAAR Math 6th	**STAAR Math 7th**	**STAAR Alg I**		
% Approaches	91	Pending	87		
% Meets	51	Pending	52		
% Masters	18	Pending	32		
% Student Achievement Average	53	Pending	57		
Data Source: AP/IB					
AP Scores	**Pass AP Calculus AB**	**Pass AP Calculus CD**	**Pass AP Prob. & Stats.**	**IB Scores**	**IB Group 5**
% Score 1	NA	NA	NA	**4+**	24%
% Score 2	NA	NA	NA	**5+**	5%
% Score 3+	NA	NA	NA		

Reflections	
Areas of Strength	**Areas of Need**
1 Strong focus on what/how key points	1 Need more at bat rounds of practice
2 Mastery score in Algebra I had multiiple rounds of practice	2 Identify misconception daily and create system to address quickly
3 aligned content practice	3 Academic monitoring

South Flores College Prep

Comprehensive Needs Assessment
COLLEGE PREP

Data Source: Internal Assessments

	6th Grade EOY Assessment	7th Grade EOY Assessment
% Passing		

Data Source: STAAR

	STAAR 8th Science	STAAR Biology
% Approaches		91
% Meets		74
% Masters		18
% Student Achievement Average		61

Data Source: AP/IB

AP Scores	Pass AP Biology	Pass AP Chemistry	Pass AP Physics (1, 2, & C)	Pass AP Env. Science	IB Scores	IB Group 4
% Score 1					4+	27%
% Score 2					5+	4%
% Score 3+						

Reflections	
Areas of Strength	**Areas of Need**
1 Alginement to exam (content)	1 Overrating on exams
2 Key points strong on first teach	2 Multiple rounds of mastery
3 Identifying misconception	3 mastery machine

South Flores College Prep

Comprehensive Needs Assessment
COLLEGE PREP

Data Source: Internal Assessments

	6th Grade EOY Assessment	7th Grade EOY Assessment
% Passing		

Data Source: STAAR

	STAAR 8th US History	EOC US History
% Approaches	84	97
% Meets	57	78
% Masters	35	42
% Student Achievement Average	59	77

Data Source: AP/IB

AP Scores	Pass AP Human Geography	Pass AP World History	Pass AP US History	Pass AP Goverment	Pass AP Economics	IB Scores	IB Group 3
% Score 1	80%		75%			4+	43%
% Score 2	10%		14%			5+	8%
% Score 3+	11%		1%				

Reflections	
Areas of Strength	**Areas of Need**
1Performed well on STAAR exams for 10th --> alignment to STAAR	1 alignment to AP style work
2 Mastery number (lots of practice	2 over rated in IB ---> need to make sure leader is aligned
3 Regular reflection onh data	3 Weekly content PD and mastery machine needed

South Flores College Prep

Comprehensive Needs Assessment
COLLEGE PREP

TELPAS Composite Rating (Listening, Speaking, Reading, Writing)

	Listening	Speaking	Reading	Writing	% of ELL Students who grew one or more levels
% Beginning	6th - 0% 7th - 0% 8th - 0% 9th - 0% 10th - 8% 11th - 0% 12th - 6%	6th - 6% 7th - 0% 8th - % 9th - 0% 10th - 8% 11th - 12% 12th - 12%	6th - 6% 7th - 0% 8th - 7% 9th - 0% 10th - 8% 11th - 0% 12th - 6%	6th - 0% 7th - 11% 8th - 7% 9th - 0% 10th - 0% 11th - 0% 12th - 0%	
% Intermediate	6th - 24% 7th - 11% 8th - 21% 9th - 15% 10th - 0% 11th - 12% 12th - 12%	6th - 41% 7th - 22% 8th - 43% 9th - 31% 10th - 8% 11th - 0% 12th - 0%	6th - 18% 7th - 44% 8th - 33% 9th - 17% 10th - 23% 11th - 6% 12th - 24%	6th - 41% 7th - 22% 8th - 33% 9th - 15% 10th - 46% 11th - 18% 12th - 0%	
% Advanced	6th - 29% 7th - 0% 8th - 21% 9th - 46% 10th - 62% 11th - 29% 12th - 18%	6th - 53% 7th - 67% 8th - 57% 9th - 62% 10th - 77% 11th - 47% 12th - 59%	6th - 47% 7th - 11% 8th - 33% 9th - 25% 10th - 15% 11th - 24% 12th - 18%	6th - 35% 7th - 33% 8th - 33% 9th - 31% 10th - 31% 11th - 47% 12th - 29%	
% Advanced High	6th - 47% 7th - 89% 8th - 57% 9th - 36% 10th - 31% 11th - 59% 12th - 65%	6th - 0% 7th - 11% 8th - 0% 9th - 8% 10th - 8% 11th - 41% 12th - 29%	6th - 29% 7th - 44% 8th - 27% 9th - 58% 10th - 54% 11th - 72% 12th - 53%	6th - 24% 7th - 33% 8th - 27% 9th - 54% 10th - 23% 11th - 35% 12th - 71%	

Reflection	
Areas of Strength	**Areas of Need**
1 Strong, experienced EL support	More strategic training of staff to better support needs of EL students
2 Teachers making efforts to be resourceful in their classroom support, especially in pairing EL students up w/bilingual students	Mock simulations for telpas needs to be prioritized
3 We've been able to test 100% of students	Teachers are trained earlier

South Flores College Prep

Comprehensive Needs Assessment COLLEGE PREP					
100% College Matriculation					
Matriculation %	**Matricuation % 4 year**	**Matriculation % 2 year**	**Tier 1/2 % Acceptances**	**Tier 1/2 % Matriculation**	
Pending	Pending	Pending	**74%**	**Pending (18%)**	
Tier 1 % Matriculation	**Tier 2 % Matriculation**	**Tier 3 % Matriculation**	**Tier 4 % Matriculation**	**Senior Class CCMR %**	**Senior Class TSI Completion**
16%	2%	43%	28%	91%	91%
Campus Data					
Senior Class ACT Average	**Junior Class ACT Average**	**Overall AP Scholars (3+ or more tests)**	**IB Medallion Scholars (Passing 3+ exams)**	**Overall % IB Diploma**	**Campus End of Year OTG**
17	18.1	7 (9%)	38%	18%	99%

Reflections	
Areas of Strength	**Areas of Need**
1 Tier 1/Tier 2 acceptances - well above goal of 50%	1 ACT - has not been as big a priority due to test-optional admissions
2 Tier 1 matriculation - greatest factor is Kalamazoo	2 TSI - have not effectively leveraged all staff to drive toward CCMR which is a campus priority
3 OTG - agove 98% goal and seniors ended year at 100%	3 T1/T2 matriculation - currently only 1/4 scholars admitted to T1/T2 are going (leaving us at 18% overall

South Flores College Prep

Comprehensive Needs Assessment COLLEGE PREP	
Staff Quality, Recruitment, Retention	
	Percentage
% School Lead Team Retention	76%
% Instructional Support Retention	82%
% Teacher Retention	83%
% Campus Support Retention	NA
% SPED Certified Teachers	13%
% State/National Certified Teachers	0%
% State Certified Leaders	30%
% State/Board certified Counselors	1%
Number of teacher applicants per 2020-21 school year	82

Reflections	
Areas of Strength	**Areas of Need**
1 staff who are staying have been here for over 3 years	1retaining teacher and lead team
2 open to taking feedback	2 more certified people
3 opportunties for staff to attend pds	3 Focus on GPTW

IDEA South Flores

Comprehensive Needs Assessment

College Prep

Data Source: School Culture and Climate

	Campus %
% Average Daily Attendance	91.51%
% Overall Persistence	91.1&
% New Student Persistence	89.21%
# of Admin Withdrawals/ Level 3 Offenses	5
% SPED	13.27%
% ELL	15%
% Eco Dis	83.50%
% Migrant	
% Race: American-Indian-Alaska-Native	0%
% Asian	1%
% White-Hispanic	96%
% Multi	0%
% Black-African-American	0%
% Native-Hawaiian-Pacific-Islander	0%
% White	3%
% Male	47%
% Female	53%

Data Source: School Culture and Climate	
Reflections	
Areas of Strength	**Areas of Need**
1Persistence	1Attendance needs focus
2 Admin withdraws were only if required for attendance	2New student persistence
3serving a large special educatiohn population	3community and scholar event consistency

South Flores College Prep

Comprehensive Needs Assessment COLLEGE PREP	
Data Source: Family and Community Involvement	
	Percentage
% Families Attended WTI	76%
% Families Attended Curriculum Night	N/A
% Families Who Attended EOY Ceremonies	93%
% Families who attended Fall Festival	N/A
% Families who attended Winter Festival	N/A
% Families who attended Spring Festival	54%

Reflections	
Areas of Strength	**Areas of Need**
1. families really involved and excited	1 attendance to welcome to IDEA…should be 100%
2 big turn out for EOY ceremonies	2 Increase attendance to campus eveents
3 lunch bunches with new scholars	3 consistency with events

IDEA Public Schools

Southeast Academy

2022-2023 Campus Improvement Plan

Accountability Rating: Not Rated

Board Approval Date: October 21, 2022
Public Presentation Date: September 16, 2022

Mission Statement

IDEA Public Schools prepare students from underserved communities for success in college and citizenship.

Vision

To ensure students reach their potential, IDEA Public Schools will become the region's largest creator of college graduates.

Core Values

Our drive to translate our mission and vision into reality are based upon the following core values:

- We achieve **Academic Excellence**
- We deliver **Results**
- We ensure **Equity**
- We build **Team & Family**
- We act with **Integrity**
- We bring **Joy**
- We **Sweat the Small Stuff**

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Comprehensive Needs Assessment

Demographics

Demographics Summary

IDEA Southeast is a place that all scholars can call home. We provide an inclusive learning environment where students of all backgrounds and ethnicities can excel academically, socially, and emotionally. The principals of IDEA Southeast believe that through love, perseverance, dedication, and hope, we will instill the spirit of “I can and I will” in each student, staff member, and family to ensure that our students go to and through college. We truly believe that when adults get it RIGHT, our Southeast Stingers will SOAR. IDEA Southeast Academy is located in Southeast Fort Worth, Texas. Our school opened its doors in August 2021 to approximately 360 K-2 scholars that will grow by one grade level 120 students each year until we are a K-5 campus. We serve 80% Economically disadvantaged, 46.7% English Language Learners, 13% Special education, and 3.44% migrants. Our population is further identified as 64.95% White-Hispanic, 30.93% Black, and 2.75% white. We have 56.7% Males and 43.3% females.

Demographics Strengths

See PDF in Addendum for more information.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): There is a need to increase overall student persistence because our persistence from year one to year two was below 80%. **Root Cause:** 1. Lack of opportunities for families to share their voices through surveys and family participation events. 2. Lack of clear, consistent, and multiple ways to communicate with families' school's academic, cultural, and emotional priorities.

Problem Statement 2 (Prioritized): There is a need to ensure the implementation of best practices for English Language Learners because of our large population of ELL students. **Root Cause:** 1. There has been a disconnect between parents and students who speak Spanish as a first language which leads to a disconnect from the campus. 2. Staff must be intentional about including reading, writing, speaking, and listening in all content.

Student Learning

Student Learning Summary

IDEA Southeast Academy had a k-2 population that started the year with 60% of kindergarten students reading below kindergarten level, 60% of first-grade students reading below the first-grade level, and 80% of second-grade students reading below the second-grade level. 50% of the students reading below the level in the second grade were reading on a kindergarten level. In math, students were performing at a relatively similar rate.

Success:

Southeast Academy ended the year with 59% of kindergarten students reading at or above grade level, 36% of first-grade students reading at or above grade level, and 62% of second-grade students reading at or above grade level. In mathematics, 91% of kindergarten performed at or above grade level, 87% of first-grade performed at or above grade level, and 81% of second-grade performed at or above grade level as measured through end-of-year district assessment. 75% of our English language learners reading advanced high or grew by one comp, 36% met the target, and 42% met the long-term target.

Areas of Improvement:

Reading, writing, and math continue to be an area for improvement. None of our grade levels met 90% or better in reading or writing. Only one grade level reached 90% in Math.

See PDF in the addendum for more information.

Student Learning Strengths

See PDF in the addendum for more information.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): The percentage of our Academy scholars reading on or above grade level by the end of the year is below 90%. **Root Cause:** Instruction in reading should be intentional with clear benchmarks and targeted intervention for students who fall below the benchmark, consistent analysis of data, and clearly defined tier 2 supports for reading.

Problem Statement 2 (Prioritized): Two out of three grade levels performed at the end-of-year goal of 90% of students' proficiency in mathematics. **Root Cause:** Two years of remote learning lead to the learning loss of basic math skills that need targeting as tier 1 support for all students. Properly utilizing digital math intervention, DreamBox, to increase student's ability to reach proficiency in math, and clearly defined tier 2 supports for reading.

Problem Statement 3 (Prioritized): Over 50% of English Language learners perform below Advanced and advanced high on TELPAS. **Root Cause:** Lack of reading, speaking, listening, and writing incorporated in all contents across grade levels.

School Processes & Programs

School Processes & Programs Summary

IDEA Southeast provides students with rigorous core instruction that is aligned to Texas Essential Knowledge and Skills in math, ELA, science, and social studies. K-2 utilizes Direct Instruction curriculum that allows every student to receive reading instruction at their individual level. 1:1 technology devices are used to provide students access to digital libraries, typing practice, and math intervention.

All students are serviced in the least restrictive environment and provided with any necessary accommodations and/or modifications that allow them to achieve high academic levels.

Social and emotional curriculum of Move This World is utilized daily, and community circles, individual, and group counseling, and grade level guidance lessons are provided to students to increase social and emotional health.

Clubs for sports, athletics, arts, and fitness are utilized to provide students with extracurricular activities.

Music is an added elective for the 22-23 school year.

Staff Development is conducted weekly on Tuesdays to provide professional development or side-by-side support to all instructional staff. Co-teachers who express interest in teaching are provided information on teaching programs and allowed to train with an experienced teacher on lesson planning and internalization, lesson delivery, and reteaching and extending learning to mastery of aligned content. Teachers who express interest in leadership are given information on leadership development programs and provided opportunities to learn and engage in School Leadership Lever activities. All staff is provided weekly coaching with action steps that improve their educational practice.

See PDF in the addendum for more information.

School Processes & Programs Strengths

Curriculum & Instruction:

- At least one-third of IDEA students graduate with the "AP Scholar" designation, evidence of earning a qualifying score on at least three AP exams, demonstrating successful completion of college-level coursework prior to graduation.
- IDEA provides students access to accelerated instruction through the 1:1 technology device, including adaptive software for mathematics and literacy and access to hundreds of thousands of books in the district's digital library.
- IDEA curricular resources include high-quality instructional materials that earn the highest ratings on national evaluation measures.
- IDEA curriculum is regularly evaluated using a quality evaluation tool, ensuring alignment to the Texas Essential Knowledge and Skills and AP course standards, as well as the STAAR/EOC and AP exams.
- IDEA implements a variety of training opportunities for teachers and leadership staff with the goal of developing teachers' pedagogical content knowledge and leaders' coaching skills.
- For 15 years in a row, 100% of IDEA students have been accepted into college, demonstrating that IDEA academic programming is adequately preparing students for post-secondary education.
- In 2022, four IDEA schools were ranked in the top 10 Most Challenging Schools in the Nation and 13 were ranked in the top 1% of schools nationwide, by the Jay Mathews Challenge Index High School Rankings.

Special Programs

- IDEA exceeded the expected growth target for EL student performance on TELPAS in 2021 with 48% of ELs meeting that target.

- IDEA provide targeted research based instruction to students who have a 2.0 year gap in Reading and/or Math with the goal of closing that gap by 2.0 years during the school year with our initiative called Critical Student Intervention (CSI). During the 21-22 school year, 2,562 out of 6,632 students meet that goal for Reading and 703 out of 1,268 students met the goal for Math.
- IDEA is in Year 3 of our TEA awarded Autism Grant. Through this grant we were able to increase support for 195 students with autism in Rio Grande Valley and Austin who met the criteria outlined by TEA for this grant.
- IDEA submitted and was awarded a Dyslexia Grant by the TEA so that we will be able to provide increased professional development to teachers and leaders on working with students with dyslexia and increase the support resources for our students with dyslexia.

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

See PDF in the addendum for more information.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): 60% of instructional staff were retained from year one to year two. **Root Cause:** Lack of clear job responsibilities that include recruitment, family engagement activities, lesson planning, and internalization for all subjects being taught.

Problem Statement 2 (Prioritized): Approximately 70% of support staff were retained from year one to year two. **Root Cause:** Lack of inclusive activities at least monthly to prevent a separation between schools and departments (Operational/Instructional).

Problem Statement 3 (Prioritized): Approximately 70% of families attended special events. **Root Cause:** Lack of timely communication to events and combined events with College Prep with limited parking prevented parents from attending.

Perceptions

Perceptions Summary

IDEA Southeast seeks to create an inclusive environment for all stakeholders. 21-22 school year was the launching of our campus. We acquired twenty partnerships with the community. We opened our building to a limited amount of adults for special events to engage in with their scholars. We held virtual events as well to accommodate our parents and community partners. Participation from our parents and community is measured through the interactions on REMIND, campus Facebook page, weekly smore newsletters, and digital and physical sign-in sheets at events. Some barriers we encounter are consistent translations that allow are parents who are English language Learners an opportunity to engage with us.

The goal is for 100% of families to be onboarded before the first day of school to ensure alignment with culture, social and emotional learning, and academics.

See PDF in the addendum for more information.

Perceptions Strengths

see PDF in the addendum for more information

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): 15/27 (55%) leavers name communication as a campus culture issue. **Root Cause:** Lack of a clear communication system when an issue occurs.

Problem Statement 2 (Prioritized): 90% of families attended Welcome to Idea Onboarding which is below the 100% goal. **Root Cause:** Lack of tracking system and plan to capture parents who register late. This is an additional cause of family leavers.

Priority Problem Statements

Problem Statement 1: There is a need to increase overall student persistence because our persistence from year one to year two was below 80%.

Root Cause 1: 1. Lack of opportunities for families to share their voices through surveys and family participation events. 2. Lack of clear, consistent, and multiple ways to communicate with families' school's academic, cultural, and emotional priorities.

Problem Statement 1 Areas: Demographics

Problem Statement 2: There is a need to ensure the implementation of best practices for English Language Learners because of our large population of ELL students.

Root Cause 2: 1. There has been a disconnect between parents and students who speak Spanish as a first language which leads to a disconnect from the campus. 2. Staff must be intentional about including reading, writing, speaking, and listening in all content.

Problem Statement 2 Areas: Demographics

Problem Statement 3: The percentage of our Academy scholars reading on or above grade level by the end of the year is below 90%.

Root Cause 3: Instruction in reading should be intentional with clear benchmarks and targeted intervention for students who fall below the benchmark, consistent analysis of data, and clearly defined tier 2 supports for reading.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Two out of three grade levels performed at the end-of-year goal of 90% of students' proficiency in mathematics.

Root Cause 4: Two years of remote learning lead to the learning loss of basic math skills that need targeting as tier 1 support for all students. Properly utilizing digital math intervention, DreamBox, to increase student's ability to reach proficiency in math, and clearly defined tier 2 supports for reading.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Over 50% of English Language learners perform below Advanced and advanced high on TELPAS.

Root Cause 5: Lack of reading, speaking, listening, and writing incorporated in all contents across grade levels.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: Approximately 70% of families attended special events.

Root Cause 6: Lack of timely communication to events and combined events with College Prep with limited parking prevented parents from attending.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: 60% of instructional staff were retained from year one to year two.

Root Cause 7: Lack of clear job responsibilities that include recruitment, family engagement activities, lesson planning, and internalization for all subjects being taught.

Problem Statement 7 Areas: School Processes & Programs

Problem Statement 8: Approximately 70% of support staff were retained from year one to year two.
Root Cause 8: Lack of inclusive activities at least monthly to prevent a separation between schools and departments (Operational/Instructional).
Problem Statement 8 Areas: School Processes & Programs

Problem Statement 9: 15/27 (55%) leavers name communication as a campus culture issue.
Root Cause 9: Lack of a clear communication system when an issue occurs.
Problem Statement 9 Areas: Perceptions

Problem Statement 10: 90% of families attended Welcome to Idea Onboarding which is below the 100% goal.
Root Cause 10: Lack of tracking system and plan to capture parents who register late. This is an additional cause of family leavers.
Problem Statement 10 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Local Accountability Systems (LAS) data

Student Data: Assessments

- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading 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
- Special education/non-special education population including discipline, progress and participation data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Student surveys and/or other feedback
- School safety data

Employee Data

- Staff surveys and/or other feedback
- Campus leadership data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Communications data
- Other additional data

Goals

Revised/Approved: October 4, 2022

Goal 1: Increase staff retention to 85%

Performance Objective 1: By end of August 2023, 85% of IDEA Southeast staff will remain with IDEA Public Schools as an employee.

High Priority

Evaluation Data Sources: HR exit tickets

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Provide all staff continuous development through a Professional Development session held every Tuesday. **Strategy's Expected Result/Impact:** 90% of staff feel confident in their role and believe IDEA Southeast is a great place to work. **Staff Responsible for Monitoring:** Assistant Principals and Principal **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Processes & Programs 1	50%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Provide all staff an opportunity to provide feedback on a consistent basis. **Strategy's Expected Result/Impact:** 90% of staff feel IDEA Southeast is a great place to work. **Staff Responsible for Monitoring:** Assistant Principals and Principals **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Processes & Programs 2	35%			

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs

Problem Statement 1: 60% of instructional staff were retained from year one to year two. **Root Cause**: Lack of clear job responsibilities that include recruitment, family engagement activities, lesson planning, and internalization for all subjects being taught.

Problem Statement 2: Approximately 70% of support staff were retained from year one to year two. **Root Cause**: Lack of inclusive activities at least monthly to prevent a separation between schools and departments (Operational/Instructional).

Goal 1: Increase staff retention to 85%

Performance Objective 2: By the end of May 2023, 85% of staff will name IDEA Southeast as a great place to work.

High Priority

Evaluation Data Sources: GPTW survey, quarterly pulse checks, campus-based staff surveys

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Provide all staff with consistent coaching in areas that staff find meaningful and needed. **Strategy's Expected Result/Impact:** 90% of staff feel IDEA Southeast is a great place to work. **Staff Responsible for Monitoring:** Assistant Principals and Principal **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Processes & Programs 1, 2	30%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Celebrate staff for their hard work and dedication to the campus through staff huddles every Friday, shout-out TEAMS chat that can be used daily, and Monthly core value winners. **Strategy's Expected Result/Impact:** 90% of staff feel IDEA Southeast is a great place to work. **Staff Responsible for Monitoring:** All staff **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture	30%			

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 1: 60% of instructional staff were retained from year one to year two. **Root Cause**: Lack of clear job responsibilities that include recruitment, family engagement activities, lesson planning, and internalization for all subjects being taught.
Problem Statement 2: Approximately 70% of support staff were retained from year one to year two. **Root Cause**: Lack of inclusive activities at least monthly to prevent a separation between schools and departments (Operational/Instructional).

Goal 2: IDEA Southeast Academy will meet the enrollment goal of 464 students.

Performance Objective 1: IDEA Southeast will partner with community partners to recruit students during city-wide events.

Evaluation Data Sources: Campus building culture, Data tracking systems that include names.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: IDEA Southeast will identify and attend at least 5 major community events to engage and inform parents about the school. **Strategy's Expected Result/Impact:** IDEA Southeast will meet the enrollment goal of 464, and build a waiting list of 60 per grade level. **Staff Responsible for Monitoring:** school enrollment coordinator, student information services, and Assistant Principal of Operations. **Problem Statements:** Demographics 1				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: There is a need to increase overall student persistence because our persistence from year one to year two was below 80%. **Root Cause**: 1. Lack of opportunities for families to share their voices through surveys and family participation events. 2. Lack of clear, consistent, and multiple ways to communicate with families' school's academic, cultural, and emotional priorities.

Goal 3: IDEA achieves an A rating

Performance Objective 1: By June 2023, 90% of students will meet the approaching grade standard, 60% will meet the grade level standard, and 30% will master the grade level standard in Mathematics for grades Kindergarten through 3rd grade.

High Priority

HB3 Goal

Evaluation Data Sources: STAAR and district end-of-year assessments.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Strong first teach in math that begins with the unpacking of the standard, aligned student-friendly objectives, and exit tickets that measure students' success. **Strategy's Expected Result/Impact:** By the end of the first-semester 3rd-grade students will achieve 80/50/20 based on district assessments. **Staff Responsible for Monitoring:** Assistant Principals of instruction and teachers **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 2	40%			

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 2: Two out of three grade levels performed at the end-of-year goal of 90% of students' proficiency in mathematics. **Root Cause**: Two years of remote learning lead to the learning loss of basic math skills that need targeting as tier 1 support for all students. Properly utilizing digital math intervention, DreamBox, to increase student's ability to reach proficiency in math, and clearly defined tier 2 supports for reading.

Goal 3: IDEA achieves an A rating

Performance Objective 2: By June 2023, 90% of 1st through 3rd-grade students will read at or above grade level in reading.

High Priority

HB3 Goal

Evaluation Data Sources: District end-of-year assessments, district-wide assessment (RenStar), and STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Strong first teach in math that begins with the unpacking of the standard, aligned student-friendly objectives, and exit tickets that measure students' success. **Strategy's Expected Result/Impact:** Students will achieve 90/60/30 on STAAR assessments and district assessments. **Staff Responsible for Monitoring:** Assistant Principals of Instruction, Teachers, and Principal **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools -	35%			

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 3: IDEA achieves an A rating

Performance Objective 3: By June 2023, 60% of EL students in grade Kindergarten to 3rd will achieve advanced or advanced high or grow by one comp year.

High Priority

Evaluation Data Sources: TELPAS, District end-of-year assessments, and STAAR.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: All core contents will incorporate multiple opportunities for Listening, Speaking, Reading, and writing **Strategy's Expected Result/Impact:** EL learners will grow by 1 year or achieve advanced high as measured by TELPAS. **Staff Responsible for Monitoring:** APs, Teachers, Principal, and EL coordinator **Title I:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools -				

 No Progress Accomplished Continue/Modify Discontinue

Goal 3: IDEA achieves an A rating

Performance Objective 4: By June 2023, 50% of Special Education students in 1st through 3rd-grade will grow by 1 year or more in Reading and Math.

High Priority

Evaluation Data Sources: STAAR/STAAR ALT, District assessments, and campus-based assessments.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Teachers monitor students understanding at key checkpoints to ensure reteaching and small group instruction. **Strategy's Expected Result/Impact:** 50% of Special education students grow by 1 year or more. **Staff Responsible for Monitoring:** Special Education teachers and co-teachers, Assistant Principals, and Principal **Title I:** 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 3: IDEA achieves an A rating

Performance Objective 5: Use of Interventionist to improve 3rd-grade reading. 50% of Critical Support students grow by 2 years or more and/or read on grade level by end of May 2023.

High Priority

HB3 Goal

Evaluation Data Sources: District-wide assessment (RenStar), STAAR, and district assessments.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Interventionist to work with small groups of priority students. **Strategy's Expected Result/Impact:** 50% of 3rd-grade critical support students grow by 2 years in reading and 60% grow by 2 years in Math. **Staff Responsible for Monitoring:** Assistant Principals of instruction, Principals, Teachers, and interventionists **Title I:** 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** Interventionist CSI - Federal Grant				

No Progress

Accomplished

Continue/Modify

Discontinue

Goal 3: IDEA achieves an A rating

Performance Objective 6: IDEA Southeast will ensure that 60% of inclusion population is meeting the A rating based on STAAR results.

High Priority

Evaluation Data Sources: STAAR Assessment

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Ensure that all staff and teachers are properly trained to implement accommodations and modifications for special education students. **Strategy's Expected Result/Impact:** Increase in SpED students academic achievement. **Staff Responsible for Monitoring:** Teachers, Admin **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction	0%			

 No Progress Accomplished Continue/Modify Discontinue

Goal 3: IDEA achieves an A rating

Performance Objective 7: Increase the amount of students that have access to year-long P.E. classes by utilizing a PE model that includes kindergarten students.

High Priority

Evaluation Data Sources: master schedule

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Master schedule will include P.E. for all students for the complete academic year by using a co-teacher model in PE. **Strategy's Expected Result/Impact:** Increase in health understanding and increase in physical activity for students. **Staff Responsible for Monitoring:** PE Teacher, Admin	0%			

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 4: Increase student daily attendance

Performance Objective 1: By end of May 2023, Kindergarten through 3rd-grade students will have daily attendance of 97%.

High Priority

Evaluation Data Sources: Daily ADA tracking, Monthly ADA action planning, and incentives.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: ADA incentive celebrations. **Strategy's Expected Result/Impact:** ADA will increase for all grade levels by 3% each quarter until reaching 97% **Staff Responsible for Monitoring:** SIS, SEC, SW, SC, and APO **Title I:** 2.6 - **TEA Priorities:** Improve low-performing schools				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Use ADA matrix with fidelity to pre-empt possible leavers from leaving the school. **Strategy's Expected Result/Impact:** A 10% decrease in students/families leaving the school. **Staff Responsible for Monitoring:** Social Worker, Counselor, Admin team	0%			

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 5: Increase student persistence

Performance Objective 1: By the end of August 2023, 93% of Kindergarten through 3rd-grade students will persist with IDEA Southeast or another IDEA campus.

High Priority

Evaluation Data Sources: Mission list and monthly persistence tracking.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Facilitate grade-level persistence events **Strategy's Expected Result/Impact:** Each quarter 90% of students will persist ending the year with 93% persistence. **Staff Responsible for Monitoring:** SIS, SEC, teachers, APIs, and APO. **Title I:** 2.6 - **TEA Priorities:** Improve low-performing schools **Problem Statements:** Perceptions 1				

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: 15/27 (55%) leavers name communication as a campus culture issue. **Root Cause**: Lack of a clear communication system when an issue occurs.

Goal 5: Increase student persistence

Performance Objective 2: By the end of May 2023, IDEA Southeast will host seven persistence events for parents to attend.

High Priority

Evaluation Data Sources: Campus sign-in sheets and the raptor system.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Conduct parent meetings to engage parents on campus. **Strategy's Expected Result/Impact:** An average of 90% of parents will attend persistent and engagement events **Staff Responsible for Monitoring:** SW, SC, APIs, Principals **Title I:** 4.2 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Processes & Programs 3 - Perceptions 2				

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 3: Approximately 70% of families attended special events. **Root Cause**: Lack of timely communication to events and combined events with College Prep with limited parking prevented parents from attending.

Perceptions
Problem Statement 2: 90% of families attended Welcome to Idea Onboarding which is below the 100% goal. **Root Cause**: Lack of tracking system and plan to capture parents who register late. This is an additional cause of family leavers.

Goal 5: Increase student persistence

Performance Objective 3: By the end of May 2023, IDEA Southeast will conduct three open house sessions for parents to tour the school and learn more about our mission and vision.

High Priority

Evaluation Data Sources: Campus sign-in sheets and agendas.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Hold Coffee with the principal to engage families **Strategy's Expected Result/Impact:** An average of 90% or more families engage on campus **Staff Responsible for Monitoring:** All staff **Title I:** 4.2 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Processes & Programs 3 - Perceptions 1, 2				

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 3 Problem Statements:

School Processes & Programs
Problem Statement 3: Approximately 70% of families attended special events. **Root Cause**: Lack of timely communication to events and combined events with College Prep with limited parking prevented parents from attending.

Perceptions
Problem Statement 1: 15/27 (55%) leavers name communication as a campus culture issue. **Root Cause**: Lack of a clear communication system when an issue occurs.
Problem Statement 2: 90% of families attended Welcome to Idea Onboarding which is below the 100% goal. **Root Cause**: Lack of tracking system and plan to capture parents who register late. This is an additional cause of family leavers.

Goal 5: Increase student persistence

Performance Objective 4: IDEA Southeast will decrease the number of bullying and/or incidences of harassment as evidenced through Deans List by 10%

High Priority

Evaluation Data Sources: Referrals, Deans List

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: IDEA Southeast will implement Move This World, our social-emotional curriculum, across all grade levels with fidelity. **Strategy's Expected Result/Impact:** A decrease in anti-social behavior, increase in self-advocacy, and decrease in referrals. **Staff Responsible for Monitoring:** Counselor, Admins, Social Worker, Teachers, Staff **ESF Levers:** Lever 3: Positive School Culture	0%			

 No Progress Accomplished Continue/Modify Discontinue

Title I Personnel

Name	Position	Program	FTE
Alysha Johnson	Interventionist	Critical Student Intervention	Teacher

Campus Funding Summary

Federal Grant					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	5	1	Interventionist CSI		$0.00
				Sub-Total	$0.00

Addendums

IDEA Public Schools

Southeast College Prep

2022-2023 Campus Improvement Plan

Accountability Rating: A

Distinction Designations:
Academic Achievement in English Language Arts/Reading
Academic Achievement in Mathematics
Top 25 Percent: Comparative Academic Growth
Top 25 Percent: Comparative Closing the Gaps
Postsecondary Readiness

Board Approval Date: October 21, 2022
Public Presentation Date: September 16, 2022

Mission Statement

IDEA Public Schools prepare students from underserved communities for success in college and citizenship.

Vision

To ensure students reach their potential, IDEA Public Schools will become the region's largest creator of college graduates.

Core Values

Our drive to translate our mission and vision into reality are based upon the following core values:

We achieve **Academic Excellence**
We deliver **Results**
We ensure **Equity**
We build **Team & Family**
We act with **Integrity**
We bring **Joy**
We **Sweat the Small Stuff**

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Comprehensive Needs Assessment

Revised/Approved: September 7, 2022

Demographics

Demographics Summary

IDEA Southeast College Prep sets high expectations for every student and goes the extra mile to make sure every student realizes their own potential. Personalized learning, critical thinking skills, mastery of core subjects is our recipe for success. We serve the community of Fort Worth, TX and offer grades 6 and 7 during the 22-23 school year. **See PDF in Addendum for more information**

Demographics Strengths

See PDF in Addendum for more information

Problem Statements Identifying Demographics Needs

Problem Statement 1: We must have consistent documentation of behavior management system components in order streamline communication with scholars and families. **Root Cause:** Behavior management tracking system has not been reliable due to system errors and improper documentation.

Problem Statement 2 (Prioritized): We must prioritize student ownership and investment in learning through goal setting and monitoring protocol in order to increase student achievement. **Root Cause:** Students perform higher academically when they can articulate and track their own goals.

Problem Statement 3 (Prioritized): We must increase healthy relationships with implementation of restorative practices protocol. **Root Cause:** The lack of a restorative de-escalation protocol led to inconsistencies in giving feedback to scholars and responding appropriately to off vision behaviors.

Student Learning

Student Learning Summary

There has bee n tremendous growth made by IDEA Southeast CP scholars. On the Math STAAR assessment, scholars scored 83|45|19. On the ELA STAAR, scholars scored 81|54|27. Students experienced more than 40 points growth in appraoches since the beginning of the school year in ELA.

Student Learning Strengths

See PDF in Addendum for more information

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 73% of ELL scholars performed at the beginning or intermediate proficiency level on TELPAS speaking domain **Root Cause:** Although explicit vocabulary instruction was a schoolwide instructional focus, scholars were not afforded intentional opportunities to speak using academic language or Habits of Discussion during instruction.

Problem Statement 2 (Prioritized): Only 32% of ELL scholars grew one or more levels on TELPAS **Root Cause:** Instruction across content areas lacked extensive opportunities for scholars to engage with content through reading and writing.

Problem Statement 3: Less than 50% of scholars in SPED achieved approaches or above on curriculum based assessments throughout the year. **Root Cause:** Although accommodations and modifications were implemented across classes, teachers lacked the knowledge to present content in ways that incorporate multiple learning modalities. Leaders implemented the schoolwide SPED vision later in the year, which delayed accountability for differentiation.

School Processes & Programs

School Processes & Programs Summary

SCP leverages instructional rounds, coaching cycles, and professional development to build capacity of our leaders and teachers. Each leader knows their driving goals and plans high-impact strategies and tactics to reach the goals by the end of the year. All leaders engage in instructional rounds to ensure the team is normed on our vision for excellent culture and instruction as well as participate in coaching cycles to close any leader gaps that may contribute to teacher and student level gaps. Further, we leverage a individual development plans and coaching scope and sequences to track leader development.

School Processes & Programs Strengths

Curriculum & Instruction:

- At least one-third of IDEA students graduate with the "AP Scholar" designation, evidence of earning a qualifying score on at least three AP exams, demonstrating successful completion of college-level coursework prior to graduation.
- IDEA provides students access to accelerated instruction through the 1:1 technology device, including adaptive software for mathematics and literacy and access to hundreds of thousands of books in the district's digital library.
- IDEA curricular resources include high-quality instructional materials that earn the highest ratings on national evaluation measures.
- IDEA curriculum is regularly evaluated using a quality evaluation tool, ensuring alignment to the Texas Essential Knowledge and Skills and AP course standards, as well as the STAAR/EOC and AP exams.
- IDEA implements a variety of training opportunities for teachers and leadership staff with the goal of developing teachers' pedagogical content knowledge and leaders' coaching skills.
- For 15 years in a row, 100% of IDEA students have been accepted into college, demonstrating that IDEA academic programming is adequately preparing students for post-secondary education.
- In 2022, four IDEA schools were ranked in the top 10 Most Challenging Schools in the Nation and 13 were ranked in the top 1% of schools nationwide, by the Jay Mathews Challenge Index High School Rankings.

Special Programs

- IDEA exceeded the expected growth target for EL student performance on TELPAS in 2021 with 48% of ELs meeting that target.
- IDEA provide targeted research based instruction to students who have a 2.0 year gap in Reading and/or Math with the goal of closing that gap by 2.0 years during the school year with our initiative called Critical Student Intervention (CSI). During the 21-22 school year, 2,562 out of 6,632 students meet that goal for Reading and 703 out of 1,268 students met the goal for Math.
- IDEA is in Year 3 of our TEA awarded Autism Grant. Through this grant we were able to increase support for 195 students with autism in Rio Grande Valley and Austin who met the criteria outlined by TEA for this grant.
- IDEA submitted and was awarded a Dyslexia Grant by the TEA so that we will be able to provide increased professional development to teachers and leaders on working with students with dyslexia and increase the support resources for our students with dyslexia.

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 1 (Prioritized): 0% of our teachers are considered highly qualified because they do not have Texas state teaching certifications. **Root Cause:** Although teachers do not have to hold teaching certifications by law to be hired, our school does not set expectations that teachers gain their certification as a mechanisms for development once hired.

Problem Statement 2: 50% of leaders have a Texas principal certification **Root Cause:** Leaders are not required to have principal certifications to be hired nor is the expectation set to obtain a certification once hired. As a result many of our leaders lack knowledge regarding state laws.

Problem Statement 3 (Prioritized): High staff attrition among non-instructional staff **Root Cause:** Leaders did not effectively onboard non-instructional roles nor observe non-instructional spaces, which resulted in inconsistent and/or ineffective coaching and support of these roles.

Perceptions

Perceptions Summary

IDEA Southeast College Prep prides itself on the strong student cultures that makes learning happen. We set high expecations for student and adult behaviors in all spaces which has resulted in our school achieving A-rated status in our first year. Also, we have been fully enrolled by the 11th day of school for two consecutive years and have a healthy waiting list. Families consistently chose to send their children to SCP because we set high goals and work dilligently to achieve them.

Perceptions Strengths

See PDF in Addendum for more information.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Lack consistent documentation of behavior management system components. **Root Cause:** Although we purchased Dean's List to track referrals, we did not have a process in place to ensure documentation was captured for all incidents and entered into the system for analysis purposes.

Problem Statement 2 (Prioritized): Adults set goals and conduct data analysis on behavior of scholars leaving scholars to take a passive role in their education. **Root Cause:** All schoolwide instructional mechanism are leader facing with little ownership for teachers and students.

Problem Statement 3: Between 40%-60% of families participated in events throughout the year. **Root Cause:** SCP does not have a PTA that gives parents the opportunity to engage outside of attending events. We also do not have an efficient process to track family engagement.

Priority Problem Statements

Problem Statement 1: We must prioritize student ownership and investment in learning through goal setting and monitoring protocol in order to increase student achievement.

Root Cause 1: Students perform higher academically when they can articulate and track their own goals.

Problem Statement 1 Areas: Demographics

Problem Statement 2: We must increase healthy relationships with implementation of restorative practices protocol.

Root Cause 2: The lack of a restorative de-escalation protocol led to inconsistencies in giving feedback to scholars and responding appropriately to off vision behaviors.

Problem Statement 2 Areas: Demographics

Problem Statement 3: 73% of ELL scholars performed at the beginning or intermediate proficiency level on TELPAS speaking domain

Root Cause 3: Although explicit vocabulary instruction was a schoolwide instructional focus, scholars were not afforded intentional opportunities to speak using academic language or Habits of Discussion during instruction.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Only 32% of ELL scholars grew one or more levels on TELPAS

Root Cause 4: Instruction across content areas lacked extensive opportunities for scholars to engage with content through reading and writing.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: 0% of our teachers are considered highly qualified because they do not have Texas state teaching certifications.

Root Cause 5: Although teachers do not have to hold teaching certifications by law to be hired, our school does not set expectations that teachers gain their certification as a mechanisms for development once hired.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: High staff attrition among non-instructional staff

Root Cause 6: Leaders did not effectively onboard non-instructional roles nor observe non-instructional spaces, which resulted in inconsistent and/or ineffective coaching and support of these roles.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: Adults set goals and conduct data analysis on behavior of scholars leaving scholars to take a passive role in their education.

Root Cause 7: All schoolwide instructional mechanism are leader facing with little ownership for teachers and students.

Problem Statement 7 Areas: Perceptions

Problem Statement 8: Lack consistent documentation of behavior management system components.

Root Cause 8: Although we purchased Dean's List to track referrals, we did not have a process in place to ensure documentation was captured for all incidents and entered into the system for analysis purposes.

Problem Statement 8 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- 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
- Federal Report Card and accountability data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Observation Survey results
- 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
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data

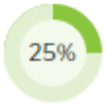
Goals

Goal 1: Increase staff retention by 5% from the 21-22 measure.

Performance Objective 1: By June 2022, the percentage of staff who agree that Southeast College Prep is a great place to work will increase by at least three percentage points as measured by the Great Place to Work EOY survey and monitored by district pulse checks.

High Priority

Evaluation Data Sources: Great Place to Work Survey
Great Place to Work Pulse Check
Monthly staff feedback survey

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Build and maintain strong adult culture through relationship building, coaching check-ins, and implementation of the Adult Culture calendar. **Strategy's Expected Result/Impact:** 90% teacher and staff satisfaction on the quarterly pulse checks **Staff Responsible for Monitoring:** Bryson Green, Principal Gabrielle Martinez, Admin Assistant **TEA Priorities:** Recruit, support, retain teachers and principals **Problem Statements:** School Processes & Programs 3				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Implement strengths-based coaching and professional development for both instructional and non-instructional staff **Strategy's Expected Result/Impact:** 100% of teachers and staff report they are consistently coached and developed by their direct manager on the monthly staff survey. **Staff Responsible for Monitoring:** Bryson Green, Principal **TEA Priorities:** Recruit, support, retain teachers and principals **Problem Statements:** School Processes & Programs 3				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs

Problem Statement 3: High staff attrition among non-instructional staff **Root Cause**: Leaders did not effectively onboard non-instructional roles nor observe non-instructional spaces, which resulted in inconsistent and/or ineffective coaching and support of these roles.

Goal 1: Increase staff retention by 5% from the 21-22 measure.

Performance Objective 2: By June 2022, the percentage of staff who are Texas certified will increase by at least twenty percentage points as measured by staff demographic data and monitored by district staffing team.

High Priority

Evaluation Data Sources: Staff demographics

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Revise hiring non-negotiables to include screening for credentials **Strategy's Expected Result/Impact:** at least 50% of sourced applicants have credentials that make them highly qualified for the role **Staff Responsible for Monitoring:** Bryson Green, Principal **TEA Priorities:** Recruit, support, retain teachers and principals **Problem Statements:** School Processes & Programs 1	60%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Develop and implement a school-based staff recruitment plan **Strategy's Expected Result/Impact:** At least 3 hours per week dedicated to active staff recruitment for lead team members **Staff Responsible for Monitoring:** Bryson Green, Principal Alexandria Greene, Assistant Principal Shondrah Dillworth, Assistant Principal **TEA Priorities:** Recruit, support, retain teachers and principals **Problem Statements:** School Processes & Programs 1	15%			

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 1: 0% of our teachers are considered highly qualified because they do not have Texas state teaching certifications. **Root Cause**: Although teachers do not have to hold teaching certifications by law to be hired, our school does not set expectations that teachers gain their certification as a mechanisms for development once hired.

Goal 2: All IDEA students matriculate to college

Performance Objective 1: By June 2022, Southeast College Prep's school-wide average ranked in the 75th percentile on Panorama survey question.

Evaluation Data Sources: Panorama student perception survey

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Design and implement a student pulse check survey to monitor students' college-going perceptions **Strategy's Expected Result/Impact:** scholars connect their middle school education to college and career aspirations **Staff Responsible for Monitoring:** Danise Lilley, School Counselor **TEA Priorities:** Connect high school to career and college **Problem Statements:** Perceptions 2				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 2: Adults set goals and conduct data analysis on behavior of scholars leaving scholars to take a passive role in their education. **Root Cause**: All schoolwide instructional mechanism are leader facing with little ownership for teachers and students.

Goal 3: IDEA achieves an A rating

Performance Objective 1: By June 2022, 60% of scholars will show mastery on grade level standards in reading as measured by district assessments.

High Priority

HB3 Goal

Evaluation Data Sources: District reading assessments
Ren Star assessment

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Support teachers/leaders in module unpacking to ensure they have a big picture understanding of the unit 1-2 weeks prior to its start. **Strategy's Expected Result/Impact:** 100% of core content teachers know what students must know and do to show mastery on grade level standards **Staff Responsible for Monitoring:** Alexandria Greene, Assistant Principal **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 1, 2	35%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Coach and manage instructional leaders to ensure exit ticket sorts and data tracking WITH scholars in all core classes for domains 1-3. **Strategy's Expected Result/Impact:** 100% of students and teachers know which standards have been mastered and standards that need more practice **Staff Responsible for Monitoring:** Alexandria Greene, Assistant Principal **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Demographics 2 - Perceptions 2	10%			

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Incorporate reading, writing, speaking, and listening as part of all classes daily as evidenced by the number of opportunities scholars have to engage with the content through discourse, oral responses, written responses and mixed media. **Strategy's Expected Result/Impact:** 100% of scholars are able to communicate using academic language **Staff Responsible for Monitoring:** Bryson Green, Principal **Title I:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 1, 2				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4: Use reading interventionist to improve 6-7 reading and writing performance **Strategy's Expected Result/Impact:** Increase reading and writing performance **Staff Responsible for Monitoring:** Writing Interventionist **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 1, 2 **Funding Sources:** Interventionist - Federal Grant				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: We must prioritize student ownership and investment in learning through goal setting and monitoring protocol in order to increase student achievement. **Root Cause**: Students perform higher academically when they can articulate and track their own goals.

Student Learning
Problem Statement 1: 73% of ELL scholars performed at the beginning or intermediate proficiency level on TELPAS speaking domain **Root Cause**: Although explicit vocabulary instruction was a schoolwide instructional focus, scholars were not afforded intentional opportunities to speak using academic language or Habits of Discussion during instruction.
Problem Statement 2: Only 32% of ELL scholars grew one or more levels on TELPAS **Root Cause**: Instruction across content areas lacked extensive opportunities for scholars to engage with content through reading and writing.

Perceptions
Problem Statement 2: Adults set goals and conduct data analysis on behavior of scholars leaving scholars to take a passive role in their education. **Root Cause**: All schoolwide instructional mechanism are leader facing with little ownership for teachers and students.

Goal 3: IDEA achieves an A rating

Performance Objective 2: By June 2022, 60% of scholars will show mastery on grade level standards in math as measured by district assessments.

High Priority

HB3 Goal

Evaluation Data Sources: District reading assessments
Ren Star assessment

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Support teachers/leaders in module unpacking to ensure they have a big picture understanding of the unit 1-2 weeks prior to its start. **Strategy's Expected Result/Impact:** 100% of core content teachers know what students must know and do to show mastery on grade level math standards **Staff Responsible for Monitoring:** Shondrah Dillworth, Assistant Principal **Title I:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** School Processes & Programs 1	0%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Coach and manage instructional leaders to ensure exit ticket sorts and data tracking WITH scholars in all math classes for domains 1-3. **Strategy's Expected Result/Impact:** 100% of students and teachers know which math standards have been mastered and standards that need more practice **Staff Responsible for Monitoring:** Shondrah Dillworth, Assistant Principal **Title I:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Demographics 2 - Perceptions 2				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 2: We must prioritize student ownership and investment in learning through goal setting and monitoring protocol in order to increase student achievement. **Root Cause**: Students perform higher academically when they can articulate and track their own goals.

School Processes & Programs

Problem Statement 1: 0% of our teachers are considered highly qualified because they do not have Texas state teaching certifications. **Root Cause**: Although teachers do not have to hold teaching certifications by law to be hired, our school does not set expectations that teachers gain their certification as a mechanisms for development once hired.

Perceptions

Problem Statement 2: Adults set goals and conduct data analysis on behavior of scholars leaving scholars to take a passive role in their education. **Root Cause**: All schoolwide instructional mechanism are leader facing with little ownership for teachers and students.

Goal 3: IDEA achieves an A rating

Performance Objective 3: By June 2022, 82% of scholars with disabilities will meet their growth goals in reading and math as measured by district and state assessments.

High Priority

Evaluation Data Sources: District assessments
2023 STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Implement principles of UDL (Universal Design for Learning) to ensure students with special needs have access to grade level content **Strategy's Expected Result/Impact:** Increase student achievement for Special Education subgroup **Staff Responsible for Monitoring:** Shondrah Dillworth, Assistant Principal **Title I:** 2.6 **- TEA Priorities:** Build a foundation of reading and math				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Conduct observations focused on increasing mastery for priority students **Strategy's Expected Result/Impact:** Increase awareness of priority student learning needs **Staff Responsible for Monitoring:** Bryson Green, Principal **Title I:** 2.6				

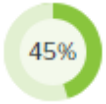
0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 4: Increase student daily attendance to hit the 97% overall target.

Performance Objective 1: By June 2022, the percent of students who have more than 18 absences will decrease as measured as compared to the previous year.

High Priority

Evaluation Data Sources: PowerSchool Reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Implement the ADA escalation matrix with consistency **Strategy's Expected Result/Impact:** Documentation of school-based interventions to increase individual student ADA/ decrease chronic absenteeism **Staff Responsible for Monitoring:** Kylie Cranford, Assistant Principal of Operations **Title I:** 2.5				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Increase frequency of positive incentives for attendance **Strategy's Expected Result/Impact:** Increase individual student attendance rate **Staff Responsible for Monitoring:** Danise Lilley, School Counselor Kylie Cranford, Assistant Principal **Title I:** 2.5				

 No Progress Accomplished Continue/Modify Discontinue

Goal 4: Increase student daily attendance to hit the 97% overall target.

Performance Objective 2: By June 2022, the percent of teachers taking attendance accurately and on time will increase by at least five percentage points as compared to the previous year.

High Priority

Evaluation Data Sources: PowerSchool compliance report

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Implement ADA huddles prior to official attendance taking time **Strategy's Expected Result/Impact:** Increase daily attendance **Staff Responsible for Monitoring:** Bryson Green, Principal Kylie Cranford, Assistant Principal of Operations **Title I:** 2.5				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Develop and implement a monitoring and recognition plan for staff **Strategy's Expected Result/Impact:** Increase accurate and timely attendance taking **Staff Responsible for Monitoring:** Bryson Green, Principal				

 No Progress Accomplished Continue/Modify Discontinue

Goal 4: Increase student daily attendance to hit the 97% overall target.

Performance Objective 3: By June 2022, decrease the number of bullying incidents as measured by school investigation records.

High Priority

Evaluation Data Sources: Bullying Reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Explicitly teach conflict resolution skills during advisory **Strategy's Expected Result/Impact:** Increase positive student relationships and social skills **Staff Responsible for Monitoring:** Bryson Green, Principal **Title I:** 2.5 **Problem Statements:** Demographics 3				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Implement multi-tier system of support for social emotional and behavior needs **Strategy's Expected Result/Impact:** Increase proactive student support and interventions **Staff Responsible for Monitoring:** Danise Webb, School Counselor **Title I:** 2.5 **Problem Statements:** Demographics 3				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 3: We must increase healthy relationships with implementation of restorative practices protocol. **Root Cause**: The lack of a restorative de-escalation protocol led to inconsistencies in giving feedback to scholars and responding appropriately to off vision behaviors.

Goal 5: Increase student persistence by 10% points in comparison to the 21-22 SY.

Performance Objective 1: By June 2022, 90% of new families will attend Welcome to IDEA event

Evaluation Data Sources: WTI attendance tracker

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Encourage new family attendance to early WTI events **Strategy's Expected Result/Impact:** Increase family positive perception of IDEA **Staff Responsible for Monitoring:** Danise Webb, School Counselor **Title I:** 4.2				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Increase social media presence **Strategy's Expected Result/Impact:** Increase visibility into school climate and culture **Staff Responsible for Monitoring:** Student Enrollment Coordinator				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 5: Increase student persistence by 10% points in comparison to the 21-22 SY.

Performance Objective 2: By June 2022, the percentage of families that attend a family and community engagement event increase by ten percentage points as compared to previous year.

Evaluation Data Sources: Event attendance trackers
Family engagement tracker

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Create monthly family engagement plan **Strategy's Expected Result/Impact:** Increase variety of opportunities for parent engagement **Staff Responsible for Monitoring:** Danise Webb, School Counselor **Title I:** 4.2				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Implement Student-led Conference during Report Card Night **Strategy's Expected Result/Impact:** Increase parent awareness of student performance and ways they can support at home **Staff Responsible for Monitoring:** Shondrah Dillworth, Assistant Principal **Title I:** 4.2				

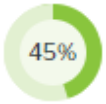
 No Progress Accomplished Continue/Modify Discontinue

Goal 5: Increase student persistence by 10% points in comparison to the 21-22 SY.

Performance Objective 3: By June 2022, students will engage in at least 100 minutes of physical activity per week as measured by minutes allotted in master schedule to physical education.

High Priority

Evaluation Data Sources: Master Schedule

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Use heart rate monitors to collect data on student activity levels and duration **Strategy's Expected Result/Impact:** Increase student physical activity **Staff Responsible for Monitoring:** Rabb Wolfe, PE Teacher **Title I:** 2.5				

 No Progress Accomplished Continue/Modify Discontinue

Title I Personnel

Name	Position	Program	FTE
	INTERVENTIONIST		1
Bria Lofton	Interventionist	Title 1	1

Campus Funding Summary

Federal Grant					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	1	4	Interventionist		$0.00
				Sub-Total	$0.00

Addendums

IDEA Public Schools

Spears Academy

2022-2023 Campus Improvement Plan

Accountability Rating: Not Rated

Board Approval Date: October 21, 2022
Public Presentation Date: September 16, 2022

Mission Statement

IDEA Public Schools prepare students from underserved communities for success in college and citizenship.

Vision

To ensure students reach their potential, IDEA Public Schools will become the region's largest creator of college graduates.

Core Values

Our drive to translate our mission and vision into reality are based upon the following core values:

- We achieve **Academic Excellence**
- We deliver **Results**
- We ensure **Equity**
- We build **Team & Family**
- We act with **Integrity**
- We bring **Joy**
- We **Sweat the Small Stuff**

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Comprehensive Needs Assessment

Revised/Approved: September 16, 2022

Demographics

Demographics Summary

IDEA Spears Academy is an open enrollment charter school serving grades K, 1, 2, 3, and 4 in Northwest Houston serving a population of 79% economically disadvantaged, 31% English Language Learners, 49% White-Hispanic, 49% Black-Affrican American, and 8% Special education.

Demographics Strengths

See PDF in Addendum for more information

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Overall student persistence was low (71.23%) **Root Cause:** Campus culture not clearly communicated during family onboarding

Problem Statement 2 (Prioritized): Campus wide positive behavior system not implemented across all grade levels. **Root Cause:** STAAR grades culture was prioritized above all else.

Student Learning

Student Learning Summary

Domain 1 - 54 (51% Approaches, 25% Meets, 9% Masters)

Domain 2 - 70 (92.5 points earned out of 135)

Domain 3 - 67 (25% met for Academic Achievement, 44% met for Growth Status, 100% met for ELP, 17% met for Student Success)

58% of K-2 students reading on / above grade level

Student Learning Strengths

See PDF in Addendum for more information

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Student approaches for Math in 3rd/4th was low (42%) **Root Cause:** Interventionists were primarily focused on Reading

Problem Statement 2 (Prioritized): Student masters for Reading and Math combined was low (9%) **Root Cause:** Students were ability grouped at the beginning of semester 2

School Processes & Programs

School Processes & Programs Summary

See PDF in Addendum for more information

School Processes & Programs Strengths

Curriculum & Instruction:

- At least one-third of IDEA students graduate with the "AP Scholar" designation, evidence of earning a qualifying score on at least three AP exams, demonstrating successful completion of college-level coursework prior to graduation.
- IDEA provides students access to accelerated instruction through the 1:1 technology device, including adaptive software for mathematics and literacy and access to hundreds of thousands of books in the district's digital library.
- IDEA curricular resources include high-quality instructional materials that earn the highest ratings on national evaluation measures.
- IDEA curriculum is regularly evaluated using a quality evaluation tool, ensuring alignment to the Texas Essential Knowledge and Skills and AP course standards, as well as the STAAR/EOC and AP exams.
- IDEA implements a variety of training opportunities for teachers and leadership staff with the goal of developing teachers' pedagogical content knowledge and leaders' coaching skills.
- For 15 years in a row, 100% of IDEA students have been accepted into college, demonstrating that IDEA academic programming is adequately preparing students for post-secondary education.
- In 2022, four IDEA schools were ranked in the top 10 Most Challenging Schools in the Nation and 13 were ranked in the top 1% of schools nationwide, by the Jay Mathews Challenge Index High School Rankings.

Special Programs

- IDEA exceeded the expected growth target for EL student performance on TELPAS in 2021 with 48% of ELs meeting that target.
- IDEA provide targeted research based instruction to students who have a 2.0 year gap in Reading and/or Math with the goal of closing that gap by 2.0 years during the school year with our initiative called Critical Student Intervention (CSI). During the 21-22 school year, 2,562 out of 6,632 students meet that goal for Reading and 703 out of 1,268 students met the goal for Math.
- IDEA is in Year 3 of our TEA awarded Autism Grant. Through this grant we were able to increase support for 195 students with autism in Rio Grande Valley and Austin who met the criteria outlined by TEA for this grant.
- IDEA submitted and was awarded a Dyslexia Grant by the TEA so that we will be able to provide increased professional development to teachers and leaders on working with students with dyslexia and increase the support resources for our students with dyslexia.

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 1 (Prioritized): Insufficient planning time for teachers. **Root Cause:** Daily planning periods not incorporated for all grade levels as part of the master schedule.

Problem Statement 2 (Prioritized): Feedback not provided daily to teachers after classroom observations with fidelity. **Root Cause:** TeachBoost not utilized by campus leaders to provide feedback after daily observations.

Perceptions

Perceptions Summary

See PDF in Addendum for more information

Perceptions Strengths

See PDF in Addendum for more information

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Little to no opportunity for parents to get involved **Root Cause:** Only 2 family engagement events for the year

Problem Statement 2: Parents not being aware of student progress throughout the year. **Root Cause:** Inconsistent parent communication and no parent nights

Priority Problem Statements

Problem Statement 1: Student approaches for Math in 3rd/4th was low (42%)
Root Cause 1: Interventionists were primarily focused on Reading
Problem Statement 1 Areas: Student Learning

Problem Statement 2: Student masters for Reading and Math combined was low (9%)
Root Cause 2: Students were ability grouped at the beginning of semester 2
Problem Statement 2 Areas: Student Learning

Problem Statement 3: Overall student persistence was low (71.23%)
Root Cause 3: Campus culture not clearly communicated during family onboarding
Problem Statement 3 Areas: Demographics

Problem Statement 4: Insufficient planning time for teachers.
Root Cause 4: Daily planning periods not incorporated for all grade levels as part of the master schedule.
Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: Feedback not provided daily to teachers after classroom observations with fidelity.
Root Cause 5: TeachBoost not utilized by campus leaders to provide feedback after daily observations.
Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: Campus wide positive behavior system not implemented across all grade levels.
Root Cause 6: STAAR grades culture was prioritized above all else.
Problem Statement 6 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain

Student Data: Assessments

- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten 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
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.

Student Data: Behavior and Other Indicators

- Attendance data
- Student surveys and/or other feedback
- Class size averages by grade and subject

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- 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
- Budgets/entitlements and expenditures data

Goals

Goal 1: Increase staff retention

Performance Objective 1: By February 2023, 75% of IDEA Spears Academy staff will answer on the Great Places to Work Survey Question "Taking everything into account, I would say this is a great place to work."

High Priority

Evaluation Data Sources: Great Places to Work Survey

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Weekly shoutout in Campus and Regional TEAMs chats highlighting wins. **Strategy's Expected Result/Impact:** Increase staff retention **Staff Responsible for Monitoring:** Principal, API, APO, AA, Regional Team Members **TEA Priorities:** Recruit, support, retain teachers and principals **Problem Statements:** Student Learning 1				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Student approaches for Math in 3rd/4th was low (42%) **Root Cause**: Interventionists were primarily focused on Reading

Goal 1: Increase staff retention

Performance Objective 2: By February 2023, 75% of IDEA Spears Academy Staff will answer on the Great Places to Work Survey question "Everyone has an opportunity to get special recognition"

High Priority

Evaluation Data Sources: Great Places to Work Survey

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Core Value awards on a weekly basis to staff for living out core values **Strategy's Expected Result/Impact:** Increase Staff Retention **Staff Responsible for Monitoring:** Principal, API, APO, AA, Regional Team Members **TEA Priorities:** Recruit, support, retain teachers and principals **Problem Statements:** Student Learning 1				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: Student approaches for Math in 3rd/4th was low (42%) **Root Cause**: Interventionists were primarily focused on Reading

Goal 1: Increase staff retention

Performance Objective 3: On first week of every month, IDEA Spears Academy staff of the month will be recognized during weekly faculty meeting

Evaluation Data Sources: Great Places to Work Survey

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Staff of the month certificate and publication on social media **Strategy's Expected Result/Impact:** Increase Staff Retention **Staff Responsible for Monitoring:** Principal, API, APO, AA, Regional Team Members **TEA Priorities:** Recruit, support, retain teachers and principals **Problem Statements:** School Processes & Programs 1				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

School Processes & Programs
Problem Statement 1: Insufficient planning time for teachers. **Root Cause**: Daily planning periods not incorporated for all grade levels as part of the master schedule.

Goal 2: All IDEA students matriculate to college

Performance Objective 1: 80% of 2nd grade students will be reading on/above grade level by end of 22-23 school year.

High Priority

Evaluation Data Sources: Locus Dashboard - DI Online

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Weekly Lesson Rehearsals based on observation trends **Strategy's Expected Result/Impact:** Improve teacher capacity to increase 2nd grade reading outcomes **Staff Responsible for Monitoring:** Principal, API, DI Program Manager **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** School Processes & Programs 1				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: Insufficient planning time for teachers. **Root Cause**: Daily planning periods not incorporated for all grade levels as part of the master schedule.

Goal 2: All IDEA students matriculate to college

Performance Objective 2: Students in grades 3rd - 5th will attend a college visit by end of 22-23 school year.

Evaluation Data Sources: GTLs, Teachers/CoTeachers

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Staff presentations of alma maters for teachers to make a connection with students regarding the importance of college **Strategy's Expected Result/Impact:** Increase attendance and persistence **Staff Responsible for Monitoring:** Principal, AP!, GTLs **TEA Priorities:** Connect high school to career and college **Problem Statements:** Demographics 1				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Overall student persistence was low (71.23%) **Root Cause**: Campus culture not clearly communicated during family onboarding

Goal 2: All IDEA students matriculate to college

Performance Objective 3: By the June 2023, 75% of students in grade 1st-5th earn Fitness Ambassador status by logging a minimum of 1,200 MVPA (Moderate to Vigorous Physical Activity) minutes

Evaluation Data Sources: IHT Heart Rate Monitors, IHT PE Dashboard

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Each grade level HR in 1st - 5th will attend PE weekly to log MVPA (Moderate to Vigorous Physical Activity) minutes **Strategy's Expected Result/Impact:** Students actively participate in moderate to vigorous physical activity weekly while at school. **Staff Responsible for Monitoring:** Principal, APIs, PE Coaches **Problem Statements:** Demographics 1				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: Overall student persistence was low (71.23%) **Root Cause**: Campus culture not clearly communicated during family onboarding

Goal 3: IDEA achieves an A rating

Performance Objective 1: By June 2023, the percentage of students reading & doing math on/above grade level in grades 3-5 will increase by 5% as measured by STAAR and monitored by district wide universal screener RENSTAR

High Priority

HB3 Goal

Evaluation Data Sources: Locus Dashboard - Accountability, 22-23 STAAR Accountability Reports, RENSTAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Use Locus dashboard and EdCite to track and respond to data **Strategy's Expected Result/Impact:** Increase meets percentages by 15% **Staff Responsible for Monitoring:** Principal, API, GTLs. Teacher **TEA Priorities:** Improve low-performing schools **Problem Statements:** Student Learning 1 **Funding Sources:** Interventionist - Federal Grant - $60,000				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Student approaches for Math in 3rd/4th was low (42%) **Root Cause**: Interventionists were primarily focused on Reading

Goal 3: IDEA achieves an A rating

Performance Objective 2: By June 2023, 50% of subpopulations will meet Academic Achievement targets in both Reading and Math in grades 3-5

High Priority

HB3 Goal

Evaluation Data Sources: Locus Dashboard - Accountability, 22-23 STAAR Accountability Reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Use Locus dashboard and EdCite to track and respond to data **Strategy's Expected Result/Impact:** 50% of subpops meet Domain 3 Achievement targets **Staff Responsible for Monitoring:** Principal, API, GTLs. Teacher **TEA Priorities:** Improve low-performing schools **Funding Sources:** Interventionist - Federal Grant - $60,000				

 No Progress Accomplished Continue/Modify Discontinue

Goal 3: IDEA achieves an A rating

Performance Objective 3: By June 2023, 20% of Current SpEd students will achieve meets in Reading and 25% will achieve meets in Math.

High Priority

HB3 Goal

Evaluation Data Sources: Locus Dashboard - Accountability, 22-23 STAAR Accountability Reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Use Locus dashboard and EdCite to track and respond to data **Strategy's Expected Result/Impact:** 20% of Current SpEd students achieve meets in Reading and 25% achieve meets in Math **Staff Responsible for Monitoring:** Principal, API, GTLs. Teacher, SpEd Teachers **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **Problem Statements:** Student Learning 1, 2 **Funding Sources:** Interventionist - Federal Grant - $60,000				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 1: Student approaches for Math in 3rd/4th was low (42%) **Root Cause**: Interventionists were primarily focused on Reading
Problem Statement 2: Student masters for Reading and Math combined was low (9%) **Root Cause**: Students were ability grouped at the beginning of semester 2

Goal 4: Increase student daily attendance

Performance Objective 1: By May 2023, 100% of grade levels K-5 will achieve an overall daily attendance percentage of 97.0%

High Priority

HB3 Goal

Evaluation Data Sources: Powerschool, Power BI ADA

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Quarterly perfect attendance giveaways **Strategy's Expected Result/Impact:** Increase ADA to 97% or above for each grade level **Staff Responsible for Monitoring:** Principal, API, GTL, Teacher **TEA Priorities:** Improve low-performing schools **Problem Statements:** Student Learning 1				

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Student approaches for Math in 3rd/4th was low (42%) **Root Cause**: Interventionists were primarily focused on Reading

Goal 4: Increase student daily attendance

Performance Objective 2: Average Daily Attendance celebrations will be held monthly at the campus level and weekly in the classrooms by teachers

High Priority

HB3 Goal

Evaluation Data Sources: Powerschool, Power BI ADA, ADA Matrix Report

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Perfect attendance certificates for the month awarded to students **Strategy's Expected Result/Impact:** Increase weekly/monthly ADA **Staff Responsible for Monitoring:** Principal, API, GTL, Teacher **TEA Priorities:** Improve low-performing schools **Problem Statements:** Demographics 1 - Student Learning 1				

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Overall student persistence was low (71.23%) **Root Cause**: Campus culture not clearly communicated during family onboarding
Student Learning
Problem Statement 1: Student approaches for Math in 3rd/4th was low (42%) **Root Cause**: Interventionists were primarily focused on Reading

Goal 5: Increase student persistence

Performance Objective 1: By August 2023, 90% of students in grades K - 5 will persist with IDEA Spears Academy

High Priority

HB3 Goal

Evaluation Data Sources: Locus Dashboard - Persistence

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Quarterly family engagement events **Strategy's Expected Result/Impact:** Students persistent from year to year **Staff Responsible for Monitoring:** Principal, API, GTL, Teacher **TEA Priorities:** Improve low-performing schools **Problem Statements:** Demographics 1 - Student Learning 1				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Overall student persistence was low (71.23%) **Root Cause**: Campus culture not clearly communicated during family onboarding
Student Learning
Problem Statement 1: Student approaches for Math in 3rd/4th was low (42%) **Root Cause**: Interventionists were primarily focused on Reading

Goal 5: Increase student persistence

Performance Objective 2: Persistence celebrations will be held weekly by grade levels and student will be recognized as students of the week

High Priority

HB3 Goal

Evaluation Data Sources: ADA, EdCite

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Publish students of the week on social media pages to improve family connections and involvement **Strategy's Expected Result/Impact:** Students persist for year to year **Staff Responsible for Monitoring:** Principal, API, GTL, Teacher **TEA Priorities:** Improve low-performing schools **Problem Statements:** Demographics 1 - Student Learning 1				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Overall student persistence was low (71.23%) **Root Cause**: Campus culture not clearly communicated during family onboarding
Student Learning
Problem Statement 1: Student approaches for Math in 3rd/4th was low (42%) **Root Cause**: Interventionists were primarily focused on Reading

Goal 5: Increase student persistence

Performance Objective 3: By May 2023, students at IDEA Spears Academy rate the student survey statement "I feel safe at school" a 4.5 or greater.

Evaluation Data Sources: End of Year Student and Parent Survey

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Teachers facilitate Move This World Curriculum at least 2 days a week as a SEL intervention. **Strategy's Expected Result/Impact:** Students rate campus a 4.5 or greater as a place they feel safe at **Staff Responsible for Monitoring:** Principal, APIs, Teachers, APO, Counselor **TEA Priorities:** Improve low-performing schools **Problem Statements:** Demographics 1				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: Overall student persistence was low (71.23%) **Root Cause**: Campus culture not clearly communicated during family onboarding

Title I Personnel

Name	Position	Program	FTE
Interventionist	Interventionist		1
Interventionist	Interventionist		1

Campus Funding Summary

Federal Grant					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	1	1	Interventionist		$60,000.00
3	2	1	Interventionist		$60,000.00
3	3	1	Interventionist		$60,000.00
				Sub-Total	$180,000.00

Addendums

Master CNA & SAIP Reporting Checklist

		PTG		0%	PTG		0%
DEPT	**Data Sources**	**Data Tabs**	**Guidance**	**Status**	**Principal Notes or Questions**	**VP Verification**	**Notes & Next Steps**
ACADEMY	KEYS Tab (Tab 3)	Student Achievement Improvement Plan 2021-2022 School Year	This SAIP plan will require logging concrete initiatives put in place for student improvement, as well as their associated timelines, resources, and responsible staff. Each initiative will be tracked mid-year and at the end of the year. Mid-year assessments should be completed by each campus between December 1, 2022 and no later than January 31, 2023.	Pending		Pending	
	Locus Dashboards: CSI, STARR, AP CampusIB Reports EOY Assessments	Comprehensive Needs Assessment 2022 English Language Arts	These pages should include the percentage of students who achieved each listed score for the 2021-2022 School Year. For each subject, list a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Pending		Pending	
		Comprehensive Needs Assessment 2022 Math		Pending		Pending	
		Comprehensive Needs Assessment 2022 Science		Pending		Pending	
		Comprehensive Needs Assessment 2022 Humanities		Pending		Pending	
	State TELPAS Report	Comprehensive Needs Assessment 2022 TELPAS	This data set will outline the percentage of students that earned proficiency in the areas of Listening, Speaking, Reading, and Writing, as indicated in the State TELPAS report. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Pending		Pending	
	Locus Dashboard: Staff Retention	Staff Quality, Rentention, & Recruitment 2021-2022 School Year	Under the %SPED Data Point, this should reflect the percentage of SPED certified teachers, compared to the overall SPED staff. Under number of teacher applicants, note how many teachers were interviewed by campus leaders for positions during the 2021-2022 School Year. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Pending		Pending	
	Locus Dashboards: Student Persistence, Enrollment, ADA	School Culture & Climate 2021-2022 School Year	For the Withdrawals/Level 3 Offenses data point, list the number of withdrawals or offenses. All other data points should reflect percentages. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Pending		Pending	
	Campus Academic Counselor Tracking Systems	2022 Family & Community Involvement	In addition to listing data percentages, list a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Pending		Pending	

IDEA Spears Academy

2021-22 Student Achievement Improvement Plan

ACADEMY

									Title I Qualifying Programs			Initiatives Status			
									Internal Use Only			Mid Year		End of Year	
									Supplemental Program (Y/N)	New Program (Y/N)	Budget Allocation	Outcome	Increase/Decreased by X%	Outcome	Increase/Decreased by X%
APO	Initiatives	Needs Assess.	Special Pops.	Person(s) Responsible	Timeline Start/End	Resources: Human/ Material/Fiscal	Documentation	Formative Evaluation	Budget Allocations only need to be entered for programs that are BOTH Supplemental & New			Use these columns to assess your strategy progress at the middle and end of the year			
1E	Supplement the District Math and ELA programs with additional aligned STAAR resources to: Increase math computation, and problem solving in Math Increase reading comprehension and mastery of thinking jobs ELA	S	All	Reynaldo Flores, Renicka Brown Crystal Mason, Alex Gay	8/4/2022 - 5/25/23	Think Up, Mentoring Minds, Measuring Up, STAAR Masters, Sirius, IXL	Grades, TEKS Progress Trackers	2022-23 STAAR Benchmark Tests							
1I	Six Minute Solutions: A Reading Fluency Program (1st - 2nd)	D, O	All	Reynaldo Flores, Renicka Brown Crystal Mason, Alex Gay	8/4/2022 - 5/25/23	Six Minute Solutions: A Reading Fluency Program (Primary Level)	Progress Trackers, DI Online	DIBELS, DI Online Checkout, Mastery Tests, RENSTAR							
1J	Reduce group sizes for CSI students and increase number of minutes for closing reading gaps for students who are 2 or more years behind grade level in Reading as per Reading RENSTAR	S	All	Reynaldo Flores, Renicka Brown Crystal Mason, Alex Gay	8/4/2022 - 5/25/23	Disc allocation for 1 additional FTE	CSI Online	BOY, MOY, EOY RENSTAR results							
2A	Principal coffee with staff for feedback Principal luncheons with grade levels Monthly staff sporting event (volleyball, basketball, etc…)	O	All	Reynaldo Flores, Renicka Brown Crystal Mason, Alex Gay Natasha Freire, Paula Flores, APO	8/4/2022 - 5/25/23	Principal Personal Funds	Calendar invites, attendance sheets	GPTW Surveys; Teacher Retention metrics (Locus)							
2B/2C	Weekly / Monthly / Quarterly ADA incentives / celebrations / giveaways	O	All	Reynaldo Flores, Renicka Brown Crystal Mason, Alex Gay Natasha Freire, Paula Flores, APO	8/4/2022 - 5/25/23	Disc allocation for: $2500 per quarter	ADA campus tracker, Persistence campus tracker, Locus Dashboards, PowerBi	ADA & Persistence PTG data by Quarter							

Annual Performance Objectives (APO)

PRIORITY #1: Students Graduate College-Ready

1A. % of graduates who matriculate to a College or University: 100%

1B. % of graduates matriculate to a Tier I/II College or University: 15% | 25%

1C. % of Seniors accepted to a College or University: 100%

1D. % of Seniors named AP scholars | Earn IB diploma: 30% | 25%

1E. Earned State Rating: A

1F. % Basic | % Mastery | % Advanced on LEAP: 82% | 44% | 11%

1G. % Approaches | % Meets | % Masters on STAAR/EOC: 90% | 60% | 30%

1H. % Level 3 | % Level 4 | % Level 5 on FSA/FSAA: 70% | 40% | 20%

1I. % of Pre-K-2nd Students End The Year On/Above Grade Level in Reading - Year 1 Campuses | Year 2 Campuses: 80% | 90%

1J. % of students in CSI achieve 2 years growth in Reading | Math (measured by Ren STAR) 50% | 60%

1K. Average ACT score: 21

1L. % of students graduating college in 4 | 6 years: 25% | 55%

PRIORITY #2: Build a Strong & Sustainable Organization

2A. % Teacher Retention | Employee Retention: 85% | 85%

2B. 80% composit score on GPTW: 82%

2B. %Average Daily Attendance: 97.50%

2C. New Student Persistence: 90%

2D. Operating Income: $133M

2E. FIRST Rating: A

PRIORITY #3: Achieve Mission at Scale

3A. % of students with low socio-economic status: 80%

3B. Enrollment in August 2020: 83,894

3C. Schools in operation in August 2020: 149

3D. Total Funds Raised (millions): $93M

Needs Assessment

S-STAAR

D-DIBELS

E-EOC

A-ACT

RR-Reading Renaissance

ST-STAR for Math

DR-Discipline Report

AP-AP Tests

O-Other

Special Populations

All

AR-At Risk

ELL-English Language Learners

ED-Economically Disadvantaged

M-Migrant

SE-Special Education

IDEA Spears Academy

Comprehensive Needs Assessment
ACADEMY

Data Sources: Eureka Math & Electives Academy

	DISTAR Pre-K on Grade Level	Eureka Kinder on Grade Level	Eureka First on Grade Level	Eureka Second on Grade Level	% Math Masters Pk-2	Pk-2 MM Goal Met/Not Met
% Students	n/a	AA 76 (92/78/58)	AA 45 (73/42/21)	AA 29 (49/25/13)	11%	Not Met

Data Source: STAAR Academy

	STAAR Math Grade 3	STAAR Math Grade 4	STAAR Math Grade 5	% Math Masters 3-5	3-5 MM Goal Met/Not Met
% Approaches	43%	40%	NA	4%	Not Met
% Meets	15%	13%	NA		
% Masters	5%	4%	NA		
% Student Achievement Average	21	19	NA		
% Meet 2 year growth					

Data Source: CSI Academy

	Math AC CSI
% CSI (EOY Ren.)	NA
% of CSI Passing STAAR	NA
% of SPED Passing STAAR	3rd - 25% 4th - 17%

Reflections

Areas of Strength	Areas of Need
Redistributed staff to provide additional support to close learning gaps for our lowest performing cohorts	Lesson planning cycle management and lesson delivery rehearsals
Small group pullouts for based on performance gaps by Math leaders	Student subpop tracking by teachers and leaders as well as % of masters as well as Student level tracking with feedback after each assessment
4th Grade Growth - 71% of students maintained or met growth goals	Differntiated instruction and/or modified supports for both SpEd and ELL students

IDEA Spears Academy

Comprehensive Needs Assessment ACADEMY						
Data Sources: DI ELA & Electives						
	DI Pre-K on Grade Level	**DI Kinder on Grade Level**	**DI First on Grade Level**	**DI Second on Grade Level**	**% Royal Readers**	**% Word Masters**
% Students	**NA**	**76%**	**44%**	**59%**	5%	78%
					RR Goal Met/Not Met	**WM Goal Met/Not Met**
					Not Met	Met
Data Source: STAAR						
	STAAR Reading Grade 3	**STAAR Reading Grade 4**	**STAAR Writing Grade 3**	**STAAR Writing Grade 4**		
% Approaches	58%	63%	NA	NA		
% Meets	31%	36%	NA	NA		
% Masters	13%	12%	NA	NA		
SAS	?	?	NA	NA		
% Student Achievement Average	34	37	NA	NA		
Data Source: CSI						
% Meeting CSI Goal	**Reading AC CSI**					
% CSI (EOY Ren.)	32%					
% of CSI Passing STAAR	11%					
% of SPED Passing STAAR	3rd - 25% 4th - 25%					

Reflections	
Areas of Strength	**Areas of Need**
Redistributed staff to provide additional support to close learning gaps for our lowest performing cohorts	Lesson planning cycle management and lesson delivery rehearsals
Small group pullouts for based on performance gaps by ELA leaders	Student subpop tracking by teachers and leaders as well as % of masters as well as Student level tracking with feedback after each assessment
4th Grade Growth - 75% of students maintained or met growth goals	Differntiated instruction and/or modified supports for both SpEd and ELL students

IDEA Spears Academy

Comprehensive Needs Assessment ACADEMY						
Data Sources: Science Pk-2						
	Science Pre-K on Grade Level	**Science Kinder on Grade Level**	**Science First on Grade Level**	**Science Second on Grade Level**	**Science Third on Grade Level**	**Science Fourth on Grade Level**
% Students	**NA**	**NA**	**NA**	**NA**	**NA**	**NA**
Data Source: Science 3-5						
	STAAR Science Grade 5	**Science was not implemented in the region for K-4 during the 2021-22 school year**				
% Approaches	**NA**					
% Meets	**NA**					
% Masters	**NA**					
% Student Achievement Average	**NA**					

Reflections	
Areas of Strength	**Areas of Need**
1	Science implementation for entire campus from K-5
2	
3	

IDEA Spears Academy

Comprehensive Needs Assessment ACADEMY							
Data Sources: Humanities Pk-2							
	Humanities Pre-K on Grade Level	**Humanities Kinder on Grade Level**	**Humanities First on Grade Level**	**Humanities Second on Grade Level**	**Humanities Third on Grade Level**	**Humanities Fourth on Grade Level**	**Humanities Fifth on Grade Level**
% Students	**NA**	**NA**	**NA**	**NA**	**NA**	**NA**	**NA**

Reflections	
Areas of Strength	**Areas of Need**
	Social Studies implementation for entire campus from K-5

Social Studies was not implemented in the region for K-4 during the 2021-22 school year

IDEA Spears Academy

Comprehensive Needs Assessment
ACADEMY

TELPAS Composite Rating (Listening, Speaking, Reading, Writing)

	Listening	Speaking	Reading	Writing	% of ELL Students who grew one or more levels
% Beginning	6%	10%	17%	13%	50%
% Intermediate	20%	52%	36%	27%	
% Advanced	35%	26%	24%	26%	
% Advanced High	39%	12%	23%	34%	

Reflections	
Areas of Strength	**Areas of Need**
All K-2 students reading in groups aligned to current reading levels	ELL supports in every content area to support with language acquisition (Bilingual dictionaries, word cognates walls, etc...)
100% of instruction presented in English to support English language acquisition	Additional opportunities to build writing skills across content areas.
50% of students grew 1 composite level	53% of students are reading at intermediate level or below

IDEA Spears Academy

Comprehensive Needs Assessment	
ACADEMY	
Staff Quality, Recruitment, Retention	
	Percentage
% School Lead Team Retention	80%
% Instructional Support Retention	68%
% Teacher Retention	83.33%
% Campus Support Retention	50%
% SPED Teachers	50%
% State/National Certified Teachers	2
% State Certified Leaders	0
% State/Board certified Counselors	0
Number of teacher applicants per 2020-21 school year	60

Reflection	
Areas of Strength	Areas of Need
Planned and executed Teacher Appreciation Events	Plan purposeful staff celebrations to make staff feel appreciated on a weekly basis
12% increase in Teacher retention and 20% increase in leader retention from previous year	Dedicate a PD on a monthly basis for staff to partake in an campus wide activity to promote health, connection, and comraderie
Weekly / Bi-weekly recognition of campus staff	Consistency in coaching and weekly touchpoints from campus leadership

IDEA Spears Academy

Comprehensive Needs Assessment ACADEMY	
Data Source: School Culture and Climate	
	Campus %
% Average Daily Attendance	91.02%
% Overall Persistence	84.26%
% New Student Persistence	82.34%
# of Admin Withdrawals/ Level 3 Offenses	7 Admin 2 Level 3
% SPED	8%
% ELL	31%
% Eco Dis	79.18%
% Migrant	0%
% Race: American-Indian-Alaska-Native	0.16%
% Asian	0.33%
% White-Hispanic	49.02%
% Multi	0%
% Black-African-American	49.02%
% Native-Hawaiian-Pacific-Islander	0.33%
% White	1.15%
% Male	52.95%
% Female	47.05%

Data Source: School Culture and Climate	
Reflections	
Areas of Strength	**Areas of Need**
3rd-5th grade consistently used positive behavior system software (kickboard)	All grade levels use campus wide positive behavior system software (Kickboard)
ADA and persistence rewards for students weekly	Managment of ADA matrix - incorporate GTLs into the call matrix and hold them accoutable for driving ADA & persistence at the grade level

	Data tracking and planners used consistently across grades 2-5

IDEA Spears Academy

Comprehensive Needs Assessment ACADEMY	
Data Source: Family and Community Involvement	
	Percentage
% Families Attended WTI	382/382 (100%) attended 2022-23 WTI
% Families Attended Curriculum Night	NA
% Families Who Attended EOY Ceremonies	90% or more of Kinder families attended Kinder Graduation
% Families who attended Fall Festival	**NA**
% Families who attended Winter Festival	**NA**
% Families who attended Spring Festival	**NA**

Reflection	
Areas of Strength	**Areas of Need**
Weekly campus newsletter to families	Consistent parent touch points on a weekly basis with tracking by grade level
Campus virtual Town Halls by grade levels	Consistent use of positive behavior rewards system to manage and support behavior (Kickboard)
Utilizing communication systems to cascade information (Remind, Facebook, etc...)	Iincrease family connection events to at least 1 per quarter.

IDEA Public Schools

Spears College Prep

2022-2023 Campus Improvement Plan

Accountability Rating: B

Distinction Designations:
Academic Achievement in English Language Arts/Reading
Academic Achievement in Mathematics

Board Approval Date: October 21, 2022
Public Presentation Date: September 16, 2022

Mission Statement

IDEA Public Schools prepare students from underserved communities for success in college and citizenship.

Vision

To ensure students reach their potential, IDEA Public Schools will become the region's largest creator of college graduates.

Core Values

Our drive to translate our mission and vision into reality are based upon the following core values:

- We achieve **Academic Excellence**
- We deliver **Results**
- We ensure **Equity**
- We build **Team & Family**
- We act with **Integrity**
- We bring **Joy**
- We **Sweat the Small Stuff**

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Comprehensive Needs Assessment

Revised/Approved: September 16, 2022

Demographics

Demographics Summary

IDEA Public Schools believes that each and every child can go to college. Since 2000, IDEA Public Schools has grown from a small school with 150 students to one of the fastest-growing networks of tuition-free, Pre-K-12 public charter schools in the United States. Currently, the network serves nearly 75,000 college-bound students in 137 schools across Texas, Louisiana and Florida. IDEA has been recognized as a "Great Place to Work" and received national rankings on U.S. News & World Report's Top High Schools lists. IDEA remains on-track to uphold its legacy of sending 100% of its graduates to college. See Addendum for more information.

Demographics Strengths

See PDF in Addendum for more information.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): There is a need to increase student attendance since we only reached 92.75% for ADA. **Root Cause:** Lack of consistent and clear communication around school culture and expectations to parents and students regarding the importance of attendance and the amount of learning lost for each missed day.

Problem Statement 2 (Prioritized): Record keeping of student behavior was often missing and inconsistent. **Root Cause:** There were some teachers who wildly did not use kickboard or remind with fidelity to communicate with parents.

Student Learning

Student Learning Summary

See PDF in Addendum for more information.

Student Learning Strengths

See PDF in Addendum for more information.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): There is a large gap in success between 6th and 7th grade STAAR ELA scores (7th performed better). **Root Cause:** Teacher absences to COVID and personal issues.

Problem Statement 2 (Prioritized): We did not have enough students reach Meets or Masters in STAAR Math for 6th grade. **Root Cause:** Teacher resigned in approximately February and there was an interruption to their learning for a few weeks until a replacement was found.

School Processes & Programs

School Processes & Programs Summary

Middle school students begin rigorous Pre-AP instruction, mastering strategies that prepare them for the next phase of our college prep program, high school.

Classes and Activities:
English & Language Arts • Mathematics • Social Studies • Science • Spanish • Physical Education • College Field Lessons • The Road To And Through College Class

Highlights:
Pre-Advanced Placement Coursework • Robust Extra-Curricular Activities

Results:
Gearing Up for Success in College Preparatory • Developing Passions and Interests • Our 6-8 grade scholars outperformed their state-wide peers on standardized tests by 11%.

School Processes & Programs Strengths

Curriculum & Instruction:

- At least one-third of IDEA students graduate with the "AP Scholar" designation, evidence of earning a qualifying score on at least three AP exams, demonstrating successful completion of college-level coursework prior to graduation.
- IDEA provides students access to accelerated instruction through the 1:1 technology device, including adaptive software for mathematics and literacy and access to hundreds of thousands of books in the district's digital library.
- IDEA curricular resources include high-quality instructional materials that earn the highest ratings on national evaluation measures.
- IDEA curriculum is regularly evaluated using a quality evaluation tool, ensuring alignment to the Texas Essential Knowledge and Skills and AP course standards, as well as the STAAR/EOC and AP exams.
- IDEA implements a variety of training opportunities for teachers and leadership staff with the goal of developing teachers' pedagogical content knowledge and leaders' coaching skills.
- For 15 years in a row, 100% of IDEA students have been accepted into college, demonstrating that IDEA academic programming is adequately preparing students for post-secondary education.
- In 2022, four IDEA schools were ranked in the top 10 Most Challenging Schools in the Nation and 13 were ranked in the top 1% of schools nationwide, by the Jay Mathews Challenge Index High School Rankings.

Special Programs

- IDEA exceeded the expected growth target for EL student performance on TELPAS in 2021 with 48% of ELs meeting that target.
- IDEA provide targeted research based instruction to students who have a 2.0 year gap in Reading and/or Math with the goal of closing that gap by 2.0 years during the school year with our initiative called Critical Student Intervention (CSI). During the 21-22 school year, 2,562 out of 6,632 students meet that goal for Reading and 703 out of 1,268 students met the goal for Math.
- IDEA is in Year 3 of our TEA awarded Autism Grant. Through this grant we were able to increase support for 195 students with autism in Rio Grande Valley and Austin who met the criteria outlined by TEA for this grant.
- IDEA submitted and was awarded a Dyslexia Grant by the TEA so that we will be able to provide increased professional development to teachers and leaders on working with students with dyslexia and increase the support resources for our students with dyslexia.

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 1 (Prioritized): Inconsistency of coaching, weekly touchpoints and feedback from leadership. **Root Cause:** There was a gap and then transition in leader presence/support.

Problem Statement 2 (Prioritized): Retention landed at approximately 40% which was incredibly low. **Root Cause:** There was a transition of leadership, elimination of positions and a qualification audit that effected some roles.

Perceptions

Perceptions Summary

We operate under seven founding core values: We Act with Integrity, We Achieve Academic Excellence, We Deliver Results, We Ensure Equity, We Build Team & Family, We Bring Joy, We Sweat the Small Stuff

Perceptions Strengths

See PDF in Addendum for more information.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): We experienced a lack of parent investment/involvement. **Root Cause:** COVID and inconsistent communication limited family awareness and access (sometimes perceived) for campus involvement.

Problem Statement 2 (Prioritized): School counselor was occasionally unable to fully service student issues. **Root Cause:** Due to ineffective reporting, the counselor was sometimes limited or delayed in being able to address student concerns in the moment.

Priority Problem Statements

Problem Statement 1: We did not have enough students reach Meets or Masters in STAAR Math for 6th grade.

Root Cause 1: Teacher resigned in approximately February and there was an interruption to their learning for a few weeks until a replacement was found.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: There is a large gap in success between 6th and 7th grade STAAR ELA scores (7th performed better).

Root Cause 2: Teacher absences to COVID and personal issues.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: There is a need to increase student attendance since we only reached 92.75% for ADA.

Root Cause 3: Lack of consistent and clear communication around school culture and expectations to parents and students regarding the importance of attendance and the amount of learning lost for each missed day.

Problem Statement 3 Areas: Demographics

Problem Statement 4: Record keeping of student behavior was often missing and inconsistent.

Root Cause 4: There were some teachers who wildly did not use kickboard or remind with fidelity to communicate with parents.

Problem Statement 4 Areas: Demographics

Problem Statement 5: Inconsistency of coaching, weekly touchpoints and feedback from leadership.

Root Cause 5: There was a gap and then transition in leader presence/support.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: Retention landed at approximately 40% which was incredibly low.

Root Cause 6: There was a transition of leadership, elimination of positions and a qualification audit that effected some roles.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: We experienced a lack of parent investment/involvement.

Root Cause 7: COVID and inconsistent communication limited family awareness and access (sometimes perceived) for campus involvement.

Problem Statement 7 Areas: Perceptions

Problem Statement 8: School counselor was occasionally unable to fully service student issues.

Root Cause 8: Due to ineffective reporting, the counselor was sometimes limited or delayed in being able to address student concerns in the moment.

Problem Statement 8 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Student Achievement Domain
- Student Progress Domain

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data

Student Data: Behavior and Other Indicators

- Attendance data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data

Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation

Goals

Goal 1: Increase staff retention

Performance Objective 1: By the beginning of the 23-24 school year, IDEA Spears College Preparatory, will maintain at least 85% of staff by having performance managers complete check-ins with direct reports weekly.

High Priority

HB3 Goal

Evaluation Data Sources: One Note for Weekly Check-ins
Teams for shout outs
Locus dashboard for data retrieval

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Who: Direct Managers When: Weekly What: Check-ins with direct reports, shout outs Who: Principals When: Weekly What: Report out data on staff retention in Data Brief **Strategy's Expected Result/Impact:** Maintain 85% staff retention **Staff Responsible for Monitoring:** Principal, API, APO, SC **Title I:** 2.5 - **TEA Priorities:** Recruit, support, retain teachers and principals - **Problem Statements:** School Processes & Programs 2				

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs

Problem Statement 2: Retention landed at approximately 40% which was incredibly low. **Root Cause**: There was a transition of leadership, elimination of positions and a qualification audit that effected some roles.

Goal 2: All IDEA students matriculate to college

Performance Objective 1: By the end of the 22-23 school year, IDEA Spears College Preparatory will receive an A- rating in Domains 1 and 3 by scholars achieving the Approaches/Meets/Masters goals for our campus

High Priority

HB3 Goal

Evaluation Data Sources: Track number of Masters scholars
Scripted HOT questions in LPs
Strategic grouping of students based on full scale assessments

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Who: Leaders and Teachers When: Daily What: Real-time coach the most pressing need (academics and culture) **Strategy's Expected Result/Impact:** Receive a distinction in Post secondary readiness by TEA **Staff Responsible for Monitoring:** Principal and APIs **Title I:** 2.4, 2.5, 2.6 **- 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 5: Effective Instruction				

 No Progress Accomplished Continue/Modify Discontinue

Goal 3: IDEA achieves an A rating

Performance Objective 1: By the end of the 22-23 school year, IDEA Spears College Preparatory will receive an A- rating in Domains 1 -3 by scholars achieving the Approaches/Meets/Masters goals for our campus and 20% of SpEd students will get "Meets" on both Math & Reading exams.

High Priority

HB3 Goal

Evaluation Data Sources: Daily individual student tracking
Whole group tracking
Daily observations and real time coaching using Teachboost
Differentiated instruction based on student work analysis meetings

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Who: Leaders and Teachers When: Daily What: Real-time coach the most pressing need (academics and culture) based on data Use AR/HS Facilitator to improve Reading performance for 6th through 8th grades. **Strategy's Expected Result/Impact:** Receive an A rating from TEA **Staff Responsible for Monitoring:** Principal & API **Title I:** 2.4, 2.5, 2.6 **- 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 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Student Learning 2				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 2: We did not have enough students reach Meets or Masters in STAAR Math for 6th grade. **Root Cause**: Teacher resigned in approximately February and there was an interruption to their learning for a few weeks until a replacement was found.

Goal 4: Increase student daily attendance

Performance Objective 1: By the end of the 22-23 school year, IDEA Spears College Preparatory will receive a minimum of 97% of average daily attendance.

High Priority

HB3 Goal

Evaluation Data Sources: Daily tracking of absences
Monthly ADA incentives
ADA escalation matrix

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Who: APO, SIS Coordinator, Registrar, SC, Teachers, APIs, Principal When: Daily What: Operating mechanism for daily attendance protocol fidelity **Strategy's Expected Result/Impact:** Maintain an average of 6 scholars absent per day **Staff Responsible for Monitoring:** Principal, APO, SC **Title I:** 2.4, 2.5, 2.6 **- 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 5: Effective Instruction **Problem Statements:** Demographics 1				

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: There is a need to increase student attendance since we only reached 92.75% for ADA. **Root Cause**: Lack of consistent and clear communication around school culture and expectations to parents and students regarding the importance of attendance and the amount of learning lost for each missed day.

Goal 5: Increase student persistence

Performance Objective 1: By the 11th day of the 23-24 school year, IDEA Spears College Preparatory will maintain a minimum of 90% student persistence.

High Priority

HB3 Goal

Evaluation Data Sources: Quarterly family engagement events
Daily and weekly student incentives
Check-ins with students of concern
Weekly grade level celebrations
Extra-curricular activities

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Who: All Staff When: Daily What: Build a strong positive customer service experience with all stakeholders **Strategy's Expected Result/Impact:** Maintain a minimum of 90% of scholars persist with SCP by the 11th day of 23-24 school year. **Staff Responsible for Monitoring:** APO, SC, and Principal **Title I:** 2.4, 2.5, 2.6, 4.1, 4.2 **- 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 **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Demographics 1				

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: There is a need to increase student attendance since we only reached 92.75% for ADA. **Root Cause**: Lack of consistent and clear communication around school culture and expectations to parents and students regarding the importance of attendance and the amount of learning lost for each missed day.

Goal 6: Increase Campus Safety Score

Performance Objective 1: IDEA Spears College Preparatory will be rated Proficient or higher by the end of the year on the Campus Safety Score.

High Priority

Evaluation Data Sources: Intruder Assessment
Physical Building Safety
Climate & Culture
Staff, Students, Families
Compliance
Training, Facility Safety, Execution

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Students engage in learning, are safe, and feel a sense of belonging. Teachers train students on expectations and protocols of safety and security program components. Campus leaders model actions and behaviors and hold colleagues, staff, and students accountable with data visibility and inspecting what they expect. **Strategy's Expected Result/Impact:** Our students and staff must first feel physically and emotionally safe to achieve our mission. **Staff Responsible for Monitoring:** APO, SC, All Staff **Title I:** 4.1 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

 No Progress Accomplished Continue/Modify Discontinue

Title I Personnel

Name	Position	Program	FTE
	INTERVENTIONIST		1
Semora Fobbs	INTERVENTIONIST	CSI Coordinator	1

Site-Based Decision Making Committee

Committee Role	Name	Position
Administrator	Antonio Anderson	APO IDEA Spears

Addendums

IDEA Public Schools

Sports Park Academy

2022-2023 Campus Improvement Plan

Accountability Rating: B

Distinction Designations:
Academic Achievement in English Language Arts/Reading
Top 25 Percent: Comparative Closing the Gaps
Postsecondary Readiness

Board Approval Date: October 21, 2022
Public Presentation Date: September 15, 2022

Mission Statement

District: To ensure students reach their potential, IDEA Public Schools will become the region’s largest creator of college graduates.

Campus: IDEA Sports Park Academy believes that each and every child can go to college. Currently, IDEA Sports Park Academy serves 130 scholars and IDEA Public Schools serves nearly 53,000 college-bound students in 96 schools across Texas and Louisiana. IDEA Sports Park Academy and College Prep remain on-track to uphold our legacy of sending 100% of our graduates to college which will impact the Lower RGV as graduates are better prepared to serve their community as educated, well rounded citizens.

Vision

District: To ensure students reach their potential, IDEA Public Schools will become the region's largest creator of college graduates.

Campus: IDEA Sports Park Academy prepares our community’s next generation of aspiring adults that will strive to maintain good physical and mental health. In our school we focus on developing the whole scholar through challenging academics, purposeful Social-Emotional instruction, and daily athletic development. Staff at IDEA Sports Park Academy model how to be caring, respectful, and inclusive in order to prepare all of our scholars to be ready to contribute and give back to communities in which they were raised and across the globe as leaders and upright citizens that create positive, lasting change for others.

Core Values

Our drive to translate our mission and vision into reality are based upon the following core values:

- We achieve **Academic Excellence**
- We deliver **Results**
- We ensure **Equity**
- We build **Team & Family**
- We act with **Integrity**
- We bring **Joy**
- We **Sweat the Small Stuff**

Campus Pillars

- Growth
- Team
- Excellence

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Comprehensive Needs Assessment

Demographics

Demographics Summary

IDEA Sports Park Academy is a public charter school that launched in Fall of 2020 with K-2 grades. Currently, IDEA Sports Park Academy has grades K-4 and has an enrollment of 475 students. We are located on the north side of Brownsville, TX near the town of Olmito.

The student population at IDEA Sports Park Academy is approximately 479 students. (Insert the demographics information)

The students of IDEA Sports Park Academy are recipients of a well-balanced curriculum. Students are offered courses in Reading, ELA, Math, Science, Humanities and more. Students are provided with daily social emotional programs and athletics as well. Students are offered opportunities to participate in after school programs like sports, homework help, art, and more. The instructional program includes subjects at various levels such as special education, accelerated reader, and more. Students are provided tutorial and remediation opportunities as well that are targeted towards their academic needs. All students are required to meet the passing standard of the State of Texas Assessment of Academic Readiness (STAAR).

The current staff at IDEA Sports Park Academy is comprised of 48 teachers/co-teachers and seven administrative staff.

IDEA Sports Park Academy has three initiative priorities for this school year:

1. Developing a love and culture for reading and writing

2. Ensuring that students are in their seats every day

3. Building systems of proactive instructional readiness

See more information in addendum

Demographics Strengths

Three out of four distinctions earned-

Top 25% Closing Performance Gaps

Post Secondary Readiness

Academic Achievement in Reading

See more information in addendum

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): There is a need to increase overall student persistence as the campus hit 84.9% in 21-22. **Root Cause:** Our campus does not have all grade levels the family is looking for and has siblings in other schools. We also do not offer door to door transportation.

Problem Statement 2 (Prioritized): There is a need to increase average daily attendance, especially in kinder and first grade. **Root Cause:** Student attendance and escalation policies have been lenient throughout CoVID.

Problem Statement 3: There is a need to increase parent communication and parent involvement in our school. **Root Cause:** Our events/meetings sometimes do not align with parent work schedules. We also do not always communicate through multiple modes of communication for all meetings and events.

Problem Statement 4 (Prioritized): There is a need to retain a higher percentage of staff after finishing at 79% retention in 21-22. Mid year staff losses impacted grade levels in academics and persistence. **Root Cause:** Staff left for multiple reasons, from familial to campus level support.

Student Learning

Student Learning Summary

In 21-22, our campus only had third grade and thus was not eligible for any growth measures. In student achievement, we scored an 80 as defined by STAAR performance in reading and math for our third graders. Our campus had an economically disadvantaged percentage of 91% last school year and when placing in the TEA scaling tool, school progress came out to an 89. In the Closing the Gaps domain, we missed the EL target for Math under the Academic Achievement and came out with an 89 metric for Closing the Gaps.

We had no differing scores from the previous year due to being in our first year of accountability. Reading out performed math, largely due to having 11% more masters students. SpED students performed stronger in Reading as well. Economically disadvantaged students approached and met more frequently in math but mastered more in Reading.

Kinder-2nd grade Reading and Math classrooms achieved their 60 student achievement score target except for 2nd grade Reading. 2nd grade reading did not meet their target, but did improve from the beginning of the year.

ISPKA achieved three out of four distinctions. Distinctions earned were for Reading, Post Secondary Readiness, and Closing the Gaps. We did not hit the distinction in mathematics.

Local benchmark assessments from the district had students performing much lower at the December and Match benchmarks. Internal exams on a weekly basis have students performing higher, likely due to the fact that they are taking skills based, smaller assessments.

For more information, see addendum.

Student Learning Strengths

See addendum for more information.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): There is a need to dedicate more time to proactive lesson preparation. **Root Cause:** We did not invest in developing the root system and follow through on expectations for lesson plan feedback and lesson rehearsals.

Problem Statement 2 (Prioritized): There is a need to support EL/EB students in math (and other grades) because 38% of EL/EB students met grade level standard or above, missing the target of 40%. **Root Cause:** Teachers did not implement strategic enough EL/EB instructional strategies to support learners in meeting or mastering grade level skills

Problem Statement 3: There is a need to develop more writing opportunities with teacher feedback in all grade levels. **Root Cause:** In the lower elementary students do not have specific writing blocks, and therefore instruction is embedded within lessons.

Problem Statement 4 (Prioritized): There is a need to introduce students to STAAR based instruction earlier in the school year. **Root Cause:** Our programs have some TEKS alignment but are more aligned with common core. We need to supplement that instruction earlier.

Problem Statement 5 (Prioritized): There is a need to develop instructional teaching techniques that give students opportunities to practice digitally in alignment with STAAR. **Root Cause:** Students have not tested online on the STAAR before and we have not been required to test like this.

Problem Statement 6: There is a need to continue developing teacher skills for supporting SpED students through adequate accommodations in the classroom. **Root Cause:** We have approximately 32 students that qualify for special education on campus and more in RTI. With such a big cohort, teachers will need to carefully plan around how best to support

these students.

School Processes & Programs

School Processes & Programs Summary

Instructional leaders participate in numerous developmental opportunities. Leaders have weekly instructional rounds focused on their development of in field observations. Leaders are also observed in the field bi-weekly during check ins, observations, and content meetings. Leaders have bi-weekly check ins to dive into and problem solve around data.

During joint rounds and culture rounds we identify campus wide or specific trends. On Tuesday during PD or during content meetings, teams receive training and support from coaches and managers. We also discuss potential professional development during instructional tactical meetings.

We provide feedback on lesson plans weekly. We meet with content teams to practice lessons and grow the craft of their teaching. We also provide content meetings where team members discuss data and vertically align. We are building an expert class of teachers that can be observed by other staff members as well.

Our instructional programs are curated through our Headquarters offices and are implemented on campus. We supplement each of those programs in 3-4 grades with STAAR based materials as well. Our SEL program is Caring School Community and is recognized as one of the top programs available. We have athletics and after school programs available to enrich the learning of our students. This also includes supplemental tutorials for students at risk of not hitting growth goals.

For more information, see addendum.

School Processes & Programs Strengths

Curriculum & Instruction:

- At least one-third of IDEA students graduate with the "AP Scholar" designation, evidence of earning a qualifying score on at least three AP exams, demonstrating successful completion of college-level coursework prior to graduation.
- IDEA provides students access to accelerated instruction through the 1:1 technology device, including adaptive software for mathematics and literacy and access to hundreds of thousands of books in the district's digital library.
- IDEA curricular resources include high-quality instructional materials that earn the highest ratings on national evaluation measures.
- IDEA curriculum is regularly evaluated using a quality evaluation tool, ensuring alignment to the Texas Essential Knowledge and Skills and AP course standards, as well as the STAAR/EOC and AP exams.
- IDEA implements a variety of training opportunities for teachers and leadership staff with the goal of developing teachers' pedagogical content knowledge and leaders' coaching skills.
- For 15 years in a row, 100% of IDEA students have been accepted into college, demonstrating that IDEA academic programming is adequately preparing students for post-secondary education.
- In 2022, four IDEA schools were ranked in the top 10 Most Challenging Schools in the Nation and 13 were ranked in the top 1% of schools nationwide, by the Jay Mathews Challenge Index High School Rankings.

Special Programs

- IDEA exceeded the expected growth target for EL student performance on TELPAS in 2021 with 48% of ELs meeting that target.
- IDEA provide targeted research based instruction to students who have a 2.0 year gap in Reading and/or Math with the goal of closing that gap by 2.0 years during the school year with our initiative called Critical Student Intervention (CSI). During the 21-22 school year, 2,562 out of 6,632 students meet that goal for Reading and 703 out of 1,268 students met the goal for Math.
- IDEA is in Year 3 of our TEA awarded Autism Grant. Through this grant we were able to increase support for 195 students with autism in Rio Grande Valley and Austin who met the criteria outlined by TEA for this grant.

- IDEA submitted and was awarded a Dyslexia Grant by the TEA so that we will be able to provide increased professional development to teachers and leaders on working with students with dyslexia and increase the support resources for our students with dyslexia.

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 rating 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"
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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 1 (Prioritized): There is a need to support below grade level readers in Direct Instruction programs in K-2. **Root Cause:** Instructional programs were changed prior to last year and required teachers to learn new strategies for implementation that they struggled with at times.

Problem Statement 2 (Prioritized): There is a need to implement aligned STAAR resources and lessons earlier in the school year. **Root Cause:** We adhered tightly to the district curriculums and only began this instruction in March when the STAAR success unit began.

Problem Statement 3 (Prioritized): There is a need to increase opportunities that teachers have to receive feedback on their planning and delivery prior to the lesson. **Root Cause:** We spent a lot of time last year meeting around content vertical alignment and not lesson practice.

Perceptions

Perceptions Summary

IDEA Sports Park Academy is driven by staff and family feedback. We have multiple mechanisms in place to be able to collect that feedback. We encourage and look forward to continuous parent involvement in both the academic and school wide settings. We host numerous parent engagement events throughout the year to be able to engage with our families and students. Staff are provided opportunities to get to know each other through team building opportunities, school wide committees, and out of school social opportunities. Over the last two years, staff have agreed at a higher than 90% rate that we are a great place to work. Parent survey ratings are above district average as well.

Parents, staff, and students live by our three campus pillars of growth, team, and excellence.

Perceptions Strengths

See addendum for more information.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): There is a need to maximize cross collaboration of peers in similar and different subjects to support teacher development. **Root Cause:** We focused our development on being leader directed versus peer supported.

Problem Statement 2: There is a need to provide more opportunities for staff to build working relationships outside of their grade levels. **Root Cause:** We focus planning and PD time primarily on instructional focuses versus bonding and relationship building time.

Problem Statement 3: There is a need to further increase supports for staff to reduce stress through physical structures and spaces on campus. **Root Cause:** Our spaces are fully designed to support student needs and we maximize all of those spaces for that purpose.

Problem Statement 4: There is a need to increase parent communication between teachers and grade levels. **Root Cause:** There was a limited system in place to ensure that parents were reaching out and communicating with parents.

Problem Statement 5: There is a need to increase communication about After School programs and extracurriculars. **Root Cause:** ASP personnel do not use multiple modes of communication for programs.

Problem Statement 6 (Prioritized): There is a need to increase tracking measures of parent communication and other student measures like uniform and behavior success. **Root Cause:** We did not have a consistent system in place to track this documentation.

Problem Statement 7 (Prioritized): There is a need to enhance our campus crisis and safety protocols to ensure that response to crisis plans are thorough, known, and practiced. **Root Cause:** Safety drills were in place, but formal CCT meetings were not set.

Priority Problem Statements

Problem Statement 1: There is a need to increase average daily attendance, especially in kinder and first grade.

Root Cause 1: Student attendance and escalation policies have been lenient throughout CoVID.

Problem Statement 1 Areas: Demographics

Problem Statement 2: There is a need to increase overall student persistence as the campus hit 84.9% in 21-22.

Root Cause 2: Our campus does not have all grade levels the family is looking for and has siblings in other schools. We also do not offer door to door transportation.

Problem Statement 2 Areas: Demographics

Problem Statement 3: There is a need to retain a higher percentage of staff after finishing at 79% retention in 21-22. Mid year staff losses impacted grade levels in academics and persistence.

Root Cause 3: Staff left for multiple reasons, from familial to campus level support.

Problem Statement 3 Areas: Demographics

Problem Statement 4: There is a need to dedicate more time to proactive lesson preparation.

Root Cause 4: We did not invest in developing the root system and follow through on expectations for lesson plan feedback and lesson rehearsals.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: There is a need to introduce students to STAAR based instruction earlier in the school year.

Root Cause 5: Our programs have some TEKS alignment but are more aligned with common core. We need to supplement that instruction earlier.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: There is a need to develop instructional teaching techniques that give students opportunities to practice digitally in alignment with STAAR.

Root Cause 6: Students have not tested online on the STAAR before and we have not been required to test like this.

Problem Statement 6 Areas: Student Learning

Problem Statement 7: There is a need to support EL/EB students in math (and other grades) because 38% of EL/EB students met grade level standard or above, missing the target of 40%.

Root Cause 7: Teachers did not implement strategic enough EL/EB instructional strategies to support learners in meeting or mastering grade level skills

Problem Statement 7 Areas: Student Learning

Problem Statement 8: There is a need to implement aligned STAAR resources and lessons earlier in the school year.

Root Cause 8: We adhered tightly to the district curriculums and only began this instruction in March when the STAAR success unit began.

Problem Statement 8 Areas: School Processes & Programs

Problem Statement 9: There is a need to increase opportunities that teachers have to receive feedback on their planning and delivery prior to the lesson.
Root Cause 9: We spent a lot of time last year meeting around content vertical alignment and not lesson practice.
Problem Statement 9 Areas: School Processes & Programs

Problem Statement 10: There is a need to support below grade level readers in Direct Instruction programs in K-2.
Root Cause 10: Instructional programs were changed prior to last year and required teachers to learn new strategies for implementation that they struggled with at times.
Problem Statement 10 Areas: School Processes & Programs

Problem Statement 11: There is a need to increase tracking measures of parent communication and other student measures like uniform and behavior success.
Root Cause 11: We did not have a consistent system in place to track this documentation.
Problem Statement 11 Areas: Perceptions

Problem Statement 12: There is a need to enhance our campus crisis and safety protocols to ensure that response to crisis plans are thorough, known, and practiced.
Root Cause 12: Safety drills were in place, but formal CCT meetings were not set.
Problem Statement 12 Areas: Perceptions

Problem Statement 13: There is a need to maximize cross collaboration of peers in similar and different subjects to support teacher development.
Root Cause 13: We focused our development on being leader directed versus peer supported.
Problem Statement 13 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data

- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

Goals

Goal 1: IDEA Sports Park Academy achieves 85% Staff Retention

Performance Objective 1: By the end of the first semester of the 22-23 school year, 100% of new staff members will be retained

High Priority

Evaluation Data Sources: Teacher Retention Log, Monthly Survey Data, Pulse Check Survey Data

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Every other Tuesday, staff will receive professional development aligned to current instructional needs on campus. **Strategy's Expected Result/Impact:** Aligning PD to staff needs will ensure staff are equipped with the tools necessary to successfully navigate the classroom. **Staff Responsible for Monitoring:** APIs, Principal **TEA Priorities:** Recruit, support, retain teachers and principals	25%	35%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: For any openings for the 22-23 school year, we will actively recruit high quality staff through social media sourcing and digital connections. **Strategy's Expected Result/Impact:** Social engineering will lead to faster and stronger leads that are more likely to be retained due to personal connections with campus personnel. **Staff Responsible for Monitoring:** Principal **TEA Priorities:** Recruit, support, retain teachers and principals **Problem Statements:** Demographics 4	35%			

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 4: There is a need to retain a higher percentage of staff after finishing at 79% retention in 21-22. Mid year staff losses impacted grade levels in academics and persistence. **Root Cause**: Staff left for multiple reasons, from familial to campus level support.

Goal 1: IDEA Sports Park Academy achieves 85% Staff Retention

Performance Objective 2: By the end of the school year, retain 100% of academy campus leaders.

High Priority

Evaluation Data Sources: Campus Retention Log, Monthly Survey Data, Pulse Check Survey Data

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: During bi-weekly check ins, leaders will be provided with two way feedback opportunities. **Strategy's Expected Result/Impact:** Leaders will be encouraged to provide critical feedback around their needs in order to better support them. **Staff Responsible for Monitoring:** Principal **TEA Priorities:** Recruit, support, retain teachers and principals				

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: IDEA Sports Park Academy meets or exceeds enrollment target, as set by the IPS Board of Directors, by the homeroom period on the 11th day of school of the 2023-2024 school year

Performance Objective 1: By lottery, IDEA Sports Park will have fulfilled 100% of the application requirements per grade level to be considered lottery ready.

High Priority

Evaluation Data Sources: Recruitment Plan, Daily Application PTG tracker

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Plan and execute a monthly recruitment plan, especially targeting holiday specific events. **Strategy's Expected Result/Impact:** Creating a thought out plan for recruitment will ensure that team members are placed in situations where they will have the opportunity to talk to the most potential families. **Staff Responsible for Monitoring:** Enrollment Coordinator	30%	55%		

No Progress

Accomplished

Continue/Modify

Discontinue

Goal 2: IDEA Sports Park Academy meets or exceeds enrollment target, as set by the IPS Board of Directors, by the homeroom period on the 11th day of school of the 2023-2024 school year

Performance Objective 2: By June 1, 2022, IDEA Sports Park will have 100% of kinder open seats accepted.

High Priority

Evaluation Data Sources: Recruitment Plan, Daily Acceptance PTG tracker

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: IDEA Sports Park staff will execute at minimum two staff super recruitment days. **Strategy's Expected Result/Impact:** These days are designed to in take a large number of families and students in one day. **Staff Responsible for Monitoring:** Enrollment Coordinator	50%	100%	100%	

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 3: IDEA Sports Park Academy achieves an A rating.

Performance Objective 1: Students in third and fourth grade STAAR Reading and Math will increase masters scores by 6% points from 24% to 30%.

High Priority

HB3 Goal

Evaluation Data Sources: District benchmark assessments, Bi-Weekly local assessments, Quarterly progress measures, Daily exit tickets, STAAR

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: 40% of third and fourth grade students will achieve Royal Reader status. **Strategy's Expected Result/Impact:** Students in third and fourth grade that reach royal reader status are highly likely to score a masters on their STAAR exam. **Staff Responsible for Monitoring:** AR facilitator **Title I:** 2.5 - **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Perceptions 1 **Funding Sources:** AR Facilitator - Federal Grant	10%	15%		

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: There is a need to maximize cross collaboration of peers in similar and different subjects to support teacher development. **Root Cause**: We focused our development on being leader directed versus peer supported.

Goal 3: IDEA Sports Park Academy achieves an A rating.

Performance Objective 2: EL/EB students will exceed Domain 3 target scores by 3 points in all STAAR tested subjects.

High Priority

HB3 Goal

Evaluation Data Sources: TELPAS, District benchmark assessments, Bi-Weekly local assessments, Quarterly progress measures, Daily exit tickets, STAAR

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: After exams that students take, we will calculate the percentage of EL/EB students that meet the masters or meets level. **Strategy's Expected Result/Impact:** The intended impact in doing this is that we are able to identify opportunities in data that will lead us to more strategic support for EL/EB students. **Staff Responsible for Monitoring:** EL point person, teachers **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 2	40%	100%	100%	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 2: There is a need to support EL/EB students in math (and other grades) because 38% of EL/EB students met grade level standard or above, missing the target of 40%. **Root Cause**: Teachers did not implement strategic enough EL/EB instructional strategies to support learners in meeting or mastering grade level skills

Goal 3: IDEA Sports Park Academy achieves an A rating.

Performance Objective 3: 90% of students will meet or exceed progress for assigned growth goal on fourth grade STAAR assessments.

High Priority

HB3 Goal

Evaluation Data Sources: District benchmark assessments, Bi-Weekly local assessments, Quarterly progress measures, Daily exit tickets, STAAR

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: For any student that scored below approaches in 2021, we will track progress on local and district assessments to measure acceleration of growth into approach, meets, and masters. **Strategy's Expected Result/Impact:** Honing in on this population will allow us to strategically target this critical group during tutorials and in class interventions, ensuring they are able to achieve academic acceleration. **Staff Responsible for Monitoring:** Teachers **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 4	45%	70%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: We will provide specific, targeted decoding interventions to all students who are two or more years below grade level in third and fourth grades. **Strategy's Expected Result/Impact:** This accelerated learning plan should lead to a higher number of students moving from below approaches to approaches and above. **Staff Responsible for Monitoring:** CSI teacher, CSI campus manager **Title I:** 2.6 - **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 2 **Funding Sources:** Interventionist - Federal Grant	45%	60%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 2: There is a need to support EL/EB students in math (and other grades) because 38% of EL/EB students met grade level standard or above, missing the target of 40%. **Root Cause**: Teachers did not implement strategic enough EL/EB instructional strategies to support learners in meeting or mastering grade level skills
Problem Statement 4: There is a need to introduce students to STAAR based instruction earlier in the school year. **Root Cause**: Our programs have some TEKS alignment but are more aligned with common core. We need to supplement that instruction earlier.

Goal 3: IDEA Sports Park Academy achieves an A rating.

Performance Objective 4: Students in SpED will achieve a combined SAS in Reading and Math of a 23 or greater by the end of the year.

High Priority

Evaluation Data Sources: District benchmark assessments, Bi-Weekly local assessments, Quarterly progress measures, Daily exit tickets, STAAR

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Track accomodations and supports for special pops and observe classrooms, targeting the identification of success or lack thereof for any of those supports. **Strategy's Expected Result/Impact:** Coaching teachers around successfully implementing these supports will ensure that students receive the IEP accommodations aligned to success we expect to see on yearly exams. **Staff Responsible for Monitoring:** SpED teacher, API **Problem Statements:** Student Learning 4 - School Processes & Programs 3	25%	50%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 4 Problem Statements:

Student Learning
Problem Statement 4: There is a need to introduce students to STAAR based instruction earlier in the school year. **Root Cause**: Our programs have some TEKS alignment but are more aligned with common core. We need to supplement that instruction earlier.
School Processes & Programs
Problem Statement 3: There is a need to increase opportunities that teachers have to receive feedback on their planning and delivery prior to the lesson. **Root Cause**: We spent a lot of time last year meeting around content vertical alignment and not lesson practice.

Goal 4: IDEA Sports Park Academy achieves 97% average daily attendance.

Performance Objective 1: By the end of quarter one, IDEA Sports Park will have higher than 97% average daily attendance.

High Priority

Evaluation Data Sources: Daily ADA tracker, District ADA tracker

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: We will execute the ADA escalation matrix with fidelity. **Strategy's Expected Result/Impact:** Through the use of the matrix, we will work to reset parent and adult culture around ADA **Staff Responsible for Monitoring:** SIS **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 2				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: There is a need to increase average daily attendance, especially in kinder and first grade. **Root Cause**: Student attendance and escalation policies have been lenient throughout CoVID.

Goal 4: IDEA Sports Park Academy achieves 97% average daily attendance.

Performance Objective 2: By the end of the year, Kinder will achieve at minimum 95% ADA.

High Priority

Evaluation Data Sources: Daily ADA tracker, District ADA tracker

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Monthly daily attendance challenges will be issued and celebrated with students. **Strategy's Expected Result/Impact:** Motivating students to come to school through positive reinforcements will potentially lead to increased attendance **Staff Responsible for Monitoring:** SIS and APO **Title I:** 2.4	15%	30%		

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 4: IDEA Sports Park Academy achieves 97% average daily attendance.

Performance Objective 3: Second, Third, and Fourth grades will exceed 97.25% by the end of the year.

High Priority

Evaluation Data Sources: Daily ADA tracker, District ADA tracker

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Campus leaders will support by making daily attendance calls for their assigned grade levels. **Strategy's Expected Result/Impact:** Parents will have a personal connection with leadership on campus and understand the importance of bringing their child to school. **Staff Responsible for Monitoring:** SIS **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 3: Positive School Culture				

 No Progress Accomplished Continue/Modify Discontinue

Goal 4: IDEA Sports Park Academy achieves 97% average daily attendance.

Performance Objective 4: 100% of students exhibiting consistent behaviors that align with Level 1 infractions or greater are placed in behavioral RTI to develop supports that prevent suspensions or removal from the academic setting.

High Priority

Evaluation Data Sources: Deans List, RTI platform

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Behavior infractions and discipline measures will be tracked via Dean's List. **Strategy's Expected Result/Impact:** Tracking via Dean's List will allow us to target support and ensure we prioritize the right students. **Staff Responsible for Monitoring:** SSA **Title I:** 2.6 **Problem Statements:** Perceptions 6				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 4 Problem Statements:

Perceptions
Problem Statement 6: There is a need to increase tracking measures of parent communication and other student measures like uniform and behavior success. **Root Cause**: We did not have a consistent system in place to track this documentation.

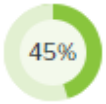
Goal 5: IDEA Sports Park Academy achieves 90% student persistence.

Performance Objective 1: IDEA Sports Park Academy will achieve greater than 90% new student persistence by the end of the year.

High Priority

Evaluation Data Sources: Leaver Log, Family Survey Data

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Families will receive a family weekly newsletter, their grade level newsletter, and other frequent communication via Dean's List. **Strategy's Expected Result/Impact:** Families who feel informed are more likely to participate and be involved in the academic setting. **Staff Responsible for Monitoring:** SSA **Title I:** 4.1, 4.2 **Problem Statements:** Demographics 1, 2 - Perceptions 6, 7				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: There is a need to increase overall student persistence as the campus hit 84.9% in 21-22. **Root Cause**: Our campus does not have all grade levels the family is looking for and has siblings in other schools. We also do not offer door to door transportation.
Problem Statement 2: There is a need to increase average daily attendance, especially in kinder and first grade. **Root Cause**: Student attendance and escalation policies have been lenient throughout CoVID.
Perceptions
Problem Statement 6: There is a need to increase tracking measures of parent communication and other student measures like uniform and behavior success. **Root Cause**: We did not have a consistent system in place to track this documentation.
Problem Statement 7: There is a need to enhance our campus crisis and safety protocols to ensure that response to crisis plans are thorough, known, and practiced. **Root Cause**: Safety drills were in place, but formal CCT meetings were not set.

Goal 5: IDEA Sports Park Academy achieves 90% student persistence.

Performance Objective 2: By the end of the first semester, IDEA Sports Park will have greater than 97% overall student persistence.

High Priority

Evaluation Data Sources: Leaver Log, Family Survey Data

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: We will invest families in classroom and school culture and safety through curriculum nights and report card pick up nights. We will coach and monitor implementation of the SEL program during rounds bi-weekly. **Strategy's Expected Result/Impact:** In having parents attend these events, they will gain a greater understanding of expectations for their students and ways for them to be able to support them. Providing SEL instruction for students will proactively build positive classroom environments. **Staff Responsible for Monitoring:** Student Success Advisor and Assistant Principals **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1 - Perceptions 6	65%			

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: There is a need to increase overall student persistence as the campus hit 84.9% in 21-22. **Root Cause**: Our campus does not have all grade levels the family is looking for and has siblings in other schools. We also do not offer door to door transportation.

Perceptions
Problem Statement 6: There is a need to increase tracking measures of parent communication and other student measures like uniform and behavior success. **Root Cause**: We did not have a consistent system in place to track this documentation.

Goal 5: IDEA Sports Park Academy achieves 90% student persistence.

Performance Objective 3: 100% of students achieve Fitness Ambassador by the end of the school year.

High Priority

Evaluation Data Sources: IHT data

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: 2-4th grade students will track heart rate and progress towards goals daily during athletics. **Strategy's Expected Result/Impact:** Motivating students to outperform fitness goals will lead to healthier student populations. **Staff Responsible for Monitoring:** PE Coach and Co-Teacher **Title I:** 2.4				

 No Progress Accomplished Continue/Modify Discontinue

Title I Personnel

Name	Position	Program	FTE
	AR ZONE FACILITATOR		1
	INTERVENTIONIST		1

Campus Funding Summary

Federal Grant					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	1	1	AR Facilitator		$0.00
3	3	2	Interventionist		$0.00
				Sub-Total	$0.00

Addendums

IDEA Public Schools

Sports Park College Prep

2022-2023 Campus Improvement Plan

Accountability Rating: B

Distinction Designations:
Academic Achievement in English Language Arts/Reading
Academic Achievement in Mathematics
Academic Achievement in Social Studies
Top 25 Percent: Comparative Academic Growth
Top 25 Percent: Comparative Closing the Gaps
Postsecondary Readiness

Board Approval Date: October 21, 2022
Public Presentation Date: September 8, 2022

Mission Statement

IDEA Public Schools prepare students from underserved communities for success in college and citizenship.

Vision

To ensure students reach their potential, IDEA Public Schools will become the region's largest creator of college graduates.

IDEA Sports Park is a school focused on the scholar's development: body, mind, and character. IDEA Sports Park recognizes the commitment to serve our scholars by providing an opportunity to fully develop their academic and athletic potential in a joyful safe environment to ultimately matriculate and graduate from college. Our modelprovides opportunities of intellectual, creative, and personal development through rigorous coursework and athletic curriculum for all types of scholars,includingservice-learning projects to instill leadership qualities of living the standard of excellence every day.

To close gaps, we will focus on implementing various learning strategies for all learners and own our role in the mission of IDEA. We believe in no excuses but solutions in order to keep our promises to the families we serve.

Core Values

Our drive to translate our mission and vision into reality are based upon the following core values:

- We achieve **Academic Excellence**
- We deliver **Results**

- We ensure **Equity**
- We build **Team & Family**
- We act with **Integrity**
- We bring **Joy**
- We **Sweat the Small Stuff**

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Sports Park College Prep is a four-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 at SPCP is approximately 290 students. The percentages listed below summarize the demographics of our school population.

Total	Hispanic	White
289	86%	24%

Eco Disc: 84%

SPED: 10%

EB: 51%

Teacher Retention: 73%

Sports Park College Prep part of the IDEA Public School System. We pride ourselves in offering a variety of sports to our students such as: volleyball, boy and girls soccer, track, cross country, and boys and girls basketball, Advanced classes are offered through College Board's AP program. SPCP also offers CPT classes to our students. All students attend Road to and Thru College classes to ensure that they are prepared for college and are knowledgable about financial aide and scholarships available to them.

During the 2022-2023 school year Sports Park College Prep will see it's first gradulating class. We look forward to having 48 seniors matriculate to college. With this inaguaral graduating class SPCP we will begin to be able to track CCMR for our campus.

See PDF in addendum for more information.

Demographics Strengths

A factor that contributes to Sport Park College Prep's success is the growth mind set that both our faculty and staff hold. We believe in not just equality in our classrooms, but equity. Our teachers ensure that 100% of our students reveives diverse instruction to that meets their learning needs, but also challenges them to become mindful learners. Meeting students at not only thier instructional levels, but ensuring that lessons are culturally and academically responsive to all students needs.

At the end of the 2021-2022 school year our end of the student/teacher Panorama survey stated that teacher/students relationips were at a 4.5 out of 5. Demonstrating our teachers

work to building strong realationships with our students. SPCP also surpassed TEA's TELPAS benchmark of 36% of EB students showing 1 year composite growth on TELPAS by 52% of our students meeting the state's growth measure.

Sport Park's committment to ensurng opprotunites for all studnets success, to receive an equitable education that leads them to continue their education at a college of their choice is evident in the work that the faculty, staff, and studnet do on a daily basis.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): We have not established a secondary ESL program to support emergent bilingual learning in the classroom. **Root Cause:** Due to being an off model campus and starting in 9th grade, our district does not have a curriculum in place for grades beyond 8th

Problem Statement 2 (Prioritized): As an off model campus, our biggest challenge faced was recruiting students 9th thru 12th grade **Root Cause:** Student applications collected during recruitment were minimal

Student Learning

Student Learning Summary

Utilizing both formative and summative data is foundational when making decisions around student learning. A narrative is created from the data and sets the path to move forward. The journey for Sports Park College Prep has been similar to many other schools over the last few years due to the pandemic. An academic gap was created and access to previous 2019-2020 recrods was not accessible. IDEA Sports Park College Prep launched a 9th and 10th grade campus servicing students outside the IDEA model. As other campuses we navgigated through virtual instruction and utilized the resources and curriculum provided through the district. While we did receive accountability data for the 2020-21 school year, it only included the performance of students who chose to come to campus to participate in the STAAR EOC test administration. Overall ISPKCP had over 99% participation for EOC exams and told us the story we needed to create in 2021-22.

Formative and Summative data was collected by each teacher through administering common assessments to assist with our on track to graduate policy ensuring teachers were on track each grading cycle. Assessments are developed through the use of the of our curriculum resource and the data collected is used to drive instruction moving forward. We used this data to help create interventions and provide supplemental instruction. In addition for summative data, in addition to exams we utilized Renaissance testing for reading and math to help us identify high students of concern as well as used to document student growth and to identify students in need of Tier 2 and Tier 3 instruction in math and reading.

As we move into the 2021-22 school year, we continue to be challenge with a rise in our emergent bilingual demographic. However we have demonstrated high amount of growth at the end of 2021-22 school year reciveing an overall 88 from TEA and meeting the state Telpas exam. Through utilizing previous yeat data and instructional reflection, we ensured assessments were aligned to instruction and provided supplemental instruction as needed. In the end, 100% of IPSKCP students are on track to graduate with offering dual enrollment to students in the summer.

Student Learning Strengths

IDEA Sports Park College prep continues to increase in all EOC subject areas with overall achievement score of a "52" for 21-22 versus "37" for the 20-21 academic year. Students performances displayed academic growth allowing our campus to recieve 6 out of 7 distinctions after two years of being in existence. Our advance placement program had students out perform the state and global numbers for the 2021-22 adminstration for both Spanish Language and Spanish Literature. Student perfromances in Spanish Literature scored a 78% 3 or higher versus state at 54% and global at 64%. Moreover, students in Spanish Language scored a 89% 3 or hgher versus state at 76% and global at 82%.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Our Emergent Bilingual data has been consistently low. **Root Cause:** 81% of our teachers are in their 1st or 2nd year of teaching experience so they lack a strong instructional background.

Problem Statement 2 (Prioritized): Teacher do not know classroom strategies to target diverse classroom learning. **Root Cause:** Because teachers lack the professional development training to implement classroom strategies to support these learners.

School Processes & Programs

School Processes & Programs Summary

Student Supports for Students:

2 Assistant Principals of Instruction

1 Social Emotional Councilor

1 Director of College Counseling

2 College Counselors

EB Program:

Sports Park CP's EB program has an EB coordinator and an LPAC committee that meets at least 3 times a year.

SPED Program:

Sports Park CP's SPED department has a dedicated SPED department coordinator, administrator, 3 teachers, and 1 co-teacher.

Content Areas:

RLA and Humanities have 1 API assigned to their contents.

Math and Sciences have 1 API assigned to their contents.

Each content has a content leader to provide leadership, support in teacher development, and provide expertise in the content area.

Advanced Placement:

AP Coordinator

Testing Coordinator

IDEA Sports Park allows students to begin taking AP classes in the 9th grade and continue thru the 12th grade. By graduation our student have the opportunity to gain a 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:

ICU: Student Intensive Care Unit allows for teachers to identify students that are falling behind in class to be pulled out of 7th period to make up work and improve their grade. ICU will be implemented after the first progress report.

After school Tutorials: After school tutorials begin in January for EOC classes and March for AP classes. Tutorials are intented to target student with the biggest learning gap when reaching for EOC mastery. Tutorials are from Tuesday thru Thursday from 3:45 to 5:30. Student tutorial lists are initially made based off December Mock exam data, but are updated based off exit tickt data, unit exam data, or Mock exam data.

Saturday School: Saturday school begin in January for EOC classes and March for AP classes. Saturday school is intended to target the higer achieving students to ensure that they stay at a higher achievement score or grow from there.

Intervention: Intervention is held during 7th period and is a class offered to those students that previously failed an EOC exam. This class is intended to support thier learning and provided them with an opportunity to master their EOC content before they take the test again in December or May.

Practical Writing: Practical writing is a class that is offered to every 9th and 10th grade student. The goal of practical writing is to teach 9th/10th grade student the foundational writing skills that they need in order to be successful writers. The instruction is TEKS aligned and based off Springboard curriculum. Classes are differentiated based off student language fluency and lessons are differentiated to meet their language proficiency needs.

Writing Across all Contents: WAC is a new initiative at IDEA Sports Park for the 2022-2023 school year. 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 happened 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.

See PDF in Addendum for more information.

School Processes & Programs Strengths

Curriculum & Instruction:

- At least one-third of IDEA students graduate with the "AP Scholar" designation, evidence of earning a qualifying score on at least three AP exams, demonstrating successful completion of college-level coursework prior to graduation.
- IDEA provides students access to accelerated instruction through the 1:1 technology device, including adaptive software for mathematics and literacy and access to hundreds of thousands of books in the district's digital library.
- IDEA curricular resources include high-quality instructional materials that earn the highest ratings on national evaluation measures.
- IDEA curriculum is regularly evaluated using a quality evaluation tool, ensuring alignment to the Texas Essential Knowledge and Skills and AP course standards, as well as the STAAR/EOC and AP exams.
- IDEA implements a variety of training opportunities for teachers and leadership staff with the goal of developing teachers' pedagogical content knowledge and leaders' coaching skills.
- For 15 years in a row, 100% of IDEA students have been accepted into college, demonstrating that IDEA academic programming is adequately preparing students for post-secondary education.
- In 2022, four IDEA schools were ranked in the top 10 Most Challenging Schools in the Nation and 13 were ranked in the top 1% of schools nationwide, by the Jay Mathews Challenge Index High School Rankings.

Special Programs

- IDEA exceeded the expected growth target for EL student performance on TELPAS in 2021 with 48% of ELs meeting that target.
- IDEA provide targeted research based instruction to students who have a 2.0 year gap in Reading and/or Math with the goal of closing that gap by 2.0 years during the school year with our initiative called Critical Student Intervention (CSI). During the 21-22 school year, 2,562 out of 6,632 students meet that goal for Reading and 703 out of 1,268 students met the goal for Math.
- IDEA is in Year 3 of our TEA awarded Autism Grant. Through this grant we were able to increase support for 195 students with autism in Rio Grande Valley and Austin who met the criteria outlined by TEA for this grant.
- IDEA submitted and was awarded a Dyslexia Grant by the TEA so that we will be able to provide increased professional development to teachers and leaders on working with students with dyslexia and increase the support resources for our students with dyslexia.

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.

See PDF in Addendum for more information.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): There is a need to improve student writing skills to prepare for the EOC/AP tests to better support our campus goal in achieving an A **Root Cause:** Due to the pandemic, a gap was created in the foundational skills of reading and writing

Problem Statement 2 (Prioritized): There has been inconsistent data with student attendance since 2020-21, meaning unable to reach our ADA goal **Root Cause:** Lack of parents feeling safe to send their children to school due to COVID

Perceptions

Perceptions Summary

IDEA Sports Park College Prep understands that an engaged school community is an empowered school community. With that said, we have systems implemented to esnure we are connecting with our families utilizing different modes. We are committed to providing a strong academic program with clear channels of communication that allows our students to develop their individual interests.

Here at IDEA Sports Park College Prep we ensure the focus is on mainiting culutre for both students and adultsis constant. To permanently eliminate the gaps and ensure we host a strong acadamic environment, schools must uncover root causes, or contributing causes an eliminate them, not to surface issues. To measure this the district administers about 3 surveys throughout the year and for myself in addition, we administer miniature temperature check surveys per quarter. One of my goals is to retain 85% of my staff and last year I was unable to meet this metric. I landed at 75%. I am determined this year to continue building relationships with my staff. Through 1:1 in person strength interviews at different parts of the year, listening tours and temperature surveys per quarter we are able to recieve the feedback and implement the suggestive comments. The questionnaire created is focusing on teacher’s perception of their managers, school’s systems, development, school pride, and equity. students describe their high school days as the "All-American" high school experience. Specifically, they recognize our diversity as the most critical descriptor and, for many, it is a key reason they chose to attend.

Perceptions Strengths

To understand how the campus is peforming the results should answer what is working/ what is not working, and to learn more about what to do differently to get different results. Administering surveys to families, students, and staff allows the campus to get information to help us better understand how to improve our school. These surveys are a form of feedback that assist the campus to make improvements and offer solutions.

As a district we administer a survey called Great Places to Work Survey. When we had this survey conducted, staff rated over 85% satisfaction. To ensure we achieve these reuslts, a similar questionnaire is given with additional questions to help me understand more how my staff is feeling. If we can reach above 85% satisfaction and conduct a miniature survey afterward after implementing the feedback, the campus gains a stronger investment to campus initiatives and student learning.

In addtion, we distribute a student survey through Panaroma. Our student surveys were consistnet with 4.5 out of 5 rating. This is contributed to our feedback system we ask out students and pulse checks to ensure we are provinding the necessary resources for students to feel safe while learning. Receiving feedback is important and necessary to improve a campus overall.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): As a new school to the community we are still struggling to expose ourselves to the community around us. **Root Cause:** Lack of communication with families as well as lack of hosting more community events to give us exposure.

Problem Statement 2 (Prioritized): Families are unaware of their child's pathway for college. **Root Cause:** Being a launching campus we did not have a college counseling team or personnel to drive college readiness and programming.

Priority Problem Statements

Problem Statement 1: There is a need to improve student writing skills to prepare for the EOC/AP tests to better support our campus goal in achieving an A
Root Cause 1: Due to the pandemic, a gap was created in the foundational skills of reading and writing
Problem Statement 1 Areas: School Processes & Programs

Problem Statement 2: Teacher do not know classroom strategies to target diverse classroom learning.
Root Cause 2: Because teachers lack the professional development training to implement classroom strategies to support these learners.
Problem Statement 2 Areas: Student Learning

Problem Statement 3: Our Emergent Bilingual data has been consistently low.
Root Cause 3: 81% of our teachers are in their 1st or 2nd year of teaching experience so they lack a strong instructional background.
Problem Statement 3 Areas: Student Learning

Problem Statement 4: There has been inconsistent data with student attendance since 2020-21, meaning unable to reach our ADA goal
Root Cause 4: Lack of parents feeling safe to send their children to school due to COVID
Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: We have not established a secondary ESL program to support emergent bilingual learning in the classroom.
Root Cause 5: Due to being an off model campus and starting in 9th grade, our district does not have a curriculum in place for grades beyond 8th
Problem Statement 5 Areas: Demographics

Problem Statement 6: As an off model campus, our biggest challenge faced was recruiting students 9th thru 12th grade
Root Cause 6: Student applications collected during recruitment were minimal
Problem Statement 6 Areas: Demographics

Problem Statement 7: Families are unaware of their child's pathway for college.
Root Cause 7: Being a launching campus we did not have a college counseling team or personnel to drive college readiness and programming.
Problem Statement 7 Areas: Perceptions

Problem Statement 8: As a new school to the community we are still struggling to expose ourselves to the community around us.
Root Cause 8: Lack of communication with families as well as lack of hosting more community events to give us exposure.
Problem Statement 8 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification 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 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
- SAT and/or ACT assessment data
- Student failure and/or retention rates
- Local benchmark or common assessments data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data

Student Data: Behavior and Other Indicators

- Attendance data

- Mobility rate, including longitudinal data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data

Goals

Goal 1: IDEA Sports Park college prep will retain 85% of staff for the 2022-23 school year.

Performance Objective 1: SUPPORT TEACHERS WITH INTENTIONAL PROFESSIONAL DEVELOPMENT THROUGHOUT THE YEAR ALIGNED WITH SCHOOL PRIORITIES

High Priority

Evaluation Data Sources: MONTHLY CHECK INS WITH TALENT DEVELOPMENT TEAM

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Create a yearlong calendar for professional development based on the campus and staff needs **Strategy's Expected Result/Impact:** Staff feels equipped with the knowledge and skills needed to perform in the classroom **Staff Responsible for Monitoring:** Instructional coaches and Principal **Title I:** 2.4, 2.5, 2.6 **- 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 **- Targeted Support Strategy - Additional Targeted Support Strategy**	40%			

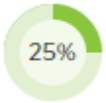
 No Progress Accomplished Continue/Modify Discontinue

Goal 1: IDEA Sports Park college prep will retain 85% of staff for the 2022-23 school year.

Performance Objective 2: STRATEGY TO RECRUIT HIGHLY EFFECTIVE TEACHERS

High Priority

Evaluation Data Sources: GPTW SURVEY TWICE A YEAR WITH INTERNAL TEACHER SURVEY

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Create in house surveys, pulse checks, and listening tours to receive feedback and offer solutions to areas of concern voiced. **Strategy's Expected Result/Impact:** end of Quarter 1 survey asking for overall feedback **Staff Responsible for Monitoring:** Instructional Coaches and Principal **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy**				

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: 100% IDEA Sports Park Class of 2023 will matriculate to college

Performance Objective 1: 100% OF SENIORS ACCEPTED INTO A 4-YEAR COLLEGE/UNIVERSITY

High Priority

Evaluation Data Sources: NAVIANCE SOFTWARE TO HELP TRACK AND MANAGE ACCEPTANCES FOR EACH SENIOR

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: By the end of Semester 1, 100% of students will have submitted 6 college applications **Strategy's Expected Result/Impact:** January 2023 **Staff Responsible for Monitoring:** Director of college counseling and counselors **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning **- Targeted Support Strategy - Additional Targeted Support Strategy** **Funding Sources:** Director of college counselor, college counselor - Federal Grant	45%			

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

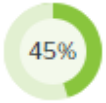
Goal 2: 100% IDEA Sports Park Class of 2023 will matriculate to college

Performance Objective 2: ACHIEVE A 21 ON THE ACT BY THE OCTOBER OF SENIOR YEAR IN ORDER TO OPEN MORE OPPORTUNITY FOR COLLEGE ACCEPTANCES AND SCHOLARSHIPS

High Priority

HB3 Goal

Evaluation Data Sources: NAVIANCE TRACKS MOST UPDATED EXAMS

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Implementation of ACT programming starting from 9th grade to 11th grade **Strategy's Expected Result/Impact:** April 2023 and Oct 2023 expected results **Staff Responsible for Monitoring:** Director of college Counselors and counseling staff and ACT teachers **Title I:** 2.5, 2.6, 4.2 **- 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 3: Positive School Culture, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy** **Funding Sources:** Director of College Counseling, College Counselor - Federal Grant				

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: 100% IDEA Sports Park Class of 2023 will matriculate to college

Performance Objective 3: 100% OF SENIORS WILL BE TSI EXEMPTED IN ALL 3 DOMAINS SUPPORTING CCMR COMPLETION

High Priority

HB3 Goal

Evaluation Data Sources: START TRACKING FRESHAMEN UNTIL SENIOR YEAR ON CCMR TRACKER

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: TSI supplemental instruction offered starting 9th grade year as well as testing to ensure 100% of students are TSI exempt by end of senior year **Strategy's Expected Result/Impact:** End of Senior Year 100% exempted **Staff Responsible for Monitoring:** Director of college counseling and counselors including TSI mentors **Title I:** 2.5, 2.6 **- 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 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy** **Funding Sources:** director of college counseling, college counselors - Federal Grant	10%			

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 3: IDEA Sports Park College Prep achieves an A rating for the academic year 2022-23

Performance Objective 1: Receive a 90 or above in Domain 1

High Priority

HB3 Goal

Evaluation Data Sources: Utilizing Locus Board and Edcite to track and monitor student progress

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Target student needs based on previous data focusing on special pops and EB learners to increase student achievement **Strategy's Expected Result/Impact:** The data from Semester, Mocks and EOC **Staff Responsible for Monitoring:** EOC teachers, Instructional coaches and principal **Title I:** 2.4, 2.5, 2.6, 4.2 **- 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 **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy**	30%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Implement tracking systems to make data driven decisions to increase student performance **Strategy's Expected Result/Impact:** End of Q2 trackers and data conversations are taking place in the classroom **Staff Responsible for Monitoring:** Classroom teacher and instructional coach **Title I:** 2.4, 2.5, 2.6 **- 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 **- Targeted Support Strategy - Additional Targeted Support Strategy**	50%			

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 3: IDEA Sports Park College Prep achieves an A rating for the academic year 2022-23

Performance Objective 2: Instructional coaches hold fidelity to the coaching cycle increasing teacher and student performance

High Priority

HB3 Goal

Evaluation Data Sources: Increasing ratings on the GET rubric for staff

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: With consistent check ins and in the filed observations supporting and guiding instructional coaches on best practices to increase student achievement **Strategy's Expected Result/Impact:** Instructional coaches are able to master SLLs and results are evident at the end of the year **Staff Responsible for Monitoring:** Princpal **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				

 No Progress Accomplished Continue/Modify Discontinue

Goal 3: IDEA Sports Park College Prep achieves an A rating for the academic year 2022-23

Performance Objective 3: Receive a 90 or above in Domain 3

High Priority

HB3 Goal

Evaluation Data Sources: Tracking system and Locus to track progress towards domain 3

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Strategic grouping and seating in classrooms and tutorials ensuring key students are targeting increasing students performance in each part of domain 3 **Strategy's Expected Result/Impact:** End of 2023 school year results from EOC and Telpas **Staff Responsible for Monitoring:** Instructional Coaches , EL Coordinator, Testing Coordinator and Principal **Title I:** 2.4, 2.5, 2.6, 4.2 **- 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 3: Positive School Culture, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy**	20%			

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 3: IDEA Sports Park College Prep achieves an A rating for the academic year 2022-23

Performance Objective 4: Complete CCMR 100% for the class of 2023

High Priority

Evaluation Data Sources: CCMR tracker-AP Data, TSI Data, ACT Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Create CCMR tracker identifying paths for students in the class of 2023 to meet AP, TSI or ACT metric **Strategy's Expected Result/Impact:** To end the class of 2023 with a 100% CCMR **Staff Responsible for Monitoring:** Director of College Counseling and Counselor **Title I:** 2.4, 2.5, 2.6, 4.2 **- TEA Priorities:** 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 5: Effective Instruction **Funding Sources:** Director of College Counseling and College Counselor - Federal Grant				

 No Progress Accomplished Continue/Modify Discontinue

Goal 4: During the 2022-2023 school year SPCP average daily attendance will meet the district goal of 97.5%.

Performance Objective 1: IDEA Sports Park will invest and educate stakeholders in the importance of Average Daily Attendance and effects it has on student learning.

High Priority

Evaluation Data Sources: 1. Daily evaluation of 1st and 3rd period attendance to see if initially absent students show up to class. 2. Comparison to year-to-day attendance to see if we have an increase in ADA.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: SIS and lead team will make daily parent phone calls to students that are not present during 1st period attendance for a welfare check and attendance reminder. **Strategy's Expected Result/Impact:** Daily attendance rates will increase due to SIS and lead team phone calls to parents. **Staff Responsible for Monitoring:** SIS, social emotional counselor, college counselor, Director of college counselor, and lead team members. **Title I:** 2.4, 2.5, 2.6 **- ESF Levers:** Lever 3: Positive School Culture				

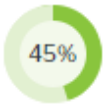
Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Strengthen communication between the front office, SPCP lead team, teachers, and families regarding attendance policies and the importance of being in school. **Strategy's Expected Result/Impact:** Stronger communication between all stakeholders ensures that we share a common vision of the importance of student attendance. **Staff Responsible for Monitoring:** SIS, social emotional counselor, college counselor, Director of college counselor, and lead team members. **Title I:** 2.6, 4.1				

 No Progress Accomplished Continue/Modify Discontinue

Goal 5: During the 2022-2023 school year Sports Park College Prep will reach 90% student persistence.

Performance Objective 1: Sports Park College Prep will increase student persistence by ensuring we create a school culture that supports our challenges our students physically and mentally while providing a safe and welcoming learning environment.

Evaluation Data Sources: 1. Evaluation of student leaver survey. 2. 2 week back to school survey results. 3. Student welfare checks.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Sports Park College Prep will continue to offer a variety of student sports to keep students challenged both academically and physically. **Strategy's Expected Result/Impact:** 1. By offering a variety of sports we draw athletically inclined students to our campus, increasing our opportunities for recruitment and persistence. 2. Students will be able to participate in moderate to vigorous physical activity on a daily basis. **Staff Responsible for Monitoring:** Coach Dela Garza and Coach Leija are the primary staff responsible. **Targeted Support Strategy**				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Sports Park College Prep will increase student persistence by implementing a behavior implementation plan that works towards violence prevention and intervention. **Strategy's Expected Result/Impact:** 1. By early implementation of a systemic behavior and discipline plan teachers will have a clear understanding of how to handle student behavior issues. 2. By setting clear behavior expectations with students, students will be aware of what behaviors will not be accepted on campus. **Staff Responsible for Monitoring:** Grade team leads and API. **Title I:** 2.5 **- ESF Levers:** Lever 3: Positive School Culture				

 No Progress Accomplished Continue/Modify Discontinue

Goal 5: During the 2022-2023 school year Sports Park College Prep will reach 90% student persistence.

Performance Objective 2: Sports Park College Prep will offer extracurricular activities after school to support social and emotional well being of students to help promote student achievement in a safe environment.

High Priority

Evaluation Data Sources: Participation tracker of after school activities

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Partner with after school program to expand activities and sporting events after to support high participation **Staff Responsible for Monitoring:** After school program coordinator and athletic coordinator **Title I:** 2.5, 2.6, 4.1 **- 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 **Funding Sources:** 1 - Federal Grant				

 No Progress Accomplished Continue/Modify Discontinue

Goal 5: During the 2022-2023 school year Sports Park College Prep will reach 90% student persistence.

Performance Objective 3: Sports Park College Prep will offer social emotional curriculum in all grade levels to promote and healthy and bully-free safe environment.

High Priority

Evaluation Data Sources: Tracking of exit tickets and participation from students in class

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Social emotional curriculum, MOVE THIS WORLD, implemented in the RTTC courses supporting emotional well being **Strategy's Expected Result/Impact:** students understand emotional health and how to keep their school environment safe **Staff Responsible for Monitoring:** Social Emotional Counselor **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** 1 - Federal Grant	20%			

No Progress | Accomplished | Continue/Modify | Discontinue

Title I Personnel

Name	Position	Program	FTE
	COLLEGE COUNSELOR		1
	DIRECTOR OF COLLEGE COUNSELING		1
Lynda Soto	Director of College Counseling	Title 1	1
Ruby Rodriguez	College Counseling	Title 1	1

Campus Funding Summary

Federal Grant					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	1	1	Director of college counselor, college counselor		$0.00
2	2	1	Director of College Counseling, College Counselor		$0.00
2	3	1	director of college counseling, college counselors		$0.00
3	4	1	Director of College Counseling and College Counselor		$0.00
5	2	1	1		$0.00
5	3	1	1		$0.00
				Sub-Total	$0.00

Addendums

Master CNA & SAIP Reporting Checklist

				PTG	0%	PTG	0%
DEPT	**Data Source**	**Data Tabs**	**Guidance**	**Status**	**Principal Notes or Questions**	**VP Verification**	**Notes & Next Steps**
College Prep	KEYS Tab (Tab 3)	Student Achievement Improvement Plan 2021-2022 School Year	This SAIP plan will require logging concrete initiatives put in place for student improvement, as well as their associated timelines, resources, and responsible staff. Each initiative will be tracked mid-year and at the end of the year. Mid-year assessments should be completed by each campus between December 1, 2022 and no later than January 31, 2023.	Pending		Action Required	
	Locus Dashboards: CIS STARR, AP Campus IB Reports EOY Assessments	Comprehensive Needs Assessment 2022 English Language Arts	These Pages should include the percentage of students who achieved each listed score for the 2021-2022 School Year. For each subject, list a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Pending		Action Required	
		Comprehensive Needs Assessment 2022 Math		Pending		Action Required	
		Comprehensive Needs Assessment 2022 Science		Pending		Action Required	
		Comprehensive Needs Assessment 2022 Humanities		Pending		Action Required	
	State TELPAS Report	Comprehensive Needs Assessment 2022 TELPAS	This data set will outline the percentage of students that earned proficiency in the areas of Listening, Speaking, Reading, and Writing, as indicated in the State TELPAS report. Llist a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Pending		Action Required	
	Locus Dashboards: ACT, AP, TSI Campus IB Reports Campus Matriculation Reports	100% College Matriculation 2021-2022 School Year	This page will only be applicable to campuses that had graduating classes in the Spring of 2022. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Pending		Action Required	
	Locus Dashboard: Staff Rentention	Staff Quality, Retention, & Recruitment 2021-2022 School Year	Under the %SPED Data Point, this should relfect the percentage of SPED certified teachers, compared to the overall SPED staff. Under number of teacher applicants, note how many teachers were interviewed by campus leaders for positions during the 2021-2022 School Year. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Pending		Action Required	
	Locus Dashboards: Student Persistence, Enrollment, ADA	School Culture & Climate 2021-2022 School Year	For the Withdrawals/Level 3 Offenses data point, list the number of withdrawals or offenses. All other data points should reflect percentages. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Pending		Action Required	
	Campus Academic Counselor Tracking Systems	2022 Family & Community Involvement	In addition to listing data percentages, list a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Pending		Action Required	

Campus Name

2021-22 Student Achievement Improvement Plan - College Prep

COLLEGE PREP

APO	Initiatives	Needs Assess.	Special Pops.	Person(s) Responsible	Timeline Start/End	Resources: Human/ Material/Fiscal
1D, 1E, 1G, 1K	A RATED-Improve writing skills to prepare for EOC/AP to drive fir A rating and college readiness	S,E,AP	all	Cory Flanagan-API	Q1-Q4	Professional Development
DR,O	STAFF RETENTION/PERSISTENCE/ADA--Implementing behavior intervention structures supporting culture and promoting a safe learning environment	DR	all	Amanda Campos-API	Q1-Q4	Professional Development
1E,1 G, 1D	A RATED/STAFF RETENTION/ADA/PERSISTENCE---SIOP/EB and Kagan Support- strategies to support classrom culture and learning	S,E,AP	all	Amanda Campos-API	Q1-Q3	Professional Developme, nt--Funding needed--books
1A, 1B, 1C, 1K, 1L	100% MATRICULATION---ACT Prep- support and increase student achievemnt on national standrdized exams to provide opportunity for students to be accepted into top tier colleges	A, AP	all	Lynda Sotos-Director of college counseling	Q1-Q3	Professional Developme, nt--Funding needed--books

Campus Name

2021-22 Student Achievement Improvement Plan - College Prep

COLLEGE PREP

		Title I Qualifying Programs			Initiatives Status			
		Internal Use Only			Mid Year		End of Year	
		Supplemental Program (Y/N)	New Program (Y/N)	Budget Allocation	Outcome	Increase/Decreased by X%	Outcome	Increase/Decreased by X%
Documentation	Formative Evaluation	Budget Allocations only need to be entered for programs that are BOTH Supplemental & New			Use these columns to assess your strategy progress at the middle and end of the year			
Teachboost	GET							
Teachboost	GET							
Teachboost	GET							
NAVIANCE	GET							

		Title I Qualifying Programs			Initiatives Status			
		Internal Use Only			Mid Year		End of Year	
		Supplemental Program (Y/N)	New Program (Y/N)	Budget Allocation	Outcome	Increase/Decreased by X%	Outcome	Increase/Decreased by X%

Annual Performance Objectives (APO)

PRIORITY #1: Students Graduate College-Ready

1A. % of graduates who matriculate to a College or University: 100%

1B. % of graduates matriculate to a Tier I/II College or University: 15% | 25%

1C. % of Seniors accepted to a College or University: 100%

1D. % of Seniors named AP scholars | Earn IB diploma: 30% | 25%

1E. Earned State Rating: A

1F. % Basic | % Mastery | % Advanced on LEAP: 82% | 44% | 11%

1G. % Approaches | % Meets | % Masters on STAAR/EOC: 90% | 60% | 30%

1H. % Level 3 | % Level 4 | % Level 5 on FSA/FSAA: 70% | 40% | 20%

1I. % of Pre-K-2nd Students End The Year On/Above Grade Level in Reading - Year 1 Campuses | Year 2 Campuses: 80% | 90%

1J. % of students in CSI achieve 2 years growth in Reading | Math (measured by Ren STAR) 50% | 60%

1K. Average ACT score: 21

1L. % of students graduating college in 4 | 6 years: 25% | 55%

Needs Assessment

S-STAAR

D-DIBELS

E-EOC

A-ACT

RR-Reading Renaissance

ST-STAR for Math

DR-Discipline Report

AP-AP Tests

O-Other

Special Populations

All

AR-At Risk

ELL-English Language Learners

ED-Economically Disadvantaged

SE-Special Education

HISP- Hispanic

Campus Name

Comprehensive Needs Assessment
COLLEGE PREP

Data Source: CSI

% Meeting CSI Goal	Reading CP CSI					
% CSI (EOY Ren.)						
% of CSI Passing STAAR						

Data Source: SPED STAAR

		EOC ENG I	EOC ENG II	ALG I	BIO	EOC US History
% Approaches		88%	40%	83%	88%	98%

Data Source: STAAR

	STAAR Reading 6th	STAAR Reading 7th	STAAR Reading 8th	STAAR Writing 7th	English I EOC	English II EOC
% Approaches					62%	69%
% Meets					45%	54%
% Masters					9%	9%
% Student Achievement Average					39	44

Data Source: AP/IB/Electives

AP Scores	Pass AP Lit	Pass AP Lang	IB Scores	IB Group 1	% Royal Readers	% Word Master
% Score 1	Pending	70	% Score 1-3			
% Score 2	Pending	22	% Score 4-5			
% Score 3+	Pending	9	% Score 6-7			

					RR Goal Met/Not Met	WM Goal Met/Not Met

Reflections

Areas of Strength	Areas of Need
1. Second semester instructional support and tight-loop coaching of ELA teachers to boost classroom instruction.	1. Practical writing class implementation to support EL students.
2. Teachers were able to review student semester data to plan for review and reteach within the instructional school day.	2. Additional and consistent use of SIOP strategies within the classroom to support EL students…all students.

3. Teachers were able to use assessment data to plan for targeted after school tutorial and Saturday school groupings.	3. Earlier identification of ELA TEKS gaps for 1st semester student support.
4. Teachers impl;emented writing skills and practice within the first semester of the school year.	

Campus Name

Comprehensive Needs Assessment - College Prep COLLEGE PREP					
Data Source: STAAR					
	STAAR Math 6th	**STAAR Math 7th**	**STAAR Alg I**		
% Approaches	NA	NA	**93%**		
% Meets	NA	NA	**52%**		
% Masters	NA	NA	**34%**		
% Student Achievement Average	NA	NA	**60**		
Data Source: AP/IB					
AP Scores	**Pass AP Calculus AB**	**Pass AP Calculus CD**	**Pass AP Prob. & Stats.**	**IB Scores**	**IB Group 5**
% Score 1	NA	NA	NA	**% Score 1-3**	NA
% Score 2	NA	NA	NA	**% Score 4-5**	NA
% Score 3+	NA	NA	NA	**% Score 6-7**	NA

Reflections	
Areas of Strength	**Areas of Need**
1. Tight loop coaching to increase data-ET tracking, modified schedule, strategic interventions, in class small group support had data increase consistently in every assessment.	1. Through aggressive monitoring, implement calculator skills effectively.
2. Targeted domain indicators to meet EOC goal-identified students that met all four criteria: ELs, Non-Continuous, Hispanic, Economically Disadvantage. Students were tracked daily in class support, Saturday Schools, and Interventions.	2. Use strategies to close foundational gaps through course collaborations to be implemented throughout the year
3. Systems in place - tracking system, ET huddles, teacher rehearsals, and through observations and feedback	3. Consistent tracking implemented
	4. Student consitently track their own progress to communicate their own areas of need and use it to celebrate progress.
	5. Effective review and reteach through interventions, tutorials, Saturday School, or in class whole group

Campus Name

Comprehensive Needs Assessment COLLEGE PREP						
Data Source: Internal Assessments						
	6th Grade EOY Assessment	**7th Grade EOY Assessment**				
% Passing	**NA**	**NA**				
Data Source: STAAR						
	STAAR 8th Science	**STAAR Biology**				
% Approaches	NA	**92**				
% Meets	NA	**48**				
% Masters	NA	**8**				
% Student Achievement Average	NA	**49**				
Data Source: AP/IB						
AP Scores	**Pass AP Biology**	**Pass AP Chemistry**	**Pass AP Physics (1, 2, & C)**	**Pass AP Env. Science**	**IB Scores**	**IB Group 4**
% Score 1	NA	NA	NA	NA	**% Score 1-3**	NA
% Score 2	NA	NA	NA	NA	**% Score 4-5**	NA
% Score 3+	NA	NA	NA	NA	**% Score 6-7**	NA

Reflections	
Areas of Strength	**Areas of Need**
1 Through tight loop coaching, data was able to increase over time. Consistent feedback, rehearsals, and follow up was set in place between teacher and leader	1 Calendaring from August to May implementing systems for coaching and developing for new online EOC
2 Systems in place to conduct observations and feedback includung ET huddles and tracking systems	2 Segregating the data earlier on to identify meets and masters and track with fidelity to increase masters data
3 Implemented ability grouping and targeted students for instruction for interventions and tutorials	3 Increasing teacher pedagogy to increase student particpation through trainings

Campus Name

Comprehensive Needs Assessment
COLLEGE PREP

Data Source: Internal Assessments

	6th Grade EOY Assessment	7th Grade EOY Assessment	
% Passing			

Data Source: STAAR

	STAAR 8th US History	EOC US History	
% Approaches		100%	
% Meets		83%	
% Masters		50%	
% Student Achievement Average		78	

Data Source: AP/IB

AP Scores	Pass AP Human Geography	Pass AP World History	Pass AP US History	Pass AP Goverment	Pass AP Economics	IB Scores	IB Group 3
% Score 1	88	71	73	22-23	22-23	% Score 1-3	
% Score 2	7	19	19	22-23	22-23	% Score 4-5	
% Score 3+	3	10	8	22-23	22-23	% Score 6-7	

Reflections	
Areas of Strength	**Areas of Need**
1. Instruction was data driven and targeted student gaps after Mock exam.	1. Implementation of writing across curriculum and grade levels to support our students.
2. US History teacher shared student Mock data with them; along with their EOC goal thus driving student investment in their end-of-the-year progress.	2. Targeting lower scoring TEKS earlier in the school year while still teaching AP standards.
3. Teacher was able to make on-the-spot adjustments to US History instruction to support EOC support.	3. Provide students with EOC testing opportunities prior to the third quarter.

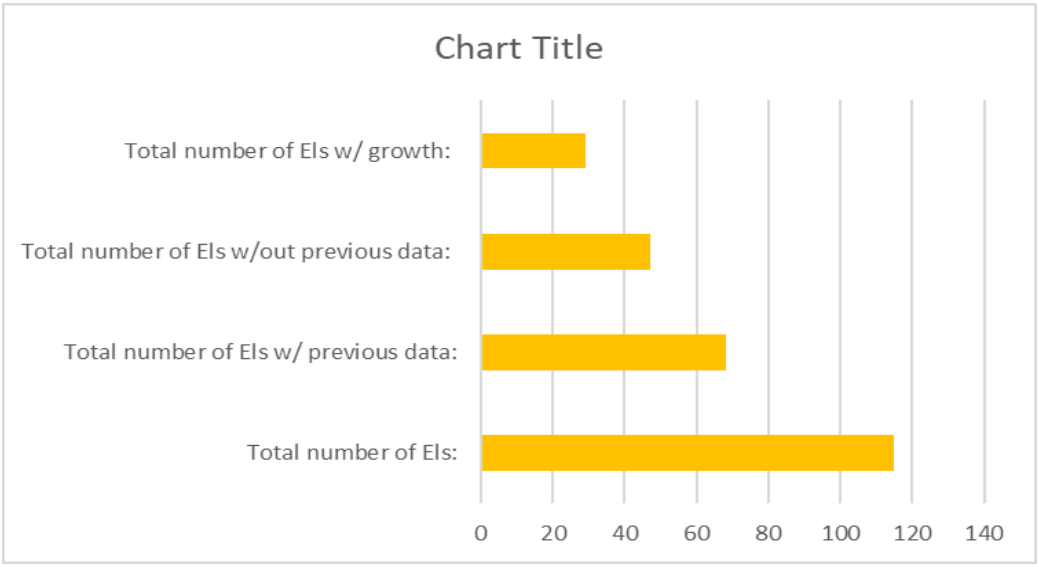
Campus Name

Comprehensive Needs Assessment
COLLEGE PREP

TELPAS Composite Rating (Listening, Speaking, Reading, Writing)

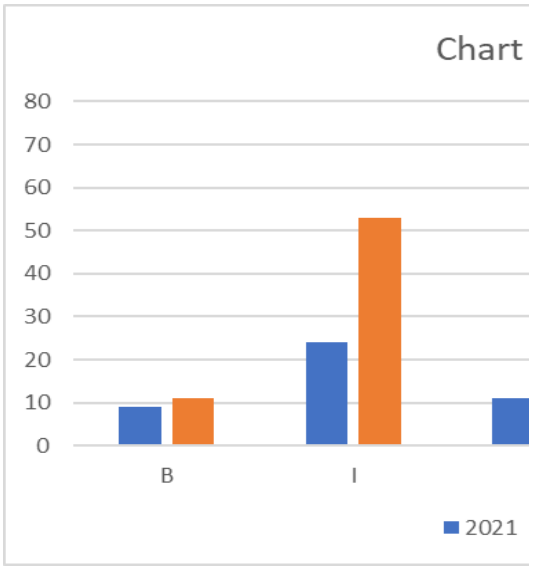
	Listening	Speaking	Reading	Writing	% of ELL Students who grew one or more composite levels
% Beginning	16%	21%	19%	20%	-3%
% Intermediate	40%	43%	39%	37%	11%
% Advanced	33%	31%	24%	19%	22%
% Advanced High	11%	4%	17%	23%	5%

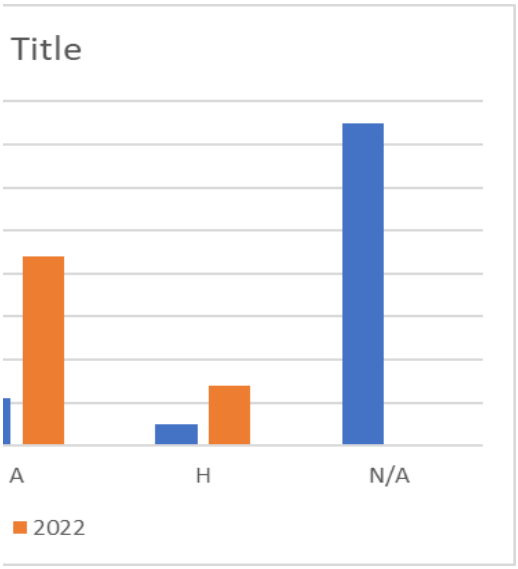
Reflection	
Areas of Strength	**Areas of Need**
1. Campus wide tracking of EL students.	1. Better records request and identification system for new students and EL identification.
2. Early SIOP training for all campus teachers.	2. Teachers tracking of EL student work throughout the school year to help monitor for progress.
3. Most students that had TELPAS data were able to stay the same or show growth	3. Implementation of additional instructional supports for students w/in the classroom; SIOP & TLC.
	4. Addition of ELPS into teacher lesson plans.



Total number of Els
Total number of Els
Total number of Els
Total number of Els

			115
			68
			47
			29
			0.43%





	B	I	A	H	N/A
2021	9	24	11	5	75
2022	11	53	44	14	0

	B	I	A	H
2021	13%	35%	16%	7%
2022	10%	46%	38%	12%

Campus Name

Comprehensive Needs Assessment

COLLEGE PREP

100% College Matriculation

Matriculation %	Matricuation % 4 year	Matriculation % 2 year	Tier 1/2 % Acceptances	Tier 1/2 % Matriculation	
N/A	N/A	N/A	N/A	N/A	

Tier 1 % Matriculation	Tier 2 % Matriculation	Tier 3 % Matriculation	Tier 4 % Matriculation	Senior Class CCMR %	Senior Class TSI Completion %
N/A	N/A	N/A	N/A	N/A	N

Campus Data

Senior Class ACT Average	Junior Class ACT Average	Overall AP Scholars (3+ or more tests)	IB Medallion Scholars (Passing 3+ exams)	Overall % IB Diploma	Campus End of Year OTG
N/A	16.95%	27.65%	N/A	N/A	100%

Reflections

Areas of Strength	Areas of Need
1. Students were able to build a college identity by identifying the what their student profile looked like and matching with colleges with similar profiles.	1. Implementation of a TSI/ACT bootcamp. ACT/SAT summer prep course to improve stuednts ACT knowledge
2. Students ACT average increased overall through ACT course from 14-16	2. More emphasis on AP for all and how this benefits students in college, more parent involvement and communication of the benefits testing AP
3. about 25%b of students participated in dual enrollment summer 2021	3. Target subpopulations with specific content areas to increase scores in TSI and ACT

IDEA SPORTS PARK COLLEGE PREP

Comprehensive Needs Assessment COLLEGE PREP	
Staff Quality, Recruitment, Retention	
	Percentage
% School Lead Team Retention	80%
% Instructional Support Retention	100%
% Teacher Retention	79%
% Campus Support Retention	100%
% SPED Certified Teachers	100%
% State/National Certified Teachers	0%
% State Certified Leaders	33%
% State/Board certified Counselors	25%
Number of teacher applicants per 2020-21 school year	

Reflections	
Areas of Strength	**Areas of Need**
Interviewing Multiple canddiates with the same returnning interview committee	Reviewing the GPTW survey to identify areas of concerns ahead of time, being proactive
Creating non-negotiables aligning to the vision and mission of the campuis	Planning ahead staffing needs to ensure school needs are met as well as teachers
Investing key stakeholders in the interview process and decision making	Investing Content Team Leaders in the interviews to offer insight

IDEA Sports Park CP

Comprehensive Needs Assessment College Prep	
Data Source: School Culture and Climate	
	Campus %
% Average Daily Attendance	90%
% Overall Persistence	86%
% New Student Persistence	86%
# of Admin Withdrawals/ Level 3 Offenses	2
% SPED	8%
% ELL	60%
% Eco Dis	85%
% Migrant	0%
% Race: American-Indian-Alaska-Native	0%
% Asian	0%
% White-Hispanic	98%
% Multi	0
% Black-African-American	0%
% Native-Hawaiian-Pacific-Islander	0%
% White	3%
% Male	51%
% Female	49%

Data Source: School Culture and Climate	
Reflections	
Areas of Strength	**Areas of Need**
Relationships with Students are built from leadership to classroom with students and families	Increasing amount of EB students, we need to establish an EB program
Incorporating activities such as pep rallies and grade team meetings to foster a joyous environment	School visibility to communituy about who we are as a school, need to showcase students and campus to build relationships with the community
Creating organizations and clubs students can take part in and feel ownership of the culture and campus	Creating a community through visuals around campus cultivating a college going culture students can be proud to be a part of

IDEA Sports Park College Prep

Comprehensive Needs Assessment COLLEGE PREP	
Data Source: Family and Community Involvement	
	Percentage
% Families Attended WTI	36%
% Families Attended Curriculum Night	0%
% Families Who Attended EOY Ceremonies	60%
% Families who attended Fall Festival	0%
% Families who attended Winter Festival	0%
% Families who attended Spring Festival	0%

Reflections	
Areas of Strength	**Areas of Need**
1 Organization executed on day of events to welcome parents and students	1 Communication to be scheduled minimal 3 weeks in advance for all events to give parents enough notice along with live streaming at events
2 All volunteers at events gave a 100% of time and effort	2 Arranging transportation for families coming from the bridge to connect with the school
3 Action plans for all events were aligned with the visi8on of the campus and goals	3 Action plan for the year outlining all events for families, ensuring one is done a month

IDEA Public Schools

Toros College Prep

2022-2023 Campus Improvement Plan

Accountability Rating: B

Distinction Designations:
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

Board Approval Date: October 21, 2022
Public Presentation Date: September 16, 2022

Mission Statement

IDEA Public Schools prepare students from underserved communities for success in college and citizenship.

Vision

To ensure students reach their potential, IDEA Public Schools will become the region's largest creator of college graduates.

Core Values

Our drive to translate our mission and vision into reality are based upon the following core values:

- We achieve **Academic Excellence**
- We deliver **Results**
- We ensure **Equity**
- We build **Team & Family**
- We act with **Integrity**
- We bring **Joy**
- We **Sweat the Small Stuff**

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Comprehensive Needs Assessment

Demographics

Demographics Summary

IDEA Toros College Preparatory is a tuition-free public charter school within IDEA Public Schools. IDEA Toros is a comprehensive 8-12 campus enrolling 300 students. The school opened in the fall of 2016 and graduated its first senior class in the spring of 2017 IDEA Toros College Preparatory is accredited by the Texas Educational Agency and holds membership in the College Board, the National Association for College Admission Counseling, and the Texas Association for College Admission Counseling. We provide all scholars with access to a rigorous college preparatory education and also with an elite athletic program that focuses on providing our student-athletes with the tools they need to be successful collegiate athletes. We provide services for our emerging bilingual, section 504, and special education students. We also house an 18+ transition program focused on assisting students in meeting their IEP goals by transitioning into employability and independent living.

Demographics Strengths

See PDF in Addendum for mor information

Problem Statements Identifying Demographics Needs

Problem Statement 1: Lack of consistency in the implementation of preventive measures vs. reactive consequences. **Root Cause:** Lack of clear systems and resources to support preventive interventions

Problem Statement 2 (Prioritized): Lack of student ownership of positive culture, including new student integration into Toros culture. **Root Cause:** Adult-driven culture

Problem Statement 3 (Prioritized): Lack of traditions and school school pride. **Root Cause:** Underdeveloped sense of belonging

Student Learning

Student Learning Summary

IDEA Toros scored a 90 in Domain 1, 93 in Domain 2, and 78 in Domain 3. In Domain 3, 50% of achievement targets were met. These targets were met in ELA, but not in mathematics. English Language Proficiency targets were met at 100%. School Quality targets were met at 100%. Graduation targets were not met due to the new transition program which integrated a large percentage of 5th year continuers. All non-continuers met 4-year graduation targets. All 7 Distinction Designations were met, and of the graduating class of 2021, 96% of students met CCMR criteria.

See PDF in Addendum for more information

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Staff consisted a large group of inexperienced teachers needing to learn content and pedagogy. **Root Cause:** Poor Staff Retention

Problem Statement 2: Lack of consistent data tracking to help identify areas of need for students and gaps in the curriculum. **Root Cause:** Lack of school-wide system

Problem Statement 3 (Prioritized): Large group of Emergent Bilinguals struggle with mastering content due to language barriers. **Root Cause:** Lack of training

Problem Statement 4 (Prioritized): Performance in Algebra I, particularly with achievement targets, has been low. **Root Cause:** All students in Algebra I are new to our campus

School Processes & Programs

School Processes & Programs Summary

At our campus, we develop instructional leaders through the use of the School Leadership Levers. Roles & responsibilities are outlined at the beginning of the year and the document is shared with staff. During weekly check-ins, we discuss outcomes, causes, solutions, as well as identify a School Leadership Lever to focus on. We conduct weekly instructional rounds that allow for norming across instructional coaches, as well as to provide feedback for improvement on coaching practices.

See PDF in Addendum for more information

School Processes & Programs Strengths

Curriculum & Instruction:

- At least one-third of IDEA students graduate with the "AP Scholar" designation, evidence of earning a qualifying score on at least three AP exams, demonstrating successful completion of college-level coursework prior to graduation.
- IDEA provides students access to accelerated instruction through the 1:1 technology device, including adaptive software for mathematics and literacy and access to hundreds of thousands of books in the district's digital library.
- IDEA curricular resources include high-quality instructional materials that earn the highest ratings on national evaluation measures.
- IDEA curriculum is regularly evaluated using a quality evaluation tool, ensuring alignment to the Texas Essential Knowledge and Skills and AP course standards, as well as the STAAR/EOC and AP exams.
- IDEA implements a variety of training opportunities for teachers and leadership staff with the goal of developing teachers' pedagogical content knowledge and leaders' coaching skills.
- For 15 years in a row, 100% of IDEA students have been accepted into college, demonstrating that IDEA academic programming is adequately preparing students for post-secondary education.
- In 2022, four IDEA schools were ranked in the top 10 Most Challenging Schools in the Nation and 13 were ranked in the top 1% of schools nationwide, by the Jay Mathews Challenge Index High School Rankings.

Special Programs

- IDEA exceeded the expected growth target for EL student performance on TELPAS in 2021 with 48% of ELs meeting that target.
- IDEA provide targeted research based instruction to students who have a 2.0 year gap in Reading and/or Math with the goal of closing that gap by 2.0 years during the school year with our initiative called Critical Student Intervention (CSI). During the 21-22 school year, 2,562 out of 6,632 students meet that goal for Reading and 703 out of 1,268 students met the goal for Math.
- IDEA is in Year 3 of our TEA awarded Autism Grant. Through this grant we were able to increase support for 195 students with autism in Rio Grande Valley and Austin who met the criteria outlined by TEA for this grant.
- IDEA submitted and was awarded a Dyslexia Grant by the TEA so that we will be able to provide increased professional development to teachers and leaders on working with students with dyslexia and increase the support resources for our students with dyslexia.

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

See PDF in Addendum for more information

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Systems & processes were not consistent. **Root Cause:** Poor Staff Retention

Problem Statement 2: Curriculum shifts in the district impact curriculum alignment of Summit. **Root Cause:** Unique Curriculum Alignment & Resources

Problem Statement 3 (Prioritized): Teachers have only 1 planning period for 3 contents. **Root Cause:** Overextended time requirement

Perceptions

Perceptions Summary

100% of our seniors graduate high school. An exception can be counted for those students who are continuers according to their IEP. In 2021-2022, we had 12 students begin their 5th year with our transition program.

For our students in general education, they are assigned a mentor that checks in with them every 2 weeks. Check-ins will focus on building connections, as well as focusing on student goals.

Family participation in school events average at about 29%. The most significant barriers have been the distance for parents to travel to events. Because students come to us from across a 90-minute radius, not all parents are able to attend.

Perceptions Strengths

See PDF in Addendum for more information

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Lack of opportunities for families to participate and build community. **Root Cause:** Due to COVID protocols, we had shifted away from in-person events, and our families did not engage virtually.

Problem Statement 2: No tracking of school events to provide data points of involvement in order to make adjustments. **Root Cause:** No data tracking system in place

Problem Statement 3 (Prioritized): Lack of annual events/mechanisms that build tradition and pride in our campus. **Root Cause:** As a newer campus established during COVID, school traditions were minimal.

Priority Problem Statements

Problem Statement 1: Lack of traditions and school school pride.
Root Cause 1: Underdeveloped sense of belonging
Problem Statement 1 Areas: Demographics

Problem Statement 2: Staff consisted a large group of inexperienced teachers needing to learn content and pedagogy.
Root Cause 2: Poor Staff Retention
Problem Statement 2 Areas: Student Learning

Problem Statement 3: Large group of Emergent Bilinguals struggle with mastering content due to language barriers.
Root Cause 3: Lack of training
Problem Statement 3 Areas: Student Learning

Problem Statement 4: Lack of opportunities for families to participate and build community.
Root Cause 4: Due to COVID protocols, we had shifted away from in-person events, and our families did not engage virtually.
Problem Statement 4 Areas: Perceptions

Problem Statement 5: Lack of annual events/mechanisms that build tradition and pride in our campus.
Root Cause 5: As a newer campus established during COVID, school traditions were minimal.
Problem Statement 5 Areas: Perceptions

Problem Statement 6: Lack of student ownership of positive culture, including new student integration into Toros culture.
Root Cause 6: Adult-driven culture
Problem Statement 6 Areas: Demographics

Problem Statement 7: Systems & processes were not consistent.
Root Cause 7: Poor Staff Retention
Problem Statement 7 Areas: School Processes & Programs

Problem Statement 8: Teachers have only 1 planning period for 3 contents.
Root Cause 8: Overextended time requirement
Problem Statement 8 Areas: School Processes & Programs

Problem Statement 9: Performance in Algebra I, particularly with achievement targets, has been low.

Root Cause 9: All students in Algebra I are new to our campus

Problem Statement 9 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- 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
- SAT and/or ACT assessment data

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
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data
- Discipline records
- Enrollment trends

Employee Data

- Staff surveys and/or other feedback

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

Goals

Goal 1: Increase staff retention

Performance Objective 1: 85% of staff return in the following school year.

High Priority

Evaluation Data Sources: Staff roster

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Creating a sustainable work environment by minimizing the number of after school meetings teachers must attend through giving teachers two planning periods. **Strategy's Expected Result/Impact:** Planning and lesson rehearsal support will take place during the day so that teachers are not expected to stay after school for these. **Staff Responsible for Monitoring:** Instructional coaches **TEA Priorities:** Recruit, support, retain teachers and principals - **Problem Statements:** Student Learning 1	70%	90%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Differentiate Professional Development to allow for teachers to focus on their areas of need. **Strategy's Expected Result/Impact:** Teachers will find professional development relevant and will continue to choose IDEA Toros. **Staff Responsible for Monitoring:** Instructional coaches **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture	30%	65%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Staff consisted a large group of inexperienced teachers needing to learn content and pedagogy. **Root Cause**: Poor Staff Retention

Goal 2: All IDEA students matriculate to college

Performance Objective 1: 100% of seniors is accepted to a college or university.

High Priority

Evaluation Data Sources: Naviance acceptance tracker

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Quality college lists **Strategy's Expected Result/Impact:** Students have viable college options in their college lists **Staff Responsible for Monitoring:** College counselors **Title I:** 2.6 **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture	75%	100%	100%	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 2: All IDEA students matriculate to college

Performance Objective 2: 90% of students meet CCMR.

High Priority

HB3 Goal

Evaluation Data Sources: TSI & AP scores

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Track student data to identify course of action (tutoring for TSI, targeted pathway for AP) **Strategy's Expected Result/Impact:** Students reach CCMR target **Staff Responsible for Monitoring:** College counselors monitor TSI mastery, AP Point Person monitors student AP Pathway **Title I:** 2.6 - **TEA Priorities:** Connect high school to career and college -	10%	20%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 3: IDEA achieves an A rating

Performance Objective 1: 80% of achievement targets in Math & ELA are met

High Priority

Evaluation Data Sources: STAAR Domain 3 Achievement

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Identify target students with MSR and place in interventions early on to accelerate learning **Strategy's Expected Result/Impact:** Students achieve target goal sooner **Staff Responsible for Monitoring:** STAAR Teachers, instructional coaches **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction	100%	100%	100%	

 No Progress Accomplished Continue/Modify Discontinue

Goal 3: IDEA achieves an A rating

Performance Objective 2: TELPAS growth target met.

High Priority

Evaluation Data Sources: TELPAS, Domain 3 Language Proficiency

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Identify language domains within lessons and give students practice time in each domain **Strategy's Expected Result/Impact:** Students are able to develop language skills in listening, speaking, reading, and writing **Staff Responsible for Monitoring:** Classroom teachers, instructional coaches **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction	15%	35%		

 No Progress Accomplished Continue/Modify Discontinue

Goal 3: IDEA achieves an A rating

Performance Objective 3: 50% 2 year growth in CSI

Evaluation Data Sources: CSI Benchmarks

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Consistent schedule for in-class support **Strategy's Expected Result/Impact:** Increased mastery in class **Staff Responsible for Monitoring:** Assistant Principals of Instruction **Title I:** 2.4, 2.6	35%	50%		

 No Progress Accomplished Continue/Modify Discontinue

Goal 4: Increase student daily attendance

Performance Objective 1: 97% Average Daily Attendance

High Priority

Evaluation Data Sources: ADA Reports & Dashboard

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Implement escalation matrix to target frequent absenteeism **Strategy's Expected Result/Impact:** Students and families make needed adjustments to ensure they are at school and on time. **Staff Responsible for Monitoring:** Assistant Principal of Operations **Title I:** 2.5 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 3: Positive School Culture	30%	50%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Student health is prioritized with students in grades 8-10 participate in daily physical activity. Students 8-12 have access to healthy breakfast, lunch, and supper. **Strategy's Expected Result/Impact:** Student attendance increases because illness-related absences are reduced **Staff Responsible for Monitoring:** Coaching staff, Child Nutrition Services staff, Assistant Principal of Operations **Title I:** 2.5 **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 2	80%	80%	100%	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: Lack of student ownership of positive culture, including new student integration into Toros culture. **Root Cause**: Adult-driven culture

Goal 5: Increase student persistence

Performance Objective 1: All students will have at least 3 check-ins with an assigned mentor.

Evaluation Data Sources: Summit Learning Platform

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Teachers create a recurring schedule that ensures consistent touch points with students. **Strategy's Expected Result/Impact:** Creating a safe space where students are able to get the needed support either emotionally or academically **Staff Responsible for Monitoring:** Instructional Coaches **Title I:** 2.6 **- ESF Levers:** Lever 3: Positive School Culture	75%			

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 5: Increase student persistence

Performance Objective 2: 50% of families will participate in one family event per quarter.

High Priority

Evaluation Data Sources: Sign-in rosters

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Events will be communicated through Facebook, Kickboard, and through announcements. Teachers will give students incentives for attendance. **Strategy's Expected Result/Impact:** Greater parent participation **Staff Responsible for Monitoring:** APO **Title I:** 4.2 **- ESF Levers:** Lever 3: Positive School Culture	30%			

No Progress | Accomplished | Continue/Modify | Discontinue

Addendums

Master CNA & SAIP Reporting Checklist

				PTG	100%	PTG	0%
DEPT	**Data Source**	**Data Tabs**	**Guidance**	**Status**	**Principal Notes or Questions**	**VP Verification**	**Notes & Next Steps**
College Prep	KEYS Tab (Tab 3)	Student Achievement Improvement Plan 2020-2021 School Year	This SAIP plan will require logging concrete initiatives put in place for student improvement, as well as their associated timelines, resources, and responsible staff. Each initiative will be tracked mid-year and at the end of the year. Mid-year assessments should be completed by each campus between December 1, 2021 and no later than January 31, 2022.	Complete		Pending	
	Locus Dashboards: CIS STARR, AP Campus IB Reports EOY Assessments	Comprehensive Needs Assessment 2021 English Language Arts	These Pages should include the percentage of students who achieved each listed score for the 2020-2021 School Year. For each subject, list a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete		Pending	
		Comprehensive Needs Assessment 2021 Math		Complete		Pending	
		Comprehensive Needs Assessment 2021 Science		Complete		Pending	
		Comprehensive Needs Assessment 2021 Humanities		Complete		Pending	
	State TELPAS Report	Comprehensive Needs Assessment 2021 TELPAS	This data set will outline the percentage of students that earned proficiency in the areas of Listening, Speaking, Reading, and Writing, as indicated in the State TELPAS report. Llist a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete		Pending	
	Locus Dashboards: ACT, AP, TSI Campus IB Reports Campus Matriculation Reports	100% College Matriculation 2020-2021 School Year	This page will only be applicable to campuses that had graduating classes in the Spring of 2021. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete		Pending	
	Locus Dashboard: Staff Rentention	Staff Quality, Retention, & Recruitment 2020-2021 School Year	Under the %SPED Data Point, this should relfect the percentage of SPED certified teachers, compared to the overall SPED staff. Under number of teacher applicants, note how many teachers were interviewed by campus leaders for positions during the 2020-2021 School Year. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete		Pending	
	Locus Dashboards: Student Persistence, Enrollment, ADA	School Culture & Climate 2020-2021 School Year	For the Withdrawals/Level 3 Offenses data point, list the number of withdrawals or offenses. All other data points should reflect percentages. Finalized data in this section should be pulled prior to July 23, 2021. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete		Pending	
	Campus Academic Counselor Tracking Systems	2021 Family & Community Involvement	In addition to listing data percentages, list a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete		Pending	

IDEA Toros

2020-21 Student Achievement Improvement Plan - College Prep

COLLEGE PREP

									Title I Qualifying Programs			Initiatives Status			
									Internal Use Only			Mid Year		End of Year	
									Supplemental Program (Y/N)	New Program (Y/N)	Budget Allocation	Outcome	Increase/Decreased by X%	Outcome	Increase/Decreased by X%
APO	Initiatives	Needs Assess.	Special Pops.	Person(s) Responsible	Timeline Start/End	Human/ Material/Fiscal	Documentation	Formative Evaluation	Budget Allocations only need to be entered for programs that are BOTH Supplemental & New			Use these columns to assess your strategy progress at the middle and end of the year			
2C	Implementation of Kickboard	O	All	V. Manzano	8/9/2021-5/31/2021	* Kickboard application * Staff training * Quarterly follow-up on progress	* Call logs from Kickboard	* Quarterly positivity ratio * Quarterly call log							
2C	8th grade Middle School Completion Ceremony	OTG	All	R. Gonzalez	8/9/2021 - 5/1/2022	Awards Ranking/Celebration	Grade Point Average Reports Transcript with any H.S. Credits earned	* Track quarterly close off at Q3 for mirroring graduation requirements.							
1D	Increase number of Seniors named AP scholars by 10%	AP	All	G. Godinez	8/9/2021 - 5/1/2022	Incentives (pins, shirts, sweatshirts, jackets)/school recognition (shout outs, bulletin boards)/NMSI trainiing and monetary awards for students/teachers	* campus tracker * teacher tracker * student tracker ** Student log-ins ** Student score review ** student AP meetings	*Track annually for AP scholar awards *Track after every UE to monitor student progress *Track sem data and mock data *SWAM meetings							
1E	Quarterly Celebrations for Advanced Academics	O	All	N. Cuevas	6/1/2021-5/31/2021	Celebration	* Illuminate * Teacher data tracker	* Unit Exam Data * Exit Ticket Data							

Annual Performance Objective

PRIORITY #1: Students Graduate College-Ready

1A. % of graduates who matriculate to a College or University: 100%

1B. % of graduates matriculate to a Tier I/II College or University: 25%

1C. % of Seniors accepted to a College or University: 100%

1D. % of Seniors named AP scholars | Earn IB diploma: 30% | 25%

1E. Earned State Rating: A

1F. % of Pre-K-2nd Students End The Year On/Above Grade Level in Reading | Language | (Year 1 Campuses): 80% | 80% | 80%

1G. % of 2nd Students End The Year On/Above Grade Level in Reading (Year 2+ Campuses): 90%

1H. % of students in CSI achieve 2 years growth in Reading | Math (measured by Ren STAR) 50% | 60%

1I. Average ACT score (Class of 2020, September 2019): 21

1J. % of students graduating college in 4 | 6 years: 25% | 55%

PRIORITY #2: Build a Strong & Sustainable Organization

2A. % Teacher Retention | Employee Retention: 85% | 85%

2B. 80% composit score on GPTW

2B. %Average Daily Attendance | # Average Daily Attendance: 97.50% | 48,817

2C. Student Persistence: 90%

2D. Operating Income: $101M

2E. FIRST Rating: A

PRIORITY #3: Achieve Mission at Scale

3A. % of students with low socio-economic status: 80%

3B. Enrollment in August 2020: 64,455

3C. Schools in operation in August 2020: 125

3D. Total Funds Raised (millions): $70M

Needs Assessment

S-STAAR

D-DIBELS

E-EOC

A-ACT

RR-Reading Renaissance

ST-STAR for Math

DR-Discipline Report

AP-AP Tests

O-Other

Special Populations

All

AR-At Risk

ELL-English Language Learners

ED-Economically Disadvantaged

M-Migrant

SE-Special Education

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Comprehensive Needs Assessment

COLLEGE PREP

Data Source: CSI

% Meeting CSI Goal	Reading CP CSI
% CSI (EOY Ren.)	89%
% of CSI Passing STAAR	33%
% of SPED Passing STAAR	100% in ELA

Data Source: STAAR

	STAAR Reading 6th	STAAR Reading 7th	STAAR Reading 8th	STAAR Writing 7th	English I EOC	English II EOC
% Approaches		66%	62%	46%	69%	71%
% Meets		38%	28%	15%	49%%	58%
% Masters		17%	10%	0	4%%	6%
% Student Achievement Average		40	33	20	41%	45%

Data Source: AP/IB/Electives

AP Scores	Pass AP Lit	Pass AP Lang	IB Scores	IB Group 1	% Royal Readers	% Word Master	Accuracy
% Score 1	61%	67%	% Score 1-3		27%	77%	87%
% Score 2	32%	19%	% Score 4-5				
% Score 3+	7%	14%	% Score 6-7				
					RR Goal Met/Not Met	WM Goal Met/Not Met	
					Met	Met	

Reflections	
Areas of Strength	**Areas of Need**
1 Curriculum alignment and vertical alignment processes in all ELA classes.	1 Further vertical alignment in ELA terms, editing documents, and ELA systems.
2 ELA classes showed the most fidelity to the Summit Learning Platform.	2 Embedded vocabulary practice throughout all grade levels that are specific to tested contents.
3 All teachers had strong content knowledge.	3 Continual writting practice throughout ELA contents that are also reflected in all grade levels and contents.
4 While STAAR scores were still low (not 90/60/30), they were some of the hightest across campus.	

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Comprehensive Needs Assessment - College Prep COLLEGE PREP					
Data Source: STAAR					
	STAAR Math 8th	**STAAR Math 7th**	**STAAR Alg I**		
% Approaches	100	53%	42%		
% Meets	100	23%	8%		
% Masters	100	3%	2%		
% Student Achievement Average	n/a	26	17		
Data Source: AP/IB					
AP Scores	**Pass AP Calculus AB**	**Pass AP Calculus CD**	**Pass AP Prob. & Stats.**	**IB Scores**	**IB Group 5**
% Score 1			50%	**% Score 1-3**	
% Score 2			23%	**% Score 4-5**	
% Score 3+	0%		27%	**% Score 6-7**	

Reflections	
Areas of Strength	**Areas of Need**
1 Teachers had an understing of the content knowledge and some were invested in learning it.	1 Each content is in need of Summit alignment for STAAR as well as the teacher knowing how to impliment SDL project time and still being able to address the skills/content. They need a model of how to implement and include IP for math at bat's.
2 Teachers took the time to build relationships that invensted students and their families.	2 Teacher inconsistency with implimentaion of feedback and planning. As a leader we need to be consistent with the coaching cycle and next steps.
3 Instructional push for data was a strength to help teachers know where their data was.	3 Data trasparency as a team/school by having housing it virtually and as an actual tracker to keep it in the forfront.

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Comprehensive Needs Assessment

COLLEGE PREP

Data Source: Internal Assessments

	6th Grade EOY Assessment	7th Grade EOY Assessment
% Passing		

Data Source: STAAR

	STAAR 8th Science	STAAR Biology
% Approaches	33%%	91%%
% Meets	25%%	47%%
% Masters	13%%	17%
% Student Achievement Average	23.6	51.6

Data Source: AP/IB

AP Scores	Pass AP Biology	Pass AP Chemistry	Pass AP Physics (1, 2, & C)	Pass AP Env. Science	IB Scores	IB Group 4
% Score 1				38%	% Score 1-3	
% Score 2				40%	% Score 4-5	
% Score 3+				22%	% Score 6-7	

Reflections

Areas of Strength	Areas of Need
1 Teachers had an understing of the content knowledge and were invested in learning it.	1 Each content is in need of Summit alignment for STAAR as well as the teacher knowing how to impliment SDL project time and still being able to address the skills/content. They need a model of how to implement adn include IP.
2 Teacher understanding of their goal and self tracking unit exams.	2 Teacher inconsistency with implimentaion of feedback and planning. As a leader we need to be consistent with the coaching cycle and next steps.
3 Instructional push for data was a strength to help teachers know where their data was.	3 Having a large group of new teachers having a focus and imbedding pedagogy practice and implimentation of feedback in the beginnig of the year and througout the first semester heavily.
	4 Data trasparency as a team/school by having housing it virtually and as an actual tracker to keep it in the forefront.

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Comprehensive Needs Assessment COLLEGE PREP							
Data Source: Internal Assessments							
	6th Grade EOY Assessment	**7th Grade EOY Assessment**					
% Passing		60%					
Data Source: STAAR							
	STAAR 8th US History	**EOC US History**					
% Approaches	20%	86%					
% Meets	8%	69%					
% Masters	5%	31%					
% Student Achievement Average	11	62					
Data Source: AP/IB							
AP Scores	**Pass AP Human Geography**	**Pass AP World History**	**Pass AP US History**	**Pass AP Goverment**	**Pass AP Economics**	**IB Scores**	**IB Group 3**
% Score 1	85%	100%	10%			**% Score 1-3**	
% Score 2	11%	0%	10%			**% Score 4-5**	
% Score 3+	4%	0%	80%			**% Score 6-7**	

Reflections	
Areas of Strength	**Areas of Need**
1 The creation of new AP aligned AP World Hist class.	1 Further alignment of all history content; specifically 8th grade humanities and AP Human Geo.
2 Providing students more frequent practice with FRQ and writing in general in all humanities classes.	2 Data tracking of student tests to help identify areas of need for students and gaps in the curriculum.
3 Classes are aligned to the district curriculum and tests can be taken according to district dates.	3 Following district sequence for AP Gov't and Economics is a necessity.

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Comprehensive Needs Assessment COLLEGE PREP					
TELPAS Composite Rating (Listening, Speaking, Reading, Writing)					
	Listening	**Speaking**	**Reading**	**Writing**	**% of ELL Students who grew one or more levels**
% Beginning	6%	0.70%	13%	90%	3%
% Intermediate	9%	2.50%	9%	0	0
% Advanced	7%	7%	19%	0	0
% Advanced High	24	34%	5%	0	0

Reflection	
Areas of Strength	**Areas of Need**
1. Student records are in order.	1 ELPS training & toolbox for teachers
2 CSI support for 7/8th grade students.	2 SIOP and EL instructional strategy implementation for teachers.
3 Teacher TELPAS training throughout the school year.	3. High school intervention support for 1st and 2nd year EL students.

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Comprehensive Needs Assessment COLLEGE PREP					
100% College Matriculation					
Matriculation %	**Matricuation % 4 year**	**Matriculation % 2 year**	**Tier 1/2 % Acceptances**	**Tier 1/2 % Matriculation**	
100	**90%**	**10%**	**17/33 51%**	**2/33 6%**	
Tier 1 % Matriculation	**Tier 2 % Matriculation**	**Tier 3 % Matriculation**	**Tier 4 % Matriculation**	**Senior Class CCMR %**	**Senior Class TSI Completion %**
0	6%	12%	82%	81%	81%
Campus Data					
Senior Class ACT Average	**Junior Class ACT Average**	**Overall AP Scholars (3+ or more tests)**	**IB Medallion Scholars (Passing 3+ exams)**	**Overall % IB Diploma**	**Campus End of Year OTG**
19.25	15.56	6%	N/A	N/A	93%

Reflections	
Areas of Strength	**Areas of Need**
1. Matriculation strategy to work with graduation concerns and prioritize "higher risk" students to succeed	1. Additional manpower to keep up with data updates and show simultaneous progress being made.
2. Sharing out the vision for RTTC/College Going Culture with 8th - 12th grade.	2. Curriculum alignment with content and ACT goals.
3. Continued growth around OTG transparency with campus.	3. Investment of senior team in college going culture and student relationships.

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Comprehensive Needs Assessment COLLEGE PREP	
Staff Quality, Recruitment, Retention	
	Percentage
% School Lead Team Retention	100%
% Instructional Support Retention	100%
% Teacher Retention	87%
% Campus Support Retention	90%
% SPED Certified Teachers	100%
% State/National Certified Teachers	40%
% State Certified Leaders	17%
% State/Board certified Counselors	0%
Number of teacher applicants per 2020-21 school year	

Reflections	
Areas of Strength	**Areas of Need**
1. Our interview & onboarding process allows teachers to understand the differences in the work we do, better preparing them to be successful.	1. Our teachers are new to the role, with 60% of our staff new to our campus.
2. We celebrate teachers regularly, and give opportunities for peer recognition, as well as work anniversaries, weekly peer and manager shout outs, birthdays, and teachers of the month.	2. We need to continue to align curriculum so teachers can trust the content is preparing students for district assessments.
3. We developed key responsibilities for teacher leaders, and created pathways of development for teachers aligned to their long-term goals.	3. Because we value planning so heavily, we need to schedule planning time to ensure that internalization of projects takes place.

IDEA Toros

Comprehensive Needs Assessment College Prep	
Data Source: School Culture and Climate	
	Campus %
% Average Daily Attendance	96.53%
% Overall Persistence	85%
% New Student Persistence	76%
# of Admin Withdrawals/ Level 3 Offenses	0
% SPED	2%
% ELL	42%
% Eco Dis	85%
% Migrant	1%
% Race: American-Indian-Alaska-Native	0.01%
% Asian	0%
% White-Hispanic	94%
% Multi	0%
% Black-African-American	0.01%
% Native-Hawaiian-Pacific-Islander	0%
% White	5%
% Male	75%
% Female	25%

Data Source: School Culture and Climate	
Reflections	
Areas of Strength	**Areas of Need**
1. We hold regular campus-wide celebrations to recognize student success.	1. While we have a Behavior Management Plan, we need consistency in the implementation of the plan that focuses on preventive measures vs. reactive consequences.
2. We have a comprehensive system for behavior tracking that encourages positive adult-student interactions.	2. While adults have begun owning positive student culture, we need student ownership of positive culture, as well as new student integration into Toros culture.
3. Teachers hold regular individual student mentoring sessions (2296 recorded sessions held last school year).	building, which has led to a lack of traditions and school school pride.

IDEA Toros

Comprehensive Needs Assessment COLLEGE PREP	
Data Source: Family and Community Involvement	
	Percentage
% Families Attended WTI	24%
% Families Attended Curriculum Night	5%
% Families Who Attended EOY Ceremonies	35%
% Families who attended College Signing Day	90%
% Families who attended Midyear awards Drive Through	27%

Reflections	
Areas of Strength	**Areas of Need**
1. Our partnership with RGVFC YA gives us more exposure to parents on a regular basis.	1. Providing events and opporutunities for families to participate and build community.
2. Investment of soccer families, which is a large percentage, is high as they appreciate our commitment to their kids.	2. Tracking of said events to provide data points of involvment.
3. Smaller enrollment contributes to community feeling and opens door to relationship builiding.	3. Annual events/mechanisims that create tradition and pride in our campus.

IDEA Public Schools

Tres Lagos Academy

2022-2023 Campus Improvement Plan

Accountability Rating: A

Distinction Designations:
Academic Achievement in English Language Arts/Reading
Academic Achievement in Mathematics
Academic Achievement in Science
Top 25 Percent: Comparative Academic Growth
Postsecondary Readiness

Board Approval Date: October 21, 2022
Public Presentation Date: September 16, 2022

Mission Statement

IDEA Public Schools prepare students from underserved communities for success in college and citizenship.

Vision

To ensure students reach their potential, IDEA Public Schools will become the region's largest creator of college graduates.

Core Values

Our drive to translate our mission and vision into reality are based upon the following core values:

- We achieve **Academic Excellence**
- We deliver **Results**
- We ensure **Equity**
- We build **Team & Family**
- We act with **Integrity**
- We bring **Joy**
- We **Sweat the Small Stuff**

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Comprehensive Needs Assessment

Revised/Approved: September 16, 2022

Demographics

Demographics Summary

Tres Lagos was founded in 2017 and served PK-1st grade students. Now, it's six year since inception Tres Lagos Academy serves students from PK-5th grade. Our PK program is a half day program with an am and pm section. Students enrolled are from 4-11 years old. We are located in the north McAllen/Edinburg area in the Tres Lagos land development. We are a charter school part of the IDEA Public Schools network in the Rio Grande Valley. We offer all federal and state programs. We have students enrolled in our school from seven local school districts: McAllen, Edinburg, Mission, La Joya, Sharyland, PSJA, & Elsa. Our school focus on the entire child need's from academic to social emotional. We have a Social Worker on campus that works with our students of greatest needs but also ensure that our Social Emotional Lessons are being viewed, implemented and that our students understand their role in the world and how they can be contributing members even at their school age. We offer physical education services for students in grades 1st throught 5th grade. We have three RISE classrooms to offer the best self-contained special education to our students with various cognitive & physical needs. Our entire staf works together to ensure we create lasting bonds with our students while intilling in them our core values and strong foundational course work that will prepare them for the next year and beyond.

Demographic Data:

ADA-90.81%

Persistence-84.95%

New Student Persistence: 77.66%

SPED-6%

EL-52%

ECO DIS. 88%

African American-1.4%

White-7.8%

American Indian/Native-.1%

Asian-1.6%

Pacific Islander-3.4%

Two or more-.3%

Discipline-1% level 3

Teacher Retention:

% School Lead Team Retention	100%
% Instructional Support Retention	60%
% Teacher Retention	78%
% Campus Support Retention	100%
% SPED Teachers	50%
% State/National Certified Teachers	5%
% State Certified Leaders	17%
% State/Board certified Counselors	50%
Number of teacher applicants per 2020-21 school year	98

Student to Teacher Ratio: 29 to 1

29.8 Full Time Staff

27 Full Time teachers

Teacher Experience Breakdown:

Beginning-10%

1-5 years: 64.7%

6-10 years: 10.8%

11-20 years: 14.4%

21-30 years: 3.5%

Over 30: 6.5%

Demographics Strengths

See PDF in Addendum for more information.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Problem: Staff was not consistent in their safety drills in actions and implementations. **Root Cause:** Root Cause: 1. Staff were not updated or felt they had sufficient practice in their safety drills for the year. In our drills/practice session it was evident that confusions among the different drills took place. 2. Lack of consistent feedback and practice on areas of needs after drills. 3. Not giving all stakeholders an overview of safety procedures (in person or video) for effective trainings.

Problem Statement 2 (Prioritized): Problem: Consistency of overall communications to lead effective gains in ADA and other campus goals. **Root Cause:** Root Causes: 1. Lack of follow up & accountability on ADA procedures which led to increased absences due systems to manage this effectively. 2. There was not a "normed" area or place where we could find these gaps since some of the feedback was in emails or teams messages which delayed actions. 3. Lack of implementation of next steps was not consistent which didn't hold all accountable.

Problem Statement 3: Problem: Lack of inclusivity of all grade levels to celebrate successes. **Root Cause:** Root Causes: 1. We focused on celebrating the gains more in upper grades than lower grades in pep rallies. 2. We did not include lower grades due to concerns with seating and safety in the gym versus creating a plan that would allocate for celebrations of all student gains. 3. Needed clear logistical plans for each celebration to accommodate all students.

Student Learning

Student Learning Summary

Tres Lagos Academy earned an A rating for the 2021-2022 school year. 3rd-5th grade math/ELA and 5th grde science was assessed. 5 out of 6 distinctions where met by the campus (Academic Achievement in ELA, Academic Achievement in Maht, Academic Achievement in Science, Top 25% comparative Academic Growth, and Postsecondary Readiness) Top 25% Comparttive Closing the Gap was not met.

Data shows that we are still failing to fully meet the needs of our ELs. ELs make up 52% of our total student population, a significant number when it comes to accountability. We did not met English Language prociencey target fo this year. Mathematics will alos be a priority for this year as well. 3 of the 7 sub group componnets met the target in domian 3 which significatly effected our rating.

kinder-2nd grade ELA was at 75% goal met. 1st and 2nd grade did not meet the goal of students on or above reading level. Intervention with use of decoding will be crucial this year to ensure students are reading on level in the 3rd and 2nd grade.

	DI Pre-K on Grade Level	DI Kinder on Grade Level	DI First on Grade Level	DI Second on Grade Level
% Students	95%	91%	45%	64%

STAAR Results by domain	Component Score	Scaled Score	Rating
Overall		91	A
Student Achievement		**79**	**C**
School Progress		**96**	**A**
Academic Growth	92	96	A
Relative Performance (Eco Dis:88%)	52	87	B
Closing the Gaps	**81**	**78**	**C**

STAAR Results by grade and subject	Approaches	Meets	Masters
All Subjects	82	50	24
Reading	87	59	30
Math	79	41	19
Science	78	45	21

Student Learning Strengths

See PDF in Addendum for more information

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Differentiation in lesson planning and tracking of sub group. (Math target for domain 3 was 46, outcome was a 41%) **Root Cause:** 1. Lacked consistent tracking of sub groups and reteach plans for these groups. 2. Tier 1 instruction was prioritized due to the overall gap in a the general student population. Intervention groups were large due to need.

Problem Statement 2 (Prioritized): Monitoring and growth of ELs and systematic teaching of the ELPS in every classroom. **Root Cause:** 1. Teachers have not had full ELPS training and campus expectations around Literacy routines and sheltered instruction have not been made clear. 2. Practice time for 2nd-5th grade students was started late in the year for TELPAS. Students lack familiarity with the online testing platform.

Problem Statement 3 (Prioritized): Over 65% of first grade students ended the 2021-2022 school year reading below level. **Root Cause:** 1. Decisions based on data (regrouping) happened late in the year. 2. Fidelity checks to data and follow up teacher execution and practice were not consistent.

School Processes & Programs

School Processes & Programs Summary

Our district offers course collaborations twice a month for our teachers specializing in their content areas and in SPED. As a campus we offer professional development twice a month on campus area of needs/practice. DI teachers receive practice sessions three times a week.

Campus Programs:

Eureka Math K-5th grade

Wit & Wisdom: K-5 grade

Distar Math: PK

DI RMT: PK, K, 1st, & 2nd grade

Decoding A & B: 2nd grade Intervention for 3-5 grades

Science:Applied Science K-2, 3-5 District Curriculum

Social Studies: Lavina 1-2, District Curriculum 3-5 grades

Electives: Physical Education 1-5 grade, HotSpot (Math Computer Online Program) 1-5 grade & AR Zone 1-5 grade.

School Processes & Programs Strengths

Curriculum & Instruction:

- At least one-third of IDEA students graduate with the "AP Scholar" designation, evidence of earning a qualifying score on at least three AP exams, demonstrating successful completion of college-level coursework prior to graduation.
- IDEA provides students access to accelerated instruction through the 1:1 technology device, including adaptive software for mathematics and literacy and access to hundreds of thousands of books in the district's digital library.
- IDEA curricular resources include high-quality instructional materials that earn the highest ratings on national evaluation measures.
- IDEA curriculum is regularly evaluated using a quality evaluation tool, ensuring alignment to the Texas Essential Knowledge and Skills and AP course standards, as well as the STAAR/EOC and AP exams.
- IDEA implements a variety of training opportunities for teachers and leadership staff with the goal of developing teachers' pedagogical content knowledge and leaders' coaching skills.
- For 15 years in a row, 100% of IDEA students have been accepted into college, demonstrating that IDEA academic programming is adequately preparing students for post-secondary education.
- In 2022, four IDEA schools were ranked in the top 10 Most Challenging Schools in the Nation and 13 were ranked in the top 1% of schools nationwide, by the Jay Mathews Challenge Index High School Rankings.

Special Programs

- IDEA exceeded the expected growth target for EL student performance on TELPAS in 2021 with 48% of ELs meeting that target.
- IDEA provide targeted research based instruction to students who have a 2.0 year gap in Reading and/or Math with the goal of closing that gap by 2.0 years during the school year with our initiative called Critical Student Intervention (CSI). During the 21-22 school year, 2,562 out of 6,632 students meet that goal for Reading and 703 out of 1,268 students met the goal for Math.
- IDEA is in Year 3 of our TEA awarded Autism Grant. Through this grant we were able to increase support for 195 students with autism in Rio Grande Valley and Austin who met the criteria outlined by TEA for this grant.
- IDEA submitted and was awarded a Dyslexia Grant by the TEA so that we will be able to provide increased professional development to teachers and leaders on working with students with dyslexia and increase the support resources for our students with dyslexia.

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 1 (Prioritized): Problem: Consistency in professional development provided at the campus level that is differentiated by staff need. **Root Cause:** Root Causes: 1. Focus is provided to new to IDEA teachers consistently throughout the year and not to our veteran staff that will help them grow in their role. 2. PD training is sometimes altered or moved due to campus data needs and trying to ensure a work life balance for teachers.

Problem Statement 2 (Prioritized): Problem: Meetings that allow for feedback from staff were limited. **Root Cause:** Root Causes: 1. Met with grade team leaders to cascade much of the information on changes and updates which lead to incomplete or missing information to all staff. 2. Limited staff meetings to address work life balances with staff led to missed opportunities to share and implement new learnings with follow up.

Perceptions

Perceptions Summary

As a campus it was important for us to gather data in all field of our work. We tend to score between a 4.3-4.6 on our parent surveys on a 0-5 scale. We communicate with our parents daily and weekly to address all their concerns.

Parent Survey 4.6/5

Student Survey: 4.3/5

GPTW Survey: 81%

Although we do well overall on parent/student surveys, we did have a high turnover rate compared to previous years. It was difficult year of transiioning back to teacher full time after a year (20-21) of only have of the population being in person and the rest virtual. The load was heavy which lead to high absence rates by teachers. Covid absences impacted learning for students and also teachers being absent for long periods of time affected student learning too.

We had great turnout to community events but not great turn out to academic events. Our numbers were measured by parents signing in and check in for each event.

See PDF in Addendum for more information.

Perceptions Strengths

Perceptions Strengths:

1. Leadership Team is highly visible to parents, teachers, and community members and respond to all concerns withing 24-48 hours.

2. Staff and teachers know we would adjust our meetings and schedules based on feedback provided.

See PDF in Addendum for more information.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Problem: Not enough persistence events for the year for parents and students and effective attendance tracking to events. **Root Cause:** Rout Causes: 1. The focus on academics led to minimal events all year long. This affected the school pride aspect of coming together as a community. 2. Allowed the staff to dictate how many events to have per month which was limited to 1 and none on short months due to school holidays those months.

Problem Statement 2 (Prioritized): Problem: Staff feeling overwhelmed with their work life balance. **Root Cause:** Root Causes: 1. Teachers were not seeing the growth daily as in year's past due to large student gaps from the covid loss of academic years. 2. We took the teacher's planning to incorporate more instructional time during the day versus afterschool to assist with work/life balance. 3. Too many long hours working on lesson plans to align curriculums and adjusting LPs due to gaps in curriculums.

Problem Statement 3: Problem: Grade level specific communication and updates sent via Remind and not all parents on remind throughout the year or they just didn't check the communication that was sent. **Root Cause:** Root Causes: 1. We did not ensure that Remind was downloaded on each parent's phone. This impeded communications. 2. Parents were not aware of last minute changes due to not having remind app.

Priority Problem Statements

Problem Statement 1: Differentiation in lesson planning and tracking of sub group. (Math target for domain 3 was 46, outcome was a 41%)

Root Cause 1: 1. Lacked consistent tracking of sub groups and reteach plans for these groups. 2. Tier 1 instruction was prioritized due to the overall gap in a the general student population. Intervention groups were large due to need.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Monitoring and growth of ELs and systematic teaching of the ELPS in every classroom.

Root Cause 2: 1. Teachers have not had full ELPS training and campus expectations around Literacy routines and sheltered instruction have not been made clear. 2. Practice time for 2nd-5th grade students was started late in the year for TELPAS. Students lack familiarity with the online testing platform.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Over 65% of first grade students ended the 2021-2022 school year reading below level.

Root Cause 3: 1. Decisions based on data (regrouping) happened late in the year. 2. Fidelity checks to data and follow up teacher execution and practice were not consistent.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Problem: Consistency of overall communications to lead effective gains in ADA and other campus goals.

Root Cause 4: Root Causes: 1. Lack of follow up & accountability on ADA procedures which led to increased absences due systems to manage this effectively. 2. There was not a "normed" area or place where we could find these gaps since some of the feedback was in emails or teams messages which delayed actions. 3. Lack of implementation of next steps was not consistent which didn't hold all accountable.

Problem Statement 4 Areas: Demographics

Problem Statement 5: Problem: Staff was not consistent in their safety drills in actions and implementations.

Root Cause 5: Root Cause: 1. Staff were not updated or felt they had sufficient practice in their safety drills for the year. In our drills/practice session it was evident that confusions among the different drills took place. 2. Lack of consistent feedback and practice on areas of needs after drills. 3. Not giving all stakeholders an overview of safety procedures (in person or video) for effective trainings.

Problem Statement 5 Areas: Demographics

Problem Statement 6: Problem: Consistency in professional development provided at the campus level that is differentiated by staff need.

Root Cause 6: Root Causes: 1. Focus is provided to new to IDEA teachers consistently throughout the year and not to our veteran staff that will help them grow in their role. 2. PD training is sometimes altered or moved due to campus data needs and trying to ensure a work life balance for teachers.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: Problem: Meetings that allow for feedback from staff were limited.

Root Cause 7: Root Causes: 1. Met with grade team leaders to cascade much of the information on changes and updates which lead to incomplete or missing information to all staff.

2. Limited staff meetings to address work life balances with staff led to missed opportunities to share and implement new learnings with follow up.

Problem Statement 7 Areas: School Processes & Programs

Problem Statement 8: Problem: Not enough persistence events for the year for parents and students and effective attendance tracking to events.

Root Cause 8: Rout Causes: 1. The focus on academics led to minimal events all year long. This affected the school pride aspect of coming together as a community. 2. Allowed the staff to dictate how many events to have per month which was limited to 1 and none on short months due to school holidays those months.

Problem Statement 8 Areas: Perceptions

Problem Statement 9: Problem: Staff feeling overwhelmed with their work life balance.

Root Cause 9: Root Causes: 1. Teachers were not seeing the growth daily as in year's past due to large student gaps from the covid loss of academic years. 2. We took the teacher's planning to incorporate more instructional time during the day versus afterschool to assist with work/life balance. 3. Too many long hours working on lesson plans to align curriculums and adjusting LPs due to gaps in curriculums.

Problem Statement 9 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- Campus goals
- HB3 Reading and math goals for PreK-3
- 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
- Accountability Distinction Designations

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Other PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.

Student Data: Behavior and Other Indicators

- Attendance data
- Student surveys and/or other feedback

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus department and/or faculty meeting discussions and data

Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data

Goals

Revised/Approved: November 8, 2022

Goal 1: Increase staff retention

Performance Objective 1: To retain 85% of our staff by EOY and have them persist to 23-24 school year.

High Priority

HB3 Goal

Evaluation Data Sources: GPTWS
Teacher Retention Lists
Campus Surveys

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Assign mentors to NTI staff members. **Strategy's Expected Result/Impact:** Staff will return because they feel invested and connected to our campus and feel empowered & challenged. **Staff Responsible for Monitoring:** Campus Leadership team and GTLs **TEA Priorities:** Recruit, support, retain teachers and principals	70%	90%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Build capacity in our instructional staff so they attain success and growth in their roles. **Strategy's Expected Result/Impact:** Teachers will grow in Teacher Career Pathway levels and learn foundational teaching pedagogy they can implement daily. **Staff Responsible for Monitoring:** Campus Leadership Team **TEA Priorities:** Recruit, support, retain teachers and principals	30%	60%		

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Provide needed training on how to address and stop violence in schools. **Strategy's Expected Result/Impact:** Staff will be better equipped to deal with behavior and shared behaviors happening in the home through consistent training in this area. **Staff Responsible for Monitoring:** APO Campus Crisis Team Social Worker **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture				

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: Meet enrollment counts for 23-24 school year

Performance Objective 1: Work with OPS staff to ensure we are overenrolled in all grade levels.

High Priority

Evaluation Data Sources: STREAM
PowerSchool Reports
Number of Apps & Students in our waitlists

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Add Enrollment Counts by grade level to tactical data reports **Strategy's Expected Result/Impact:** Lead Team is aware weekly of our enrollment numbers and proactively plans to support OPS with recruitment needs. **Staff Responsible for Monitoring:** APO & Lead Team **Title I:** 2.5 **- ESF Levers:** Lever 1: Strong School Leadership and Planning	100%	100%	100%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 2: Meet enrollment counts for 23-24 school year

Performance Objective 2: Work closely with our CP Campus to ensure our families have all students in IDEA.

High Priority

Evaluation Data Sources: Siblings Report in PS
Parent Survey

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Add monthly meeting with CP Lead Team and have APO report the grade levels of needs to plan how to bring families back that left and affected both campuses. **Strategy's Expected Result/Impact:** Families will see a joint effort to retain them and address their family's needs. **Staff Responsible for Monitoring:** AC & CP Lead Teams	10%	70%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 3: IDEA achieves an A rating

Performance Objective 1: TLA 3rd-5th graders will receive a 90% Approaching | 60% Meets | 30% Mastered on 2022-2023 Reading and Math STAAR assessment.

High Priority

HB3 Goal

Evaluation Data Sources: Unit/module assessments, semester exams, mock exams, 2022-2023 STAAR results

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Consistent content planning for 3rd-5th grade math and RLA. -Weekly lesson planning feedback -Exit ticket exemplars with key point look-fors submitted for every lesson. -Content meetings/Dressed rehearsals for an hour every Monday. -Aligning Dream box to content taught in classroom -Days will be allotted for 3rd-5th grade teachers to desegregate semester exam and mock data and formulate reteach plans. **Strategy's Expected Result/Impact:** Increase in mastery after 1st teach **Staff Responsible for Monitoring:** Assistant principals **Title I:** 2.4 **- TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 1 **Funding Sources:** - Federal Grant - $28,765.44, - Federal Grant - $59,900, - Federal Grant - $30,444.48	60%	45%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Making decisions based on data analysis that will occur daily, weekly, and after all major summative assessments -Teachers will track exit tickets after every period -Exit ticket data tracked on whiteboards and live excel trackers -Grade level exit ticket huddles will happen daily. -Flex days will be used for students to track progress and set new goals -SWAM meeting every week on ETs, MMA, EOM, BWA -Days will be allotted for 3rd-5th grade teachers to desegregate semester exam and mock data and formulate reteach plans. -90/60/30 meetings held after semester exam and mock exams **Strategy's Expected Result/Impact:** increase student mastery data **Staff Responsible for Monitoring:** Principal and assistant principals of instruction **TEA Priorities:** Build a foundation of reading and math	10%	55%		

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: All Kindergarten through 3rd-grade teachers, including special education teachers and leaders participate in Teacher Literacy Achievement Academies. **Strategy's Expected Result/Impact:** This strategy will increase teacher knowledge which will increase student outcomes. **Staff Responsible for Monitoring:** Classroom teachers and administration **Title I:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** - Federal Grant - $59,900	40%	100%	100%	

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4: Implement appropriate, targeted skills-based learning pathways for intervention and acceleration. **Strategy's Expected Result/Impact:** This strategy will close gaps for all students, including special populations **Staff Responsible for Monitoring:** 3rd-5th grade Math and ELA teachers, principals of instruction **Title I:** 2.4 - **TEA Priorities:** Build a foundation of reading and math	35%	55%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

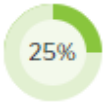
Student Learning
Problem Statement 1: Differentiation in lesson planning and tracking of sub group. (Math target for domain 3 was 46, outcome was a 41%) **Root Cause**: 1. Lacked consistent tracking of sub groups and reteach plans for these groups. 2. Tier 1 instruction was prioritized due to the overall gap in a the general student population. Intervention groups were large due to need.

Goal 3: IDEA achieves an A rating

Performance Objective 2: 42% of TLA EB students will make 1 level composite growth or reach Advanced High in TELPAS for the 2022-2023 school year.

High Priority

Evaluation Data Sources: Classroom observations to ensure EB supports are in place, TELPAS mock in October

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Coach and develop teachers in implementing learning opportunities for all emergent bilingual students focused on listening, speaking, reading, and writing **Strategy's Expected Result/Impact:** increase emergent bilingual students' language attainment to either maintain or increase proficiency. **Staff Responsible for Monitoring:** classroom teachers, assistant principal of instruction **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 2				
No Progress Accomplished Continue/Modify Discontinue				

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 2: Monitoring and growth of ELs and systematic teaching of the ELPS in every classroom. **Root Cause**: 1. Teachers have not had full ELPS training and campus expectations around Literacy routines and sheltered instruction have not been made clear. 2. Practice time for 2nd-5th grade students was started late in the year for TELPAS. Students lack familiarity with the online testing platform.

Goal 4: Increase student daily attendance

Performance Objective 1: Increase ADA each week through ADA challenges by grade level so by EOY we surpass the 97% ADA goal

High Priority

Evaluation Data Sources: ADA Dashboard for Region & District Rank
Daily ADA by grade level

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Build capacity in understanding and following our ADA escalation matrix so all stakeholders are aware of the metrics needed to keep ADA above 97%. **Strategy's Expected Result/Impact:** ADA will increase each week for each grade level. **Staff Responsible for Monitoring:** All campus staff. **Title I:** 2.5 - **TEA Priorities:** Build a foundation of reading and math	25%	60%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Use our Title 1 staff to support in ADA calls daily to make great parent connections and hold parents accountable. **Strategy's Expected Result/Impact:** Build parent/teacher relationships that support ADA increases through positive communication all year long. **Staff Responsible for Monitoring:** Entire staff **Title I:** 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** - Federal Grant - $28,765.44, - Federal Grant - $59,900, - Federal Grant - $54,500, - Federal Grant - $31,426.56	40%	70%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 5: Increase student persistence

Performance Objective 1: Retain 90% of all NTI students & that they persist in 23-24 school year.

High Priority

Evaluation Data Sources: 23-24 Persistence data from the first week of school.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Monthly Breakfast with the principal for all new to IDEA students in 22-23. **Strategy's Expected Result/Impact:** Students create a bond with their principal and PK team and address all their questions and listen to their "wants" for our school. **Staff Responsible for Monitoring:** Lead Team Interventionists **Title I:** 2.6 **- ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** - Federal Grant - $31,426.56, - Federal Grant - $54,500	75%	85%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 5: Increase student persistence

Performance Objective 2: Increase and involve new parents by monthly meetings

High Priority

Evaluation Data Sources: Sign in sheets
Feedback Surveys

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Create monthly invites for new families to have Q&A Breakfast with the principal **Strategy's Expected Result/Impact:** Parents will feel welcome and know we are here to answer questions and support their child's needs. **Staff Responsible for Monitoring:** Lead Team Social Worker & SSA	15%	0%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 5: Increase student persistence

Performance Objective 3: Foster a love of our school celebrating all students and special pops.

High Priority

Evaluation Data Sources: FB Posts & Videos
Pictures Highlighting Student Growth & Success
Celebrations Monthly

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Host Monthly Pep Rally to improve student culture and bring a sense of Joy each month for all grades. **Strategy's Expected Result/Impact:** Build school pride and have fun learning a new games that celebrate teams. **Staff Responsible for Monitoring:** Homeroom Teachers Lead Team GTLs **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Host Monday Motivational Assemblies to share the pride and support our scholars that are doing well. **Strategy's Expected Result/Impact:** All students will feel inclusive and all are eligible for Core Value Awards and Student of the Week Certifications **Staff Responsible for Monitoring:** Homeroom Teachers GTLs Lead Team Coaches **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

 No Progress Accomplished Continue/Modify Discontinue

Title I Personnel

Name	Position	Program	FTE
Andrea Torres	AR ZONE FACILITATOR	Title 1	1
Eva Martinez	ILEARNING HOT SPOT FACILITATOR	Title 1	1
Jessica Sanchez	INTERVENTIONIST	Title 1	1
LILIA HERNANDEZ	PRE-KINDERGARTEN TEACHER	Title 1	1
Marlen Morin	PRE-KINDERGARTEN TEACHER	Title 1	1

Campus Funding Summary

Federal Grant					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	1	1			$59,900.00
3	1	1			$30,444.48
3	1	1			$28,765.44
3	1	3			$59,900.00
4	1	2			$59,900.00
4	1	2			$28,765.44
4	1	2			$54,500.00
4	1	2			$31,426.56
5	1	1			$31,426.56
5	1	1			$54,500.00
				Sub-Total	$439,528.48

Addendums

Master CNA & SAIP Reporting Checklist

				PTG	0%	PTG	0%
DEPT	**Data Sources**	**Data Tabs**	**Guidance**	**Status**	**Principal Notes or Questions**	**VP Verification**	**Notes & Next Steps**
ACADEMY	KEYS Tab (Tab 3)	Student Achievement Improvement Plan 2021-2022 School Year	This SAIP plan will require logging concrete initiatives put in place for student improvement, as well as their associated timelines, resources, and responsible staff. Each initiative will be tracked mid-year and at the end of the year. Mid-year assessments should be completed by each campus between December 1, 2022 and no later than January 31, 2023.	Pending		Action Required	
	Locus Dashboards: CSI, STARR, AP CampusIB Reports EOY Assessments	Comprehensive Needs Assessment 2022 English Language Arts	These pages should include the percentage of students who achieved each listed score for the 2021-2022 School Year. For each subject, list a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Pending		Action Required	
		Comprehensive Needs Assessment 2022 Math		Pending		Action Required	
		Comprehensive Needs Assessment 2022 Science		Pending		Action Required	
		Comprehensive Needs Assessment 2022 Humanities		Pending		Action Required	
	State TELPAS Report	Comprehensive Needs Assessment 2022 TELPAS	This data set will outline the percentage of students that earned proficiency in the areas of Listening, Speaking, Reading, and Writing, as indicated in the State TELPAS report. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Pending		Action Required	
	Locus Dashboard: Staff Retention	Staff Quality, Rentention, & Recruitment 2021-2022 School Year	Under the %SPED Data Point, this should reflect the percentage of SPED certified teachers, compared to the overall SPED staff. Under number of teacher applicants, note how many teachers were interviewed by campus leaders for positions during the 2021-2022 School Year. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Pending		Action Required	
	Locus Dashboards: Student Persistence, Enrollment, ADA	School Culture & Climate 2021-2022 School Year	For the Withdrawals/Level 3 Offenses data point, list the number of withdrawals or offenses. All other data points should reflect percentages. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Pending		Action Required	
	Campus Academic Counselor Tracking Systems	2022 Family & Community Involvement	In addition to listing data percentages, list a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Pending		Action Required	

Last Updated 8/26/2022

IDEA Tres Lagos Academy

2021-22 Student Achievement Improvement Plan

									Title I Qualifying Programs			Initiatives Status			
									Internal Use Only			Mid Year		End of Year	
									Supplemental Program (Y/N)	New Program (Y/N)	Budget Allocation	Outcome	Increase/Decreased by X%	Outcome	Increase/Decreased by X%
APO	Initiatives	Needs Assess.	Special Pops.	Person(s) Responsible	Timeline Start/End	Resources: Human/ Material/Fiscal	Documentation	Formative Evaluation	Budget Allocations only need to be entered for programs that are BOTH Supplemental & New			Use these columns to assess your strategy progress at the middle and end of the year			
2C	Move This World	O	All	Monica Magana Amanda Maldonado	Aug-May	SEL Curriculum	Observations	Surveys							
2C	Fall Festival	O	Community	Benigna Carcano Ingedia Cantu Melissa Mendez	Oct.	Games, Food	Buisness Clerk	Accot Strings							
2C	Student Behavior Quarter Celebrations	DR	All	GTLs/Lead Team	Quarterly	Student prizes, games	Behavior Chart	Referral Counts							
2C	Social Worker Parent Sessions	O	Commun	Amanda Maldonado	Aug-May	PPTs, Food, Copies	observations	Sign in Sheet							
2B	Attendance Celebrations	O	All	Ingedia Cantu/Monica Magana	Aug-May	Games, Food, Dances	Power School	A Rating							
3B	Recruitment efforts	O	Commun	Ingedia Cantu	Year Round	Incentives, food	Stream	Enrollment							
2A, 2B	Teacher Recognitions- Howling Lobos	O	Staff	Benigna Carcano/Melissa Mendez	Aug-May	Certificates, baskets with goodies, supplies	calandared in/invites	Teacher Survey							
1E	Lobo Hour	S,D,	All	Teachers	Aug-May	STAAR/DI Material	Observations, Trackers	A Rating							
2A	Level 5 Teacher Perks	O	Commun	Benigna Carcano/ Melissa Mendez	Oct-May	Level 5 SWAG	GET, Obs. Trackers, Goal attainment	TCP							
1E	After School Tutorials	S	All	APIs Teachers	Oct-May	Funds, STAAR Material	Observations, Trackers	A Rating							
1E	Saturday Tutorials	S	All	APIs Teachers	Feb-May	Funds, STAAR Material	Observations, Trackers	A Rating							
2C	Christmas Around the World	O	Commun	Monica Magana	Dec.	Decor, Butcher Paper	Observations	Sign in Sheet							
1E	Mock Incentives	S	All	APIs	Mar.-Apr.	Movies	Mock Scores	A Rating							
1E	STAAR Redesign Trainings	S	Staff	Graciela Suarez/ Lizet Cortez	Aug-May	Consultants, materials	Trackers	A Rating							
1I	Daily Rehearsal Session for all PK-1st Grade starting at BOY	SD	All	Diana Ayala DI coaches	8/08 - 5/05	DI materials, Access Points, Lesson Internalizations, Agenda	Sign in sheet	Manager Observations/ teachboost							
1E	Daily ET Data Huddles by Content/Grade Level	S	All	PK-5th Teachers and Co Teachers	8/22-5/05	Excel, Master Student Report	Excel Tracker, Manager Feedback	Teachboost							
1I	Weekly Rehearsal Session for 1st-5th Content (reading, math, science, s.s)	SD	All	1st-5th grade content teachers	8/22- 5/05	Lesson Internalizations, powerpoints, Agenda	Sign in sheet	Manager Observations/ teachboost							

Annual Performance Objectives (APO)

PRIORITY #1: Students Graduate College-Ready

1A. % of graduates who matriculate to a College or University: 100%

1B. % of graduates matriculate to a Tier I/II College or University: 15% | 25%

1C. % of Seniors accepted to a College or University: 100%

1D. % of Seniors named AP scholars | Earn IB diploma: 30% | 25%

1E. Earned State Rating: A

1F. % Basic | % Mastery | % Advanced on LEAP: 82% | 44% | 11%

1G. % Approaches | % Meets | % Masters on STAAR/EOC: 90% | 60% | 30%

1H. % Level 3 | % Level 4 | % Level 5 on FSA/FSAA: 70% | 40% | 20%

1I. % of Pre-K-2nd Students End The Year On/Above Grade Level in Reading - Year 1 Campuses | Year 2 Campuses: 80% | 90%

1J. % of students in CSI achieve 2 years growth in Reading | Math (measured by Ren STAR) 50% | 60%

1K. Average ACT score: 21

1L. % of students graduating college in 4 | 6 years: 25% | 55%

PRIORITY #2: Build a Strong & Sustainable Organization

2A. % Teacher Retention | Employee Retention: 85% | 85%

2B. 80% composit score on GPTW: 82%

2B. %Average Daily Attendance: 97.50%

2C. New Student Persistence: 90%

2D. Operating Income: $133M

2E. FIRST Rating: A

PRIORITY #3: Achieve Mission at Scale

3A. % of students with low socio-economic status: 80%

3B. Enrollment in August 2020: 83,894

3C. Schools in operation in August 2020: 149

3D. Total Funds Raised (millions): $93M

Needs Assessment

S-STAAR

D-DIBELS

E-EOC

A-ACT

RR-Reading Renaissance

ST-STAR for Math

DR-Discipline Report

AP-AP Tests

O-Other

Special Populations

All

AR-At Risk

ELL-English Language Learners

ED-Economically Disadvantaged

M-Migrant

SE-Special Education

Tres Lagos Academy

Comprehensive Needs Assessment

ACADEMY

Data Sources: Eureka Math & Electives Academy

	DISTAR Pre-K on Grade Level	Eureka Kinder on Grade Level	Eureka First on Grade Level	Eureka Second on Grade Level	% Math Masters Kinder-2	1st-2nd Dream Box Goal 90/60/30
% Students	95%	97/82/56	89/62/26	91/63/30	37%	1st: 90/86/55 2nd: 100/78/44

Data Source: STAAR Academy

	Grade 3	Grade 4	Grade 5	3-5	Dream Box
% Approaches	73	76	88	19%	3rd: 100/75/40 4th: 90/67/30 5th: 80/41/16
% Meets	35	36	50		
% Masters	18	13	28		
SAS	42	42	55		
% Student Achievement Average	35/109=32%	42/120=35%	52/104=63%		
RenStar % on Level EOY	47%	53%	42%		

Data Source: CSI Academy

	Math AC CSI
% CSI (EOY Ren.)	NA
% of CSI Passing STAAR	NA
% of SPED Passing STAAR	11/20=55%

Reflections	
Areas of Strength	**Areas of Need**
1. 5th grade math met SAS of 55 and growth of 98% on mock.	1. CSI intervention for math due to data
2. Masters % are above 30 acorss all grade levels	2. The shift to new state testing platform and how that effects instruciton.

3. Mr. Stockton's coaching 3rd- 5th math teachers on unpacking state standards	3. Consistent practice sessions and coaching

Campus Initiatives:
and feedback
practices
accountability for ALL student learning

Tres Lagos Academy

Comprehensive Needs Assessment

ACADEMY

Data Sources: DI ELA & Electives

	DI Pre-K on Grade Level	DI Kinder on Grade Level	DI First on Grade Level	DI Second on Grade Level	% Royal Readers	% Word Masters
% Students	95%	91%	45%	64%	6.40%	59.58%
					RR Goal Met/Not Met	WM Goal Met/Not Met
					28 met	199 met

Data Source: STAAR

	STAAR Reading Grade 3	STAAR Reading Grade 4	STAAR Reading Grade 5	STAAR Writing Grade 4
% Approaches	86	85	88	NA
% Meets	55	57	63	NA
% Masters	27	19	44	NA
SAS	56	54	65	NA
% Student Achievement Average	59/109=54%	69/120=58%	66/104=63%	NA

Data Source: CSI

Goal	CSI
% CSI (EOY Ren.)	46%
% of CSI Passing Mock	22/50=44%
% of SPED Passing STAAR	10/20 =50%

Reflections

Areas of Strength	Areas of Need
relationships.	1. STAAR redesign prep & knowledge with a writing focus.
2. Collaboration to share best practices and instructional strategies.	2. Utilizing blended spaces accuretly to improve student achievement.
3. Supplementing instruction, as needed.	3. Data validity-teaching to mastery vs. teaching to a goal.

Campus Initiatives:
reading daily by using different campus initiatives.
and sharing best practices vs. teaching to a goal.

Tres Lagos Academy

Comprehensive Needs Assessment
ACADEMY

Data Sources: Science Pk-2

	Science Pre-K on Grade Level	Science Kinder Approaches/Masters	Science First Approaches/Masters	Science Second Approaches/Masters	Science Third Approaches/Masters	Science Fourth Approaches/Masters
% Students	NA	92/69	97/57	90/57	82/10	84/15

Data Source: Science 3-5

	STAAR Science Grade 5
% Approaches	76%
% Meets	43%
% Masters	21%
SAS	47%

Reflections	
Areas of Strength	**Areas of Need**
1. Exit ticket/ data tracking	1. Content Knowledge and pedagogy (1st year teachers)
2. Hands on labs/ teacher demonstrations	2. Lesson pacing and time stamps

Tres Lagos Academy

Comprehensive Needs Assessment

ACADEMY

Data Sources: Humanities Kinder-5th

	Humanities Pre-K on Grade Level	Humanities Kinder Approaches/Masters	Humanities First Approaches/Masters	Humanities Second Approaches/Masters	Humanities Third Approaches/Masters	Humanities Fourth Approaches/Masters	Humanities Fifth Approaches/Masters
% Students	NA	N/A	100/98	98/84	51/19	89/29	100/83

Reflections	
Areas of Strength	**Areas of Need**
1. Students developed cultural understanding.	1. Stamping clear keypoint aligned to exit ticket
2. Students practiced real world understanding and critical thinking.	2. Identifying targeted misconceptions after exti tickdets and major assessments
3. The use of authentic literature daily.	3

Tres Lagos Academy

Comprehensive Needs Assessment ACADEMY					
TELPAS Composite Rating (Listening, Speaking, Reading, Writing)					
	Listening	**Speaking**	**Reading**	**Writing**	**who grew one or more levels**
% Beginning	63/365=17%	101/365=28%	109/365= 30%	108/365= 30%	
% Intermediate	88/365=24%	164/365= 45%	110/365= 30%	164/365= 45%	
% Advanced	132/365=36%	82/365=22%	77/365= 21%	73/365= 20%	
% Advanced High	82/365=22%	18/365= 5%	69/365= 19%	20/365= 5%	

Reflections	
Areas of Strength	**Areas of Need**
1) Returning TLA Teachers know the basic knowledge of TELPAS.	1) Practice time for 2nd-5th grade students at the start of the school year versus having practice sessions weeks before the TELPAS Test. -Imagine Learning (2nd-5th grade EL students)
2) Practice Schedule- will need to modify for 22-23 school year.	2) Teacher trainings- Region 1 as an example
3) Data Review- We get data before EOY and we can analyze which students showed growth and which students will need support 22-23 school year.	3) Parent Involvment/ Grade Level Nights- explain to parents what does it mean to have an EL students/TELPAS Test/ how can you help your child at home?

Campus Initiatives:
Practice sessions that are planned throughout the year in

Tres Lagos Academy

Comprehensive Needs Assessment

ACADEMY

Staff Quality, Recruitment, Retention

	Percentage
% School Lead Team Retention	100%
% Instructional Support Retention	75%
% Teacher Retention	83%
% Campus Support Retention	
% SPED Teachers	50%
% State/National Certified Teachers	5%
% State Certified Leaders	17%
% State/Board certified Counselors	50%
Number of teacher applicants per 2020-21 school year	98

Reflection	
Areas of Strength	**Areas of Need**
1. TCP/Compensation/Salaries	1 Consistent coaching and feedback on TB
2. Safe environment because of trainings; more practice	2 More trainings/PD based on teacher need; more specific to the area
3 Accessibility of supplies and ability to request new insructional and manipulatives & other classroom needs.	3 All staff accountability (ownership) for actions with equality in responsibilty to expectations.

Campus Initiatives:
for feedback & accessibility for positive onboarding.
groups.
Assigned mentorships with feedback from peer & manager.

% ELL	0.53%
% Eco Dis	0.64%
% Migrant	0%
% Asian	0.01%
% White-Hispanic	21.00%
% Multi	0%
% Black-African-American	0.01%
% Native-Hawaiian-Pacific-Islander	0.01%
% White	0.02%
%Unclassified	76.00%
% Male	49%
% Female	51%

Ingedia, Abby,

Data Source: School Culture and Climate	
Reflections	
Areas of Strength	**Areas of Need**
1. Transparency in campus wide data- daily□	1. Safety-Giving all stakeholders an overview of safety procedures (in person/ video) □
2. All stakeholders are aware and have access to attendance data via Teams, including specific students and concern□	2. Consistency of overall communication: Including AM attendance calls, PTGs for all gradelevels and communicating successes□
3. Campus wide central communciation for parents via Remind and Parent Weekly□	3. More inclusive campus wide celebrations/ joy factor□

Tres Lagos Academy

Comprehensive Needs Assessment	
ACADEMY	
Data Source: School Culture and Climate	
	Campus %
% Average Daily Attendance	90.81%
% Overall Persistence	93.45%
% New Student Persistence	87.74%
# of Admin Withdrawals/ Level 3 Offenses	0.01%
% SPED	0.06%
% ELL	0.53%
% Eco Dis	0.64%
% Migrant	0%
% Race: American-Indian-	0%
% Asian	0.01%
% White-Hispanic	21.00%
% Multi	0%
% Black-African-American	0.01%
% Native-Hawaiian-Pacific-	0.01%
% White	0.02%
%Unclassified	76.00%

Ingedia, Abby,

Data Source: School Culture and Climate	
Reflections	
Areas of Strength	**Areas of Need**
1. Transparency in campus wide data- daily	1. Safety-Giving all stakeholders an overview of safety procedures (in person/ video)
2. All stakeholders are aware and have access to attendance data via Teams, including specific students and concern	2. Consistency of overall communication: Including AM attendance calls, PTGs for all gradelevels and communicating successes
3. Campus wide central communciation for parents via Remind and Parent Weekly	3. More inclusive campus wide celebrations/ joy factor

Campus Initiatives:
Increase safety protocols
Celebrations for all grade levels/ Joy factor
Accountability for all stakeholders in communicati

Tres Lagos Academy

Comprehensive Needs Assessment ACADEMY	
Monica, Ruth, & Peter, Diana	
Data Source: Family and Community Involvement	
	Percentage
% Families Attended WTI	57%
% Families Attended Curriculum Night	N/A
% Families Who Attended EOY Ceremonies	N/A
% Families who attended Fall Festival	N/A
% Families who attended Winter Festival	28%
% Families who attended Spring Festival	N/A

Monica, Ruth, & Peter

Reflection	
Areas of Strength	**Areas of Need**
1. Events were planned and level of engagement were high.	Literacy Nights. Monthly Persistence events.. More student involvement with activities after school: sports,
2. Teachers came together and planned and prepared as a grade level to execute well the activities and fund raisers that they did.	GL activities and school wide activities too. Have separate sign in sheets per grade level or just have GTL
3. Teacher communication with families on upcoming events via REMIND.	via Remind. Not all parents on remind throughout the year or they just didn't check the communication that was

Campus Initiatives:
More events planned with teacher communication will increase

+ + √ + +

IDEA Public Schools

Tres Lagos College Prep

2022-2023 Campus Improvement Plan

Accountability Rating: A

Distinction Designations:
Academic Achievement in English Language Arts/Reading
Academic Achievement in Mathematics
Academic Achievement in Social Studies
Top 25 Percent: Comparative Academic Growth
Top 25 Percent: Comparative Closing the Gaps
Postsecondary Readiness

Board Approval Date: October 21, 2022
Public Presentation Date: September 13, 2022

Mission Statement

IDEA Public Schools prepare students from underserved communities for success in college and citizenship.

Vision

To ensure students reach their potential, IDEA Public Schools will become the region's largest creator of college graduates.

IDEA Tres Lagos College Prep is committed to preparing our students to be future Leaders of tomorrow. We believe that every Lobo should receive meaningful and rigorous instruction, that will jumpstart their academic career and put them on a path to success in college. Our staff is devoted to providing students with the skills that will lead to self-awareness, self-management, social awareness and social skills that will help them bring innovative transformation to their community while maintaining a college identify.

Core Values

Our drive to translate our mission and vision into reality are based upon the following core values:

- We achieve **Academic Excellence**
- We deliver **Results**
- We ensure **Equity**
- We build **Team & Family**
- We act with **Integrity**
- We bring **Joy**
- We **Sweat the Small Stuff**

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Comprehensive Needs Assessment

Revised/Approved: September 13, 2022

Demographics

Demographics Summary

IDEA Tres Lagos College Prep includes Grade Levels 6-11th for the 2022-2023 School Year. We currently have over 500 students and are over 90% Economically Disadvantage students. We are located in McAllen, Texas. We are an AP for all campus so all our students participate in AP courses with exception of our Special Education Rise students. We offer many different Electives and began offering two CTE programs that begin in 8th Grade. Those CTE Programs include Biomedical Science and Computer Science. We offer Althletics beginning in 6th Grade and participate in the Charter league. See Addendum for more information.

Demographics Strengths

See PDF in Addendum.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Need more programs to challenge top students. **Root Cause:** Big campus focus on English Learners and students who are not on grade Level

Problem Statement 2 (Prioritized): Need more opportunities for Student Leadership. **Root Cause:** Limited amount of clubs and opportunities

Problem Statement 3 (Prioritized): Need more activities for students that excel in arts. **Root Cause:** We have only one art teacher and small amount of students that are eligible for After-School Programs.

Problem Statement 4 (Prioritized): We need to increase student persistence as we have not met goals every year. **Root Cause:** Students leaving to explore other educational opportunities such as pursing Medical, STEM programs that we are not offering. Student also interested in more dual enrollment programs.

Student Learning

Student Learning Summary

Tres Lagos College Prep has secured an A rating for the 2021-2022 School Year with a score of 90. Tres Lagos CP also only missed one distinction which was the science distinction. We did see over 40% of our English Learners show growth to meet our goal. Although our scores are not what they were during Pre-Covid years our campus is making progress and finished with a 52 SAS. We also Averaged a 24 SAS for our Special Education Students. We saw significant growth in performance of our Special Education students.

Student Learning Strengths

Please Refer to PDF in Addendum.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 1 Lesson Plan Customization to align to updated STAAR content and field questions. Implementing more virtual lessons considering the STAAR will be 100% online (manager provide relevant LP **Root Cause:** Teachers not trained on new STAAR format and questions.

Problem Statement 2: Supporting Campus-Wide Literacy: Conduct a professional development for all teachers to be aware of student's Renstar results and best practices to support students in the classroom. **Root Cause:** Lack of communication about importance of placement testing for students. Lack of data analysis and next steps that will address math and reading gaps of our students.

Problem Statement 3: Conducting more SWAM and data analysis meetings to strengthen the understanding of our student's academic standing. **Root Cause:** Campus leaders have not been consistent with Data analysis of all assessments.

Problem Statement 4 (Prioritized): Lack of vertical alignment. **Root Cause:** Content Leaders have not been pushed to align teaching strategies and communicate grade level expectations.

Problem Statement 5: Students need more experience reading Scientific Literature. **Root Cause:** We don't practice enough AP and ACT style questions for students. Students have not built stamina to read long, complex passages and answer questions that are AP or college level.

Problem Statement 6 (Prioritized): Students don't practice enough writing aligned with AP courses. **Root Cause:** Campus did not work on providing additional writing opportunities for students beginning in lower grade levels.

School Processes & Programs

School Processes & Programs Summary

Tres Lagos College Prep works to develop instructional leaders by providing coaching opportunities that leaders will excell in due to experience with content and providing a few stretch assigments to help develop skills they may need to focus on for overall development. Professional development is prioritized using data gained from individual and campus observation and tracking of teacher skills needed to rate proficient or advanced on our district alinged teacher rubric. Instructional coaches, as well as Content Leaders work together to provide any Professional development our studnets may need. We require our instructional coaches to initiate the See it Name it Do it structure to ensure that teachers have access to exemplar when given an action step. We incorporate feedback also based on our Campus specific culture rubric which focuses on Rigourous instruction, buidling a college going identify and with focus on student teacher interactions.

School Processes & Programs Strengths

Curriculum & Instruction:

- At least one-third of IDEA students graduate with the "AP Scholar" designation, evidence of earning a qualifying score on at least three AP exams, demonstrating successful completion of college-level coursework prior to graduation.
- IDEA provides students access to accelerated instruction through the 1:1 technology device, including adaptive software for mathematics and literacy and access to hundreds of thousands of books in the district's digital library.
- IDEA curricular resources include high-quality instructional materials that earn the highest ratings on national evaluation measures.
- IDEA curriculum is regularly evaluated using a quality evaluation tool, ensuring alignment to the Texas Essential Knowledge and Skills and AP course standards, as well as the STAAR/EOC and AP exams.
- IDEA implements a variety of training opportunities for teachers and leadership staff with the goal of developing teachers' pedagogical content knowledge and leaders' coaching skills.
- For 15 years in a row, 100% of IDEA students have been accepted into college, demonstrating that IDEA academic programming is adequately preparing students for post-secondary education.
- In 2022, four IDEA schools were ranked in the top 10 Most Challenging Schools in the Nation and 13 were ranked in the top 1% of schools nationwide, by the Jay Mathews Challenge Index High School Rankings.

Special Programs

- IDEA exceeded the expected growth target for EL student performance on TELPAS in 2021 with 48% of ELs meeting that target.
- IDEA provide targeted research based instruction to students who have a 2.0 year gap in Reading and/or Math with the goal of closing that gap by 2.0 years during the school year with our initiative called Critical Student Intervention (CSI). During the 21-22 school year, 2,562 out of 6,632 students meet that goal for Reading and 703 out of 1,268 students met the goal for Math.
- IDEA is in Year 3 of our TEA awarded Autism Grant. Through this grant we were able to increase support for 195 students with autism in Rio Grande Valley and Austin who met the criteria outlined by TEA for this grant.
- IDEA submitted and was awarded a Dyslexia Grant by the TEA so that we will be able to provide increased professional development to teachers and leaders on working with students with dyslexia and increase the support resources for our students with dyslexia.

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 1 (Prioritized): We been struggling keeping science teachers in the classroom. **Root Cause:** Our science teachers have been moving on to medical school.

Problem Statement 2 (Prioritized): We have been struggling with teachers leaving or being unhappy due to work life balance. **Root Cause:** Our teachers struggle to take on extra duties as assigned and struggle to meet our campus high expectations of lesson planning, grade level and content team procedures.

Problem Statement 3: Consistency of Teachers teaching same grade level and content from year to year. **Root Cause:** Since we are a growing campus we have teachers wanting to move up and teach our added grade levels and not wanting to stay in the same grade level from year to year.

Problem Statement 4: We have some staff members that are struggling fitting into our culture of high expectations. **Root Cause:** Teachers that were hired did come from other districts that did not have high expectations for all staff and students.

Perceptions

Perceptions Summary

Tres Lagos College Prep works hard to build school culture where students support and encourage eachother. Our staff turnover is consistent from year to year and hovers around 85-90% of staff returning from year to year. This past year we struggled with staff attendance due to Covid and strict protocols. Overall our parent and staff survey results are above average. We are seeing less parent and community involvement from year to year but have worked this year on a few different parent committees to support our staff and students.

Perceptions Strengths

See PDF in Addendum for more information.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Communication gaps include getting all important information to all parents. **Root Cause:** Limited number of parents checking remind messages or checking social media messages. Lack of hard copy printing of parent weekly.

Problem Statement 2 (Prioritized): We have limited tracking of parent involvement and parent participation in community events. **Root Cause:** Due to gaps in communication and adjustment to this data we have not addressed parental support as much as we should have.

Problem Statement 3: Due limited availability of meeting space, we have struggled to add additional events for parents and families due to interference with after-school programs and athletics. **Root Cause:** We currently don't have pavilion that all other IDEA campuses have so we can't push athletics to that area as often as others can.

Priority Problem Statements

Problem Statement 1: Need more opportunities for Student Leadership.

Root Cause 1: Limited amount of clubs and opportunities

Problem Statement 1 Areas: Demographics

Problem Statement 2: Need more activities for students that excel in arts.

Root Cause 2: We have only one art teacher and small amount of students that are eligible for After-School Programs.

Problem Statement 2 Areas: Demographics

Problem Statement 3: We need to increase student persistence as we have not met goals every year.

Root Cause 3: Students leaving to explore other educational opportunities such as pursing Medical, STEM programs that we are not offering. Student also interested in more dual enrollment programs.

Problem Statement 3 Areas: Demographics

Problem Statement 4: Students don't practice enough writing aligned with AP courses.

Root Cause 4: Campus did not work on providing additional writing opportunities for students beginning in lower grade levels.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: 1 Lesson Plan Customization to align to updated STAAR content and field questions. Implementing more virtual lessons considering the STAAR will be 100% online (manager provide relevant LP

Root Cause 5: Teachers not trained on new STAAR format and questions.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: Lack of vertical alignment.

Root Cause 6: Content Leaders have not been pushed to align teaching strategies and communicate grade level expectations.

Problem Statement 6 Areas: Student Learning

Problem Statement 7: We have been struggling with teachers leaving or being unhappy due to work life balance.

Root Cause 7: Our teachers struggle to take on extra duties as assigned and struggle to meet our campus high expectations of lesson planning, grade level and content team procedures.

Problem Statement 7 Areas: School Processes & Programs

Problem Statement 8: We been struggling keeping science teachers in the classroom.

Root Cause 8: Our science teachers have been moving on to medical school.
Problem Statement 8 Areas: School Processes & Programs

Problem Statement 9: Communication gaps include getting all important information to all parents.
Root Cause 9: Limited number of parents checking remind messages or checking social media messages. Lack of hard copy printing of parent weekly.
Problem Statement 9 Areas: Perceptions

Problem Statement 10: We have limited tracking of parent involvement and parent participation in community events.
Root Cause 10: Due to gaps in communication and adjustment to this data we have not addressed parental support as much as we should have.
Problem Statement 10 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card and accountability data

Student Data: Assessments

- STAAR 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
- 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
- Special education/non-special education population including discipline, progress and participation data
- Section 504 data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Enrollment trends

Employee Data

- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

- Community surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Study of best practices

Goals

Goal 1: Increase staff retention

Performance Objective 1: 100% of teachers will receive instructional Coaching and support no less than Bi-Weekly.

Evaluation Data Sources: We will be using Teachboost Action Step reports and our Action Step tracker to ensure that we are collecting the data to show that each teacher is receiving action steps on Bi-Weekly basis.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Track teacher check in frequency to ensure that 100% of teachers are given support on weekly basis **Strategy's Expected Result/Impact:** Teachers are able to get feedback and provide upward feedback to their manager. **Staff Responsible for Monitoring:** Assistant Principals of Instruction and Principal **TEA Priorities:** Recruit, support, retain teachers and principals				

 No Progress Accomplished Continue/Modify Discontinue

Goal 1: Increase staff retention

Performance Objective 2: Conduct 15 minutes of Fame meetings with 100% of Teachers to look for trends in responses and take action based feedback.

High Priority

Evaluation Data Sources: Will use campus based tracker/microsoft forms to identify trends in responses and plan action items.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Effective Teacher Communication **Strategy's Expected Result/Impact:** All staff are able to provide campus feedback and engage in campus improvement plans **Staff Responsible for Monitoring:** Principal **TEA Priorities:** Recruit, support, retain teachers and principals				

 No Progress Accomplished Continue/Modify Discontinue

Goal 1: Increase staff retention

Performance Objective 3: Track teacher praise to ensure that 100% of teachers receive public praise at least Bi-Weekly.

High Priority

Evaluation Data Sources: We will use Teacher Weekly and Teams chat to deliver praise and use praise tracker located in Principal office to track praise each week.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Celebrate staff and student achievement through consistent use of teacher weekly shout out section and teams chats. **Strategy's Expected Result/Impact:** Teachers know how much they are valued and highlight gains whether big or small. **Staff Responsible for Monitoring:** Assistant principal of instruction and School Counselor				

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: IDEA Tres Lagos will meet Enrollment

Performance Objective 1: Complete super recruitment to ensure that we meet required number of Applications to meet enrollment

High Priority

Evaluation Data Sources: Use Application benchmark data provided by district.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Schedule out Super Recruitment days and provide plan for individual talking points for each staff member. **Strategy's Expected Result/Impact:** Increase the number of applications and acceptances. **Staff Responsible for Monitoring:** Student Enrollment Coordinator and APO				

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: IDEA Tres Lagos will meet Enrollment

Performance Objective 2: Ensure 100% of new families attend Welcome to IDEA sessions to get campus expectations

High Priority

Evaluation Data Sources: Track 100% of families to ensure they have attended welcome session.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Provide Uniform and Supplies incentive for all families that attend Welcome to IDEA on First session **Strategy's Expected Result/Impact:** Provide all necessary information and increase amount of families that show up after being accepted. **Staff Responsible for Monitoring:** Student Enrollment Coordinator and APO **Title I:** 4.1, 4.2 - **TEA Priorities:** Connect high school to career and college **Funding Sources:** Director of College Counseling - Federal Grant				

 No Progress Accomplished Continue/Modify Discontinue

Goal 3: IDEA achieves an A rating

Performance Objective 1: Provide teacher Bi-Weekly Data Analysis meetings

High Priority

HB3 Goal

Evaluation Data Sources: Track SWAM with each staff member and update remediation plans based on meeting.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Teachers prepare data analysis no less than 3 times per Month on Assessments, quizzes or exit tickets. **Strategy's Expected Result/Impact:** Teachers will be able to remediate the misconception based on data points brought up in SWAM meetings. **Staff Responsible for Monitoring:** Principal and Assistant Principals of Instruction. **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math	30%			

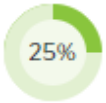
 No Progress Accomplished Continue/Modify Discontinue

Goal 3: IDEA achieves an A rating

Performance Objective 2: Coach and Develop Teachers to Advanced ratings in GET 2-4.

High Priority

Evaluation Data Sources: Teachboost Ratings for teachers on Bi-Weekly basis and Bi Weekly check ins with teachers to discuss progress.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Implement and Track long term GET ratings and development plan for all staff. **Strategy's Expected Result/Impact:** Higher ratings for staff due to targeted implementation of action steps that align with Advanced proficiency in GET 2-4. **Staff Responsible for Monitoring:** Principal and Assistant principals of instruction. **Title I:** 2.4 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college				

 No Progress Accomplished Continue/Modify Discontinue

Goal 3: IDEA achieves an A rating

Performance Objective 3: Provide content specific intervention to students that did not pass STAAR in Previous Years

High Priority

HB3 Goal

Evaluation Data Sources: Track progress of students on master HB4545 Tracker.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Require all students to complete no less than 30 hours of remediation to prepare them for Current STAAR exam **Strategy's Expected Result/Impact:** Expect for all that have not passed the previous year to be set up to pass for this school year. **Staff Responsible for Monitoring:** Assistant Principals of instruction and Principal **Title I:** 2.4, 2.5, 2.6, 4.2 **- TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college **Funding Sources:** Interventionist - Federal Grant				

 No Progress Accomplished Continue/Modify Discontinue

Goal 3: IDEA achieves an A rating

Performance Objective 4: Provide Content Specific interventions for Special Education Students.

High Priority

HB3 Goal

Evaluation Data Sources: Will be utilizing IXL objective mastery Tracking

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Grouping student tutorials by objective mastery to provide remediation **Strategy's Expected Result/Impact:** Significant improvement in students objective mastery of targeted skills. **Staff Responsible for Monitoring:** SPED teacher assigned and Grade level content teacher **Title I:** 2.4, 2.5, 2.6	25%			

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 4: Increase student daily attendance

Performance Objective 1: Follow ADA matrix with fidelity by documenting all absences for students in master tracker.

High Priority

Evaluation Data Sources: Use formating to identify where students are in escalation matrix and document parent and student contact.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Provide Weekly and Monthly parent meetings for students that have chronic absences. **Strategy's Expected Result/Impact:** Bring Average Daily Attendance to above 97% **Staff Responsible for Monitoring:** Assistant Principal of Operations, SIS coordinator and Grade Level Administrators. **Title I:** 2.4, 2.6	25%			

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 4: Increase student daily attendance

Performance Objective 2: Provide monthly incentives for grade levels with Highest ADA

Evaluation Data Sources: Daily Attendance tracker

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Incorporate praise and reward systems by grade level to ensure that students on track to meet goal are being recognized and rewarded monthly **Strategy's Expected Result/Impact:** Increase the number of students that meet our attendance goal. **Staff Responsible for Monitoring:** APO, grade level admins and homeroom teachers. **Title I:** 2.6				
No Progress Accomplished Continue/Modify Discontinue				

Goal 5: Increase student persistence

Performance Objective 1: Clear and Consistent communication going out through Parent Weekly every Friday by 5pm.

High Priority

Evaluation Data Sources: Data Tracker from campus and Smore data on PW creation

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Communicate Monthly Activities to all parents and students to increase participation. **Strategy's Expected Result/Impact:** Increase students investment in campus events **Staff Responsible for Monitoring:** School Counselor **Title I:** 4.2	50%			

 No Progress Accomplished Continue/Modify Discontinue

Goal 5: Increase student persistence

Performance Objective 2: Grade teams will conduct Weekly Student Team meetings with focus on presenting students of the week and highlighting student accomplishments.

High Priority

Evaluation Data Sources: Student of the Week submissions.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Provide opportunities to highlight good things on campus **Strategy's Expected Result/Impact:** Build culture of commodore and support for fellow students. Students see that their hard work is recognized. **Staff Responsible for Monitoring:** School Counselor **Title I:** 2.6	50%			

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 5: Increase student persistence

Performance Objective 3: We will conduct Monthly student socials for our students.

Evaluation Data Sources: Student participation tracker

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Provide opportunities for students to meet other students that are not in their classes. **Strategy's Expected Result/Impact:** Build friendships so students want to come to school and stay with us from year to year. **Staff Responsible for Monitoring:** School counselor **Title I:** 2.6, 4.1				

 No Progress Accomplished Continue/Modify Discontinue

Goal 5: Increase student persistence

Performance Objective 4: Parents respond to feel safe at school survey at 4.6 out of 5.

HB3 Goal

Evaluation Data Sources: Panaroma survey results.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Communicate each safety procedure and when we practice it is practiced with families weekly. **Strategy's Expected Result/Impact:** Parents know that the school is practicing school safety protocols. **Staff Responsible for Monitoring:** Principal and APO **Title I:** 4.1				

 No Progress Accomplished Continue/Modify Discontinue

Goal 5: Increase student persistence

Performance Objective 5: All students 6-9th Enrolled in Physical Education

Evaluation Data Sources: Powerschool rosters tracker for Physical Education

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Provide students opportunities to participate in physical fitness assessment. **Strategy's Expected Result/Impact:** Students meet target heartrate per session. **Staff Responsible for Monitoring:** PE coaches	20%			

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Title I Personnel

Name	Position	Program	FTE
Ashly Alonzo	INTERVENTIONIST	Title 1	1
Giorgio Luna	COLLEGE COUNSELOR	Title 1	1
Juan Leon	INTERVENTIONIST	Title 1	1
Maricela Valle	INTERVENTIONIST	Title 1	1
Marisol Rodriguez	DIRECTOR OF COLLEGE COUNSELING	Title 1	1

Campus Funding Summary

Federal Grant					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	2	1	Director of College Counseling		$0.00
3	3	1	Interventionist		$0.00
				Sub-Total	$0.00

Addendums

Master CNA & SAIP Reporting Checklist

				PTG	0%	PTG	0%
DEPT	**Data Source**	**Data Tabs**	**Guidance**	**Status**	**Principal Notes or Questions**	**VP Verification**	**Notes & Next Steps**
College Prep	KEYS Tab (Tab 3)	Student Achievement Improvement Plan 2021-2022 School Year	This SAIP plan will require logging concrete initiatives put in place for student improvement, as well as their associated timelines, resources, and responsible staff. Each initiative will be tracked mid-year and at the end of the year. Mid-year assessments should be completed by each campus between December 1, 2022 and no later than January 31, 2023.	Pending		Action Required	
	Locus Dashboards: CIS STARR, AP Campus IB Reports EOY Assessments	Comprehensive Needs Assessment 2022 English Language Arts	These Pages should include the percentage of students who achieved each listed score for the 2021-2022 School Year. For each subject, list a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Pending		Action Required	
		Comprehensive Needs Assessment 2022 Math		Pending		Action Required	
		Comprehensive Needs Assessment 2022 Science		Pending		Action Required	
		Comprehensive Needs Assessment 2022 Humanities		Pending		Action Required	
	State TELPAS Report	Comprehensive Needs Assessment 2022 TELPAS	This data set will outline the percentage of students that earned proficiency in the areas of Listening, Speaking, Reading, and Writing, as indicated in the State TELPAS report. Llist a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Pending		Action Required	
	Locus Dashboards: ACT, AP, TSI Campus IB Reports Campus Matriculation Reports	100% College Matriculation 2021-2022 School Year	This page will only be applicable to campuses that had graduating classes in the Spring of 2022. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Pending		Action Required	
	Locus Dashboard: Staff Rentention	Staff Quality, Retention, & Recruitment 2021-2022 School Year	Under the %SPED Data Point, this should relfect the percentage of SPED certified teachers, compared to the overall SPED staff. Under number of teacher applicants, note how many teachers were interviewed by campus leaders for positions during the 2021-2022 School Year. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Pending		Action Required	
	Locus Dashboards: Student Persistence, Enrollment, ADA	School Culture & Climate 2021-2022 School Year	For the Withdrawals/Level 3 Offenses data point, list the number of withdrawals or offenses. All other data points should reflect percentages. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Pending		Action Required	
	Campus Academic Counselor Tracking Systems	2022 Family & Community Involvement	In addition to listing data percentages, list a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Pending		Action Required	

Tres Lagos CP

2021-22 Student Achievement Improvement Plan - College Prep

COLLEGE PREP

APO	Initiatives	Needs Assess.	Special Pops.	Person(s) Responsible	Timeline Start/End	Resources: Human/ Material/Fiscal	Documentation	Formative Evaluation
1E	EL Training for Coordinator to bring back to staff	SE	All	A. Perez	8-2022-5-2023	Training through district and other resources	Telpas data and tracking of effectivess of strategies learned	Telpas benchmarks
1E	Lead4ward leader training	SE	All	A. Perez and S. Chico	8-2022-5-2023	Leadership training to be shared with lead team	trackers on action step implementation	STAAR data
1J	CSI tutorials	SE	All	A. Alonzo and S. Chico	8-2022-5-2023	Teacher support through tutorials and use of tech	tracking progress of CSI students	Ren Star
1K	ACT boot camps	A	All	M. Rodriguez	8-2022-5-2023	ACT workbooks and practice software	ACT trackers and progress monitor	ACT
1E	Build larger collection of books for Reading initiative for all classes	SEA	All	A. Perez and S. Chico	8-2022-5-2023	AR books and other content books	AR tracking	AR and STAAR REading results
1K	ACT vertical alignment	SEA	All	M. Rodriguez	8-2022-5-2023	Content Leaders and staff worktime to create and implement ACT Do Nows in all grade levels	ACT progress tracker	ACT and STAAR

Title I Qualifying Programs			Initiatives Status			
Internal Use Only			Mid Year		End of Year	
Supplemental Program (Y/N)	New Program (Y/N)	Budget Allocation	Outcome	Increase/Decreased by X%	Outcome	Increase/Decreased by X%
Budget Allocations only need to be entered for programs that are BOTH Supplemental & New			Use these columns to assess your strategy progress at the middle and end of the year			

Annual Performance Objectives (APO)

PRIORITY #1: Students Graduate College-Ready

1A. % of graduates who matriculate to a College or University: 100%

1B. % of graduates matriculate to a Tier I/II College or University: 15% | 25%

1C. % of Seniors accepted to a College or University: 100%

1D. % of Seniors named AP scholars | Earn IB diploma: 30% | 25%

1E. Earned State Rating: A

1F. % Basic | % Mastery | % Advanced on LEAP: 82% | 44% | 11%

1G. % Approaches | % Meets | % Masters on STAAR/EOC: 90% | 60% | 30%

1H. % Level 3 | % Level 4 | % Level 5 on FSA/FSAA: 70% | 40% | 20%

1I. % of Pre-K-2nd Students End The Year On/Above Grade Level in Reading - Year 1 Campuses | Year 2 Campuses: 80% | 90%

1J. % of students in CSI achieve 2 years growth in Reading | Math (measured by Ren STAR) 50% | 60%

1K. Average ACT score: 21

1L. % of students graduating college in 4 | 6 years: 25% | 55%

Needs Assessment

S-STAAR

D-DIBELS

E-EOC

A-ACT

RR-Reading Renaissance

ST-STAR for Math

DR-Discipline Report

AP-AP Tests

O-Other

Special Populations

All

AR-At Risk

ELL-English Language Learners

ED-Economically Disadvantaged

M-Migrant

SE-Special Education

Tres Lagos CP

Comprehensive Needs Assessment

COLLEGE PREP

Data Source: CSI

% Meeting CSI Goal	Reading CP CSI
% CSI (EOY Ren.)	64%
% of CSI Passing STAAR	
% of SPED Passing STAAR	

Data Source: STAAR

	STAAR Reading 6th	STAAR Reading 7th	STAAR Reading 8th		English I EOC	English II EOC
% Approaches	82	85	83		62	85%
% Meets	60	68	65		48	79%
% Masters	36	48	41		11	18%
% Student Achievement Average	59	66	66		40	61%

Data Source: AP/IB/Electives

AP Scores	Pass AP Lit	Pass AP Lang	IB Scores	IB Group 1	% Royal Readers	% Word Master
% Score 1	NA	NA	% Score 1-3	NA	26%	88%
% Score 2	NA		% Score 4-5			
% Score 3+			% Score 6-7			
					RR Goal Met/Not Met	WM Goal Met/Not Met

Reflections	
Areas of Strength	**Areas of Need**
1 STAAR preparation and celebration went smoothly and there was plenty of support within the content team.	1 Lesson Plan Customization to align to updated STAAR content and field questions. Implementing more virtual lessons considering the STAAR will be 100% online (manager provide relevant LP
2 Genre Study BOY helped students review necessary background information in order to understand the content.	2 Supporting Campus-Wide Literacy: Conduct a professional development for all teachers to be aware of student's Renstar results and best practices to support students in the classroom.

3 Teachers did an excellent job at backwards planning and unpacking unit assessments.	3 Conducting more SWAM and data analysis meetings to strengthen the understanding of our student's academic standing.
4 Grades 6-8 have implemented a strong culture of reading during downtime and to improve student's literacy.	4 Campus-wide celebration for students -- administration and teachers across contents becoming involved and more present in motivating student's literacy in the classroom.

Reading 49/76 passed = 64.47% Math 12/13 passed = 92.30%

Tres Lagos CP

Comprehensive Needs Assessment - College Prep COLLEGE PREP					
Data Source: STAAR					
	STAAR Math 6th	**STAAR Math 7th**	**STAAR Alg I**		
% Approaches	84	67	70		
% Meets	46	40	39		
% Masters	30	20	27		
% Student Achievement Average	53	42	45		
Data Source: AP/IB					
AP Scores	**Pass AP Calculus AB**	**Pass AP Calculus CD**	**Pass AP Prob. & Stats.**	**IB Scores**	**IB Group 5**
% Score 1	NA	NA	Na	**% Score 1-3**	NA
% Score 2				**% Score 4-5**	
% Score 3+				**% Score 6-7**	

Reflections	
Areas of Strength	**Areas of Need**
Curriculum manager provided all necessary lessons and resources.	Remediation for students struggling; i.e. tutoring, catalyst, etc. introduced at an earlier part of the year.
Opportunities given to internalize materials.	Support in having students attend remediation classes.
Communication with math team lead is good. I feeling supported and listed to.	Work more on vertical alignment.
Meetings were quick and to the point.	Find ways to align our instruction to our final
Quality resources provided by department and	Start identifying AP calculus and AP stats
Content leader easily accessible	Professional development opportunities for math
All Math workbooks were in at the beginning of the y	Better communication across grade levels to understand what areas and skills are essential for future grades
	Additional after school tutors or homework club to provide support for students who have fallen behind due to past 2 years
	data and identify critical and potential gaps in each grade

Tres Lagos CP

Comprehensive Needs Assessment
COLLEGE PREP

Data Source: Internal Assessments

	6th Grade EOY Assessment	7th Grade EOY Assessment
% Passing	87	77

Data Source: STAAR

	STAAR 8th Science	STAAR Biology
% Approaches	NA	85
% Meets		56
% Masters		13
% Student Achievement Average		51

Data Source: AP/IB

AP Scores	Pass AP Biology	Pass AP Chemistry	Pass AP Physics (1, 2, & C)	Pass AP Env. Science	IB Scores	IB Group 4
% Score 1	NA	NA	NA	52	% Score 1-3	NA
% Score 2				28	% Score 4-5	
% Score 3+				20	% Score 6-7	

Reflections

Areas of Strength	Areas of Need
Note taking	guided notes
Curiosity and problem solving	student led
Visual, verbal, aural learning	physical/active learning
Detailed Lesson Planning	alll LPs should be aligned with AP
Engaging lessons that hook student interest	funding for new lab materials/more labs
OER and FRQs on a daily basis	students need to read more scientific literature
teachers did celebrate students on bulletin boards	campus wide celebrations
students were familiar with their goals	student led wall trackers
models, worksheets, formula sheets, interactice ppts.	kinematic learning and chemistry resources (fun)

Tres Lagos CP

Comprehensive Needs Assessment COLLEGE PREP							
Data Source: Internal Assessments							
	6th Grade EOY Assessment	**7th Grade EOY Assessment**					
% Passing	**100**	**100**					
Data Source: STAAR							
	STAAR 8th US History	**EOC US History**					
% Approaches	60	NA					
% Meets	27						
% Masters	14						
% Student Achievement Average	34						
Data Source: AP/IB							
AP Scores	**Pass AP Human Geography**	**Pass AP World History**	**Pass AP US History**	**Pass AP Goverment**	**Pass AP Economics**	**IB Scores**	**IB Group 3**
% Score 1	77	56				**% Score 1-3**	
% Score 2	6	26				**% Score 4-5**	
% Score 3+	16	22				**% Score 6-7**	

Reflections	
Areas of Strength	**Areas of Need**
1. Engaging instruction by using various methods of delivery	1. Vertical alignment across the grade levels
2. Wide variety of resources available for the humanities content	2 Lesson plans strictly aligned with AP / STAAR for maximum impact
3 PD support for AP Teachers was phenomenal	3 STAAR aligned PDs for humanities teachers (Middle School)
4. Utilizing technology as a method of delivery that will help students tranisiton into future online testing settings	4. Classroom roll up wall map set including TX, USA, world & continent.
5	5. Access to a cow for next year to ensure laptop avalibility to Hybrid Humanities which caters to day to day online course work
6	6. Emphasis on writing everyday for each of the Humanities courses.

7	7. Resources like the DBQ project to expose our students to various levels of primary sources and questions based on their lexile level /course.
8	8. Focus on Unpacking the unit and identifying majors TEKS / Objectives within the unit to focus on.
	9. Intro to AP during culture days for AP Geography in order to prepare 9th grade students and NTI students for their first AP exam.

60	27	14	34

Tres Lagos CP

Comprehensive Needs Assessment
COLLEGE PREP

TELPAS Composite Rating (Listening, Speaking, Reading, Writing)

	Listening	Speaking	Reading	Writing	% of ELL Students who grew one or more levels
% Beginning	6th- 6% 7th- 9% 8th- 6% 9th- 2% 10th- 0%	6th- 0% 7th- 7% 8th- 24% 9th- 32% 10th- 23%	6th- 6% 7th- 9% 8th- 14% 9th- 11% 10th- 9%	6th- 6% 7th- 7% 8th- 8% 9th- 4% 10th- 0%	
% Intermediate	6th- 21% 7th- 7% 8th- 16% 9th- 34% 10th- 20%	6th- 52% 7th- 43% 8th- 47% 9th- 32% 10th- 14%	6th- 9% 7th- 14% 8th- 20% 9th- 34% 10th- 26%	6th- 48% 7th- 21% 8th- 27% 9th- 55% 10th- 26%	
% Advanced	6th- 21% 7th- 20% 8th- 27% 9th- 38% 10th- 49%	6th- 48% 7th- 50% 8th- 27% 9th- 32% 10th- 54%	6th- 45% 7th- 27% 8th- 41% 9th- 19% 10th- 14%	6th- 27% 7th- 34% 8th- 31% 9th- 26% 10th- 23%	
% Advanced High	6th- 52% 7th- 64% 8th- 51% 9th- 26% 10th- 31%	6th- 48% 7th- 0% 8th- 2% 9th- 4% 10th- 9%	6th- 39% 7th- 50% 8th- 25% 9th- 36% 10th- 51%	6th- 18% 7th- 38% 8th- 33% 9th- 15% 10th- 51%	

Reflection	
Areas of Strength	**Areas of Need**
teachers supporting in native language	Long term plans for EL support and tracking of effectivness of those plans
Peer tutors and support	Additional tech and strategies to use with struggling students
Visual and word walls in all classrooms	Programs so student can practice

Tres Lagos CP

Comprehensive Needs Assessment COLLEGE PREP					
100% College Matriculation					
Matriculation %	**Matricuation % 4 year**	**Matriculation % 2 year**	**Tier 1/2 % Acceptances**	**Tier 1/2 % Matriculation**	
Tier 1 % Matriculation	**Tier 2 % Matriculation**	**Tier 3 % Matriculation**	**Tier 4 % Matriculation**	**Senior Class CCMR %**	**Senior Class TSI Completion %**
NA	NA	NA	NA	NA	NA
Campus Data					
Senior Class ACT Average	**Junior Class ACT Average**	**Overall AP Scholars (3+ or more tests)**	**IB Medallion Scholars (Passing 3+ exams)**	**Overall % IB Diploma**	**Campus End of Year OTG**
NA	NA	NA	NA	NA	NA

Reflections	
Areas of Strength	**Areas of Need**
1NA	1NA
2	2
3	3

Tres Lagos CP

Comprehensive Needs Assessment COLLEGE PREP	
Staff Quality, Recruitment, Retention	
	Percentage
% School Lead Team Retention	66%
% Instructional Support Retention	100%
% Teacher Retention	85%
% Campus Support Retention	100%
% SPED Certified Teachers	15%
% State/National Certified Teachers	10%
% State Certified Leaders	10%
% State/Board certified Counselors	0%
Number of teacher applicants per 2020-21 school year	

Reflections	
Areas of Strength	**Areas of Need**
supporting of staff with consistent coaching	Keeping science teachers in the classroom
bringing the joy by having teacher committees run many activities	providing even more support for staff struggling with work life balance
surveys of staff to help lead team adjust to their needs	keeping staff in same teaching position, since we are still growing many teachers moving to different roles

Campus Name

Comprehensive Needs Assessment College Prep	
Data Source: School Culture and Climate	
	Campus %
% Average Daily Attendance	90.38
% Overall Persistence	88
% New Student Persistence	88
# of Admin Withdrawals/ Level 3 Offenses	3
% SPED	4%
% ELL	52
% Eco Dis	89
% Migrant	NA
% Race: American-Indian-Alaska-Native	Na
% Asian	1
% White-Hispanic	96
% Multi	0
% Black-African-American	1
% Native-Hawaiian-Pacific-Islander	0
% White	3
% Male	
% Female	

Data Source: School Culture and Climate	
Reflections	
Areas of Strength	**Areas of Need**
Collaboaration between student council and leadership on	Need more programs to challenge top students
support of all students	More opportunties for student leadership
adjusting to bring more activities for students	more activities for students that excel in arts

Tres Lagos CP

Comprehensive Needs Assessment COLLEGE PREP	
Data Source: Family and Community Involvement	
	Percentage
% Families Attended WTI	94%
% Families Attended Curriculum Night	None completed
% Families Who Attended EOY Ceremonies	50%
% Families who attended Fall Festival	None completed
% Families who attended Winter Festival	None completed
% Families who attended Spring Festival	None completed

Reflections	
Areas of Strength	**Areas of Need**
Teachers communicate to families	1 More of an advance notice to parents
Beatiful decorations, great notifications to families	Better tracking system
3 WTI great team participation	Communication to parents, call parents to remind and get a better count of those that will show up.

Master CNA & SAIP Reporting Checklist

				PTG	0%	PTG	0%
DEPT	**Data Source**	**Data Tabs**	**Guidance**	**Status**	**Principal Notes or Questions**	**VP Verification**	**Notes & Next Steps**
College Prep	KEYS Tab (Tab 3)	Student Achievement Improvement Plan 2021-2022 School Year	This SAIP plan will require logging concrete initiatives put in place for student improvement, as well as their associated timelines, resources, and responsible staff. Each initiative will be tracked mid-year and at the end of the year. Mid-year assessments should be completed by each campus between December 1, 2022 and no later than January 31, 2023.	Pending		Action Required	
	Locus Dashboards: CIS STARR, AP Campus IB Reports EOY Assessments	Comprehensive Needs Assessment 2022 English Language Arts	These Pages should include the percentage of students who achieved each listed score for the 2021-2022 School Year. For each subject, list a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Pending		Action Required	
		Comprehensive Needs Assessment 2022 Math		Pending		Action Required	
		Comprehensive Needs Assessment 2022 Science		Pending		Action Required	
		Comprehensive Needs Assessment 2022 Humanities		Pending		Action Required	
	State TELPAS Report	Comprehensive Needs Assessment 2022 TELPAS	This data set will outline the percentage of students that earned proficiency in the areas of Listening, Speaking, Reading, and Writing, as indicated in the State TELPAS report. Llist a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Pending		Action Required	
	Locus Dashboards: ACT, AP, TSI Campus IB Reports Campus Matriculation Reports	100% College Matriculation 2021-2022 School Year	This page will only be applicable to campuses that had graduating classes in the Spring of 2022. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Pending		Action Required	
	Locus Dashboard: Staff Rentention	Staff Quality, Retention, & Recruitment 2021-2022 School Year	Under the %SPED Data Point, this should relfect the percentage of SPED certified teachers, compared to the overall SPED staff. Under number of teacher applicants, note how many teachers were interviewed by campus leaders for positions during the 2021-2022 School Year. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Pending		Action Required	
	Locus Dashboards: Student Persistence, Enrollment, ADA	School Culture & Climate 2021-2022 School Year	For the Withdrawals/Level 3 Offenses data point, list the number of withdrawals or offenses. All other data points should reflect percentages. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Pending		Action Required	
	Campus Academic Counselor Tracking Systems	2022 Family & Community Involvement	In addition to listing data percentages, list a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Pending		Action Required	

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2021-22 Student Achievement Improvement Plan - College Prep

COLLEGE PREP

APO	Initiatives	Needs Assess.	Special Pops.	Person(s) Responsible	Timeline Start/End	Resources: Human/ Material/Fiscal	Documentation	Formative Evaluation
1E	EL Training for Coordinator to bring back to staff	SE	All	A. Perez	8-2022-5-2023	Training through district and other resources	Telpas data and tracking of effectivess of strategies learned	Telpas benchmarks
1E	Lead4ward leader training	SE	All	A. Perez and S. Chico	8-2022-5-2023	Leadership training to be shared with lead team	trackers on action step implementation	STAAR data
1J	CSI tutorials	SE	All	A. Alonzo and S. Chico	8-2022-5-2023	Teacher support through tutorials and use of tech	tracking progress of CSI students	Ren Star
1K	ACT boot camps	A	All	M. Rodriguez	8-2022-5-2023	ACT workbooks and practice software	ACT trackers and progress monitor	ACT
1E	Build larger collection of books for Reading initiative for all classes	SEA	All	A. Perez and S. Chico	8-2022-5-2023	AR books and other content books	AR tracking	AR and STAAR REading results
1K	ACT vertical alignment	SEA	All	M. Rodriguez	8-2022-5-2023	Content Leaders and staff worktime to create and implement ACT Do Nows in all grade levels	ACT progress tracker	ACT and STAAR

Title I Qualifying Programs			Initiatives Status			
Internal Use Only			Mid Year		End of Year	
Supplemental Program (Y/N)	New Program (Y/N)	Budget Allocation	Outcome	Increase/Decreased by X%	Outcome	Increase/Decreased by X%
Budget Allocations only need to be entered for programs that are <u>BOTH</u> Supplemental & New			Use these columns to assess your strategy progress at the middle and end of the year			

Annual Performance Objectives (APO)

PRIORITY #1: Students Graduate College-Ready

1A. % of graduates who matriculate to a College or University: 100%

1B. % of graduates matriculate to a Tier I/II College or University: 15% | 25%

1C. % of Seniors accepted to a College or University: 100%

1D. % of Seniors named AP scholars | Earn IB diploma: 30% | 25%

1E. Earned State Rating: A

1F. % Basic | % Mastery | % Advanced on LEAP: 82% | 44% | 11%

1G. % Approaches | % Meets | % Masters on STAAR/EOC: 90% | 60% | 30%

1H. % Level 3 | % Level 4 | % Level 5 on FSA/FSAA: 70% | 40% | 20%

1I. % of Pre-K-2nd Students End The Year On/Above Grade Level in Reading - Year 1 Campuses | Year 2 Campuses: 80% | 90%

1J. % of students in CSI achieve 2 years growth in Reading | Math (measured by Ren STAR) 50% | 60%

1K. Average ACT score: 21

1L. % of students graduating college in 4 | 6 years: 25% | 55%

Needs Assessment

S-STAAR

D-DIBELS

E-EOC

A-ACT

RR-Reading Renaissance

ST-STAR for Math

DR-Discipline Report

AP-AP Tests

O-Other

Special Populations

All

AR-At Risk

ELL-English Language Learners

ED-Economically Disadvantaged

M-Migrant

SE-Special Education

Tres Lagos CP

Comprehensive Needs Assessment

COLLEGE PREP

Data Source: CSI

% Meeting CSI Goal	Reading CP CSI
% CSI (EOY Ren.)	64%
% of CSI Passing STAAR	
% of SPED Passing STAAR	

Data Source: STAAR

	STAAR Reading 6th	STAAR Reading 7th	STAAR Reading 8th		English I EOC	English II EOC
% Approaches	82	85	83		62	85%
% Meets	60	68	65		48	79%
% Masters	36	48	41		11	18%
% Student Achievement Average	59	66	66		40	61%

Data Source: AP/IB/Electives

AP Scores	Pass AP Lit	Pass AP Lang	IB Scores	IB Group 1	% Royal Readers	% Word Master
% Score 1	NA	NA	% Score 1-3	NA	26%	88%
% Score 2	NA		% Score 4-5			
% Score 3+			% Score 6-7			
					RR Goal Met/Not Met	WM Goal Met/Not Met

Reflections	
Areas of Strength	**Areas of Need**
1 STAAR preparation and celebration went smoothly and there was plenty of support within the content team.	1 Lesson Plan Customization to align to updated STAAR content and field questions. Implementing more virtual lessons considering the STAAR will be 100% online (manager provide relevant LP
2 Genre Study BOY helped students review necessary background information in order to understand the content.	2 Supporting Campus-Wide Literacy: Conduct a professional development for all teachers to be aware of student's Renstar results and best practices to support students in the classroom.

3 Teachers did an excellent job at backwards planning and unpacking unit assessments.	3 Conducting more SWAM and data analysis meetings to strengthen the understanding of our student's academic standing.
4 Grades 6-8 have implemented a strong culture of reading during downtime and to improve student's literacy.	4 Campus-wide celebration for students -- administration and teachers across contents becoming involved and more present in motivating student's literacy in the classroom.

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Tres Lagos CP

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Tres Lagos CP

Comprehensive Needs Assessment
COLLEGE PREP

Data Source: Internal Assessments

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Reflections

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Tres Lagos CP

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3 PD support for AP Teachers was phenomenal	3 STAAR aligned PDs for humanities teachers (Middle School)
4. Utilizing technology as a method of delivery that will help students tranisiton into future online testing settings	4. Classroom roll up wall map set including TX, USA, world & continent.
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6	6. Emphasis on writing everyday for each of the Humanities courses.

7	7. Resources like the DBQ project to expose our students to various levels of primary sources and questions based on their lexile level /course.
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60	27	14	34

Tres Lagos CP

Comprehensive Needs Assessment
COLLEGE PREP

TELPAS Composite Rating (Listening, Speaking, Reading, Writing)

	Listening	Speaking	Reading	Writing	% of ELL Students who grew one or more levels
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% Intermediate	6th- 21% 7th- 7% 8th- 16% 9th- 34% 10th- 20%	6th- 52% 7th- 43% 8th- 47% 9th- 32% 10th- 14%	6th- 9% 7th- 14% 8th- 20% 9th- 34% 10th- 26%	6th- 48% 7th- 21% 8th- 27% 9th- 55% 10th- 26%	
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Peer tutors and support	Additional tech and strategies to use with struggling students
Visual and word walls in all classrooms	Programs so student can practice

Tres Lagos CP

Comprehensive Needs Assessment COLLEGE PREP					
100% College Matriculation					
Matriculation %	**Matricuation % 4 year**	**Matriculation % 2 year**	**Tier 1/2 % Acceptances**	**Tier 1/2 % Matriculation**	
Tier 1 % Matriculation	**Tier 2 % Matriculation**	**Tier 3 % Matriculation**	**Tier 4 % Matriculation**	**Senior Class CCMR %**	**Senior Class TSI Completion %**
NA	NA	NA	NA	NA	NA
Campus Data					
Senior Class ACT Average	**Junior Class ACT Average**	**Overall AP Scholars (3+ or more tests)**	**IB Medallion Scholars (Passing 3+ exams)**	**Overall % IB Diploma**	**Campus End of Year OTG**
NA	NA	NA	NA	NA	NA

Reflections	
Areas of Strength	**Areas of Need**
1NA	1NA
2	2
3	3

Tres Lagos CP

Comprehensive Needs Assessment COLLEGE PREP	
Staff Quality, Recruitment, Retention	
	Percentage
% School Lead Team Retention	66%
% Instructional Support Retention	100%
% Teacher Retention	85%
% Campus Support Retention	100%
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% State/Board certified Counselors	0%
Number of teacher applicants per 2020-21 school year	

Reflections	
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bringing the joy by having teacher committees run many activities	providing even more support for staff struggling with work life balance
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Campus Name

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Data Source: School Culture and Climate	
	Campus %
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% ELL	52
% Eco Dis	89
% Migrant	NA
% Race: American-Indian-Alaska-Native	Na
% Asian	1
% White-Hispanic	96
% Multi	0
% Black-African-American	1
% Native-Hawaiian-Pacific-Islander	0
% White	3
% Male	
% Female	

Data Source: School Culture and Climate	
Reflections	
Areas of Strength	**Areas of Need**
Collaboaration between student council and leadership on	Need more programs to challenge top students
support of all students	More opportunties for student leadership
adjusting to bring more activities for students	more activities for students that excel in arts

Tres Lagos CP

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Data Source: Family and Community Involvement	
	Percentage
% Families Attended WTI	94%
% Families Attended Curriculum Night	None completed
% Families Who Attended EOY Ceremonies	50%
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Reflections	
Areas of Strength	**Areas of Need**
Teachers communicate to families	1 More of an advance notice to parents
Beatiful decorations, great notifications to families	Better tracking system
3 WTI great team participation	Communication to parents, call parents to remind and get a better count of those that will show up.

IDEA Public Schools

Walzem Academy

2022-2023 Campus Improvement Plan

Accountability Rating: A

Distinction Designations:
Academic Achievement in English Language Arts/Reading
Top 25 Percent: Comparative Academic Growth
Top 25 Percent: Comparative Closing the Gaps
Postsecondary Readiness

Board Approval Date: October 21, 2022
Public Presentation Date: September 16, 2022

Mission Statement

IDEA Public Schools prepare students from underserved communities for success in college and citizenship.

Vision

To ensure students reach their potential, IDEA Public Schools will become the region's largest creator of college graduates.

Core Values

Our drive to translate our mission and vision into reality are based upon the following core values:

- We achieve **Academic Excellence**
- We deliver **Results**
- We ensure **Equity**
- We build **Team & Family**
- We act with **Integrity**
- We bring **Joy**
- We **Sweat the Small Stuff**

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Comprehensive Needs Assessment

Demographics

Demographics Summary

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 753 students in grades Kindergarten through Fifth, with an avergae daily attendance **(ADA)** rate of 95.05%.

Student Demographics: Hispanic students comprise sixty-five percent (64.6%) of the student population, twenty-four percent (24%) is African-America/Black, six percent (6%) is White, two percent (2%) is Asian and scholars who identify as Two or More Races (1.6%), one percent is Pacific Islander, and 3/10 of a percent (0.3%) is American Indian. Seventy-eight (77.6%) percent of the students are economically disadvantaged; Fifteen (15%) percent are Emergent Bilingual (EB)/English Language Learners (ELL); Sixteen (15.6%) percent are Bilingual/English as a Second Language Learners (ESL), and six-percent (5.8%) make up the Special Education population. The campus mobility rate is sixteen (15.6%) percent.

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 Enivronment Data:** Walzem Academy has a full-time, licensed social worker on staff, a full-time health-aide on staff, and a full time Regional Registered Nurse (RN). **Staff Race Ethnicity Data:** Seventy-four (74.1%) percent Hispanic; Twenty-two (21.8%) percent African American; Four (4%) White. **Instructional Staff Data:** IDEA Walzem Academy has an eighty-five (84.6%) perent Teacher Retention rate, and a ninety-one (91%) percent Instructional support rate (includes co-teachers aka instructional aides). 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.

Demographics Strengths

IDEA Walzem Academy's student demographic data mirrors the staff race ethicity data, with **student demographics** for **Hispanic** students at (65.6%) and **staff race ethnicity data** at (74.1%). The African-American/Black **student demographics** is (24%) and the **staff race ethnicity** is (21.8%). 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 1 (Prioritized): There is a need to increase our new-to-IDEA student persistence (ended the 21/22 SY at sixty-three (62.71%) percent) as new families are choosing to not continue with us year-after-year. **Root Cause:** 1. Lack of clear communication around IDEA's rigorous Academic model and the partnership expectations of parents and students during the onboarding process (Welcome to IDEA - WTI) and beyond. 2. Lack of consistent, annual reflection and interests surveys on what keeps students/families at IDEA and what program offerings we need to consider and incorporate (electives, clubs, academic , etc.)

Problem Statement 2 (Prioritized): There is a need to train teachers in social-emotional intelligence to support a decrease in 'crisis' behaviors. **Root Cause:** 1. Lack of teacher training in social-emotional skills/best practices that align with the RULER method, a systemic approach to social-emotional learning focusing on: Recognizing, Understanding, Labeling, Expressing and Regulating emotions.

Student Learning

Student Learning Summary

IDE Walzem Academy students in the 2020-2021 school year demonnstrated strengths and areas of improvement in the following areas:

Grade/ Subject	2019 STAAR Results	2021 STAAR Restuls	2022 STAAR Results
3rd Reading	63/28/16 (36)	76/43/21 (47)	77/50/30 (52)
4th Reading	64/31/12 (36)	62/25/12 (33)	89/66/33 (63)
5th Reading	88/44/21 (51)	84/51/24 (53)	83/58/34 (58)
3rd Math	61/24/8 (31)	46/13/6 (22)	70/36/13 (40)
4th Math	71/30/18 (40)	54/28/18 (33)	78/37/13 (43)
5th Math	91/48/22 (54)	84/45/14 (48)	81/48/16 (48)
5th Science	87/66/36 (63)	76/33/6 (38)	69/31/13 (38)
State Rating	**B (81)**	**No TEA Rating**	**A (94)**

IMPORTANT: Each # is given in an Approaches/Meets/Masters outcomes for ALL students. The # in parenthesis is the Academic Achievment score, whcih is all sume of all three outcomes divided by 3.

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 benchark score that ranges between 72-90%.

Masters indicates your student demonstarted 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.

NOTE: ***2020 the state of Texas did not recieve STAAR results; a national disaster was declared (COVID-19). In 2021students took the STAAR exam but no state rating was given.***

While COVID-19 impacted our average daily attendance (ended the 21/22 school year at 92.03% for ADA) and overall persistence (ended the 21/22 SY at 74.79%), IDEA Walzem Academy was able to see tremendous growth in **6/7** of the state academic assessments given compared to the 2018 school year and 2021 school year STAAR outcomes. We were able to surpass the state academic achievement outcomes in **2 out of the 7** exams given: **4th grade Reading by eleven points (+11) and 5th grade Reading by one point (+1).** We also took a deep dive into our data and identified outcomes that indicate **deficits in Math** and **Science** amongst the English Language Learners and Special Education sub-populations. Our Science scores took a decline since 2018 when the academic achievement outcome was sixty-three (63), which is a twenty-five (25) point drop.

IDEA Walzem Academy is committed to cloaing gaps for our sub-populations who show academic concerns: Hispanic, EL, SPED, African American and Economically Disadvantaged, Special Educaiton (SPED) and English Learners (ELs). 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 EL Math.

Grade /Subject	2022 SPED Outcomes	2022 EL Outcomes
3rd Reading	50/30/20 (33)	70/42/19 (44)
4th Reading	75/44/13 (42)	83/48/26 (52)
5th Reading	52/27/12 (30)	90/50/40 (60)
3rd Math	33/0/0 (11)	67/24/14 (35)
4th Math	56/19/0 (24)	61/26/17 (35)
5th Math	42/25/0 (22)	90/50/10 (50)
5th Science	33/0/0 (13)	80/20/10 (37)

The **overall Domain STAAR performance score for 2022 is 94.** This score has shifted the school from it's 2018 rating of a 'B" to an "A." This increase by one letter grade reminds staff that we **MUST** ensure we faciliate rigorous, high-quality lesson everyday, that students **MUST** know their individual goals and create small benchmarks to reach them, and that an intentional data-analysis continuim benefits all students' and pushes staff to address needs urgently. We have acknowledged that we have students who will return this school year with academic gaps in their learning, some are returning IDEA Walzem scholars and some are New Team & Family members. To quickly identify gaps, in addition to using their 2022 STAAR outcomes, they will challenge the District's universal screener, RenStar (a comprehensive reading/math assessment that provides data to educator's that supports students reaching high levels of literacy and mathematical reasoning and problem solving.) If scholars so not place on or above grade level aka 'critical' then they will be placed in our Critical Student Intervnetion (CSI) program that provides at-their level reading and math support.

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)l 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 eighty-five (85%) on track; 1st grade ended the year at eighty-five (85%) on track, and 2nd grade ended the year at eighty-three (83%) 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 acheiving Master and 20-30% averaging Masters. This number needs to be 50-60% for Maeets 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.

Student Learning Strengths

50-66% of students are scoring at the Meets level on the 3-5 STAAR Reading with 30-34% scoring at the Masters level. The 4th grade Reading outcomes were the highest at IDEA Walzem Academy at 89/66/30 (AA 63), and 80% of these scholars persisted to 5th grade. The growth that IDEA Walzem Academy acheived is also a strength of the campus, which speaks scholars meeting their individual goals. 92% were able to meet their growth goal in Reading and 90% were able to meet their growth goal in Math. These outcomes impact Domain 2:School Progress/Academic Growth.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): The percent of SPED scholar's successfully passing the STAAR Math exam has declined over the past three years. **Root Cause:** 1. Lack of a "true" math intervention block where scholars are engaging in grade level content to close academic gaps. 2. Lack of leader follow through to ensure responsiveness from teachers in

grades K - 2 in effectively implementing RTI services to scholars not academically progressing in math before they reach STAAR grade levels.

Problem Statement 2 (Prioritized): The percent of all sub-populations (SPED, EL, Black, Hispanic and Eco Dis) passing the STAAR Science exam has taken a decline since 2018. (Decrease of 25 points compared to the 2018 academic achievement score.) **Root Cause:** 1. Lack of content team meetings/PLCs (professional learning communities) with K - 5 Science teachers 2. Lack of leader follow through to ensure teacher responsiveness to daily exit ticket (ET) outcomes for sub-population students

School Processes & Programs

School Processes & Programs Summary

IDEA Walzem Academy is **a college prep precursor** before our students transition to the college prep, sixth 0 twelth 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, enaging curriculum from Kinder through Fifth grade. We offer an exceptional TEKs-based curriculm 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 throgh a research-based coaching appraoch.

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 Princpal, but some leaders have additional coaches based off the work they lead and/or their years as a leader.

For Teachers, we use Get Better Faster (GBF) coaching model that builds leader capacity to **coach to mastery.** This means - we go through a clear, consistent coaching cycle with teachers: Observe Classroom Insctruction, enagge 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?

School Processes & Programs Strengths

Curriculum & Instruction:

- At least one-third of IDEA students graduate with the "AP Scholar" designation, evidence of earning a qualifying score on at least three AP exams, demonstrating successful completion of college-level coursework prior to graduation.
- IDEA provides students access to accelerated instruction through the 1:1 technology device, including adaptive software for mathematics and literacy and access to hundreds of thousands of books in the district's digital library.
- IDEA curricular resources include high-quality instructional materials that earn the highest ratings on national evaluation measures.
- IDEA curriculum is regularly evaluated using a quality evaluation tool, ensuring alignment to the Texas Essential Knowledge and Skills and AP course standards, as well as the STAAR/EOC and AP exams.
- IDEA implements a variety of training opportunities for teachers and leadership staff with the goal of developing teachers' pedagogical content knowledge and leaders' coaching skills.
- For 15 years in a row, 100% of IDEA students have been accepted into college, demonstrating that IDEA academic programming is adequately preparing students for post-secondary education.
- In 2022, four IDEA schools were ranked in the top 10 Most Challenging Schools in the Nation and 13 were ranked in the top 1% of schools nationwide, by the Jay Mathews Challenge Index High School Rankings.

Special Programs

- IDEA exceeded the expected growth target for EL student performance on TELPAS in 2021 with 48% of ELs meeting that target.
- IDEA provide targeted research based instruction to students who have a 2.0 year gap in Reading and/or Math with the goal of closing that gap by 2.0 years during the school year with our initiative called Critical Student Intervention (CSI). During the 21-22 school year, 2,562 out of 6,632 students meet that goal for Reading and 703 out of 1,268 students met the goal for Math.
- IDEA is in Year 3 of our TEA awarded Autism Grant. Through this grant we were able to increase support for 195 students with autism in Rio Grande Valley and Austin who

met the criteria outlined by TEA for this grant.
- IDEA submitted and was awarded a Dyslexia Grant by the TEA so that we will be able to provide increased professional development to teachers and leaders on working with students with dyslexia and increase the support resources for our students with dyslexia.

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 1 (Prioritized): SPED lead teachers lacked content knowledge and pedagogy in math and reading **Root Cause:** 1. Failed to hire candidates with a strong background in math and/or reading 2. Failed to train staff in SPED content specific "best practices"

Problem Statement 2 (Prioritized): Failed to differentiate professional development for new-to-IDEA staff **Root Cause:** 1. PD sessions were not aligned to the needs and interests of the new-to-IDEA staff

Perceptions

Perceptions Summary

IDEA Walzem Academy's attendance data reflects a **5.47% decline** from the 2019-2020 school year to the 2020-2021 school year. Though the pandemic contributed to these figures, implementing our average daily attendace matrix and providing a virtual option, for students who qualified, helped capture students who would have been missing/not accounted for if not for these two systems in place.

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; howeer, 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.

In the 2021 school year, there were (9) new teachers with (5) new teachers leading the Science/Social Studies hybrid in grades Kinder - 4th grade with the 5th grade teacher teaching Social Studies (Humanities) all year long. Second grade was impacted the most with 3/4 teachers being new-to-IDEA and 1/4 being new to the field of teaching. 4th and 5th grade had veteran teachers ranging from 3-10+ years in education. All new teachers are assigned a first year teacher mentor; the mentor teacher is one who has demonstrated IDEA's core values, achieved Level 3 and beyond on the Teacher Career Pathway and has a strong record of results. There was a high percentage of staff absences during the 21/22 school year; uit ranged from 15-30% of teachers being out a week.

Parent/guardian participation rates are measured by involvement in Family Engagement events hosted by Academy and joint events hosted by Academy and College Prep. Due to the pandemic, virtual meetings were added which helped maintain parental/guardian involvement but not at the level there was when parents could come in -person. Attendance records cfor all family engagement events can be located in our STREAM system.

We serve (77.6%) at-risk/economically disadvantaged population, that demands literature and notifications in English and Spanish. During the 21/22 school year we provided information about campus events in English and Spanish to ensure our **Spanish only** households were kept abreast of the happenings on campus, and how they could support.

IDEA Walzem Academy has worked hard to create safe dismissal procedures for 100% of our scholars by utilizing the Driveline app for pick-up locations (Academy pick-up and College Prep/Academy sibling pick-up).

Teachers feel IDEA Walzem Academy is not only a rigorous environment for scholars but for teachers as well; the expectations for teachers is HIGH! Teachers are expected to bring their very best; they in turn work in a supportive enviroment where admin and their managers, are responsive to their individual growth and development daily through weekly check-ins, implementation of the coaching cycle (Get Better Faster), and collaborative support from grade/content teams. Teachers, administrators and staff work in tandem to create a safe environment that pushes forth the mission values and goals of IDEA Public Schools - ***100% of scholars go to and through college.***

Perceptions Strengths

During COVID-19, 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 1 (Prioritized): Limited parent/family engagement events (curriculum nights) that focused on the academic program **Root Cause:** Failed to partner with Student Success Advisor (SSA) to create a year-long-calendar of academic and fun engagement events.

Problem Statement 2 (Prioritized): Inconsistent in sharing upcoming campus event information in the predominant languages of the school community - English and Spanish **Root Cause:** Failed to identify campus personnel who were fluent in speaking and writing in Spanish and English

Priority Problem Statements

Problem Statement 1: There is a need to increase our new-to-IDEA student persistence (ended the 21/22 SY at sixty-three (62.71%) percent) as new families are choosing to not continue with us year-after-year.

Root Cause 1: 1. Lack of clear communication around IDEA's rigorous Academic model and the partnership expectations of parents and students during the onboarding process (Welcome to IDEA - WTI) and beyond. 2. Lack of consistent, annual reflection and interests surveys on what keeps students/families at IDEA and what program offerings we need to consider and incorporate (electives, clubs, academic , etc.)

Problem Statement 1 Areas: Demographics

Problem Statement 2: There is a need to train teachers in social-emotional intelligence to support a decrease in 'crisis' behaviors.

Root Cause 2: 1. Lack of teacher training in social-emotional skills/best practices that align with the RULER method, a systemic approach to social-emotional learning focusing on: Recognizing, Understanding, Labeling, Expressing and Regulating emotions.

Problem Statement 2 Areas: Demographics

Problem Statement 3: The percent of SPED scholar's successfully passing the STAAR Math exam has declined over the past three years.

Root Cause 3: 1. Lack of a "true" math intervention block where scholars are engaging in grade level content to close academic gaps. 2. Lack of leader follow through to ensure responsiveness from teachers in grades K - 2 in effectively implementing RTI services to scholars not academically progressing in math before they reach STAAR grade levels.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: The percent of all sub-populations (SPED, EL, Black, Hispanic and Eco Dis) passing the STAAR Science exam has taken a decline since 2018. (Decrease of 25 points compared to the 2018 academic achievement score.)

Root Cause 4: 1. Lack of content team meetings/PLCs (professional learning communities) with K - 5 Science teachers 2. Lack of leader follow through to ensure teacher responsiveness to daily exit ticket (ET) outcomes for sub-population students

Problem Statement 4 Areas: Student Learning

Problem Statement 5: SPED lead teachers lacked content knowledge and pedagogy in math and reading

Root Cause 5: 1. Failed to hire candidates with a strong background in math and/or reading 2. Failed to train staff in SPED content specific "best practices"

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: Failed to differentiate professional development for new-to-IDEA staff

Root Cause 6: 1. PD sessions were not aligned to the needs and interests of the new-to-IDEA staff

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: Limited parent/family engagement events (curriculum nights) that focused on the academic program

Root Cause 7: Failed to partner with Student Success Advisor (SSA) to create a year-long-calendar of academic and fun engagement events.

Problem Statement 7 Areas: Perceptions

Problem Statement 8: Inconsistent in sharing upcoming campus event information in the predominant languages of the school community - English and Spanish
Root Cause 8: Failed to identify campus personnel who were fluent in speaking and writing in Spanish and English
Problem Statement 8 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- 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
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data

- Homeless data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

Goals

Goal 1: Increase staff retention

Performance Objective 1: By the end of the 22/23 SY, Walzem Academy will achieve an organizational health outcome of 85% or higher on the Great Places to Work (GPTW) survey.

High Priority

Evaluation Data Sources: Great Places to Work (GPTW) Survey
Semesterly Listening tour Feedback
Locus Staff Retention Dashboard

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Develop Staff Talent by: a. Maintaining consistent check-ins with 100% of Teachers with an embedded 'self-care' component b. Differentiating PD based on teacher roles, goals and future aspirations **Strategy's Expected Result/Impact:** Increase organizational health data participation and data outcomes by +18% points or more **Staff Responsible for Monitoring:** Principal Assistant Principals of Instruction Assistant Principal of Operations **Title I:** 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals **Problem Statements:** School Processes & Programs 2				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 2: Failed to differentiate professional development for new-to-IDEA staff **Root Cause**: 1. PD sessions were not aligned to the needs and interests of the new-to-IDEA staff

Goal 2: IDEA achieves an A rating

Performance Objective 1: Meet or exceed growth in state standards for all student groups in Domain 2 - School Progress - Relative Performance and Domain 3 Closing the Gaps (sub-pops: SPED, LEP, AA, H, etc.) by the end of the 22/23 SY.

High Priority

Evaluation Data Sources: Instructional Rounds and Instructional Tactical
DDI tools: Data Deep Dive Meetings, Daily Exit Ticket Tracker, Instructional Stepback, Edcite District Assessments data, and Domain 2 assessment tracker

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Implement with urgency weekly TEAM & 1:1 Leader-Principal instructional rounds to identify trends in teacher execution (accurate/appropriate bite-size action-step) and student achievement **Strategy's Expected Result/Impact:** Increase teacher growth and development by achieving a Proficient or higher rating on GET 3 - Student Ownership **Staff Responsible for Monitoring:** Principal Assistant Principals of Instruction **Title I:** 2.4 **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1, 2				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: The percent of SPED scholar's successfully passing the STAAR Math exam has declined over the past three years. **Root Cause**: 1. Lack of a "true" math intervention block where scholars are engaging in grade level content to close academic gaps. 2. Lack of leader follow through to ensure responsiveness from teachers in grades K - 2 in effectively implementing RTI services to scholars not academically progressing in math before they reach STAAR grade levels.
Problem Statement 2: The percent of all sub-populations (SPED, EL, Black, Hispanic and Eco Dis) passing the STAAR Science exam has taken a decline since 2018. (Decrease of 25 points compared to the 2018 academic achievement score.) **Root Cause**: 1. Lack of content team meetings/PLCs (professional learning communities) with K - 5 Science teachers 2. Lack of leader follow through to ensure teacher responsiveness to daily exit ticket (ET) outcomes for sub-population students

Goal 2: IDEA achieves an A rating

Performance Objective 2: 100% of Critical Student Intervention (CSI) scholars (target SPED) will achieve their growth goal and/or meet approaches on the Reading and Math STAAR assessment by the end of the 22/23 SY.

High Priority

Evaluation Data Sources: District Mock STAAR Exams, RenSTAR assessments, Exit Tickets, Exit Ticket Sorts, and all District administered Exams

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: 100% of teachers hold goal setting conversations with scholars before or by the end of Q1. **Strategy's Expected Result/Impact:** 100% of scholars know their individual growth and stretch goals for STAAR Math and Reading. **Staff Responsible for Monitoring:** Principal Assistant Principals of Instruction **Title I:** 2.6 **- TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 1 **Funding Sources:** Jakub Kosiba - Interventionists - Federal Grant - $57,250				

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: The percent of SPED scholar's successfully passing the STAAR Math exam has declined over the past three years. **Root Cause**: 1. Lack of a "true" math intervention block where scholars are engaging in grade level content to close academic gaps. 2. Lack of leader follow through to ensure responsiveness from teachers in grades K - 2 in effectively implementing RTI services to scholars not academically progressing in math before they reach STAAR grade levels.

Goal 2: IDEA achieves an A rating

Performance Objective 3: 3rd grade will achieve 90% Approaches/60% Meets/ 35% Masters on the Reading and Math STAAR increasing scores from the 21/22 SY by (+13 Approaches) / (+10 Meets)/ (+5) Masters.

High Priority

HB3 Goal

Evaluation Data Sources: Semester Exam (December 2022)
MOCK Exam (March 2023)
STAAR Exams (May 2023)

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Scholars receive high-quality, aligned TEKs-based instruction: lessons and exit tickets, in Reading and Math to be executed by all content teachers in grade 3. **Strategy's Expected Result/Impact:** 80% or higher on their daily exit ticket 75% or more of scholars will meet their progress goal on STAAR MOCK **Staff Responsible for Monitoring:** Principal Manager of Reading Language Arts **Title I:** 2.4, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals **Funding Sources:** Tanya Densman - Individualized Learning (Dream Box) - Federal Grant - $31,711.68, Mikayla Cooper - Accelerated Reader Facilitator - Federal Grant - $32,297.76	0%			

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 3: Increase student daily attendance

Performance Objective 1: Grade Levels at Walzem Academy will achieve an average daily attendance of 97% for the 22.23 SY.

High Priority

Evaluation Data Sources: ADA Locus Dashboard
SIS/Registrar daily ADA outcomes

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
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:** Increase ADA by .5-.10% points per week Increase campuses overall ADA to 97% daily per grade level before or by November 2022 **Staff Responsible for Monitoring:** Assistant Principal of Operations (APO) **Title I:** 2.6 - **TEA Priorities:** Connect high school to career and college				

 No Progress Accomplished Continue/Modify Discontinue

Goal 3: Increase student daily attendance

Performance Objective 2: Each grade level at Walzem Academy will achieve <3 absences daily / <21 absences daily as a campus for the 22/23 SY.

Evaluation Data Sources: Homeroom daily ADA outcomes 8:00 - 9:15 am
ADA 'chronic absenteeism" lists
ADA parent meetings

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Lead Team members will support their assigned grade levels in meeting their daily ADA magic # goal (<3 scholars absent) by meeting with scholars/families who have (5) or more absences. Meetings should be held 24-48 hours after notification. **Strategy's Expected Result/Impact:** Increase grade level ADA to 97% daily Increase campuses overall ADA to 97% daily per grade level before or by November 2022 **Staff Responsible for Monitoring:** Assistant Principal of Operations Principal Assistant Principal of Instruction **Title I:** 2.6 **- TEA Priorities:** Connect high school to career and college				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 4: Increase student persistence

Performance Objective 1: 90% of Walzem Academy's scholars will return for the 23/24 SY by educating families on school safety/violence prevention coupled with social-emotional learning (SEL) lessons throughout the school year.

High Priority

Evaluation Data Sources: Parent and Student Surveys
Campus New-to-IDEA Persistence and Overall Persistence Data Outcomes
SEL lesson participation data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: School Counselor/Social Worker complete 100% of violence prevention/anti-bullying/school safety training to all 100% of Walzem AC staff **Strategy's Expected Result/Impact:** Decrease reports of bullying Decrease School of Conduct Violations + Out of School Suspensions (OSS) Increase Morning Meeting Move this World Participation (Average 80% or higher) **Staff Responsible for Monitoring:** School Counselor School Social Worker **Title I:** 2.6 - **TEA Priorities:** Connect high school to career and college **Problem Statements:** Demographics 2				

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: There is a need to train teachers in social-emotional intelligence to support a decrease in 'crisis' behaviors. **Root Cause**: 1. Lack of teacher training in social-emotional skills/best practices that align with the RULER method, a systemic approach to social-emotional learning focusing on: Recognizing, Understanding, Labeling, Expressing and Regulating emotions.

Goal 4: Increase student persistence

Performance Objective 2: 80% (507) of scholars in grades 1 and 5 will reach their fitness ambassador goal of 1200 minutes.

Evaluation Data Sources: IHT Monitors

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Coaches will track weekly data MVPA (moderate to vigorous physical activity) goals using the IHT program. **Strategy's Expected Result/Impact:** Weekly MVPA goal per scholar is met (38 mins) Monthly MVPA goal per scholar is met (152 mins) **Staff Responsible for Monitoring:** Coaches Assistant Principal of Instruction **ESF Levers:** Lever 3: Positive School Culture	0%			

 No Progress Accomplished Continue/Modify Discontinue

Goal 5: All IDEA students matriculate to college

Performance Objective 1: 90% of Walzem Academy's scholars in Kinder - 2nd will be on grade level in Math and Reading by the end of the 22/23 SY.

High Priority

Evaluation Data Sources: DI Online Dashboard
District Reading and Math Assessment outcomes
Executive Tracker

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Engage in lesson rehearsals for 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:** Teach Boost Rating of Proficient or higher for GET 1A or GET 1B Daily/Weekly lesson progress in DI for K-2 Reading Daily ETs for K-2 Core Content for K-2 Reading and Math **Staff Responsible for Monitoring:** Assistant Principal of Instruction **Title I:** 2.4 - **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 2				

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 2: The percent of all sub-populations (SPED, EL, Black, Hispanic and Eco Dis) passing the STAAR Science exam has taken a decline since 2018. (Decrease of 25 points compared to the 2018 academic achievement score.) **Root Cause**: 1. Lack of content team meetings/PLCs (professional learning communities) with K - 5 Science teachers 2. Lack of leader follow through to ensure teacher responsiveness to daily exit ticket (ET) outcomes for sub-population students

Title I Personnel

Name	Position	Program	FTE
Jakub Kosiba	INTERVENTIONIST	Critical Student Intervention - DI/TEKS	1
Mikayla Cooper	AR ZONE FACILITATOR	Accelerated Reader (AR)	1
Tanya Densman	ILEARNING HOT SPOT FACILITATOR	Individualized Learning (Dream Box)	1

Campus Funding Summary

Federal Grant					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	2	1	Jakub Kosiba - Interventionists		$57,250.00
2	3	1	Mikayla Cooper - Accelerated Reader Facilitator		$32,297.76
2	3	1	Tanya Densman - Individualized Learning (Dream Box)		$31,711.68
				Sub-Total	$121,259.44

Addendums

Campus Name

2021-22 Student Achievement Improvement Plan

ACADEMY

Needs Assessment Categories: S-STAAR D-DIBELS E-EOC A-ACT RR-Reading Renaissance ST-STAR for Math DR-Discipline Report AP-AP Tests O-Other
Special Populations: All AR-At Risk ELL-English Language Learners ED-Economically Disadvantaged M-Migrant SE-Special Education

APO	Initiatives	Needs Assess.	Special Pops.	Person(s) Responsible	Timeline Start/End	Resources: Human/ Material/Fiscal	Documentation	Formative Evaluation	Title I Qualifying Programs — Internal Use Only: Supplemental Program (Y/N)	New Program (Y/N)	Budget Allocation	Initiatives Status — Mid Year: Outcome	Increase/Decreased by X%	End of Year: Outcome	Increase/Decreased by X%
									Budget Allocations only need to be entered for programs that are BOTH Supplemental & New			Use these columns to assess your strategy progress at the middle and end of the year			
1I, 1J	Teachers will have a leader created exemplar of a backwards plan to review.	S, D	All	Stephanie Bazaldua	8/8/2022-5/26/2023	DI Presentation Materials and Backwards Planning form	Backwards plan	Weekly submission to manager of backwards plan							
1J	CSI students need to be accurately coded in PowerSchool so we can create Illuminate groups (data system) for CSI in order for us to quickly and easily track student data.	S	All	Cristen Martens Stephanie Bazaldua Corriesha Nelson	8/8/2022-5/26/2023	Access to Illuminate and Pwerschool	CSI Assessment Growth Tracker	CSI Online							
1G, 1I, 1J	Students who require intervention will receive differentiated homework.	S, D, O	All	Cristen Martens Stephanie Bazaldua Corriesha Nelson	8/8/2022-5/26/2023	Backwards Plan	Weekly Submission of homework	Manager will check homework							
1G, 1I, 1J	Tutoring and intervention can occur during planning period, after school, or Friday Night Lights.	S, D, O	All	Cristen Martens Stephanie Bazaldua Corriesha Nelson	8/8/2022-5/26/2023	Backwards Plan	ET data	Foramtive and summative assessments							
1I	Direct instruction teachers need to identify students who require intervention based on prior year data from day 1 of school.	D, O	All	Stephanie Bazaldua	8/8/2022-5/26/2023	DI Presentation Materials and Backwards Planning form	Backwards plan	Foramtive and summative assessments DI Online							
1I, 1J	CSI DI placement testing needs to be finished by first week of school to start groups by second week of school.	D, O	All	Stephanie Bazaldua	8/8/2022-5/26/2023	Placement Tests	Testing tracker	BOY roster							
1G,2A	Teachers need to be fully trained on how to use our data management system (Illuminate).	S	All	Cristen Martens Stephanie Bazaldua Corriesha Nelson	8/8/2022-5/26/2023	Illuminate	Illuminate & Educite	Foramtive and summative assessments							
1G, 1I, 1J	We will create opportunities for teachers to observe each other in action to learn best practices and reflect on their own teaching practice.	S, D, O	All	Cristen Martens Stephanie Bazaldua Corriesha Nelson	8/8/2022-5/26/2023	Teacher list for rotations of observations	Peer to peer observation notes and reciepts for learnings and big take-aways.	GET Ratings							
1G, 1I, 1J	Principal and RTI coordinator will work together to create a database of historical and current student data to serve as the reference for creating targeted intervention.	S, RR	All	Cristen Martens Stephanie Bazaldua Corriesha Nelson	8/8/2022-5/26/2023	RTI PD	RTI Tracker: Academic & Behavior	SPED Referrals							
1G,2A	Professional development in backwards planning in reference to TEKS. Unpacking standards to align to our curriculum.	S	All	Cristen Martens Stephanie Bazaldua Corriesha Nelson	8/8/2022-5/26/2023	Backwards Planning PD	Backwards Planning Content doc	Major/Minor District Assessments STAAR							
1G,2A	Teacher training on difference between STAAR progress and achievement goals and how state accountability drives campus goals.	S	All	Cristen Martens Stephanie Bazaldua Corriesha Nelson	8/8/2022-5/26/2023	TX Accountability PD		Major/Minor District Assessments STAAR							
1G, 1I, 1J	Structure a clear onboarding process for the entire first year of teaching that includes mentorship.	O	All	Cristen Martens	8/8/2022-5/26/2023	Onboarding/Engagment Plan	Onboarding/Engagement Calendar	Campus Onboarding & NTI Participation							
2A	Teachers will be trained in a clear campus referral process.	DR	All	Cristen Martens Stephanie Bazaldua Corriesha Nelson	8/8/2022-5/26/2023	Wolf Ladder of Consequences	# of returned referral packets from regional office, due to inaccuracy in data submission	GET 2 Rating							
1G, 1I, 1J	Feedback from leaders on backwards planning to ensure we are providing strong first teach opportunities.	S, RR, O		Cristen Martens Stephanie Bazaldua Corriesha Nelson	8/8/2022-5/26/2023	Lesson Plan	Teachboost								
1G	Teachers will reference goals in student meetings every three weeks.	S, O		2 - 5 Lead Teachers	8/8/2022-5/26/2023	Individual Stduent Goal setting forms	Daily ET Tracker	District Assessments/ STAAR							
2A	Provide consistent professional development opportunities for new staff.	S, O	All	Cristen Martens	8/8/2022-5/26/2023	Year-Long PD Calendar	Community Engagment Event Participation	Parent Survey							
1G, 1I, 1J	We need to teach students what goal orientation is, the importance of having goals, and how to articulate what their goals are for the year.	S, O	All	K- 5 Teachers	8/8/2022-5/26/2023	Individual Student Goal setting forms + Invidual Mtg. w/ Teacher	Teachboost	Foramtive and summative assessments							
2A	Grade team leaders will help by checking their grade level CMC snapshots to support with behavior before escalating to requiring leadership support.	O	All	GTLs	8/8/2022-5/26/2023	CMC Snapshot	Teachboost	GET 2 Rating							
2C	The campus team will utilize an escalation matrix to address chronic absences and tardies.	O	All	Bonnie Cabellero Tia Frazier	8/8/2022-5/26/2023	ADA Escalation Matrix	Attendance Mtgs.	ADA %							
2D	Consistently utilize Dojo points and the Wolf Star to incentivize positive behaviors; maintain Wolf Store	DR, O	All	All Staff, Tia Frazier	8/8/2022-5/26/2023	Class Dojo	Class Dojo	Persistence %							
2D	Scope and Sequence for Community Circles and consistent tracking of Move this World	DR	All	Carrie Rosado	8/8/2022-5/26/2023	Move this World, Community Circles	Community Circles Scope and Sequence	ADA % + Discipline Referrals							

Campus Name

2021-22 Student Achievement Improvement Plan

ACADEMY

									Title I Qualifying Programs			Initiatives Status			
									Internal Use Only			Mid Year		End of Year	
									Supplemental Program (Y/N)	New Program (Y/N)	Budget Allocation	Outcome	Increase/Decreased by X%	Outcome	Increase/Decreased by X%

Annual Performance Objectives (APO)

PRIORITY #1: Students Graduate College-Ready

1A. % of graduates who matriculate to a College or University: 100%

1B. % of graduates matriculate to a Tier I/II College or University: 15% | 25%

1C. % of Seniors accepted to a College or University: 100%

1D. % of Seniors named AP scholars | Earn IB diploma: 30% | 25%

1E. Earned State Rating: A

1F. % Basic | % Mastery | % Advanced on LEAP: 82% | 44% | 11%

1G. % Approaches | % Meets | % Masters on STAAR/EOC: 90% | 60% | 30%

1H. % Level 3 | % Level 4 | % Level 5 on FSA/FSAA: 70% | 40% | 20%

1I. % of Pre-K-2nd Students End The Year On/Above Grade Level in Reading - Year 1 Campuses | Year 2 Campuses: 80% | 90%

1J. % of students in CSI achieve 2 years growth in Reading | Math (measured by Ren STAR) 50% | 60%

1K. Average ACT score: 21

1L. % of students graduating college in 4 | 6 years: 25% | 55%

PRIORITY #2: Build a Strong & Sustainable Organization

2A. % Teacher Retention | Employee Retention: 85% | 85%

2B. 80% composit score on GPTW: 82%

2B. %Average Daily Attendance: 97.50%

2C. New Student Persistence: 90%

2D. Operating Income: $133M

2E. FIRST Rating: A

PRIORITY #3: Achieve Mission at Scale

3A. % of students with low socio-economic status: 80%

3B. Enrollment in August 2020: 83,894

3C. Schools in operation in August 2020: 149

3D. Total Funds Raised (millions): $93M

Needs Assessment

S-STAAR

D-DIBELS

E-EOC

A-ACT

RR-Reading Renaissance

ST-STAR for Math

DR-Discipline Report

AP-AP Tests

O-Other

Special Populations

All

AR-At Risk

ELL-English Language Learners

ED-Economically Disadvantaged

M-Migrant

SE-Special Education

Walzem

Comprehensive Needs Assessment ACADEMY						
Data Sources: Eureka Math & Electives Academy						
	DISTAR Pre-K on Grade Level	**Eureka Kinder on Grade Level**	**Eureka First on Grade Level**	**Eureka Second on Grade Level**	**% Math Masters Pk-2**	**PK-2 MM Goal Met/Not Met**
% Students	**N/A**	**99%**	**92%**	**82%**	**60%**	**Met**
Data Source: STAAR Academy						
	STAAR Math Grade 3	**STAAR Math Grade 4**	**STAAR Math Grade 5**	**% Math Masters 3-5**	**3-5 MM Goal Met/Not Met**	
% Approaches	**70**	**78**	**81**	**62%**	**Met**	
% Meets	**36**	**37**	**48**			
% Masters	**13**	**13**	**16**			
% Student Achievement Average	**40**	**43**	**48**			
% Meet 2 year growth	**N/A**	**87%**	**93%**			
Data Source: CSI Academy						
	Math AC CSI					
% CSI (EOY Ren.)						
% of CSI Passing STAAR						
% of SPED Passing STAAR	26%					

Reflections	
Areas of Strength	**Areas of Need**
1. The K-2nd grade Math teachers collaborated weekly to identify gaps in learning and how to prevent the gaps in upcoming grades.	**1.** Ensure content team meetings combines grades K - 5 math teachers to identify gaps in student learning and develop best practices to close them through a vertical-alignment lens.
2. The 3rd-5th grade teachers collaborated weekly and utilized a similar lesson structure.	**2.** Implement a "true" math intervention block where scholars are closing gaps, but also getting an additional math touch point throughout the day.
3. Teachers made data-driven decisions and adjusted lesson plans to ensure scholars achieved their personal growth goals and provided extended learning opportunities (after school tutorials, Friday Night lights, etc.) for those who needed additional support.	**3**. Teachers in grades K - 2 must be responsiive in effectively implementing RTI services to scholars not academically progressing in math before they reach STAAR grade levels.
4. Teachers implemented Dreambox, an individualized on-line program, to support TEKS-based instruction.	

Walzem Academy

Comprehensive Needs Assessment
ACADEMY

Data Sources: DI ELA & Reading Electives

	DI Pre-K on Grade Level	DI Kinder on Grade Level	DI First on Grade Level	DI Second on Grade Level	% Royal Readers	% Word Masters
% Students	N/A	82%	82%	81%	5%	59%
	Pre-K	Kinder Wit and Wisdom	1st Grade Wit and Wisdom	2nd Grade Wit and Wisdom	RR Goal Met/Not Met	WM Goal Met/Not Met
% Approaches	N/A	96	89	85		
% Meets		61	60	35		
% Masters		15	32	15	Not Met	Not Met
% Student Achievement Average	N/A	57	60	43		

Data Source: Reading STAAR

	STAAR Reading Grade 3	STAAR Reading Grade 4	STAAR Reading Grade 5	Data Source: CSI	
% Approaches	77	89	83	% Meeting CSI Goal	Reading AC CSI
% Meets	50	66	53	% CSI (EOY Ren.)	13%
% Masters	30	33	34	% of CSI Passing STAAR	
% Student Achievement Average	52	63	58	% of SPED Passing STAAR	38%
% Meet 2 year growth	N/A	90%	93%		

Reflections

Areas of Strength	Areas of Need
1. Implementing the Reading (Wit and Wisdom) curriculum this year has been a great addition to the K-1 ELA program. By doing this we are ensuring scholars are getting not just phonemic awareness, phonemes, fluency, accuracy (fundamentals of reading), we are also ensuring they are engaging in grade appropriate comprehension skills daily.	**1**. Since the reading curriculum (Wit and Wisdom) is new for K-1, additional professional developnment is required to ensure teachers are incorporating high-quality, research-based best practices in their preparation/planning and lesson delivery. (I.e. Science of Teaching and Reading (STR) as well as colloborating with other Reading teachers in grades K - 5. **This process will continue in grades 3 -5.**
2 Exit ticket huddles enabled teachers to identify academic gaps and collabortate on-the-spot with other Reading teachers in grades K - 2 or 3-5 on how to effectively close the academic gap(s) using high-leverage strategies.	**2.** Teachers need guidanc and concistent trainings to effectively implement the "How" of the RTI process for scholars.

3 Materials and Addendums provided to teachers were TEKS alligned.	**3.** Though the materials and addendums were TEKS aligned, teachers must make adjustments to lessons to ensure alignment is clear and concise, rigorus and grade-level appropriate before delivering to scholars.

IDEA Walzem

Comprehensive Needs Assessment ACADEMY						
Data Sources: Science Pk-2						
	Science Pre-K on Grade Level	**Science Kinder on Grade Level**	**Science First on Grade Level**	**Science Second on Grade Level**	**Science Third on Grade Level**	**Science Fourth on Grade Level**
% Students	**N/A**	**100%**	**98%**	**81%**	**94%**	**92%**
Data Source: Science 3-5						
	STAAR Science Grade 5					
% Approaches	**69**					
% Meets	**31**					
% Masters	**13**					
% Student Achievement Average	**38**					

Reflections	
Areas of Strength	**Areas of Need**
1.The implementation of 'just the right science labs' allowed scholars to enhance their mastery of science content and develop	**1**. Involve co-teachers in summer professional development and year-long trainings to increase their content knowledge.
2. Teachers were provided with materials and resources to ensure lab effectiveness for a diverse group of students.	**2.** Peer-to-peer observations, pairing new content teachers with experienced content teachers, of the delivery and execution of
	3. Allow time for shared planning during content team meetings for teachers to share ideas and backwards plan with other science

Walzem

Comprehensive Needs Assessment ACADEMY							
Data Sources: Humanities Pk-2							
	Humanities Pre-K on Grade Level	Humanities Kinder on Grade Level	Humanities First on Grade Level	Humanities Second on Grade Level	Humanities Third on Grade Level	Humanities Fourth on Grade Level	Humanities Fifth on Grade Level
% Students	N/A	96%	88%	81%	88%	94%	98%

Reflections	
Areas of Strength	Areas of Need
1. Social Studies curriculum was developed with accessible reading content.	1 The content was very lengthy which was not realistic for the time-frame given to complete the lesson.
2. Content lesson plans contained scaffolded questioning to meet the needs of all students. .	2 The content was not always grade level appropriate.
3. The content was organized and easily accessible. Unit assessments were alligned with the corresponding units.	3 End of year units were not able to be taught because of time constraints and, the teacher was needed to assist with STAAR

Campus Name

Comprehensive Needs Assessment ACADEMY					
TELPAS Composite Rating (Listening, Speaking, Reading, Writing)					
	Listening	**Speaking**	**Reading**	**Writing**	**% of ELL Students who grew one or more levels**
% Beginning	4%	8%	11%	27%	**43%**
% Intermediate	23%	33%	24%	22%	x
% Advanced	30%	31%	24%	18%	x
% Advanced High	43%	27%	41%	33%	x

Reflections	
Areas of Strength	**Areas of Need**
1. Targeted focus on ELL performance outcomes at the top of the school year and was grounded in previous year's STAAR results, where applicable.	1. The team needs strategic professional development opportunities that includes high-leverage LEP "best practices" that have proven to move data.
2. Data analysis conversations after all major assessments, centered around LEP performance with clear next steps to close gaps.	2. The team needs additional on-the-spot feedback centered around LEP performance.
3. The team utilized a sub population data tracker to determine LEP data outcomes and to create a plan to target specific LEP students.	3. The team needs 100% of instructional leaders to be trained in sheltered instruction observation protocol (SIOP).

Campus Name

Comprehensive Needs Assessment	
ACADEMY	
Staff Quality, Recruitment, Retention	
	Percentage
% School Lead Team Retention	**80%**
% Instructional Support Retention	**91%**
% Teacher Retention	**85%**
% Campus Support Retention	**100%**
% SPED Teachers	**75%**
% State/National Certified Teachers	**26%**
% State Certified Leaders	**67%**
% State/Board certified Counselors	**50%**
Number of teacher applicants per 2020-21 school year	**9**

Reflection	
Areas of Strength	**Areas of Need**
1. The recruiting process includes a talent rubric, as well as a sample teach that allows Lead Team, to see how	1. Dedicate a PD, once a month, to teachers who are new to our campus and offer support, answer any
2. There is a culture of sharing best practices, were teachers feel they can share highly effective strategies with	2. There is a need for a shared vision about culture and the why behind the culture tenants.
3.PD days are used effectivley to help teachers collaborate with other content and grade level team members for	3. Our campus can benefit from peer-to-peer observations for incoming teachers and new to content

Campus Name

Comprehensive Needs Assessment ACADEMY	
Data Source: School Culture and Climate	
	Campus %
% Average Daily Attendance	**91.92%**
% Overall Persistence	**86.53%**
% New Student Persistence	**77.54%**
# of Admin Withdrawals/ Level 3 Offenses	**5**
% SPED	**5.80%**
% ELL	**15%**
% Eco Dis	**77.60%**
% Migrant	**0%**
% Race: American-Indian-Alaska-Native	**0.30%**
% Asian	**2.30%**
% White-Hispanic	**64.60%**
% Multi	**1.60%**
% Black-African-American	**24%**
% Native-Hawaiian-Pacific-Islander	**1.00%**
% White	**6.20%**
% Male	**52.80%**
% Female	**47.20%**

Data Source: School Culture and Climate	
Reflections	
Areas of Strength	**Areas of Need**
1. There's clear communication during emergency situations.	**1**. Ensure beginning-of-year and new to IDEA culture camp is a time for families and scholars to learn the core values of IDEA Public schools and why we beleive that ALL kids will og through and to college.
2. Social and emotional curriculum helped scholars learn different social and emotional coping practices and how to repect and embrace other cultures/holidays.	**2.** Increase teacher training on how to descalate behaviors in the classroom.
3. The campus effectively implemented class Dojo which resulted in a positive partnership between parents and teachers and increased the *Joy* at our campus.	**3.** Increase Kinder recognition (campus-wide) for academic/behavioral achievements; they can look similar to Math Masters and Word Master celebrations.
4.. The implementation of after school clubs provided extended learning opportunities that were directly tied to student interests (dance, sports, art, etc.).	

Campus Name

Comprehensive Needs Assessment ACADEMY	
Data Source: Family and Community Involvement	
	Percentage
% Families utilized Panorama survey	**School survey 20.2%** **Teacher survey: 20.6%**
% Families Attended WTI	32%
% Families Attended Curriculum Night	K-1: 32% 1-2: 47% 2-3:May 23 3-4:May 24
Families Who Attended EOY Ceremonies	Quarter 4 awards, Kinder Promotion, & 5th Bridge
Families who attended Fall Festival	500 families
Families who attended Winter Festival	500 families
Families who attended Spring Festival	300 families

Reflection	
Areas of Strength	**Areas of Need**
1. We offered digital forms of parent communication such as the Parent weekly (via REMIND app), class Dojo, Facebook,	**1**. Develop community partners within a 5-10 mile radius of the campus and beyond.
2. Campus implemented grade-level led celebrations, spirit weeks and events. This approach increased teacher investment	**2.** Implement a grade-level,weekly newsletter to inform parents of what is going on in their child's
3. We provided content to our non-English speaking families in	3. Release all infoirmation for family events on multiple

IDEA Public Schools

Walzem College Prep

2022-2023 Campus Improvement Plan

Accountability Rating: B

Distinction Designations:
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
Postsecondary Readiness

Board Approval Date: October 21, 2022
Public Presentation Date: September 13, 2022

Mission Statement

IDEA Public Schools prepare students from underserved communities for success in college and citizenship.

Vision

To ensure students reach their potential, IDEA Public Schools will become the region's largest creator of college graduates.

Core Values

Our drive to translate our mission and vision into reality are based upon the following core values:

- We achieve **Academic Excellence**
- We deliver **Results**
- We ensure **Equity**
- We build **Team & Family**
- We act with **Integrity**
- We bring **Joy**
- We **Sweat the Small Stuff**

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Comprehensive Needs Assessment

Demographics

Demographics Summary

IDEA Walzem College Preparatory is an entity with the charter IDEA Public Schools. Walzem CP was established in 2014 serving grades K-12 with about 1397 students. This is an open enrollment charter school. Special programs include Special Education services including RISE. It primarily serves 70% Latino and 25% African American and 5% Caucasion. The teacher to student ratio is 28 to 1. "See PDF in Addendum for more information."

Demographics Strengths

“See PDF in Addendum for more information.”

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): IDEA Walzem CP student persistence is an area of growth in new to IDEA members and returning members. **Root Cause:** 1. Lack on consistent onboarding of new families as we rush to meet enrollment numbers. 2. Lack of teacher communication to welcome new families like a Meet The Teacher event.

Problem Statement 2 (Prioritized): There is a need to increase teacher/parent communication . **Root Cause:** 1. Teachers feel overwhelmed when completing weekly deliverables. 2. Leader accountability has shifted as changes in leadership have occurred

Student Learning

Student Learning Summary

Overall 21-22 Outcomes were Domain 1-81, Domain 2-91, Domain 3-84 with an overall Rating of an 89.

Student Achievement	81
STAAR Performance	79
College Career & Military Readiness	92
Graduation Rate	65
School Progress	91
Academic Growth	91
Relative Performance	88
Closing Gaps	84

6/7 Distinctions:
ELA/Reading
Mathematics
Science
Social Studies
Comparative Academic Growth
Postsecondary Readiness

"See PDF in Addendum for more information."

Student Learning Strengths

"See PDF in Addendum for more information."

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): English I and II scores have increased minimally over the past two years. **Root Cause:** Creating a standard writing criteria for mastery that vertically aligns and builds on rigor beginning from 8th grade was not implemented.

Problem Statement 2 (Prioritized): Percent of EL students who grew one or more grade levels in listening, speaking, reading and writing were 13% and below. **Root Cause:** Instructional practices such as think-pair-share were lacking in helping students verbalize academic vocabulary to internalize learning.

School Processes & Programs

School Processes & Programs Summary

Our campus develops instructional leaders by creating opportunities to be teacher leaders on campus. Roles and responsibilities and compensation are outlined though district programs with any "campus level" addendums. Teacher leaders can be defined as grade team leaders, or content leaders or mentor for new staff. The use of historical and recent data supports in planning professional development to address root causes. Strategies used are from resources such as Get Better Faster, Teach Like a Champion and our district Guideposts to Excellent Teaching. To support powerful teaching and learning we use them as exemplars to lead others and to identify the standards for rigor and management. IDEA core values is one program that focuses on a safe environment and high expectations. They not only align with our mission, vision, values and goals but define them with set standards. In addition, our Social Emotional Learning is a program to support overall student mental health. "See PDF in Addendum for more information."

School Processes & Programs Strengths

Curriculum & Instruction:

- At least one-third of IDEA students graduate with the "AP Scholar" designation, evidence of earning a qualifying score on at least three AP exams, demonstrating successful completion of college-level coursework prior to graduation.
- IDEA provides students access to accelerated instruction through the 1:1 technology device, including adaptive software for mathematics and literacy and access to hundreds of thousands of books in the district's digital library.
- IDEA curricular resources include high-quality instructional materials that earn the highest ratings on national evaluation measures.
- IDEA curriculum is regularly evaluated using a quality evaluation tool, ensuring alignment to the Texas Essential Knowledge and Skills and AP course standards, as well as the STAAR/EOC and AP exams.
- IDEA implements a variety of training opportunities for teachers and leadership staff with the goal of developing teachers' pedagogical content knowledge and leaders' coaching skills.
- For 15 years in a row, 100% of IDEA students have been accepted into college, demonstrating that IDEA academic programming is adequately preparing students for post-secondary education.
- In 2022, four IDEA schools were ranked in the top 10 Most Challenging Schools in the Nation and 13 were ranked in the top 1% of schools nationwide, by the Jay Mathews Challenge Index High School Rankings.

Special Programs

- IDEA exceeded the expected growth target for EL student performance on TELPAS in 2021 with 48% of ELs meeting that target.
- IDEA provide targeted research based instruction to students who have a 2.0 year gap in Reading and/or Math with the goal of closing that gap by 2.0 years during the school year with our initiative called Critical Student Intervention (CSI). During the 21-22 school year, 2,562 out of 6,632 students meet that goal for Reading and 703 out of 1,268 students met the goal for Math.
- IDEA is in Year 3 of our TEA awarded Autism Grant. Through this grant we were able to increase support for 195 students with autism in Rio Grande Valley and Austin who met the criteria outlined by TEA for this grant.
- IDEA submitted and was awarded a Dyslexia Grant by the TEA so that we will be able to provide increased professional development to teachers and leaders on working with students with dyslexia and increase the support resources for our students with dyslexia.

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.

"See PDF in Addendum for more information."

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Insufficient and inconsistent onboarding for mid year hire content teachers. **Root Cause:** Due to the urgency in high impact areas, new staff did not get the ample two week experiences and opportunities to learn IDEA culture and processes and develop strong relationships with their peers.

Problem Statement 2 (Prioritized): Lack of teacher attendance and accountability due to excessive COVID cases reported. **Root Cause:** I did not have a clear plan to cover all the teacher absences.

Perceptions

Perceptions Summary

- Conflict is addessed by our Student Success Advisor lessons and Social Worker Move This World program which supports students mental health and social skills.
- Small group counseling is held with students whose parents agree to have their students counseled and supported.
- Staff turn over rate at IDEA Walzem CP is one of the highest. Staff perceptions of academic expectations is that the rigor is one component that negatively impacts our persistence rates. The average number of staff absences is over 10 days per year. According to our Great Places to Work Survey, percentages were in the 50s and 60s overall.
- “See PDF in Addendum for more information.”

Perceptions Strengths

“See PDF in Addendum for more information.”

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Last year, parental and community involvement was low for Walzem CP. **Root Cause:** I failed to have a clear plan for family engagement that allowed for more virtual events.

Problem Statement 2 (Prioritized): Lack of parental knowledge of our academic framework and the benefits of Advanced Placement. **Root Cause:** I overlooked creating a flyer to act as a resource in an effort to educate parents about our academic model and the benefits of Advanced Placement versus dual credit..

Priority Problem Statements

Problem Statement 1: IDEA Walzem CP student persistence is an area of growth in new to IDEA members and returning members.

Root Cause 1: 1. Lack on consistent onboarding of new families as we rush to meet enrollment numbers. 2. Lack of teacher communication to welcome new families like a Meet The Teacher event.

Problem Statement 1 Areas: Demographics

Problem Statement 2: There is a need to increase teacher/parent communication .

Root Cause 2: 1. Teachers feel overwhelmed when completing weekly deliverables. 2. Leader accountability has shifted as changes in leadership have occurred

Problem Statement 2 Areas: Demographics

Problem Statement 3: English I and II scores have increased minimally over the past two years.

Root Cause 3: Creating a standard writing criteria for mastery that vertically aligns and builds on rigor beginning from 8th grade was not implemented.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Percent of EL students who grew one or more grade levels in listening, speaking, reading and writing were 13% and below.

Root Cause 4: Instructional practices such as think-pair-share were lacking in helping students verbalize academic vocabulary to internalize learning.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Insufficient and inconsistent onboarding for mid year hire content teachers.

Root Cause 5: Due to the urgency in high impact areas, new staff did not get the ample two week experiences and opportunities to learn IDEA culture and processes and develop strong relationships with their peers.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: Lack of teacher attendance and accountability due to excessive COVID cases reported.

Root Cause 6: I did not have a clear plan to cover all the teacher absences.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: Lack of parental knowledge of our academic framework and the benefits of Advanced Placement.

Root Cause 7: I overlooked creating a flyer to act as a resource in an effort to educate parents about our academic model and the benefits of Advanced Placement versus dual credit..

Problem Statement 7 Areas: Perceptions

Problem Statement 8: Last year, parental and community involvement was low for Walzem CP.

Root Cause 8: I failed to have a clear plan for family engagement that allowed for more virtual events.

Problem Statement 8 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- HB3 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
- Federal Report Card and accountability data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- 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
- 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
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Apex Learning accelerated reading assessment data for English I and II (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Observation Survey results
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- STEM and/or STEAM data
- Pregnancy and related services data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data

- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

Goals

Goal 1: Increase staff retention

Performance Objective 1: Cultivate positive teachers' morale with opportunities of recognition.

High Priority

HB3 Goal

Evaluation Data Sources: Great Places to Work Surveys

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Begin teacher listening tours, with FAQ on how to turn around teacher feedback Teacher of the Week celebrations, Weekly Walzem Walk the talk Celebrations **Strategy's Expected Result/Impact:** Increase outcomes by 20% **Staff Responsible for Monitoring:** Lead Team Managers **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				

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: All IDEA students matriculate to college

Performance Objective 1: 100% College Acceptance by Dec 1st

High Priority

HB3 Goal

Evaluation Data Sources: Internal Locus Dashboard

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: 100% of students apply to TAMUSA by Nov. 1st 100% of students apply to Community College by Dec. 1st 100% of students apply to 6+ Colleges by Winter Break **Strategy's Expected Result/Impact:** 100% students matriculate to college **Staff Responsible for Monitoring:** Lead Team **TEA Priorities:** 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 5: Effective Instruction **Funding Sources:** Claudia Coppin-RTTC II & III - Federal Grant - $59,000				

0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue

Goal 3: IDEA achieves an A rating

Performance Objective 1: Make Data Driven Decisions focused on D2 & D3(AC) &

D1 & D3 (CP)
(Differentiated PD)

High Priority

HB3 Goal

Evaluation Data Sources: Edcite

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: 2a. Set weekly instructional and cultural goals derived from campus data trends with an emphasis on REVISED GET Power Rows: GET 1B and 2 + Campus Culture Rubric weekly targets. 2b. Support leaders in training and facilitating daily ET huddles and ET sorts (by end of the 1st quarter) **Strategy's Expected Result/Impact:** Achieve 90/60/30 Outcomes **Staff Responsible for Monitoring:** All campus teachers and leaders **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** 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, Lever 5: Effective Instruction				

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 3: IDEA achieves an A rating

Performance Objective 2: For the 2022-2023 school year, 50% of 9-12 grade scholars will meet 1 CCMR criteria (ACT/AP/TSI)

High Priority

HB3 Goal

Evaluation Data Sources: ACT/AP/TSI -Reading or math

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Identify scholars closest to reading or math goal to achieve CCMR criteria sooner. **Strategy's Expected Result/Impact:** Meet the ACT/AP/TSI goal as closest to deadline as possible. **Funding Sources:** Cameron Ervin-Director Of College Counseling - Federal Grant - $84,000	0%			

 No Progress Accomplished Continue/Modify Discontinue

Goal 3: IDEA achieves an A rating

Performance Objective 3: For the 2022-2023 school year, 40% of special education students will achieve Meets in STAAR Reading or Math.

High Priority

HB3 Goal

Evaluation Data Sources: STAAR ALT

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Align with CSI to address students of concern from BOY list. **Funding Sources:** Brett Kirby-ILearning Hotspot - Federal Grant - $29,383.20	0%			

 No Progress Accomplished Continue/Modify Discontinue

Goal 4: Increase student daily attendance

Performance Objective 1: Execute and maintain fidelity to escalation matrix weekly

High Priority

HB3 Goal

Evaluation Data Sources: PowerSchool

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Hold accountability on PS escalation matrix for consecutive and separate absences weekly at tacticals SIS Team review for all escalation matrix next steps to track to 100% completion Report out at tacticals students of concerns for attendance **Strategy's Expected Result/Impact:** 97.5% ADA **Staff Responsible for Monitoring:** Teachers, Leaders ans OPS **Title I:** 2.5, 2.6 **- TEA Priorities:** 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, Lever 5: Effective Instruction				

 No Progress Accomplished Continue/Modify Discontinue

Goal 4: Increase student daily attendance

Performance Objective 2: Achieve Fitness Honor Roll in grades 6-9 through physical education class.

Evaluation Data Sources: Fitness Trackers/Daily activities

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Students will track their own progress and teacher will set daily goals to meet overall big goal. **Strategy's Expected Result/Impact:** The impact is for scholars to meet healthy kids guidelines with the amount of daily activity they perform. **Staff Responsible for Monitoring:** Coach Patino and Miss Mendoza	0%			

 No Progress Accomplished Continue/Modify Discontinue

Goal 5: Increase student persistence

Performance Objective 1: Meet with NTI Scholars & Families to build connection.

High Priority

HB3 Goal

Evaluation Data Sources: Enrollment and persistence numbers

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Meet with NTI scholars once a month during lunch Send out survey specifically to NTI parents to get their feedback In person meetings with NTI parents and scholars with all of admin **Strategy's Expected Result/Impact:** 100% of new families persist with IDEA Walzem CP **Staff Responsible for Monitoring:** Teachers and Leaders **Title I:** 4.1, 4.2 **- TEA Priorities:** 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 5: Effective Instruction				

 No Progress Accomplished Continue/Modify Discontinue

Goal 5: Increase student persistence

Performance Objective 2: Achieve "proficient" rating or higher by the end of the year on the campus safety score.

High Priority

Evaluation Data Sources: Intruder Assessment/Physical Building Safety/Compliance Training completion

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Meet with Campus Crisis Team on a monthly basis and ensure makeup sessions have been rescheduled if meeting time was not met. **Strategy's Expected Result/Impact:** Ensure campus safety remains a top priority and met will fidelity. **Staff Responsible for Monitoring:** Bonnie T, Triana O, Chasity Russell, Cameron E, Latoya L, Trish O, Gabby C, Jason G, Kassandra G, Bria B, Sarah F,	0%			

 No Progress Accomplished Continue/Modify Discontinue

Title I Personnel

Name	Position	Program	FTE
Brett Kirby	ILearning Hot Spot Facilitator		FTE
Cameron Ervin-Dillard	Director of College Counseling		FTE
Claudia Coppin	RTTC II/III Teacher 10th & 11th Grade		FTE

Campus Based Leadership Team

Committee Role	Name	Position
Administrator	Norma Mendoza	Principal
Administrator	Credo Dje Dje	Assistant Principal of Instruction
Administrator	Sarah Francis	Assistant Principal of Instruction
Administrator	Cameron Ervin	Director of College Counseling
Administrator	Triana Orozco	College Counselor
Administrator	Bonniebelle Trejo	Assistant Principal of Operations
Non-classroom Professional	Latoya Lofton	Student Success Advisor
Non-classroom Professional	Gabby Cortez	Social Worker

Campus Funding Summary

Federal Grant					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	1	1	Claudia Coppin-RTTC II & III		$59,000.00
3	2	1	Cameron Ervin-Director Of College Counseling		$84,000.00
3	3	1	Brett Kirby-ILearning Hotspot		$29,383.20
				Sub-Total	$172,383.20

Addendums

Master CNA & SAIP Reporting Checklist

				PTG	100%	PTG	100%
DEPT	**Data Source**	**Data Tabs**	**Guidance**	**Status**	**Principal Notes or Questions**	**VP Verification**	**Notes & Next Steps**
College Prep	KEYS Tab (Tab 3)	Student Achievement Improvement Plan 2021-2022 School Year	This SAIP plan will require logging concrete initiatives put in place for student improvement, as well as their associated timelines, resources, and responsible staff. Each initiative will be tracked mid-year and at the end of the year. Mid-year assessments should be completed by each campus between December 1, 2022 and no later than January 31, 2023.	Complete		Verified	
	Locus Dashboards: CIS STARR, AP Campus IB Reports EOY Assessments	Comprehensive Needs Assessment 2022 English Language Arts	These Pages should include the percentage of students who achieved each listed score for the 2021-2022 School Year. For each subject, list a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete		Verified	
		Comprehensive Needs Assessment 2022 Math		Complete		Verified	
		Comprehensive Needs Assessment 2022 Science		Complete		Verified	
		Comprehensive Needs Assessment 2022 Humanities		Complete		Verified	
	State TELPAS Report	Comprehensive Needs Assessment 2022 TELPAS	This data set will outline the percentage of students that earned proficiency in the areas of Listening, Speaking, Reading, and Writing, as indicated in the State TELPAS report. Llist a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete		Verified	
	Locus Dashboards: ACT, AP, TSI Campus IB Reports Campus Matriculation Reports	100% College Matriculation 2021-2022 School Year	This page will only be applicable to campuses that had graduating classes in the Spring of 2022. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete		Verified	
	Locus Dashboard: Staff Rentention	Staff Quality, Retention, & Recruitment 2021-2022 School Year	Under the %SPED Data Point, this should relfect the percentage of SPED certified teachers, compared to the overall SPED staff. Under number of teacher applicants, note how many teachers were interviewed by campus leaders for positions during the 2021-2022 School Year. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete		Verified	
	Locus Dashboards: Student Persistence, Enrollment, ADA	School Culture & Climate 2021-2022 School Year	For the Withdrawals/Level 3 Offenses data point, list the number of withdrawals or offenses. All other data points should reflect percentages. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete		Verified	
	Campus Academic Counselor Tracking Systems	2022 Family & Community Involvement	In addition to listing data percentages, list a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete		Verified	

IDEA Walzem CP

2021-22 Student Achievement Improvement Plan - College Prep

COLLEGE PREP

APO	Initiatives	Needs Assess.	Special Pops.	Person(s) Responsible	Timeline Start/End	Resources: Human/ Material/Fiscal	Documentation	Formative Evaluation	Title I Qualifying Programs – Internal Use Only: Supplemental Program (Y/N)	Title I Qualifying Programs – Internal Use Only: New Program (Y/N)	Title I Qualifying Programs – Internal Use Only: Budget Allocation	Initiatives Status – Mid Year: Outcome	Initiatives Status – Mid Year: Increase/Decreased by X%	Initiatives Status – End of Year: Outcome	Initiatives Status – End of Year: Increase/Decreased by X%
									Budget Allocations only need to be entered for programs that are BOTH Supplemental & New			Use these columns to assess your strategy progress at the middle and end of the year			
1	Seasonal writing competitions and displays.	S, E, AP	All	Teacher	Quarter I	Grade level Examplars posted through out class room	Weekly data to include incentives	Observations and Low Inference Data of Student Work Bi-Weekly Assessments and Exit Tickets							
1	Course wide document investigation with acronym	S, E, AP	All	Teacher	Quarter I	Anchor chart	Student exemplars posted	Observations and Low Inference Data of Student Work Bi-Weekly Assessments and Exit Tickets							
1	Course wide annotation strategies	S, E, AP	All	Content Lead	Quarter I	Anchor Chart	Student exemplars posted	Observations and Low Inference Data of Student Work Bi-Weekly Assessments and Exit Tickets							
1	Daily/Unit Exit Ticket Trackers	S, E, AP	All	Teacher	Quarter I	Exit Ticket Tracker/Unit Trackers in classroom	Tracker updated by unit	data deep dive convos							
1	Implement map making activities to grasp in class concepts. 2) Posting course aligned map posters in the classroom	S, E, AP	All	Teacher	Q1 of new school year. Q4 for incoming class	Regional Maps	Map making activities, Relevant Map Posters in Classroom	"Observations and Low Inference Data of Student Work Bi-Weekly Assessments and Exit Tickets"							
1	Writing Intervention Time	S, E, AP	All	CTL/GTL	Quarter I	Anchor Charts, Highlighters, Paper, Prompts, One Pager Plan, Exemplar, Journals	Exit Ticket Data, Writing Journal Progress	Observations and Low Inference Data of Student Work Bi-Weekly Assessments and Exit Tickets							

IDEA Walzem CP

2021-22 Student Achievement Improvement Plan - College Prep

COLLEGE PREP

									Title I Qualifying Programs			Initiatives Status			
									Internal Use Only			Mid Year		End of Year	
									Supplemental Program (Y/N)	New Program (Y/N)	Budget Allocation	Outcome	Increase/Decreased by X%	Outcome	Increase/Decreased by X%
1	Differentiated Instruction for Special pops	S, E, AP	All	SPEC/ CTL/ APTS	Quarter I	Rich Print Anchor Chart, examples	Exit Ticket Data, Pictures of Annotations - or Exemplars	Teacher teachboost rating, Low Inference Data of Student Work Bi-Weekly Assessments and Exit Tickets							
1	Campus Wide Annotations	S, E, AP	All	Teacher	Quarter I	Highlighters, Prompts / Worksheets, Exemplar	Accountability Checklist, Guided notes,	Observations and Low Inference Data of Student Work Bi-Weekly Assessments and Exit Tickets							
1	Walzem Authors	S, E, AP	All	CTL/ Content team (to vote for grade or HS/MS level winners)	Q1	Differentiated Prompts	Prompt submissions/ extra credit	EOY Writing Samples							
1	Area of Need: Literacy focus 6th grade and higher in every science classroom to better prepare scholars for AP and College.	S, AP , AE	All	Science CTL and API	Quarter 1	Stemscopes, Textbooks, Reading materials, presentation platforms	Student work samples	Observations and Low Inference Data of Student Work Bi-Weekly Assessments and Exit Tickets							
1	Area of Need: Establish a class where scholars learn basic computer skills.	S, AP , AE	All	Science CTL and API	Quarter 1	Intro to Tech course	Student work and samples	End of year Portfolio							
1	Area of Need: Professional development for teachers through IDEA, NMSI and other programs.	S, AP	All	Science CTL and API	Quarter 1	Curriculum managers, course collaboration	PD Hours and Course Registration	Observations and Low Inference Data of Student Work Bi-Weekly Assessments and Exit Tickets							

IDEA Walzem CP

2021-22 Student Achievement Improvement Plan - College Prep

COLLEGE PREP

									Title I Qualifying Programs			Initiatives Status			
									Internal Use Only			Mid Year		End of Year	
									Supplemental Program (Y/N)	New Program (Y/N)	Budget Allocation	Outcome	Increase/Decreased by X%	Outcome	Increase/Decreased by X%
1	Need: increased literacy in the classroom (FRQ expectations)	S, AP , AE	All	Math CTL and API	Quarter 1	Textbooks, Reading materials, presentation platforms	Student work samples	Observations and Low Inference Data of Student Work Bi-Weekly Assessments and Exit Tickets							
1	Need: Reference chart annotations starting in September	S, AP , AE	All	Math CTL and API	Quarter 1	Anchor Charts	Pictures	Observations and Low Inference Data of Student Work Bi-Weekly Assessments and Exit Tickets							
1	Need: increased computer literacy skills (excel, powerpoint, word processing)	S, AP , AE	All	Math CTL and API	Quarter 1	Intro to Tech course	Student work and samples	End of year Portfolio							
1	Need: increased focus on basics (multiplication/divide, factoring, integers, etc)	S, AP , AE	All	Math CTL and API	Quarter 1	Anchor Charts	Student work samples	Observations and Low Inference Data of Student Work Bi-Weekly Assessments and Exit Tickets							

Annual Performance Objectives (APO)

PRIORITY #1: Students Graduate College-Ready

1A. % of graduates who matriculate to a College or University: 100%

1B. % of graduates matriculate to a Tier I/II College or University: 15% | 25%

1C. % of Seniors accepted to a College or University: 100%

1D. % of Seniors named AP scholars | Earn IB diploma: 30% | 25%

1E. Earned State Rating: A

1F. % Basic | % Mastery | % Advanced on LEAP: 82% | 44% | 11%

1G. % Approaches | % Meets | % Masters on STAAR/EOC: 90% | 60% | 30%

1H. % Level 3 | % Level 4 | % Level 5 on FSA/FSAA: 70% | 40% | 20%

1I. % of Pre-K-2nd Students End The Year On/Above Grade Level in Reading - Year 1 Campuses | Year 2 Campuses: 80% | 90%

1J. % of students in CSI achieve 2 years growth in Reading | Math (measured by Ren STAR) 50% | 60%

1K. Average ACT score: 21

1L. % of students graduating college in 4 | 6 years: 25% | 55%

Needs Assessment

S-STAAR

E-EOC

A-ACT

RR-Reading Renaissance

ST-STAR for Math

DR-Discipline Report

AP-AP Tests

O-Other

Special Populations

All

AR-At Risk

ELL-English Language Learners

ED-Economically Disadvantaged

M-Migrant

SE-Special Education

EBs?

IDEA Walzem CP

Campus Overall: Approaches: 79.92, Meets: 49.98, Masters: 23.67
AA: 51%, Does Not Meet: 20%

Comprehensive Needs Assessment
COLLEGE PREP

Data Source: CSI

% Meeting CSI Goal	Reading CP CSI
% CSI (EOY Ren.)	6th R-32% 7th R-24%
% of CSI Passing STAAR	54%
% of SPED Passing STAAR	6th-61% 7th-40% 8th-63% 9th-81% 10th-63% 11th-100%

Data Source: STAAR

	STAAR Reading 6th	STAAR Reading 7th	STAAR Reading 8th	English I EOC	English II EOC
% Approaches	75%	88%	89%	85%	72%
% Meets	45%	65%	65%	65%	57%
% Masters	19%	38%	37%	14%	2%
% Student Achievement Average	46%	64%	64%	55%	44%

Data Source: AP/IB/Electives

AP Scores	Pass AP Lit	Pass AP Lang			% Royal Readers	% Word Master
% Score 1	59%	68%			14%	60%
% Score 2	30%	28%				
% Score 3+	11%	4%				
					RR Goal Met/Not Met	WM Goal Met/Not Met
					10%	50%

Reflections

Areas of Strength	Areas of Need
100% of ELA Teachers were proficient or above in writing exemplar responses and pre- identifying the misconception.	ELA Team will identify and create vertical aligned anchor charts for STAAR and AP ELA at BOY during 1st content team meeting (example: Thinking Jobs, How to summarize a paragrah, Annotations)
Identifyng annotation criteria for mastery for passage and question.	ELA will start Monitoring Quality of Student work with tracker week 3 of school by planning during first two weeks of school.
100% of ELA teachers have build strong relationships with scholars and invested scholars in their reading and writing goals.	ELA create standard writing criteria for mastery by grade level that vertically aligns and builds the rigor from 6th -12th grade during BOY content team time.
	ELA will intentionally build grade level vocabulary over time at Walzem through weekly vocabulary focus and homework.
	ELA will ensure 40+ minutes of at bats starting quarter 1 by planning sufficient at bats in weekly lesson plans and CTL/Coach observing and providing pacing feedback.

IDEA Walzem CP

Comprehensive Needs Assessment - College Prep COLLEGE PREP					
Data Source: STAAR					
	STAAR Math 6th	**STAAR Math 7th**	**STAAR 8th Alg I**	**STAAR 9th Alg I**	
% Approaches	78%	68%	97%	78%	
% Meets	45%	27%	64%	57%	
% Masters	16%	11%	35%	17%	
% Student Achievement Average	0.46	0.35%	65%	51%	
Data Source: AP					
AP Scores	**Pass AP Stats.**				
% Score 1	98%				
% Score 2	1%				
% Score 3+	1%				

Reflections	
Areas of Strength	**Areas of Need**
Vertical alignment.	Anchor charts need to be readily available.
Collaboration and regular math meetings. Communication.	Backwards planning at the start of each unit.
Learning time outside of class.	Tracking and implementing SPED accomodations and IEP details.

IDEA Walzem CP

Comprehensive Needs Assessment COLLEGE PREP			
Data Source: Internal Assessments			
	6th Grade EOY Assessment	**7th Grade EOY Assessment**	
% Passing	**76%**	**79%**	
Data Source: STAAR			
	STAAR 8th Science	**STAAR Biology**	
% Approaches	96%	86%	
% Meets	79%	61%	
% Masters	30%	36%	
% Student Achievement Average	68%	61%	
Data Source: AP/IB			
AP Scores	**Pass AP Biology**	**Pass AP Physics (1, 2, & C)**	
% Score 1	61%	100%	
% Score 2	20%	0	
% Score 3+	19%	0	

Reflections	
Areas of Strength	**Areas of Need**
Efficient lesson planning with teachers targeting misconceptions in lessons plans	Variety of instructional strategies and interventions in the classroom. Provide various methods of learning for scholars and provide accomodation and modification for sub-pop groups.
Exceptional relationship building with students by all science teachers.	Providing college readiness literacy
Making data driven decisions to close gaps.	Tightening classroom management across Science classrooms.

IDEA Walzem CP

Comprehensive Needs Assessment COLLEGE PREP							
Data Source: Internal Assessments							
	6th Grade EOY Assessment	**7th Grade EOY Assessment**					
% Passing	**94%**	**90%**					
Data Source: STAAR							
	STAAR 8th US History	**EOC US History**					
% Approaches	83%	98%					
% Meets	39%	69%					
% Masters	19%	31%					
% Student Achievement Average	47%	66%					
Data Source: AP/IB							
AP Scores	**Pass AP Human Geography**	**Pass AP World History**	**Pass AP US History**	**Pass AP Goverment**	**Pass AP Economics**		
% Score 1	96%	74%	94%	91%	100%		
% Score 2	3%	18%	6%	6%	0		
% Score 3+	0	10%	0	4%	0		

Reflections	
Areas of Strength	**Areas of Need**
Creating joy within the classroom to strengthen student relationships. □	Fidelity to monitoring the quality of student work with exemplar for STAAR & AP Humanities.
Consistent collaboration for content vertical alignment.	Fidelity to Data Tracking for Unit Exam/Mock Exams with investment in student tracking their own data.
Improved culture and quality of student writing.	Set clear expectations and practice time for test taking time management for AP Humanities.

WHO	Action	HOW	Timeframe
Instructional Leaders, Content Lead, GTLs, Teachers	1. ILT lead PD on 4C. 2. CTL review PD of 4C. 3. GTL remind of 4C expectation in huddle. 4. Teachers receive coaching and feedback on 4C.	1. PD in Team and Family. 2. Review in week after CT meeting. 3. Daily after PD. 4. For 2 weeks after PD.	Beginning of Q2 & Q3
Instructional Leaders, Content Lead, GTLs, Teachers	1. ILT set expectation for student data tracking. 2. CTL create content trackers. 3. Teachers set goal and expectation for data tracking with 100% of students. 4. ILT check data trackers after each UE.	1. CTL create student trackers. 2. Set expectation during CT meeting. 3. ILT & CTL observe goal setting day. 4. ILT & CTL check data trackers after UE.	BOY, Q1, Q3
Instructional Leaders, Content Lead, GTLs, Teachers	1. ILT & CTL review timing expectations for AP exams. 2. ILT & CTL set appropriate time limits for content AP/STAAR exams & create anchor charts 3. Teachers set time expectations with anchor charts. 4. Teachers use time limit for all UEs.	1. CTL sets time limit expectations with anchor charts. 2. Teachers set time expectations and make it part of the active monitoring.	BOY, Q1

IDEA Walzem CP

Comprehensive Needs Assessment
COLLEGE PREP

TELPAS Composite Rating (Listening, Speaking, Reading, Writing)

	Listening	Speaking	Reading	Writing	% of ELL Students who grew one or more levels
% Beginning	4%	15%	11%	6%	
% Intermediate	21%	38%	27%	26%	8%
% Advanced	32%	33%	30%	38%	13%
% Advanced High	36%	9%	22%	27%	4%

Reflection	
Areas of Strength	**Areas of Need**
Scholar ongoing ability to advocate for self and ensure they receieve the support they need from staff.	Teachers and staff build scholar confidence and participation by incoporating more time in/out of class to utilize spanish-english dictionary weekly, starting Q1.
Scholar learned awareness of school expectations, and resrouces, and their ability to work alongisde peers to accomplish tasks.	Testing Coordinator and EL Coordinator will communicate to families the importance and purpose of TELPAS to build investment in scholars, starting October.
Scholar ability to connect assignments to express their culture, stories, or current events.	Testing Coordinator and EL Coordinator will communicate scholar English speaking level during BOY to teachers and provide accomodations for students.

IDEA Walzem CP

Comprehensive Needs Assessment

COLLEGE PREP

100% College Matriculation

Matriculation %	Matricuation % 4 year	Matriculation % 2 year	Tier 1/2 % Acceptances	Tier 1/2 % Matriculation	
100%	67%	36%	67%	9%	
Tier 1 % Matriculation	**Tier 2 % Matriculation**	**Tier 3 % Matriculation**	**Tier 4 % Matriculation**	**Senior Class CCMR %**	**Senior Class TSI Completion %**
0	9%	31%	56%	49%	33%

Campus Data

Senior Class ACT Average	Junior Class ACT Average	Overall AP Scholars (3+ or more tests)	IB Medallion Scholars (Passing 3+ exams)	Overall % IB Diploma	Campus End of Year OTG
16	15	1.00	NA	NA	96%

Reflections

Areas of Strength	Areas of Need
100% of seniors had strong college lists with tier I/II options and 100% of Quality Application Campaign deadlines were met.	Action: Underclassman College Going Identity MS: T. Orozco, 6-8 Grade GTL's HS: C. Ervin, 9-11 Grade GTL's How: Teachers will present college identity to students in their classrooms. Teachers will send PDF copy to SSA for parent weekly for both MS & HS; public celebrations for seniors during college acceptances/commitments and raffle off college swag during Go Green. Strong start college identity. 100% Teachers fill out college survey and display by BOY. CCs and RTTC teachers will lead monthly C3 and RTTC lessons. When: BOY, Q1, Q2, Q3, Q4
The CC team built strong and trusting relationships with 100% of caseload seniors and assigned grade level.	Action: Investment in matriculation to Tier I/II Who: 9-12th RTTC Teachers, CC's How: One-on-One QAC list conversations with parents, HS Parent Workshop, RTTC I/II and III T1/II guest speakers, virtual T I/II college visits tailored to each senior to match college list; invest students in fly-in's early (Q1, 11th grade) BOY, Q1, Q2, Q3, Q4

100% of seniors submitted FAFSA/TASFA and CC team hit 100% of Financial Aid Campaign deadlines and actions, to include appeals.	Action: College Prep: Whole School Parent Investment MS: T. Orozco, 6-8 Grade GTL's HS: C. Ervin, 9-11 Grade GTL's How: Organizing and facilitating monthly parent workshops, separated into three categories: 1. MS - Orozco 2. HS - Ervin 3. Alpha - CC Team Schedule Parent Workshops in YLC and schedule planning strategy meetings 2 weeks prior to delivery date BOY

IDEA Walzem CP

Comprehensive Needs Assessment COLLEGE PREP	
Staff Quality, Recruitment, Retention	
	Percentage
% School Lead Team Retention	85%
% Instructional Support Retention	66%
% Teacher Retention	77%
% Campus Support Retention	95%
% SPED Certified Teachers	13%
% State/National Certified Teachers	27%
% State Certified Leaders	9%
% State/Board certified Counselors	100%
Number of teacher applicants per 2020-21 school year	28%

Reflections	
Areas of Strength	**Areas of Need**
Admin lead strength conversations allowing leaders to identify how teachers enjoy feedback, self care, etc.	Insuficient and inconsistent teacher onboarding for mid year hire Content teachers.
Quarterly GPTW survey reviewed with next steps, and communicated to Staff with deliverables.	Unclear ethical academic teacher expectations around scholar testing.
Admin provided mental health time and gift of time during 3+ campus meetings.	Lack of teacher attendance and accountability and leading to other teachers using conference time for support.

IDEA Walzem CP

Comprehensive Needs Assessment College Preparatory	
Data Source: School Culture and Climate	
	Campus %
% Average Daily Attendance	91.15%
% Overall Persistence	88.65%
% New Student Persistence	75.83%
# of Admin Withdrawals/ Level 3 Offenses	11
% SPED	14%
% ELL	18.70%
% Eco Dis	82.40%
% Migrant	NA
% Race: American-Indian-Alaska-Native	0.30%
% Asian	2.50%
% White-Hispanic	67.30%
% Multi	1.50%
% Black-African-American	22%
% Native-Hawaiian-Pacific-Islander	0.50%
% White	5.70%
% Male	49.08%
% Female	50.92%

Data Source: School Culture and Climate	
Reflections	
Areas of Strength	**Areas of Need**
Students have opportunities to express themselves and identifying a supportive adult they feel comfortable communicating with.	Student awarness of social media and the effects of social bullying. SST will provide SEL lesson on social media for all grade levels by Q2
Student Success Team collaborated to meet the needs of students and families that encompassed social, emotional, and academic wellness.	Lead Team and Teachers will set clear expecatations around cell phone/technology usage. Expectations will be set starting day 1 with fidelity to ladder of consequence follow up.

Student owenership of Walzem community as their own, and sense of belonging at school..	Uniform Expectations upheld starting first day of school. Remind Messages will be sent out to families with full dresscode expectations. Reminders will also be sent by SSA through parent weekly with dresscode info and websites.

IDEA Walzem CP

Comprehensive Needs Assessment COLLEGE PREP	
Data Source: Family and Community Involvement	
	Percentage
% Families Attended WTI	80.00%
% Families Attended Curriculum Night	NA
% Families Who Attended EOY Ceremonies	60%
% Families who attended Fall Festival	NA
% Families who attended Winter Festival	93%
% Families who attended Spring Festival	NA

Reflections	
Areas of Strength	**Areas of Need**
As a campus we were able to schedule one big family event every quarter for all of CP 6-12	SSA/SW will build community by connecting with local Windcrest community partners to continuing building community inside and outside of Walzem starting July 2022.
Collaborating with academy to reach all Walzem K-12 families in combined events vs seperate Ac and CP family events.	2SSA/ SW will build Walzem community by scheduling monthly virtual townhall meetings with various topics to continue invesr families in and out of school.
Parents mirrored our Teacher investment in school events, extra currciular activies, and academics.	SSA will build community among grade team leads, teachers and clubs sponsors by delegating event duties to specific grade levels and clubs to build scholar investment and capacity.

IDEA Public Schools

Weslaco Academy

2022-2023 Campus Improvement Plan

Accountability Rating: A

Distinction Designations:
Academic Achievement in Mathematics
Academic Achievement in Science

Board Approval Date: October 21, 2022
Public Presentation Date: September 16, 2022

Mission Statement

IDEA Public Schools prepare students from underserved communities for success in college and citizenship.

Vision

IDEA Weslaco sets high expectations for every student and goes the extra mile to make sure every student realizes their own potential. Personalized learning, critical thinking skills, mastery of core subjects is our recipe for success.

Core Values

Our drive to translate our mission and vision into reality are based upon the following core values:

- We achieve **Academic Excellence**
- We deliver **Results**
- We ensure **Equity**
- We build **Team & Family**
- We act with **Integrity**
- We bring **Joy**
- We **Sweat the Small Stuff**

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Comprehensive Needs Assessment

Demographics

Demographics Summary

IDEA Weslaco is an open enrollment charter school founded in 2011. Currently, we proudly serve over 1,400 students in grades K-12. IDEA Weslaco sets high expectations for every student and goes the extra mile to make sure every student realizes their own potential. This school serves 90.69% Economically Disadvantaged students and our ethnic breakdown consists of 94.77% White-Hispanic, 3.85% White, .77% Black African, and 0.62% Asian. Our population is made of 51.38% Male and 48.62% Female.

IDEA Weslaco implements RULER, a systemic approach to SEL developed at the Center for Emotional Intelligence. RULER aims to infuse the principles of emotional intelligence into the immune system of schools (preK-12), informing how leaders lead, teachers teach, and students learn. Students in Pre-K through 2nd grade are at a crucial developmental milestone to begin social emotional skill development for early elementary students with Move This World. With their big imaginations, young students take naturally to our unique interactive videos. By inviting them to play, Move This World seamlessly introduces SEL Concepts into their daily routine. Students in late elementary grades are hitting their social stride and how they develop those skills can influence their academic success. They are still naturally inclined to play, but they're also beginning to think about how other people perceive them. As students develop more meaningful relationships, they are curious to know what others think. Our social emotional skill development for late elementary school program helps students explore their place in the world with interactive videos made just for them.

IDEA Weslaco Academy has been recognized as a "Great Place to Work" and received national rankings on The Washington Post and U.S. News & World Report's Top Elementary, Middle, High Schools lists. We remain on-track to uphold our legacy of sending 100% of its graduates to college.

See PDF in Addendum for more information.

Demographics Strengths

See PDF in Addendum for more information.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): There is a need to increase overall persistence. **Root Cause:** 1. Students don't feel like they understand each other. 2. There is a lack of opportunities to build a sense of community.

Problem Statement 2 (Prioritized): There is a need to increase new student persistence. **Root Cause:** 1. Lack of continuous engagement, consistent communication on expectations and clarity on campus academic support. 2. Poor connections between new to IDEA students and teachers as well as their assigned buddy.

Student Learning

Student Learning Summary

IDEA Academy Weslaco earned an A for exemplary performance. We provided our students with a high quality education and set the bar high for academic achievement with an emphasis on academic growth in Math and Reading. We also earned distinction designations in Mathematics and Science for exceptional achievement. In our TELPAS assessment we exceeded the target by 17 points and showed amazing results in Academic Growth by meeting 100% of all indicators including our Economically Disadvantaged, Hispanic and EB student populations. With our Special Education population we surpassed the target by 3 points in Student Achievement Domain. See PDF in Addendum for more information.

Student Learning Strengths

See PDF in Addendum for more information.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Students in 4th ELA did not get enough at bats or reteach opportunities to show mastery is specific TEKS under Reporting Category 3, Understanding/Analysis of Informational Texts. **Root Cause:** Teacher gap in planning and executing data driven reteach plans after each assessment and spiral priority TEKS under Reporting Category 3, Understanding/Analysis of Informational Texts.

Problem Statement 2 (Prioritized): Students in 3rd-5th for Math lacked fluency in basic addition, subtraction, multiplication and division. **Root Cause:** Teachers did not add more time into their day to build fluency and lacked adequate supplemental resources to use in class, for homework or extra practice.

Problem Statement 3: Students in ELA lacked opportunities to master the content due to lack of differentiated instruction. **Root Cause:** Teachers did not have the resources or training aligned to curriculum and/or STAAR.

Problem Statement 4: Lack of planning and execution around lowest performing Math TEKS to move students from Approaches to Meets. **Root Cause:** Big focus was on closing gaps for critical group to hit the approaches band and/or hit their growth goal.

School Processes & Programs

School Processes & Programs Summary

At IDEA Weslaco we have strong operating mechanisms to ensure we are developing our leaders and staff to deliver high quality first instruction and be responsive to student data. Leaders are our in the field first thing Monday morning following up on teacher's coaching action step. On Monday afternoons we are also in the field collecting data on our culture components and providing teachers with feedback. Professional Development Sessions are held every Monday. Tuesdays we dig into data during our Reading Mastery Data call for K-2, Lead Team Tactical meeting and then once more during our STAAR Domain 3 Data Meeting. Wednesday we have two hours for instructional rounds where leaders sharpen their skills in our coaching cycle, norning on our teacher evaluation GET rubric and/or a problem of practice with our special population groups. On Wednesdays all teachers submit lesson plans for the following week and leaders to provide feedback. Teachers re-submit lesson plans after implementing feedback by Friday. Thursdays we meet to discuss academic and lead team coaching topics/trends to target during our professional development or instructional rounds. Monday-Friday Assistant Principals lead lesson rehearsals to ensure teachers get feedback before delivering their lessons in front of students. See PDF in Addendum for more information.

School Processes & Programs Strengths

Curriculum & Instruction:

- At least one-third of IDEA students graduate with the "AP Scholar" designation, evidence of earning a qualifying score on at least three AP exams, demonstrating successful completion of college-level coursework prior to graduation.
- IDEA provides students access to accelerated instruction through the 1:1 technology device, including adaptive software for mathematics and literacy and access to hundreds of thousands of books in the district's digital library.
- IDEA curricular resources include high-quality instructional materials that earn the highest ratings on national evaluation measures.
- IDEA curriculum is regularly evaluated using a quality evaluation tool, ensuring alignment to the Texas Essential Knowledge and Skills and AP course standards, as well as the STAAR/EOC and AP exams.
- IDEA implements a variety of training opportunities for teachers and leadership staff with the goal of developing teachers' pedagogical content knowledge and leaders' coaching skills.
- For 15 years in a row, 100% of IDEA students have been accepted into college, demonstrating that IDEA academic programming is adequately preparing students for post-secondary education.
- In 2022, four IDEA schools were ranked in the top 10 Most Challenging Schools in the Nation and 13 were ranked in the top 1% of schools nationwide, by the Jay Mathews Challenge Index High School Rankings.

Special Programs

- IDEA exceeded the expected growth target for EL student performance on TELPAS in 2021 with 48% of ELs meeting that target.
- IDEA provide targeted research based instruction to students who have a 2.0 year gap in Reading and/or Math with the goal of closing that gap by 2.0 years during the school year with our initiative called Critical Student Intervention (CSI). During the 21-22 school year, 2,562 out of 6,632 students meet that goal for Reading and 703 out of 1,268 students met the goal for Math.
- IDEA is in Year 3 of our TEA awarded Autism Grant. Through this grant we were able to increase support for 195 students with autism in Rio Grande Valley and Austin who met the criteria outlined by TEA for this grant.
- IDEA submitted and was awarded a Dyslexia Grant by the TEA so that we will be able to provide increased professional development to teachers and leaders on working with students with dyslexia and increase the support resources for our students with dyslexia.

- IDEA has increased the number of licensed counselors and Social Workers by 50% over the past 2 years
- IDEA pre-pandemic ADA averaged 97.4%, district is committed to get back to that average
- IDEA 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

See PDF in Addendum for more information.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Participation in campus events hovers around 50%. **Root Cause:** Lack of parent input in planning and low parental volunteers due to not having a PTO

Problem Statement 2 (Prioritized): Lack of opportunities and low attendance for academic related events. **Root Cause:** Events were limited and advertised mostly via Remind and Facebook.

Perceptions

Perceptions Summary

Parent Surveys and feedback occur at the beginning of the school year, fall and spring. The Beginning of the year survey is based on parent experience the first week of school around communication, organization and overall experience. Through out the year teachers track their communication with parents on our campus log to ensure we are connecting with parents and answering questions related to academics, behavior or attendance. IDEA Weslaco hosts two campus wide events per semester. Students are celebrated weekly, monthly and quarterly for their academic achievement, behavior and meeting goals in Blended Learning spaces.

Students are taught how to resolve conflict and self reflect though our behavior plan which consists of think sheets, escalation matrix, restorative practices and SEL lessons.

Teacher retention is at 93% and we received a Gold status on our Great Places to Work Survey.

See PDF in Addendum for more information.

Perceptions Strengths

See PDF in addendum for more information.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Last year we experienced a high volume of students in K-2 lacking social skills and engaging in physical aggression and horseplay, in 3rd-5th we noticed patterns of verbal aggression and inappropriate language. **Root Cause:** Cooling off techniques, rewards and restorative practices were not decreasing cases due to students needing several opportunities for 1:1 technique instruction and/or small group SEL by more than one adult. (SSA)

Problem Statement 2 (Prioritized): Our current SEL program did not provide teachers with training needed to target the behavior gaps. **Root Cause:** Teachers lacked training to build social emotional skills beyond what was part of Move this World.

Priority Problem Statements

Problem Statement 1: There is a need to increase overall persistence.

Root Cause 1: 1. Students don't feel like they understand each other. 2. There is a lack of opportunities to build a sense of community.

Problem Statement 1 Areas: Demographics

Problem Statement 2: There is a need to increase new student persistence.

Root Cause 2: 1. Lack of continuous engagement, consistent communication on expectations and clarity on campus academic support. 2. Poor connections between new to IDEA students and teachers as well as their assigned buddy.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Students in 4th ELA did not get enough at bats or reteach opportunities to show mastery is specific TEKS under Reporting Category 3, Understanding/ Analysis of Informational Texts.

Root Cause 3: Teacher gap in planning and executing data driven reteach plans after each assessment and spiral priority TEKS under Reporting Category 3, Understanding/Analysis of Informational Texts.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Students in 3rd-5th for Math lacked fluency in basic addition, subtraction, multiplication and division.

Root Cause 4: Teachers did not add more time into their day to build fluency and lacked adequate supplemental resources to use in class, for homework or extra practice.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Participation in campus events hovers around 50%.

Root Cause 5: Lack of parent input in planning and low parental volunteers due to not having a PTO

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: Lack of opportunities and low attendance for academic related events.

Root Cause 6: Events were limited and advertised mostly via Remind and Facebook.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: Last year we experienced a high volume of students in K-2 lacking social skills and engaging in physical aggression and horseplay, in 3rd-5th we noticed patterns of verbal aggression and inappropriate language.

Root Cause 7: Cooling off techniques, rewards and restorative practices were not decreasing cases due to students needing several opportunities for 1:1 technique instruction and/or small group SEL by more than one adult. (SSA)

Problem Statement 7 Areas: Perceptions

Problem Statement 8: Our current SEL program did not provide teachers with training needed to target the behavior gaps.

Root Cause 8: Teachers lacked training to build social emotional skills beyond what was part of Move this World.

Problem Statement 8 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.

- Section 504 data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

Goals

Goal 1: Increase staff retention

Performance Objective 1: Achieve 85% staff retention or above

High Priority

Evaluation Data Sources: Monthly Data Tracking on Campus Data Board

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Celebrate Teachers of the Month by highlighting their accomplishments aligned to our core values on Facebook, Parent Weekly, our all staff campus platform and morning announcements. **Strategy's Expected Result/Impact:** Increase teacher job satisfaction and retaining our talented staff. **Staff Responsible for Monitoring:** Joy Committee, Principal	25%			

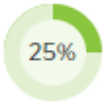
0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 1: Increase staff retention

Performance Objective 2: Earn Gold Status on Great Places to Work

High Priority

Evaluation Data Sources: Pulse check data, October Survey and 2nd semester GPTW survey

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Calendar out weekly and monthly teacher appreciation events, celebrations, and highlights **Strategy's Expected Result/Impact:** Increase percentage points in my manager praised me in the last 7 days. **Staff Responsible for Monitoring:** APIs and principal				

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: All IDEA students matriculate to college

Performance Objective 1: 48% of EB/EL students will earn meets on their Mock Exams for Math and Reading in Grades 4th and 5th.

High Priority

Evaluation Data Sources: Locus Dashboard

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: EB/EL weekly accelerated instruction by SYLVAN for four groups, two in reading and two in math. **Strategy's Expected Result/Impact:** 29% EB/EL students earn meets in Reading and 40% earn meets in Math on Academic Achievement Performance Measure for Domain 3 on all exams. **Staff Responsible for Monitoring:** Assistant Principals of Instruction, Principal **Title I:** 2.4, 2.6				

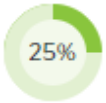
 No Progress Accomplished Continue/Modify Discontinue

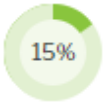
Goal 2: All IDEA students matriculate to college

Performance Objective 2: 85% of students show mastery on daily exit tickets.

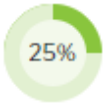
High Priority

Evaluation Data Sources: Daily Exit Ticket Data Board

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: 100% of Teachers get weekly lesson plan feedback, side by side planning and/or participate in lesson rehearsals to ensure effective first teach. **Strategy's Expected Result/Impact:** 30% of students will earn Masters on STAAR exams. . **Staff Responsible for Monitoring:** Teachers, Assistant Principals of Instruction **Title I:** 2.4				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Teachers adjust their daily instruction to allow opportunities for immediate remediation. **Strategy's Expected Result/Impact:** Close student gaps daily and increase masters % on all exams. **Staff Responsible for Monitoring:** Teachers **Title I:** 2.4				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Teachers will utilize the components of the curriculum designed to increase rigor. **Strategy's Expected Result/Impact:** Increase masters % on all exams. **Staff Responsible for Monitoring:** Teachers, Assistant Principals of Instruction **Title I:** 2.4				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4: Teachers will set goals with students and monitor progress throughout the year to ensure they meet their growth targets. **Strategy's Expected Result/Impact:** Increase % in School progress in STAAR from 93% to 95%. **Staff Responsible for Monitoring:** Teachers, Assistant Principals of Instruction, Principal **Title I:** 2.4				

 No Progress Accomplished Continue/Modify Discontinue

Goal 3: IDEA achieves an A rating

Performance Objective 1: Increase Academic Growth Score in Reading/ELA by 6% points, from 84% to 90%.

High Priority

Evaluation Data Sources: Focus on students increasing STAAR scores year over year on large scale assessments, semester exams and mock exams.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Utilize Accelerated Reader to monitor reading practice and progress by tracking students' independent practice. **Strategy's Expected Result/Impact:** Teachers will use AR to help guide struggling readers to books they can read successfully, curriculum facilitator will track progress and have one to one conversations to create plans to meet individual goals. **Staff Responsible for Monitoring:** Accelerated Reader Facilitator, Reading Teachers ,and Assistant Principal of Instruction **Title I:** 2.4, 2.5 - **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Demographics 2 - Student Learning 1 **Funding Sources:** AR Zone Facilitator - Federal Grant - $39,504.96	20%			

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: There is a need to increase new student persistence. **Root Cause**: 1. Lack of continuous engagement, consistent communication on expectations and clarity on campus academic support. 2. Poor connections between new to IDEA students and teachers as well as their assigned buddy.

Student Learning
Problem Statement 1: Students in 4th ELA did not get enough at bats or reteach opportunities to show mastery is specific TEKS under Reporting Category 3, Understanding/ Analysis of Informational Texts. **Root Cause**: Teacher gap in planning and executing data driven reteach plans after each assessment and spiral priority TEKS under Reporting Category 3, Understanding/Analysis of Informational Texts.

Goal 3: IDEA achieves an A rating

Performance Objective 2: Students in grades 3rd and 4th increases 16% points in Approaches for Math and Reading to hit 90%passing standard for STAAR assessments.

High Priority

HB3 Goal

Evaluation Data Sources: Exit tickets and large scale assessments

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Assess academic achievement daily and weekly and enter all Domain 1 data, approaches, meets and masters, into our master student data file. **Strategy's Expected Result/Impact:** Identify students for targeting small group reteach and increase approaches score. **Staff Responsible for Monitoring:** Teachers, Assistant Principals of Instruction and Principal. **Title I:** 2.4, 2.5 - **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 1	20%			

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: Students in 4th ELA did not get enough at bats or reteach opportunities to show mastery is specific TEKS under Reporting Category 3, Understanding/ Analysis of Informational Texts. **Root Cause**: Teacher gap in planning and executing data driven reteach plans after each assessment and spiral priority TEKS under Reporting Category 3, Understanding/Analysis of Informational Texts.

Goal 3: IDEA achieves an A rating

Performance Objective 3: Increase 4% points in Special Education student achievement score in Math, Reading and Science for Domain 3.

High Priority

Evaluation Data Sources: Power BI Domain 3 Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Monthly Meetings with grade levels to review parent communication, determine which accommodations/ modifications need to be added or removed, and discuss priority TEKS for targeted support by Special Education Teachers. **Strategy's Expected Result/Impact:** Special Education data increases between each large scale assessment. **Staff Responsible for Monitoring:** Special Education Teachers, Math/Reading/Science content teachers, and Assistant Principal of Instruction **Title I:** 2.4, 2.6 **Problem Statements:** Demographics 2 - Student Learning 1, 2	25%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Hold afterschool tutorials to target learning gaps in Reading, Math and Science. **Strategy's Expected Result/Impact:** Attain a 30 in student achievement for Sped indicator in Domain 3. **Staff Responsible for Monitoring:** Special Education Teachers, Math/Reading/Science content teachers, and Assistant Principal of Instruction **Title I:** 2.4, 2.6 **Problem Statements:** Demographics 2 - Student Learning 1, 2	25%			

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 2: There is a need to increase new student persistence. **Root Cause**: 1. Lack of continuous engagement, consistent communication on expectations and clarity on campus academic support. 2. Poor connections between new to IDEA students and teachers as well as their assigned buddy.

Student Learning

Problem Statement 1: Students in 4th ELA did not get enough at bats or reteach opportunities to show mastery is specific TEKS under Reporting Category 3, Understanding/ Analysis of Informational Texts. **Root Cause**: Teacher gap in planning and executing data driven reteach plans after each assessment and spiral priority TEKS under Reporting Category 3, Understanding/Analysis of Informational Texts.

Problem Statement 2: Students in 3rd-5th for Math lacked fluency in basic addition, subtraction, multiplication and division. **Root Cause**: Teachers did not add more time into their day to build fluency and lacked adequate supplemental resources to use in class, for homework or extra practice.

Goal 4: Increase student daily attendance

Performance Objective 1: Increase student celebrations for attendance, behavior and academics

Evaluation Data Sources: Grade team leaders will report out number of celebrations and focus biweekly during GTL meeting

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Use colt cash as incentive for behavior and replenish Colt Cart Store Quarterly **Strategy's Expected Result/Impact:** Higher student daily attendance will give students more opportunities to earn colt cash. **Staff Responsible for Monitoring:** Teachers, Grade team leaders and lead team **Problem Statements:** Perceptions 1	25%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Increase student meaningful relationships by highlighting student achievements on our Facebook page, remind and parent weekly. **Strategy's Expected Result/Impact:** Increase student motivation to come to school every day. **Staff Responsible for Monitoring:** SSA, Teachers **Problem Statements:** Demographics 2	20%			

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: There is a need to increase new student persistence. **Root Cause**: 1. Lack of continuous engagement, consistent communication on expectations and clarity on campus academic support. 2. Poor connections between new to IDEA students and teachers as well as their assigned buddy.

Perceptions
Problem Statement 1: Last year we experienced a high volume of students in K-2 lacking social skills and engaging in physical aggression and horseplay, in 3rd-5th we noticed patterns of verbal aggression and inappropriate language. **Root Cause**: Cooling off techniques, rewards and restorative practices were not decreasing cases due to students needing several opportunities for 1:1 technique instruction and/or small group SEL by more than one adult. (SSA)

Goal 4: Increase student daily attendance

Performance Objective 2: Meet 97% ADA

Evaluation Data Sources: Data visibility in hallways, daily emails, and weekly end of week

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Conduct bimonthly competitions and celebrations for grade levels who earn top ADA % **Strategy's Expected Result/Impact:** increase ADA % **Staff Responsible for Monitoring:** teachers, grade team leaders and lead team **Problem Statements:** Demographics 1	25%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Utilize the escalation matrix to target student chronic absenteeism. **Strategy's Expected Result/Impact:** Build strong partnerships with parents and help problems solve at the 3, 6, 9, 12, 15 absences to prevent them from getting to the 18th absence. 2nd impact higher academic achievement **Staff Responsible for Monitoring:** APO, APIs, GTL, Teachers and Principal	25%			

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: There is a need to increase overall persistence. **Root Cause**: 1. Students don't feel like they understand each other. 2. There is a lack of opportunities to build a sense of community.

Goal 5: Increase student persistence

Performance Objective 1: 100% of students participate in a Move this world SEL lessons three times per week.

High Priority

Evaluation Data Sources: Weekly Move this world lesson observations, feedback and evaluation of implementation.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Teachers will deliver lessons from 7:35-7:45 and create extended opportunities for discussion from 7:45-7:55 as needed. **Strategy's Expected Result/Impact:** Students build trust and a sense of community by engaging in daily topics. **Staff Responsible for Monitoring:** Student Success Advisor and Grade Team Leaders **Title I:** 2.5 **Problem Statements:** Demographics 1 - Perceptions 1, 2				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: There is a need to increase overall persistence. **Root Cause**: 1. Students don't feel like they understand each other. 2. There is a lack of opportunities to build a sense of community.

Perceptions
Problem Statement 1: Last year we experienced a high volume of students in K-2 lacking social skills and engaging in physical aggression and horseplay, in 3rd-5th we noticed patterns of verbal aggression and inappropriate language. **Root Cause**: Cooling off techniques, rewards and restorative practices were not decreasing cases due to students needing several opportunities for 1:1 technique instruction and/or small group SEL by more than one adult. (SSA)
Problem Statement 2: Our current SEL program did not provide teachers with training needed to target the behavior gaps. **Root Cause**: Teachers lacked training to build social emotional skills beyond what was part of Move this World.

Goal 5: Increase student persistence

Performance Objective 2: 80% of Students will earn Academy Fitness Ambassador by completing 1,200 MVPA Minutes.

High Priority

Evaluation Data Sources: IHT PE Dashboard Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Progress Monitor Daily MVPA Minutes to hold one to one coaching conversations with students who are off track. **Strategy's Expected Result/Impact:** increase % of on track to meet MVPA end of year goals week to week and improve Social Emotional well being **Staff Responsible for Monitoring:** PE coach, PE co-teacher, and Principal **Title I:** 2.5 **Problem Statements:** Demographics 1 - Perceptions 1	20%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Lesson Plans include activities where students have opportunities where players need to work together to find solutions to group/individual challenges. Cooperation games that put an emphasis on team building, communication and trust. **Strategy's Expected Result/Impact:** Students build skills in tactical problems relating to cooperation games including communication, cooperation, teamwork, trust, and problem solving. **Staff Responsible for Monitoring:** PE coach, PE co-teacher, and Principal **Title I:** 2.5 **Problem Statements:** Demographics 1 - Perceptions 1	20%			

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: There is a need to increase overall persistence. **Root Cause**: 1. Students don't feel like they understand each other. 2. There is a lack of opportunities to build a sense of community.

Perceptions

Problem Statement 1: Last year we experienced a high volume of students in K-2 lacking social skills and engaging in physical aggression and horseplay, in 3rd-5th we noticed patterns of verbal aggression and inappropriate language. **Root Cause**: Cooling off techniques, rewards and restorative practices were not decreasing cases due to students needing several opportunities for 1:1 technique instruction and/or small group SEL by more than one adult. (SSA)

Title I Personnel

Name	Position	Program	FTE
ARZone Facilitiator	ARZone Facilitator		1

Campus Funding Summary

Federal Grant					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	1	1	AR Zone Facilitator		$39,504.96
				Sub-Total	$39,504.96

Addendums

Weslaco Academy

Comprehensive Needs Assessment
ACADEMY

Data Sources: DI ELA & Electives

	DI Kinder on Grade Level	DI First on Grade Level	DI Second on Grade Level	% Royal Readers
% Students	88%	53%	92%	11%

Data Sources: Wit and Wisdom K-2nd

	Kinder on Grade Level	First on Grade Level	Second on Grade Level	RR Goal Met/Not Met
% Students	96/90/71	100/100/98	83/39/6	Met

Data Source: STAAR

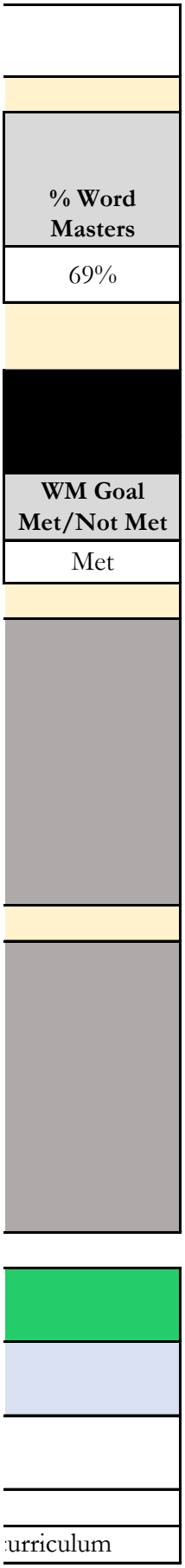
	STAAR Reading Grade 3	STAAR Reading Grade 4	STAAR Reading Grade 5	Being a Writer 3	Being a Writer 4
% Approaches	88	69	88	78	63
% Meets	57	36	65	52	24
% Masters	31	18	44	32	13
Achievement Average	57	41	66	54	33

Data Source: CSI

% Meeting CSI Goal	Reading AC CSI
% CSI (EOY Ren.)	42%
% of CSI Passing STAAR	14%
% of SPED Passing STAAR	1%

Reflections

Areas of Strength	Areas of Need
1. Genre rich texts throughout the year	1. increased parent communication, support & involvement
2. Flexibility to make adjustments across curriculum	2. data driven reteach plans implemented after each assessment
3. Writing lessons & practice embeddd throughout	3. resources and training for differentiated instruction aligned to c


% Word Masters
69%
WM Goal Met/Not Met
Met
urriculum

Master CNA & SAIP Reporting Checklist

				PTG	89%	PTG	0%
DEPT	**Data Sources**	**Data Tabs**	**Guidance**	**Status**	**Principal Notes or Questions**	**VP Verification**	**Notes & Next Steps**
ACADEMY	KEYS Tab (Tab 3)	Student Achievement Improvement Plan 2021-2022 School Year	This SAIP plan will require logging concrete initiatives put in place for student improvement, as well as their associated timelines, resoures, and responsible staff. Each initiative will be tracked mid-year and at the end of the year. Mid-year assessments should be completed by each campus between December 1, 2022 and no later than January 31, 2023.	Complete		Action Required	
	Locus Dashboards: CSI, STARR, AP CampusIB Reports EOY Assessments	Comprehensive Needs Assessment 2022 English Language Arts	These pages should include the percentage of students who achieved each listed score for the 2021-2022 School Year. For each subject, list a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete		Action Required	
		Comprehensive Needs Assessment 2022 Math		Complete		Action Required	
		Comprehensive Needs Assessment 2022 Science		Complete		Action Required	
		Comprehensive Needs Assessment 2022 Humanities		Complete		Action Required	
	State TELPAS Report	Comprehensive Needs Assessment 2022 TELPAS	This data set will outline the percentage of students that earned proficiency in the areas of Listening, Speaking, Reading, and Writing, as indicated in the State TELPAS report. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Pending	waiting on final data but all other areas are complete within this section	Action Required	
	Locus Dashboard: Staff Retention	Staff Quality, Rentention, & Recruitment 2021-2022 School Year	Under the %SPED Data Point, this should reflect the percentage of SPED certified teachers, compared to the overall SPED staff. Under number of teacher applicants, note how many teachers were interviewed by campus leaders for positions during the 2021-2022 School Year. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete		Action Required	
	Locus Dashboards: Student Persistence, Enrollment, ADA	School Culture & Climate 2021-2022 School Year	For the Withdrawals/Level 3 Offenses data point, list the number of withdrawals or offenses. All other data points should reflect percentages. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete		Action Required	
	Campus Academic Counselor Tracking Systems	2022 Family & Community Involvement	In addition to listing data percentages, list a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete		Action Required	

Weslaco Academy

2021-22 Student Achievement Improvement Plan

ACADEMY

APO	Initiatives	Needs Assess.	Special Pops.	Person(s) Responsible	Timeline Start/End	Resources: Human/ Material/Fiscal	Documentation	Formative Evaluation	Title I Qualifying Programs – Internal Use Only: Supplemental Program (Y/N)	Title I Qualifying Programs – Internal Use Only: New Program (Y/N)	Title I Qualifying Programs – Internal Use Only: Budget Allocation	Initiatives Status – Mid Year: Outcome	Initiatives Status – Mid Year: Increase/Decreased by X%	Initiatives Status – End of Year: Outcome	Initiatives Status – End of Year: Increase/Decreased by X%
									Budget Allocations only need to be entered for programs that are BOTH Supplemental & New			Use these columns to assess your strategy progress at the middle and end of the year			
1A	Implement Balanced literacy strategies in K - 5th grade	S, RR	All	Teachers, APIs	BOY/EOY	AST team, teachers, APIs, literature books, journals	Walk throughs / Data Check-ins	STAAR results, IA results							
1A	Implement Direct Instruction curriculum in K-2nd grade for Reading	S, D, RR	All	Teachers, APIs	BOY/EOY	DI Materials, Teachers, APIs	Walk throughs / Data Check-ins	STAAR results, IA results							
1E	Implement Being a Writer curriculum in 3rd and 4th	S	All	Teachers, APIs	BOY/EOY	Teachers, Consultant, writing posters,	Walk throughs / Data Check-ins/lesson plans	STAAR results, IA results							
1A	Create IW work and rigorous literacy centers	S, D	All	Teachers, APIs	BOY/EOY	Teachers, APIs, variety of paper products and craft products	Walk throughs / Data Check-ins/lesson plans	DI Mastery results, Lesson progress (LPC form)							
2C	Week, Monthly and Quarterly Mandatory teacher/parent communication struggling students	S, D	All	Teachers, APIs, Principal	BOY/EOY	Teachers, APIs	Student Data check-ins with Teachers	STAAR results, IA results/Parent Contact logs							
2C	Open House in Fall/Spring	S, D, O	All	Teachers, APIs	BOY/EOY	Teachers, APIs	Agendas, observtions	Sign-in sheets							
1E	Data will be collected for daily independent work/exit slips and weekly assessments	S, D	All	Teachers, APIs	BOY/EOY	Teachers, APIs	Data check-ins	STAAR, Reading IW Grades							
1A	STAR test that is given in the AR Zone will be utilized to backwards plan and ensure that students meet a year's growth in their reading level.	S, RR	ALL	AR Manager Reading Teachers	BOY/EOY	STAR test, weekly AR reports, student reading logs	Walk throughs / Data Check-ins	STAR results							
1A	Weekly tracking of AR goals and students' progress throughout the year	S, RR, O	ALL	AR Manager Reading Teachers	BOY/EOY	Scope and Sequence from district / Teachers	Walk throughs / Data Check-ins	weekly AR word count							
1A	weekly data conversations will occur with appraiser to discuss data and next steps for struggling students.	S, O	ALL	K-5 Teachers and Lead Team	BOY/EOY	Data Conversation Form/Follow Up form/Data Binder	Walk throughs / Data Check-ins	Follow through student data ET/WA/Ias							
1E	Critical Student Intervention pull outs (Interventionist) Provide intervention opportunities during r conference or after school	S	AR/ELL/ ED/SE	Interventionist / 3rd, 4th, & 5th teachers/ Lead Team	BOY/EOY	District Scope and Sequence/Reading and Math Curriculum/DI Anthonlogies/AR books/Teacher Collaboratio/Math and Reading Workshops	Walk throughs / Data Check-ins	Exit Slips / WA/ RTI							
1I	Ambitious goals are set for students and follow NIFDI/IDEA curriculum guidelines to end the year on level	O	ALL	K-5 Teachers and Lead Team	BOY/EOY	Teachers/Lead Team/DI Goal Guidelines/Trackers	Walk throughs / Data Check-ins	Low-inference data collection/goals met by quarter and year							
1A	Backwards planning is tracked throughout the year to insure that goals are met	O	ALL	K-5 Teachers and Lead Team	BOY/EOY	Teachers/Lead Team/DI Goal Guidelines/Trackers	Walk throughs / Data Check-ins	Low-inference data collection/goals met by quarter and year							
1I	DI Data is used to identify students in need and provide intervention.	O	AR/ELL/ ED/SE	K-5 Teachers and Lead Team, Interventionist, Sped Teacher	BOY/EOY	Teachers/Lead Team/DI Goal Guidelines/Trackers	Walk throughs / Data Check-ins	Low-inference data collection/goals met by quarter and year							
1I	Students are held accountable for their goals by using objective trackers, lesson trackers and thermometer charts	O	ALL	K-5 Teachers and Lead Team	BOY/EOY	Teachers/Lead Team/DI Goal Guidelines/Trackers	Walk throughs / Data Check-ins	Low-inference data collection/goals met by quarter and year							
1I	Ensure all students in K-2nd have current placement test data to determine appropriate instructional level groupings at BOY.	O	ALL	APIs	BOY/EOY	Placement Tests for RMTK, RMT1, RMT2, E to E and Decoding	Utilize EOY Placement Tracker for current students. Utilize district form to track NTI student placement data.	Refer to testing rubric for final placement in RMTK, RMT1, RMT2, E to E and Decoding.							

Weslaco Academy

2021-22 Student Achievement Improvement Plan

ACADEMY

									Title I Qualifying Programs			Initiatives Status			
									Internal Use Only			Mid Year		End of Year	
									Supplemental Program (Y/N)	New Program (Y/N)	Budget Allocation	Outcome	Increase/Decreased by X%	Outcome	Increase/Decreased by X%
1E	After School tutorial opportunities for struggling students in the Fall	S, O	AR/ELL/ED/SE	K-5 Teachers and Lead Team, Interventionist, Sped Teacher	BOY/EOY	K-4 Teachers and Lead Team, Interventionist, Sped Teacher/Sylvan Learning	Attendance Rosters	Exit Slips / WA/							
1J	Implement RtI program for students who are struglling academically	S,O	AR/ELL/ED/SE	Teachers, APIs, RTI Point personPrincipal	BOY/EOY	Teachers, AC, API's	RTI logs, meeting forms, tutoring logs	RTI Meeting logs							
2A	Coach and develop teachers through classroom observations followed by feedback and on the spot coaching.	S, O	All	Lead Team	BOY/EOY	API's, PIR, Principal	Walk-throughs Teacher Observation Anecdotal records Data check-ins	EOY DI results, STAAR results Check-in documentation							
2C	Invest parents in student goals	S, O, RR, ST	ALL	K-5 Teachers and Lead Team	BOY/EOY	Teachers, AC, API's	Walk throughs / Data Check-ins	Parent contact logs,							
1J	Use STAAR data to provide intervention for students in need. (CSI)	S	AR/ELL/ED/SE	3rd - 5th grade teachers and Interventionist	BOY/EOY	Teachers, APIs, Interventionist	Tutoring logs, planning meeting notes, agendas,	STAAR results, IA results							
1E	Use of higher order thinking skills through question stems.	S, O, RR, ST	ALL	Teachers, APIs	BOY/EOY	Teachers, APIs, Interventionist	Walk-throughs Teacher Observation Anecdotal records Data check-ins	STAAR results, IA results							
1E	Students will practice stem questions missed on exit tickets/weekly assessments and get a parent signature on any failing assessment tracked on their daily planner.	S, O	ALL	Teachers, APIs	BOY/EOY	Teachers, APIs, Interventionist, stem questions,	Walk-throughs Teacher Observation Anecdotal records Data check-ins	STAAR results, IA results							
2C	Parent-Student-Teacher Contracts outlining specific responsibilities of everybody who makes an impact on the success of the student.	O	ALL	AC, APO Teachers SIS Registrar	BOY/EOY	APO, Teachers, contracts	signed contract, parent contact logs	signed contract, parent contact logs							

Annual Performance Objectives (APO)

PRIORITY #1: Students Graduate College-Ready

1A. % of graduates who matriculate to a College or University: 100%

1B. % of graduates matriculate to a Tier I/II College or University: 15% | 25%

1C. % of Seniors accepted to a College or University: 100%

1D. % of Seniors named AP scholars | Earn IB diploma: 30% | 25%

1E. Earned State Rating: A

1F. % Basic | % Mastery | % Advanced on LEAP: 82% | 44% | 11%

1G. % Approaches | % Meets | % Masters on STAAR/EOC: 90% | 60% | 30%

1H. % Level 3 | % Level 4 | % Level 5 on FSA/FSAA: 70% | 40% | 20%

1I. % of Pre-K-2nd Students End The Year On/Above Grade Level in Reading - Year 1 Campuses | Year 2 Campuses: 80% | 90%

1J. % of students in CSI achieve 2 years growth in Reading | Math (measured by Ren STAR) 50% | 60%

1K. Average ACT score: 21

1L. % of students graduating college in 4 | 6 years: 25% | 55%

PRIORITY #2: Build a Strong & Sustainable Organization

2A. % Teacher Retention | Employee Retention: 85% | 85%

2B. 80% composit score on GPTW: 82%

2B. %Average Daily Attendance: 97.50%

2C. New Student Persistence: 90%

2D. Operating Income: $133M

2E. FIRST Rating: A

PRIORITY #3: Achieve Mission at Scale

3A. % of students with low socio-economic status: 80%

3B. Enrollment in August 2020: 83,894

3C. Schools in operation in August 2020: 149

3D. Total Funds Raised (millions): $93M

Needs Assessment

S-STAAR

D-DIBELS

E-EOC

A-ACT

RR-Reading Renaissance

ST-STAR for Math

DR-Discipline Report

AP-AP Tests

O-Other

Special Populations

All

AR-At Risk

ELL-English Language Learners

ED-Economically Disadvantaged

M-Migrant

SE-Special Education

Weslaco

Comprehensive Needs Assessment ACADEMY						
Data Sources: Eureka Math & Electives Academy						
	DISTAR Pre-K on Grade Level	**Eureka Kinder on Grade Level**	**Eureka First on Grade Level**	**Eureka Second on Grade Level**	**% Math Masters 1st-2nd**	**1st-2nd MM Goal Met/Not Met**
% Students		98/89/68	**93/30**	**97/28**	**71%**	155/219
Data Source: STAAR Academy						
	STAAR Math Grade 3	**STAAR Math Grade 4**	**STAAR Math Grade 5**	**% Math Masters 3-5**	**3-5 MM Goal Met/Not Met**	
% Approaches	73	64	97	58%	187/324 (MET)	
% Meets	39	27	61			
% Masters	11	9	29	**% Math Masters 1st-5th**	**MM Goal Met/Not Met 1st-5th**	
% Student Achievement Average	41	33	62	63%	342/543 (MET)	
Data Source: CSI Academy						
	Math AC CSI					
% CSI (EOY Ren.)	60%					
% of CSI Passing STAAR	43%					
% of SPED Passing STAAR	64%%					

Reflections	
Areas of Strength	**Areas of Need**
1. Lesson rehearsals/coaching held for grades 1st through 5th.	1 Parent meeting at BOY to discuss grade level bands including growth goals (4th and 5th).
2. Collaboration meetings with math team for unit unpacking 2 weeks prior to lesson delivery.	2 Assessment Data tracker to include data by TEKS to plan for lowest performing TEKS.
3. Flexibility within curriculum to adjust based on student mastery or to include TEKS	3 Supplemental resources for fluency in grades 1st - 5th for in class support.

Weslaco Academy

Comprehensive Needs Assessment
ACADEMY

Data Sources: DI ELA & Electives

	DI Kinder on Grade Level	DI First on Grade Level	DI Second on Grade Level	% Royal Readers	% Word Masters
% Students	88%	53%	92%	11%	69%

Data Sources: Wit and Wisdom K-2nd

	Kinder on Grade Level	First on Grade Level	Second on Grade Level
% Students	96/90/71	100/100/98	83/39/6

RR Goal Met/Not Met	WM Goal Met/Not Met
Met	Met

Data Source: STAAR

	STAAR Reading Grade 3	STAAR Reading Grade 4	STAAR Reading Grade 5	Being a Writer 3	Being a Writer 4
% Approaches	88	69	88	78	63
% Meets	57	36	65	52	24
% Masters	31	18	44	32	13
Achievement Average	57	41	66	54	33

Data Source: CSI

% Meeting CSI Goal	Reading AC CSI
% CSI (EOY Ren.)	42%
% of CSI Passing STAAR	14%
% of SPED Passing STAAR	1%

Reflections

Areas of Strength	Areas of Need
1. Genre rich texts throughout the year	1. increased parent communication, support & involvement
2. Flexibility to make adjustments across curriculum	2. data driven reteach plans implemented after each assessment
3. Writing lessons & practice embeddd throughout	3. resources and training for differentiated instruction aligned to curriculum

Weslaco Academy

Comprehensive Needs Assessment ACADEMY						
Data Sources: Science K-4th						
	Science Pre-K on Grade Level	**Science Kinder on Grade Level**	**Science First on Grade Level**	**Science Second on Grade Level**	**Science Third on Grade Level**	**Science Fourth on Grade Level**
% Students		99/94/85	**98/84/59**	**83/47/33**	**86/56/17**	**80/52/25**

Data Source: Science		
	STAAR Science Grade 5	
% Approaches	86	
% Meets	56	
% Masters	25	
% Student Achievement Average	56	

Reflections	
Areas of Strength	**Areas of Need**
1. Hands on projects and enganging activities throughout the units	1. Lesson plans and reteach based on data
2. Exams are aligned to units and content being taught	2. Not enough science texts for students to have their own
3. Strong Science Webinars to unpack the curriculum lessons, units, module assesments and materials.	3 Teacher Training on Scaffolding and Differentiation on integrating Supplemental Material for Enrichment and/or

Weslaco Academy

Comprehensive Needs Assessment ACADEMY							
Data Sources: Humanities K-5							
	Humanities Pre-K on Grade Level	**Humanities Kinder on Grade Level**	**Humanities First on Grade Level**	**Humanities Second on Grade Level**	**Humanities Third on Grade Level**	**Humanities Fourth on Grade Level**	**Humanities Fifth on Grade Level**
% Students		100/100/97	99/97/93	96/90/70	72/37/13	49/16/3	65/44/22

Reflections	
Areas of Strength	**Areas of Need**
1. Lesson materials available on curriculum corner	1. Strategies to teach new vocabulary
2. Books were engaging and spread across all genres	2. Strategies/tecnhniques for differentiation of lessons and student work
3. Materials for lessons and projects were provided for all students	3. Increased hands on activities and opportunities to apply the learning

Weslaco Academy

Comprehensive Needs Assessment

ACADEMY

TELPAS Composite Rating (Listening, Speaking, Reading, Writing)

	Listening	Speaking	Reading	Writing	Overall % of ELL Students who grew one or more levels
% Beginning	14%	15%	20%	22%	52.40%
% Intermediate	23%	48%	36%	39%	
% Advanced	28%	25%	18%	24%	
% Advanced High	26%	3%	13%	6%	

Reflections	
Areas of Strength	**Areas of Need**
1 Weekly tutorials for students in 2nd - 5th for Reading, Listening and Speaking.	1 Incorporate Imagine Learning in the computer lab for EL students in 1st - 5th grade.
2 Instructional Best Practices	2 Build Teacher Tool Kit for EL strategies
3 Tracking and Remdiating immediately	3 Implementing Modifications with Fidelity

IDEA Weslaco

Comprehensive Needs Assessment	
ACADEMY	
Staff Quality, Recruitment, Retention	
	Percentage
% School Lead Team Retention	80%
% Instructional Support Retention	91%
% Teacher Retention	93%
% Campus Support Retention	88%
% SPED Teachers	100%
% State/National Certified Teachers	50%
% State Certified Leaders	0%
% State/Board certified Counselors	0%
Number of teacher applicants per 2020-21 school year	2 to 1

Reflection	
Areas of Strength	Areas of Need
1 Leaders build strong realtionships with staff and provide on going feedback.	1. Add More Socials and opportunities to collaborate across different grade levels & teams.
2 Teachers get celebrated and acknowledged consitently.	2 Professional Development with Organizational Skills
3. Retention of teachers is above benchmark	3. Leader retention below the 85% metric

Weslaco Academy

Comprehensive Needs Assessment	
ACADEMY	
Data Source: School Culture and Climate	
	Campus %
% Average Daily Attendance	89.31
% Overall Persistence	95.18
% New Student Persistence	92.31
# of Admin Withdrawals/ Level 3 Offenses	0
% SPED	4.77%
% ELL	40%
% Eco Dis	99.69%
% Migrant	0%
% Race: American-Indian-Alaska-Native	0%
% Asian	0.62%
% White-Hispanic	94.77%
% Multi	0%
% Black-African-American	0.77%
% Native-Hawaiian-Pacific-Islander	0%
% White	3.85%
% Male	51.38%
% Female	48.62%

Data Source: School Culture and Climate	
Reflections	
Areas of Strength	Areas of Need
1 Overall Persistsence, Familes trust that we are a great choice for students to feel they can do well in school and accomplish their goals	1 My classmates behave the way my teacher expects them to. We need to reset on culture and expectations.
2 Students and Parents Highly agree that students have a sense of belonging	2 How well do students understand each other
3 Students surveys we high on "my teacher cares about me" question.	3 Connections between students and teachers

Weslaco Academy

Comprehensive Needs Assessment ACADEMY	
Data Source: Family and Community Involvement	
	Percentage
% Families Attended WTI	67%
% Families Attended Curriculum Night	NA
% Families Who Attended EOY Ceremonies	65%
% Families who attended Fall Festival	NA
% Families who attended Winter Festival	50%
% Families who attended Spring Festival	50%%

Reflection	
Areas of Strength	**Areas of Need**
1 Great Communication on events and what to expect	1 Parent Input in planning : Parent Volunteers- Our school needs a group of parents who can support
2 More than 2 big events despite Covid.	2 Parent townhalls needed to be able to share with parents what our school is working on in regards to
3 Strong Parent partnerships	3 Community Vendors at our events

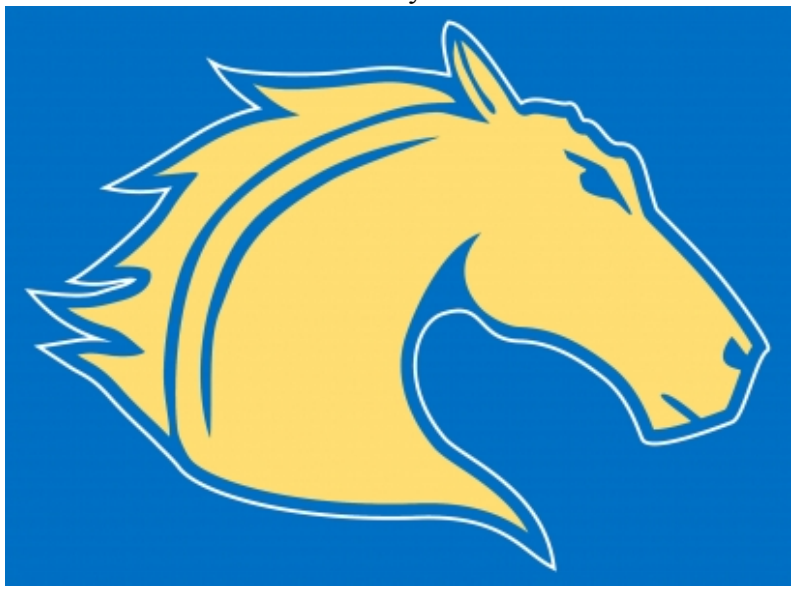
IDEA Public Schools

Weslaco College Prep

2022-2023 Campus Improvement Plan

Accountability Rating: B

Distinction Designations:
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
Postsecondary Readiness



Board Approval Date: October 21, 2022
Public Presentation Date: September 13, 2022

Mission Statement

IDEA Public Schools prepare students from underserved communities for success in college and citizenship.

IDEA Weslaco College Preparatory

The school community at IDEA Weslaco College Preparatory prioritizes our College for All mission by ensuring that *all* Team & Family members receive the requisite support to pursue the pinnacles of their successes. We value the uniqueness in talent and perspective that our parents, students, and staff bring to our school, be it through their socioeconomic status, citizenship, ethnicity, race, gender, gender identity and sexual orientation.

Vision

To ensure students reach their potential, IDEA Public Schools will become the region's largest creator of college graduates.

Core Values

Our drive to translate our mission and vision into reality are based upon the following core values:

- We achieve **Academic Excellence**
- We deliver **Results**
- We ensure **Equity**
- We build **Team & Family**
- We act with **Integrity**
- We bring **Joy**
- We **Sweat the Small Stuff**

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Comprehensive Needs Assessment

Revised/Approved: September 13, 2022

Demographics

Demographics Summary

IDEA Weslaco College Preparatory is a public charter school in Weslaco, TX that services students in grades 6 through 12. IDEA WCP enrolls over 754 students annually according to an open enrollment system in which families apply for admission. Students of all populations - general, SPED, 504, EB - are educated on the belief and mission of college for all students.

See PDF in Addendum for more information.

Demographics Strengths

See PDF in Addendum for more information.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Students do not have an outlet and proper processing for their mental health and challenges. There is no outlet for students to address their needs. **Root Cause:** Recovering from being at home for an academic year and not having interactions with peers and staff caused students to remain disconnected from relationships and resolution for any concerns.

Problem Statement 2 (Prioritized): Teachers are not highly skilled in social emotional learning and how to lead students through conflict or challenges. **Root Cause:** We have not trained staff well enough for meeting this need.

Student Learning

Student Learning Summary

Students at WCP have shown increased overall student achievement according to STAAR and AP goals, yet in our TEA rating, we fell short of achieving an A campus. Student Achievement Domain 1 was a 93 and Domain 2 at a 93 (Relative Performance) but in Domain 3 Closing Performance Gaps, we have scored an 81 due to lower performance from our EL students and non-continuously enrolled students as well as only 24% of our EL/EB students showing increased language performance according to TELPAS.

Compared to IDEA campuses in Rio Grande Valley, we are high in overall performance but at middle due to our decrease in these populations mentioned. In this most recent academic year, IDEA WCP has achieved all four core area Distinction Designations for achievement. Students remain on track to graduation with over 99% of them meeting expected coursework and each graduate meeting CCMR performance.

See PDF in Addendum for more information.

Student Learning Strengths

See PDF in Addendum for more information.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Achievement in EL and non-continuously enrolled students at Meets level will be focused on. Tracking of these students and use of targeted EB strategies will be utilized. **Root Cause:** Student progress was monitored more closely in Quarters 3 and 4 and not from Fall semester in detail. Investment from new to IDEA families was not gained from an instructional perspective.

Problem Statement 2 (Prioritized): As a campus, training for our EL population and how to adapt instruction for them was not a priority. **Root Cause:** Instruction was prioritized for all groups to focus on overall performance.

Problem Statement 3 (Prioritized): We had a lack of consistent content meeting times aside from the required pre-planned meetings from BOY with intended agendas. The focus was initially in lesson plans but did not focus on in class interventions to meet student needs. **Root Cause:** We did not pre-plan agendas and prioritize early communication.

Problem Statement 4 (Prioritized): Visual aids for students were limited and not used in a print rich format through the year. Students were unable to reference important instructional aids through their courses. **Root Cause:** We had a lack of training on this importance and the impact it has on student understanding.

School Processes & Programs

School Processes & Programs Summary

Instructional leaders consist of the Principal, Assistant Principals of Instruction and one Director of College Counseling who work weekly to develop their skills of classroom instruction observations, diagnosis and coaching of teachers. We utilize the See It, Name It, Do It coaching model and further develop skills in leading student work analysis meetings (SWAMs) to ensure that mastery of instruction is reflected on. Teacher managers give weekly lesson plan feedback to their direct reports to ensure that lesson are aligned to end of course level of rigor. Teachers receive feedback on their culture, lesson plans and classroom instruction through use of our Guideposts of Excellent Teaching (GET) through our program called TeachBoost. Managers provide electronic feedback to support teachers in their continued growth.

Professional development needs are determined by previous year results and current classroom observations and is offered through campus whole group Professional Development and trainings through content teams. Teacher leaders are led in monthly meetings to assess their feedback and push on leadership skills.

See PDF in Addendum for more information.

School Processes & Programs Strengths

Curriculum & Instruction:

- At least one-third of IDEA students graduate with the "AP Scholar" designation, evidence of earning a qualifying score on at least three AP exams, demonstrating successful completion of college-level coursework prior to graduation.
- IDEA provides students access to accelerated instruction through the 1:1 technology device, including adaptive software for mathematics and literacy and access to hundreds of thousands of books in the district's digital library.
- IDEA curricular resources include high-quality instructional materials that earn the highest ratings on national evaluation measures.
- IDEA curriculum is regularly evaluated using a quality evaluation tool, ensuring alignment to the Texas Essential Knowledge and Skills and AP course standards, as well as the STAAR/EOC and AP exams.
- IDEA implements a variety of training opportunities for teachers and leadership staff with the goal of developing teachers' pedagogical content knowledge and leaders' coaching skills.
- For 15 years in a row, 100% of IDEA students have been accepted into college, demonstrating that IDEA academic programming is adequately preparing students for post-secondary education.
- In 2022, four IDEA schools were ranked in the top 10 Most Challenging Schools in the Nation and 13 were ranked in the top 1% of schools nationwide, by the Jay Mathews Challenge Index High School Rankings.

Special Programs

- IDEA exceeded the expected growth target for EL student performance on TELPAS in 2021 with 48% of ELs meeting that target.
- IDEA provide targeted research based instruction to students who have a 2.0 year gap in Reading and/or Math with the goal of closing that gap by 2.0 years during the school year with our initiative called Critical Student Intervention (CSI). During the 21-22 school year, 2,562 out of 6,632 students meet that goal for Reading and 703 out of 1,268 students met the goal for Math.
- IDEA is in Year 3 of our TEA awarded Autism Grant. Through this grant we were able to increase support for 195 students with autism in Rio Grande Valley and Austin who met the criteria outlined by TEA for this grant.
- IDEA submitted and was awarded a Dyslexia Grant by the TEA so that we will be able to provide increased professional development to teachers and leaders on working with students with dyslexia and increase the support resources for our students with dyslexia.

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

See PDF in Addendum for more information.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): There is a need for more systems to ensure that First Year teachers are checked on consistently through the year. Weekly check ins vary by leader and are not led from August through May with fidelity. **Root Cause:** Lack of tracking of interactions through the year and check ins beyond the first month of onboarding. We did not have a clear account for who should be met with weekly or bi-weekly.

Problem Statement 2 (Prioritized): Teachers do not have enough support with setting expectations and following up with guidelines for discipline, specifically Level III violations. Professional development topics on this type of work were not embedded in annual training. **Root Cause:** In return from our COVID shut down, this was a blind spot that was not prioritized.

Problem Statement 3 (Prioritized): Daily attendance at school is not a priority for families and students. **Root Cause:** We did not hold enough accountability for this goal and stress the expectation of daily attendance.

Perceptions

Perceptions Summary

Students at IDEA WCP graduate high school within 4 years and are at 100% graduated. Through student interactions, we promote a restorative mindset among our students and follow through with discipline incidences. We encourage and expect for students to resolve conflict and respect differences.

Teacher retention is over 85%, goal met for 2021-2022, but was a decline from over 90% the previous three years. Parent feedback is valued at our school and is sought through any calls to the office and surveys during parent events.

See PDF in Addendum for more information.

Perceptions Strengths

See PDF in Addendum for more information.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): We did not have enough parent events through the year to welcome our families. We have one in the Fall, and do not have a Spring Event. **Root Cause:** After the COVID changes, we did not bring parents back for in person events.

Problem Statement 2 (Prioritized): Regular events to celebrate students, such as Honor Roll breakfast, have not been in their original form. **Root Cause:** We have paused due to the unease in the community and did not include this due to hesitation.

Problem Statement 3 (Prioritized): Students know about matriculation, but early students and those who are lower in performance level do not see this as their identify. **Root Cause:** Senior level counseling has been evident, but not highlighted for lower levels or communicated firmly to all graduating class.

Problem Statement 4 (Prioritized): Grade point averages are not consistently highlighted for students to include investment and continued work to improve. **Root Cause:** RTTC curriculum is oftentimes taught in isolation.

Priority Problem Statements

Problem Statement 1: Students do not have an outlet and proper processing for their mental health and challenges. There is no outlet for students to address their needs.

Root Cause 1: Recovering from being at home for an academic year and not having interactions with peers and staff caused students to remain disconnected from relationships and resolution for any concerns.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Teachers are not highly skilled in social emotional learning and how to lead students through conflict or challenges.

Root Cause 2: We have not trained staff well enough for meeting this need.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Achievement in EL and non-continuously enrolled students at Meets level will be focused on. Tracking of these students and use of targeted EB strategies will be utilized.

Root Cause 3: Student progress was monitored more closely in Quarters 3 and 4 and not from Fall semester in detail. Investment from new to IDEA families was not gained from an instructional perspective.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: As a campus, training for our EL population and how to adapt instruction for them was not a priority.

Root Cause 4: Instruction was prioritized for all groups to focus on overall performance.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: We had a lack of consistent content meeting times aside from the required pre-planned meetings from BOY with intended agendas. The focus was initially in lesson plans but did not focus on in class interventions to meet student needs.

Root Cause 5: We did not pre-plan agendas and prioritize early communication.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: Visual aids for students were limited and not used in a print rich format through the year. Students were unable to reference important instructional aids through their courses.

Root Cause 6: We had a lack of training on this importance and the impact it has on student understanding.

Problem Statement 6 Areas: Student Learning

Problem Statement 7: There is a need for more systems to ensure that First Year teachers are checked on consistently through the year. Weekly check ins vary by leader and are not led from August through May with fidelity.

Root Cause 7: Lack of tracking of interactions through the year and check ins beyond the first month of onboarding. We did not have a clear account for who should be met with weekly or bi-weekly.

Problem Statement 7 Areas: School Processes & Programs

Problem Statement 8: Teachers do not have enough support with setting expectations and following up with guidelines for discipline, specifically Level III violations. Professional development topics on this type of work were not embedded in annual training.

Root Cause 8: In return from our COVID shut down, this was a blind spot that was not prioritized.

Problem Statement 8 Areas: School Processes & Programs

Problem Statement 9: We did not have enough parent events through the year to welcome our families. We have one in the Fall, and do not have a Spring Event.

Root Cause 9: After the COVID changes, we did not bring parents back for in person events.

Problem Statement 9 Areas: Perceptions

Problem Statement 10: Regular events to celebrate students, such as Honor Roll breakfast, have not been in their original form.

Root Cause 10: We have paused due to the unease in the community and did not include this due to hesitation.

Problem Statement 10 Areas: Perceptions

Problem Statement 11: Grade point averages are not consistently highlighted for students to include investment and continued work to improve.

Root Cause 11: RTTC curriculum is oftentimes taught in isolation.

Problem Statement 11 Areas: Perceptions

Problem Statement 12: Students know about matriculation, but early students and those who are lower in performance level do not see this as their identify.

Root Cause 12: Senior level counseling has been evident, but not highlighted for lower levels or communicated firmly to all graduating class.

Problem Statement 12 Areas: Perceptions

Problem Statement 13: Daily attendance at school is not a priority for families and students.

Root Cause 13: We did not hold enough accountability for this goal and stress the expectation of daily attendance.

Problem Statement 13 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations

Student Data: Assessments

- 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
- 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
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- Student Success Initiative (SSI) data for Grades 5 and 8
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data
- Discipline records
- Student surveys and/or other feedback

Employee Data

- Staff surveys and/or other feedback
- State certified and high quality staff data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Study of best practices

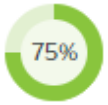
Goals

Goal 1: Increase staff retention

Performance Objective 1: Increase staff retention to 90%.

High Priority

Evaluation Data Sources: Teacher 1-1 conversations in Fall and Spring; pulse check with First Year Teachers in September; Great Place to Work survey results

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Coaching schedule with direct reports to increase classroom pedagogy **Strategy's Expected Result/Impact:** increase staff satisfaction and performance; increase student achievement data **Staff Responsible for Monitoring:** APIs, Principal **Title I:** 2.4, 2.5 **- TEA Priorities:** Recruit, support, retain teachers and principals **Problem Statements:** Student Learning 3				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: engage in weekly Lesson Planning feedback **Strategy's Expected Result/Impact:** teachers will implement feedback to improve lessons, teachers will feel supported by their managers **Title I:** 2.5 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **Problem Statements:** Student Learning 1, 2				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: Achievement in EL and non-continuously enrolled students at Meets level will be focused on. Tracking of these students and use of targeted EB strategies will be utilized. **Root Cause**: Student progress was monitored more closely in Quarters 3 and 4 and not from Fall semester in detail. Investment from new to IDEA families was not gained from an instructional perspective.

Problem Statement 2: As a campus, training for our EL population and how to adapt instruction for them was not a priority. **Root Cause**: Instruction was prioritized for all groups to focus on overall performance.

Problem Statement 3: We had a lack of consistent content meeting times aside from the required pre-planned meetings from BOY with intended agendas. The focus was initially in lesson plans but did not focus on in class interventions to meet student needs. **Root Cause**: We did not pre-plan agendas and prioritize early communication.

Goal 1: Increase staff retention

Performance Objective 2: Retain 80% of new teachers.

High Priority

Evaluation Data Sources: GET ratings in TeachBoost; feedback from FYT in manager coachings

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Utilize Getting Better Faster skills to coach teachers on Phases **Strategy's Expected Result/Impact:** FYT will build their skills toolbox with foundational strategies **Staff Responsible for Monitoring:** APIs, Principal **Title I:** 2.5 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **Problem Statements:** Student Learning 3	25%	35%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: utilize Grade Team leaders as mentors for new staff **Strategy's Expected Result/Impact:** build Team & Family feeling among staff; NTI teachers feel supported in their onboarding and development **Staff Responsible for Monitoring:** GTLs, lead team **TEA Priorities:** Recruit, support, retain teachers and principals **Problem Statements:** School Processes & Programs 1, 2	80%	85%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 3: We had a lack of consistent content meeting times aside from the required pre-planned meetings from BOY with intended agendas. The focus was initially in lesson plans but did not focus on in class interventions to meet student needs. **Root Cause**: We did not pre-plan agendas and prioritize early communication.

School Processes & Programs

Problem Statement 1: There is a need for more systems to ensure that First Year teachers are checked on consistently through the year. Weekly check ins vary by leader and are not led from August through May with fidelity. **Root Cause**: Lack of tracking of interactions through the year and check ins beyond the first month of onboarding. We did not have a clear account for who should be met with weekly or bi-weekly.

Problem Statement 2: Teachers do not have enough support with setting expectations and following up with guidelines for discipline, specifically Level III violations. Professional development topics on this type of work were not embedded in annual training. **Root Cause**: In return from our COVID shut down, this was a blind spot that was not prioritized.

Goal 2: All IDEA students matriculate to college

Performance Objective 1: 100% of students will apply and be accepted to a 4-year university

High Priority

Evaluation Data Sources: Quality Application Campaign tracker

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Utilize the GCL for appropriate college application lists, seek feedback from students **Strategy's Expected Result/Impact:** students are invested in their applications and college choices **Staff Responsible for Monitoring:** College Counselors, Director of College Counseling **Title I:** 2.6 - **TEA Priorities:** Connect high school to career and college, Improve low-performing schools **Problem Statements:** Perceptions 3	80%	100%	100%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Track and monitor the college application process **Strategy's Expected Result/Impact:** students and CCs partner to know what is expected of each other; backwards planning through the QAC occurs **Staff Responsible for Monitoring:** College Counselors, Director of College Counseling, RTTC teachers **Title I:** 2.6 - **TEA Priorities:** Connect high school to career and college, Improve low-performing schools **Problem Statements:** Perceptions 3	75%	100%	100%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 3: Students know about matriculation, but early students and those who are lower in performance level do not see this as their identify. **Root Cause**: Senior level counseling has been evident, but not highlighted for lower levels or communicated firmly to all graduating class.

Goal 2: All IDEA students matriculate to college

Performance Objective 2: 25% of graduates will matriculate to Tier I/II Schools

Evaluation Data Sources: Quality Application Campaign tracker; feedback on Great College Lists

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Front load additional screening for pipelined students; utilize Match and Fit information to decide on ED/EA applicants **Strategy's Expected Result/Impact:** students trust that their choices for applications are right for them, parents are invested in this process **Staff Responsible for Monitoring:** College Counselors, Director of College Counseling **Title I:** 2.6 - **TEA Priorities:** Connect high school to career and college, Improve low-performing schools **Problem Statements:** Perceptions 4	95%	100%	100%	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 4: Grade point averages are not consistently highlighted for students to include investment and continued work to improve. **Root Cause**: RTTC curriculum is oftentimes taught in isolation.

Goal 2: All IDEA students matriculate to college

Performance Objective 3: 100% of seniors will be TSI compliant, meeting 100% CCMR

HB3 Goal

Evaluation Data Sources: TSI feedback, diagnostic exams

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: embed processes for year long planning in grades 9-11th **Strategy's Expected Result/Impact:** students are invested in their college readiness early; teachers take ownership of this process and contribution to Matriculation and A-campus rating **Staff Responsible for Monitoring:** RTTC teachers, College Counselors, teacher managers **Title I:** 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools **Problem Statements:** Perceptions 3, 4	10%	20%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 3 Problem Statements:

Perceptions
Problem Statement 3: Students know about matriculation, but early students and those who are lower in performance level do not see this as their identify. **Root Cause**: Senior level counseling has been evident, but not highlighted for lower levels or communicated firmly to all graduating class.
Problem Statement 4: Grade point averages are not consistently highlighted for students to include investment and continued work to improve. **Root Cause**: RTTC curriculum is oftentimes taught in isolation.

Goal 3: IDEA achieves an A rating

Performance Objective 1: 42% of EL students will show one proficiency level increase according to TELPAS

High Priority

Evaluation Data Sources: TELPAS results from 2022; 4E GET; feedback on EL strategies in TeachBoost

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Year-long scope and sequence addressing language learner needs **Strategy's Expected Result/Impact:** teachers feel supported in how to accommodate for language learners; students are able to reach learning objectives through embedded supports **Staff Responsible for Monitoring:** Content Leaders, APIs, Principal **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 1, 2, 4	65%	75%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Achievement in EL and non-continuously enrolled students at Meets level will be focused on. Tracking of these students and use of targeted EB strategies will be utilized. **Root Cause**: Student progress was monitored more closely in Quarters 3 and 4 and not from Fall semester in detail. Investment from new to IDEA families was not gained from an instructional perspective.
Problem Statement 2: As a campus, training for our EL population and how to adapt instruction for them was not a priority. **Root Cause**: Instruction was prioritized for all groups to focus on overall performance.
Problem Statement 4: Visual aids for students were limited and not used in a print rich format through the year. Students were unable to reference important instructional aids through their courses. **Root Cause**: We had a lack of training on this importance and the impact it has on student understanding.

Goal 3: IDEA achieves an A rating

Performance Objective 2: 45% of non-continuously enrolled students will be at "Meets" level on grade level Math STAAR exams

High Priority

Evaluation Data Sources: Unit Exams, Mock Exams, Semester Exams

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: students are tracked weekly in their progress to become Math Master and Math Genius **Strategy's Expected Result/Impact:** students connect this work to their core classes and STAAR performance **Staff Responsible for Monitoring:** Hot Spot Facilitator, API **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 3	45%	50%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Teacher and school tracking of performance of special populations **Strategy's Expected Result/Impact:** teachers are aware of progress in Domain 3, students are motivated to reach their individual goals **Staff Responsible for Monitoring:** Content teachers, APIs **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 1, 2	45%	50%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: Achievement in EL and non-continuously enrolled students at Meets level will be focused on. Tracking of these students and use of targeted EB strategies will be utilized. **Root Cause**: Student progress was monitored more closely in Quarters 3 and 4 and not from Fall semester in detail. Investment from new to IDEA families was not gained from an instructional perspective.

Student Learning
Problem Statement 2: As a campus, training for our EL population and how to adapt instruction for them was not a priority. **Root Cause**: Instruction was prioritized for all groups to focus on overall performance.
Problem Statement 3: We had a lack of consistent content meeting times aside from the required pre-planned meetings from BOY with intended agendas. The focus was initially in lesson plans but did not focus on in class interventions to meet student needs. **Root Cause**: We did not pre-plan agendas and prioritize early communication.

Goal 3: IDEA achieves an A rating

Performance Objective 3: 40% of EL students will be at "Meets" level on grade level Math STAAR exams

High Priority

Evaluation Data Sources: Unit Exams, Mock Exams, Semester Exams

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: see strategies from Performance objective 2 **Strategy's Expected Result/Impact:** same **Staff Responsible for Monitoring:** same **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 1, 2, 4	45%	30%		

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 1: Achievement in EL and non-continuously enrolled students at Meets level will be focused on. Tracking of these students and use of targeted EB strategies will be utilized. **Root Cause**: Student progress was monitored more closely in Quarters 3 and 4 and not from Fall semester in detail. Investment from new to IDEA families was not gained from an instructional perspective.
Problem Statement 2: As a campus, training for our EL population and how to adapt instruction for them was not a priority. **Root Cause**: Instruction was prioritized for all groups to focus on overall performance.
Problem Statement 4: Visual aids for students were limited and not used in a print rich format through the year. Students were unable to reference important instructional aids through their courses. **Root Cause**: We had a lack of training on this importance and the impact it has on student understanding.

Goal 3: IDEA achieves an A rating

Performance Objective 4: CSI students grow 2 years or more in Reading (50%) and Math (60%)

High Priority

Evaluation Data Sources: DI lesson progress charts, weekly observations of instruction

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Utilize Direct Instruction to lead student growth in math and reading fluency **Strategy's Expected Result/Impact:** students are built in their foundational skills; these skills support grade level work **Staff Responsible for Monitoring:** Interventionists, API, Principal **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 3	75%	80%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 4 Problem Statements:

Student Learning
Problem Statement 3: We had a lack of consistent content meeting times aside from the required pre-planned meetings from BOY with intended agendas. The focus was initially in lesson plans but did not focus on in class interventions to meet student needs. **Root Cause**: We did not pre-plan agendas and prioritize early communication.

Goal 4: Increase student daily attendance

Performance Objective 1: 97% of students will be present for school

High Priority

Evaluation Data Sources: Daily attendance tracker; overall monthly progress, PowerBI dashboard

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Tracking and monitoring of daily and weekly attendance **Strategy's Expected Result/Impact:** whole school emphasizes the importance of tracking attendance and expecting to be present; teachers know their impact on attendance **Staff Responsible for Monitoring:** Homeroom teachers, Grade Team Leaders, Lead Team, leader APO **Title I:** 2.5 **Problem Statements:** School Processes & Programs 3	40%	50%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Incentives for meeting attendance benchmarks **Strategy's Expected Result/Impact:** students are motivated to be at school; teachers are invested in their rewards for students **Staff Responsible for Monitoring:** APO, Grade Team Leaders **Problem Statements:** School Processes & Programs 3	35%	50%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 3: Daily attendance at school is not a priority for families and students. **Root Cause**: We did not hold enough accountability for this goal and stress the expectation of daily attendance.

Goal 4: Increase student daily attendance

Performance Objective 2: 96% of students will remain On Track to Graduate

Evaluation Data Sources: 9th - 12th grade gradebook tracker; OTG tracker

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Weekly progress in classroom performance, share data with staff **Strategy's Expected Result/Impact:** students and teachers work together to ensure mastery of content is attained **Staff Responsible for Monitoring:** College Counselor, course teachers **Title I:** 2.4, 2.6, 4.1 **- TEA Priorities:** Connect high school to career and college **Problem Statements:** Perceptions 1, 2	45%	90%		

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 1: We did not have enough parent events through the year to welcome our families. We have one in the Fall, and do not have a Spring Event. **Root Cause**: After the COVID changes, we did not bring parents back for in person events.
Problem Statement 2: Regular events to celebrate students, such as Honor Roll breakfast, have not been in their original form. **Root Cause**: We have paused due to the unease in the community and did not include this due to hesitation.

Goal 4: Increase student daily attendance

Performance Objective 3: 85% of Physical Education students will meet 1200 MVPA

Evaluation Data Sources: PE coach tracker; feedback from HQ

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Daily use of SPARK curriculum and agenda for each class **Strategy's Expected Result/Impact:** students know what is expected of them and are invested in a healthy lifestyle **Staff Responsible for Monitoring:** PE Coaches, Hot Spot and Blended Learning Spaces teachers for support of electives goals (6/7th grade specifically) **Title I:** 2.4 **Problem Statements:** Demographics 1				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: Students do not have an outlet and proper processing for their mental health and challenges. There is no outlet for students to address their needs. **Root Cause**: Recovering from being at home for an academic year and not having interactions with peers and staff caused students to remain disconnected from relationships and resolution for any concerns.

Goal 5: Increase student persistence

Performance Objective 1: 90% of students will persist at IDEA Weslaco CP

High Priority

Evaluation Data Sources: student survey feedback, campus discipline tracker, Mission List tracker

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Build parent investment in our school and programming **Strategy's Expected Result/Impact:** parents feel a part of our school and know what is offered to their children; parents are informed of our college ready focus **Staff Responsible for Monitoring:** School Counselor, College Counselors **Title I:** 4.2 - **TEA Priorities:** Connect high school to career and college **Problem Statements:** Demographics 1 - Perceptions 1, 2	70%	75%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Engage in annual student celebrations - Honor Roll Breakfast, Pep-Rallies, Friday Afternoon Meetings (FAM), Homecoming, etc. **Strategy's Expected Result/Impact:** students feel connected to our school through participation in campus events **Staff Responsible for Monitoring:** School Counselor, classroom teachers **Problem Statements:** Perceptions 2	85%	90%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Students do not have an outlet and proper processing for their mental health and challenges. There is no outlet for students to address their needs. **Root Cause**: Recovering from being at home for an academic year and not having interactions with peers and staff caused students to remain disconnected from relationships and resolution for any concerns.

Perceptions

Problem Statement 1: We did not have enough parent events through the year to welcome our families. We have one in the Fall, and do not have a Spring Event. **Root Cause**: After the COVID changes, we did not bring parents back for in person events.

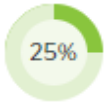
Problem Statement 2: Regular events to celebrate students, such as Honor Roll breakfast, have not been in their original form. **Root Cause**: We have paused due to the unease in the community and did not include this due to hesitation.

Goal 5: Increase student persistence

Performance Objective 2: 90% of New To IDEA students will persist at IDEA Weslaco CP

High Priority

Evaluation Data Sources: Mission List tracker, feedback through NTI Mentor program, NTI parent/student contact and feedback

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Mentor program for all new students **Strategy's Expected Result/Impact:** new students feel connected to someone at our school to build their Colt identity **Staff Responsible for Monitoring:** School Counselor, APO **Title I:** 2.6 **Problem Statements:** Demographics 1 - Perceptions 1, 2				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Students do not have an outlet and proper processing for their mental health and challenges. There is no outlet for students to address their needs. **Root Cause**: Recovering from being at home for an academic year and not having interactions with peers and staff caused students to remain disconnected from relationships and resolution for any concerns.

Perceptions
Problem Statement 1: We did not have enough parent events through the year to welcome our families. We have one in the Fall, and do not have a Spring Event. **Root Cause**: After the COVID changes, we did not bring parents back for in person events.
Problem Statement 2: Regular events to celebrate students, such as Honor Roll breakfast, have not been in their original form. **Root Cause**: We have paused due to the unease in the community and did not include this due to hesitation.

Goal 5: Increase student persistence

Performance Objective 3: 90% of teachers will use Move This World 3 times per week in homeroom

High Priority

Evaluation Data Sources: MTW data tracker, TeachBoost feedback on MTW implementation

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Train and support homeroom teachers **Strategy's Expected Result/Impact:** staff understands their role in SEL, ownership of MTW lessons is felt and owned by staff **Staff Responsible for Monitoring:** School Counselor, Homeroom teachers, lead team **Problem Statements:** Demographics 1, 2				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: Students do not have an outlet and proper processing for their mental health and challenges. There is no outlet for students to address their needs. **Root Cause**: Recovering from being at home for an academic year and not having interactions with peers and staff caused students to remain disconnected from relationships and resolution for any concerns.
Problem Statement 2: Teachers are not highly skilled in social emotional learning and how to lead students through conflict or challenges. **Root Cause**: We have not trained staff well enough for meeting this need.

Goal 5: Increase student persistence

Performance Objective 4: 100% of Campus Crisis Team members will be trained

High Priority

Evaluation Data Sources: CCT monthly meetings feedback; certificate tracking

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Table Top monthly meetings practice **Strategy's Expected Result/Impact:** Routines and procedures will be reviewed and mastered **Staff Responsible for Monitoring:** Principal, APO **Problem Statements:** Student Learning 3	95%	95%	95%	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 4 Problem Statements:

Student Learning
Problem Statement 3: We had a lack of consistent content meeting times aside from the required pre-planned meetings from BOY with intended agendas. The focus was initially in lesson plans but did not focus on in class interventions to meet student needs. **Root Cause**: We did not pre-plan agendas and prioritize early communication.

Title I Personnel

Name	Position	Program	FTE
	BLENDED LEARNING SPACE TEACHER		1
	RTTC III TEACHER		1
	RTTC I TEACHER 9TH GRADE		1
	INTERVENTIONIST		1
	INTERVENTIONIST		1
	INTERVENTIONIST		1
	ILEARNING HOT SPOT CO TEACHER		1
	COLLEGE COUNSELOR		1
	COLLEGE COUNSELOR		1
Carlos Puentes	Blended Learning	Title I	1
Isaac Aguirre	Interventionist	Title I	1
Jennifer Garcia	Interventionist	Title I	1
Jessica McGowan	RTTC I Teacher	Title I	1
Karisa Loya	RTTC III Teacher	Title I	1
Mark Silva	Interventionist	Title I	1
Melissa Medina	College Counselor	Title I	1
Vanessa Castro	Hot Spot Teacher	Title I	1
Vanessa Hernandez	College Counselor	Title I	1

Addendums

IDEA Weslaco College Preparatory

2022-23 Student Achievement Improvement Plan - College Prep

COLLEGE PREP

APO	Initiatives	Needs Assess.	Special Pops.	Person(s) Responsible	Timeline Start/End	Resources: Human/ Material/Fiscal	Documentation
1A	Addition of Spring Open House	O	All	Miguel S.	Feb/March	Lead Team	GRPI, notes on attendance and persistence data
	Restructuring attendance incentives for teachers	O	All	Leanna S.	Aug/May	Carmen/Leanna	quarterly lists of teachers, plan on recognitions, comparison of historical data
1E	Content leader training on team coaching	S, AP	All	APIs	Aug/Dec	API team	TeachBoost evaluations practice, sharing with content leaders
1E	Training for EL strategies	S, AP	All	Lizette C.	Aug/March	Region 1 trainings, explore SIOP	review of TELPAS data, processes for evaluating EL practices, checklist of mastery of coaching skills
1A	TSI Training	O	All	Vanessa H.	Sept/Nov	Region 1 trainings	tracker of CCMR points as compared to TSI compliance
1D, E	Science Lab inventory revamp	S, E, AP	All	Adrian C.	Aug/Sept	Vendors list, exploration of CB recommendations	review of classroom appearance, assess impact on learning from these resources
1D, E	Resources for Humanities classrooms	S, E, AP	All	Amanda G.	Aug/Sept	Vendors list, exploration of CB recommendations	review of classroom appearance, assess impact on learning from these resources
1A	Discipline Structures Training	DR	All	Leanna S.	Aug/May	All lead team, research on restorative discipline, implementation of CKH	tracking systems for weekly and quarterly student discpline, compare to culture rounds data
1A	Mental Health Day/Week Speaker	O	All	Miguel S.	Aug/Jan	Research, guest speaker	process for welcoming and planning for this event
1E, 1G, 1K	Leader Expectations for coaching/team guidance	S, E, A, AP	All	Leanna S.	Aug/May	ILT	evaluative feedback both quantitative and qualitative, notes from 2A, 2B
1E, 1G, 1K	Capturing Kids' Hearts	S, E, A, AP	All	Leanna S./Miguel	Aug/May	Lead Team/Teacher Leaders	culture rounds feedback; student discipline tracking; student achievement

IDEA Weslaco College Preparatory

2022-23 Student Achievement Improvement Plan - College Prep

COLLEGE PREP

1K	ACT instruction improvement in High School	A	All	Sam/Vanessa	Sept/May	Teachers/CC/District Support	tracking of ACT scores with testing benchmarks and campus progress

	Title I Qualifying Programs			Initiatives Status			
	Internal Use Only			Mid Year		End of Year	
	Supplemental Program (Y/N)	New Program (Y/N)	Budget Allocation	Outcome	Increase/Decreased by X%	Outcome	Increase/Decreased by X%
Formative Evaluation	**Budget Allocations only need to be entered for programs that are BOTH Supplemental & New**			**Use these columns to assess your strategy progress at the middle and end of the year**			
% in attendance survey results							
monthly attendance survey for feedback							
3B/3C/3D ratings SLL 2A preliminary feedback							
UE EL data SE/ME results							
testing results							
Science UE results - STAAR/AP							
Humanities UE results - STAAR/AP							
monitoring of discipline consequences and incidences culture ratings by grade level							
parent survey parent concerns quantity							
bi weekly feedback 6C ratings culture ratings by grade level							
GET ratings, Culture ratings							

	Title I Qualifying Programs			Initiatives Status			
	Internal Use Only			Mid Year		End of Year	
	Supplemental Program (Y/N)	New Program (Y/N)	Budget Allocation	Outcome	Increase/Decreased by X%	Outcome	Increase/Decreased by X%
Weekly data tracker							

Annual Performance Objectives (APO)

PRIORITY #1: Students Graduate College-Ready

1A. % of graduates who matriculate to a College or University: 100%

1B. % of graduates matriculate to a Tier I/II College or University: 15% | 25%

1C. % of Seniors accepted to a College or University: 100%

1D. % of Seniors named AP scholars | Earn IB diploma: 30% | 25%

1E. Earned State Rating: A

1F. % Basic | % Mastery | % Advanced on LEAP: 82% | 44% | 11%

1G. % Approaches | % Meets | % Masters on STAAR/EOC: 90% | 60% | 30%

1H. % Level 3 | % Level 4 | % Level 5 on FSA/FSAA: 70% | 40% | 20%

1I. % of Pre-K-2nd Students End The Year On/Above Grade Level in Reading - Year 1 Campuses | Year 2 Campuses: 80% | 90%

1J. % of students in CSI achieve 2 years growth in Reading | Math (measured by Ren STAR) 50% | 60%

1K. Average ACT score: 21

1L. % of students graduating college in 4 | 6 years: 25% | 55%

Needs Assessment

S-STAAR

D-DIBELS

E-EOC

A-ACT

RR-Reading Renaissance

ST-STAR for Math

DR-Discipline Report

AP-AP Tests

O-Other

Special Populations

All

AR-At Risk

ELL-English Language Learners

ED-Economically Disadvantaged

M-Migrant

SE-Special Education

IDEA Weslaco College Preparatory

Comprehensive Needs Assessment

COLLEGE PREP

Data Source: CSI

% Meeting CSI Goal	Reading CP CSI
% CSI (EOY Ren.)	55%
% of CSI Passing STAAR	6th 40% 7th 100%
% of SPED Passing STAAR	19/28 68%

Data Source: STAAR

	STAAR Reading 6th	STAAR Reading 7th	STAAR Reading 8th	STAAR Writing 7th	English I EOC	English II EOC
% Approaches	78	88	90	N/A	86	86
% Meets	43	55	75	N/A	80	75
% Masters	27	34	55	N/A	29	10
% Student Achievement Average	49	59	73	N/A	65	57

Data Source: AP/IB/Electives

AP Scores	Pass AP Lit	Pass AP Lang	IB Scores	IB Group 1	% Royal Readers	% Word Master
% Score 1	53%	53%	% Score 1-3	N/A	6th 4%	6th 84%
% Score 2	12%	30%	% Score 4-5	N/A	7th 5%	7th 67%
% Score 3+	35%	16%	% Score 6-7	N/A		

RR Goal Met/Not Met	WM Goal Met/Not Met
Not Met	Met

Reflections

Areas of Strength	Areas of Need
1 Teachers helped with offering cross grade level support for critical STAAR groups.	1 We did not spend enough time training for our EL population and how to adapt instruction for them.
2 ELA used collaboration of best practices between contents, specifically English I and II.	2 We did not utilize campus tutors to support throughout the year, especially before major exams.

3 Use of aligned curriculum provided by the district, including STAAR mastery during the last month.	3 Teachers need more support with differentiated instruction practices in their classrooms.

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Comprehensive Needs Assessment - College Prep COLLEGE PREP					
Data Source: STAAR					
	STAAR Math 6th	**STAAR Math 7th**	**STAAR Alg I**		
% Approaches	69	64	50		
% Meets	26	36	75		
% Masters	9	17	98		
% Student Achievement Average	35	39	72		
Data Source: AP/IB					
AP Scores	**Pass AP Calculus AB**	**Pass AP Prob. & Stats.**		**IB Scores**	**IB Group 5**
% Score 1	85%	81%		**% Score 1-3**	N/A
% Score 2	12%	10%		**% Score 4-5**	N/A
% Score 3+	4%	10%		**% Score 6-7**	N/A

Reflections	
Areas of Strength	**Areas of Need**
1. Teachers modified instruction based on assessment data and provided re-teaches on weak areas that needed improvement.	1. More structure and curriculum support are needed for ACT and TSI classes. This could be adding the course (ACT) or providing more support and resources to teachers in these areas.
2. Visual aids are present in every math content classroom which gives students access to content materials.	2 Key points, answer keys, and exemplars are needed for AP, ACT style questions for vertical alignment support as an add on to materials provided on our curriculum corner.
3. Engaged in monthly meetings to analyze student work, plan reteaches, and observe vertical alignment opportunities.	3. Accountability on trackers both classroom and personal student trackers is needed for consistency and follow through year-round. This practice should be implemented early in Quarter 1.
	4. Achievement in EL and non-continuously enrolled students at Meets level will be focused on. Tracking of these students and use of targeted EB strategies will be utilized.

IDEA Weslaco College Preparatory

Comprehensive Needs Assessment
COLLEGE PREP

Data Source: Internal Assessments

	6th Grade EOY Assessment	7th Grade EOY Assessment
% Passing	69%	94%

Data Source: STAAR

	STAAR 8th Science	STAAR Biology
% Approaches	N/A	96%
% Meets	N/A	77%
% Masters	N/A	32%
% Student Achievement Average	N/A	68

Data Source: AP/IB

AP Scores	Pass AP Biology	Pass AP Chemistry	Pass AP Physics (1, 2, & C)	Pass AP Env. Science	IB Scores	IB Group 4
% Score 1	60%	88%	N/A	79%	% Score 1-3	N/A
% Score 2	21.00%	13%	N/A	16.00%	% Score 4-5	N/A
% Score 3+	19.00%	0%	N/A	4.00%	% Score 6-7	N/A

Reflections	
Areas of Strength	**Areas of Need**
1 Science team supported each other with sharing of materials and resources across various subjects.	1 There was no consistent content meeting times aside from the required pre-planned meetings from admin. We will collaborate more frequently next year.
2 Deadlines were clearly communicated and timed reminders were sent to complete required tasks.	2 More communication is needed within the science team in form of a group chat, or group text. Teachers can notify each other of labs completed and allowing others to go observe and learn from each other. Professional communication was completed via TEAMS and Email.
3 When given the time and opportunity to collaborate, the science team supported and shared ideas that could be used for various classes. Veteran teachers provided opportunities for teachers to go and observe practices in action.	3 Materials and or budget for labs done in science class need to be ordered timely. Teachers often use their own out of pocket money for several experiments due to unclear process to request materials and long wait times to receive material.

IDEA Weslaco College Preparatory

Comprehensive Needs Assessment
COLLEGE PREP

Data Source: Internal Assessments

	6th Grade EOY Assessment	7th Grade EOY Assessment
% Passing	97%	100%

Data Source: STAAR

	STAAR 8th US History	EOC US History
% Approaches	84	97
% Meets	57	77
% Masters	42	41
% Student Achievement Average	61	72

Data Source: AP/IB

AP Scores	Pass AP Human Geography	Pass AP World History	Pass AP US History	Pass AP Goverment	Pass AP Economics	IB Scores	IB Group 3
% Score 1	61%	52%	81%	83%	94%	% Score 1-3	N/A
% Score 2	14%	25.00%	11%	13%	4%	% Score 4-5	N/A
% Score 3+	26%	24%	8%	4%	1%	% Score 6-7	N/A

Reflections	
Areas of Strength	**Areas of Need**
1 We had team collaboration that included veteran teachers who were able to provide support, suggestions and materials to new teachers.	1. We want better training options for AP Summer institutes. Local universities do not provide the best quality in training for our AP teachers.
2 The team had aligned annotations for all content, including across specific grade levels. This helps build the skill in students so that there is less focus on the skill of annotating.	2 We need to provide more STAAR aligned practice for 11th grade from the beginning of the year. Potentially resources for all STAAR tested area's.
3 Teachers were provided the space to observe other teachers to learn best practices.	3 Purchasing more visual aids for students is needed to ensure that they see geography and important concepts in all they study.

IDEA Weslaco College Preparatory

Comprehensive Needs Assessment
COLLEGE PREP

TELPAS Composite Rating (Listening, Speaking, Reading, Writing)

	Listening	Speaking	Reading	Writing	% of ELL Students who grew one or more levels
% Beginning	3%	20.20%	13.50%	1.30%	24%
% Intermediate	26.50%	38.10%	32.70%	13.90%	
% Advanced	31.80%	35%	27.80%	30.90%	
% Advanced High	38.70%	6.70%	26%	53.90%	

Reflection	
Areas of Strength	**Areas of Need**
1We highlght listening are the areas because teachers use all English instructions. and give clear directions.	1 Speaking in class is an area of development where we find that teachers also do not encourage enough Turn and Talks. Our campus process for providing tutorials and practice with technology for TELPAS testing will be clear (in addition to consistent location).
2We are completing the writing rating samples early within window and have a grade level plan for collaboration.	2 We will sharing student results to grade levels at BOY in an internalized manner (processing time) to inform instruction for ELLs. Individual results to understand student's skills that are strengths and weakness.
3 Teachers are provided access to ratings of students and can reference them through the year.	3 We want to better invest students about what TELPAS means and the importance of this exam and how we use data to help them grow (investment).
	4 Campus year-long PD will include one skill to master each quarter for the first 3 quarters of the school year. Instructional team and content leaders will perfect these practices and support teachers through observations and coaching

IDEA Weslaco College Preparatory

Comprehensive Needs Assessment

COLLEGE PREP

100% College Matriculation

Matriculation %	Matricuation % 4 year	Matriculation % 2 year	Tier 1/2 % Acceptances	Tier 1/2 % Matriculation	
100%	77%	23%	54%	37%	
Tier 1 % Matriculation	**Tier 2 % Matriculation**	**Tier 3 % Matriculation**	**Tier 4 % Matriculation**	**Senior Class CCMR %**	**Senior Class TSI Completion %**
23%	13%	6%	50%	96%	94%

Campus Data

Senior Class ACT Average	Junior Class ACT Average	Overall AP Scholars (3+ or more tests)	IB Medallion Scholars (Passing 3+ exams)	Overall % IB Diploma	Campus End of Year OTG
19.28	19.19	27%	N/A	N/A	N/A

Reflections

Areas of Strength	Areas of Need
1. The alignment of the bulk of the work for students(essays, resumes, TLORs, Testing) early on to ensure senior year is focused on applications.	1. An area of need would be a tighter support system after matricaltion day; having the alumni team working on an earlier relationship with students.
2. Students are knowledgable about the overall goals we are pushing that align with matriculation; GPA, AP Scholars, TSI, testing.	2. We want to restructing teacher goals with managers that align with pieces of the matriculation to support our students in being college ready. This information will be shared at weekly tactical meetings.
3. An area of strength would be the campus visits, CSAP, TFL and students being able come back and know that was their college.	3. We will embed Financial literacy as students enter into the 9th grade(not just RTTC), adding more than just ACT word of the day. This will include a "college knowledge" word of the day and possibly a Do Now activitiy.

IDEA Weslaco College Preparatory

Comprehensive Needs Assessment COLLEGE PREP	
Staff Quality, Recruitment, Retention	
	Percentage
% School Lead Team Retention	88%
% Teacher Retention	87%
% Campus Support Retention	100%
% SPED Certified Teachers	100%
% State/National Certified Teachers	39%
% State Certified Leaders	13%
% State/Board certified Counselors	100%
Number of teacher applicants per 2020-21 school year	13

Reflections	
Areas of Strength	**Areas of Need**
1) Manager was available from most lead team members that were understanding and took the time to hear teacher concerns and ensure teachers felt supported.	1) There is a need for more systems to ensure that first year teachers are checked on and consistently coached/developed in their roles. They will benefit from weekly checks, observations, coaching and TeachBoost assigned next steps. This needs to come from administrative manager in structured format.
2) Team and Family mindset is present and enhanced by the strong professional relatioships that are built within teacher teams. There was consistent communication through Teams to support campus initiatives.	2) We need clarity with expectations and guidelines for discipline, specifically Level 3 violations. Professional Development sessions on this topic will allow for staff to be behaviorally aligned. Teachers need to be better trained on management techniques in the classroom and how their managers can best support.
3) Positive notes and praise were available through the year with celebrations such as runners of the month, quarterly Core Value awards, and grade teams of the month.	3) We will add a return of various attendance incentives such as gift of time, parking spots, duty reliefs, incentives.

IDEA Weslaco College I

Comprehensive Needs As College Preparator
Data Source: School Culture
% Average Daily Attendance
% Overall Persistence
% New Student Persistence
# of Admin Withdrawals/ Level 3 Offenses
% SPED
% ELL
% Eco Dis
% Migrant
% Race: American-Indian-Alaska-Native
% Asian
% White-Hispanic
% Multi
% Black-African-American
% Native-Hawaiian-Pacific-Islander
% White
% Male
% Female

Data Source: School Culture and Climate	
Reflections	
Areas of Strength	
1 Teacher's duty areas are used to reinforce culture as soon as students walk in. Examples of this include greeting student by name fostering culture of joy, reinforce breakfast/CNP procedures, and reminding of dress code expectations.	1. Although our staff is reinforcing c coninuous reinforcement throughout consequences for students not abidin code, phone use, air pods).
2. The inclusion of appreciation/awarenesss dates has helped our school culture by celebrating others. Students feel valued knowing that their culture & diversity are celebrated. All celebrations such as (birthdays, AP scholars, university acceptances, shout-outs) foster a culture of joy and make students feel valued.	2. Having an outlet for students and mental health needs will be included. address mental health and do activiti health week or mental health day nee

3 We have supportive admin when it comes to coaching and providing feedback to teachers through our culture rounds. Sharing data publically and reporting by grade level helps us to problem solve on needed areas.	3. We will establish swifter transition Transitions have been swifter and ad assisting with student flow, however, restrooms during transitions.

Preparatory

sessment y
and Climate
Campus %
YTD is 89.97%
94.69%
78.57%
7
5%
22%
99.80%
0.40%
0.27%
0%
6.40%
0%
0.27%
0%
3%
50%
50%

Areas of Need
lress code at duty spots, it still requires t the day. Grade levels must norm ıg by student code of conduct (dress
staff to address their emotional and Providing students with a speaker to es with each grade level such as a mental ɛds to be added to our year calendar.

s specifically for restroom use.
min has been very present in the halls
now our area of need is monitoring

IDEA Weslaco College Preparatory

Comprehensive Needs Assessment COLLEGE PREP	
Data Source: Family and Community Involvement	
	Percentage
% Families Attended WTI	100%
% Families Attended Meet the Teacher Night	68%
% Families Who Attended EOY Ceremonies	56%
% Families who attended Winter Festival	28%
% Families who attended Spring Festival	no spring festival this year

Reflections	
Areas of Strength	**Areas of Need**
1. The communication done in Parent Weekly, Facebook, and Instagram have provided good information to our families.	1. We will add a Spring Meet the Teacher or Open House so that we are able to keep close communication with our families. This will provide another touch point with parents just before our testing season.
2. The advertisement and decorations at special events bring celebration to our community. Families are welcomed and able to see our school in a positive light.	2. We will benefit from improving our quarterly award ceremonies to celebrate students and invite parents to campus. This could be through our Honor Roll Breakfast events but will be beginning with Quarter 1.
3. Student Council members were able to lead events and express their interest in events that included their families. These students served as volunteers during events.	3. Through our parent events and infosessions, we want to add Colt swag as give-aways and also include small food items for them.

IDEA Public Schools

Weslaco Pike Academy

2022-2023 Campus Improvement Plan

Accountability Rating: A

Distinction Designations:
Academic Achievement in English Language Arts/Reading
Academic Achievement in Mathematics
Academic Achievement in Science
Top 25 Percent: Comparative Academic Growth
Top 25 Percent: Comparative Closing the Gaps
Postsecondary Readiness

Board Approval Date: October 21, 2022
Public Presentation Date: September 16, 2022

Mission Statement

IDEA Public Schools prepare students from underserved communities for success in college and citizenship.

Vision

To ensure students reach their potential, IDEA Public Schools will become the region's largest creator of college graduates.

Core Values

Our drive to translate our mission and vision into reality are based upon the following core values:

- We achieve **Academic Excellence**
- We deliver **Results**
- We ensure **Equity**
- We build **Team & Family**
- We act with **Integrity**
- We bring **Joy**
- We **Sweat the Small Stuff**

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Weslaco Pike Academy was established in 2014 and is located in Weslaco at 1000 East Pike Boulevard, 78596. Our campus serves PK-5th grade students. The current enrollment for the 22-23 school year is 830. The school serves a diverse ethnic community with our ethnic breakdown consisting of .001% Asian, .09% White, and .06% Hispanic. Approximately 59% of our students are on free and reduced lunch, as a result, we qualify as a Title 1, Part A School.

The instructional program at Weslaco Pike consists of the Bilingual Program, Special Education Program, and the General Education Program. An afterschool program is also utilized to assist At-Risk students. All academic programs work together to ensure an excellent instructional experience for all students from pre-kindergarten through 5th grade.

According to the Texas Education Agency Accountability System, Weslaco Pike Academy has received a rating of A for the 2021-2022 school year and meeting 6 out of 6 possible campus distinctions including: English Language Arts, Mathematics, Science, Academic Growth, Post Secondary Readiness, and Closing the Gaps.

(See Addendum)

Demographics Strengths

See PDF in Addendum for more information.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Campus 90% Persistence goal was not met. **Root Cause:** Lack of escalation matrix was not consistent, therefore lead members met with parents at a late stage

Problem Statement 2 (Prioritized): ADA incentives and celebrations for students and teachers were not executed with consistency. **Root Cause:** Gap in communication among operation and instructional staff members.

Problem Statement 3 (Prioritized): 4th grade students behavior increased dramatically from the beginning of the year. **Root Cause:** Lack of strong design within Kickboard to highlight indivdiual students, teachers on a consistent basis and implementation of attainable goals for stakeholders.

Student Learning

Student Learning Summary

Weslaco Pike Academy received a rating of A in 2021-2022 school year. Based on 2022 accountability, all Reading and Math targets were met. In reviewing student achievement score data, Reading and Science performed higher than Math.

Data shows that our Hispanic students are performing about the same as our overall population. Our SPED population performed the lowest at 76% approaching standard across all contents.

Weslaco Pike Academy 2022 STAAR Achievement Scores by Performance Level

STAAR Performance	Reading	Mathematics	Science	Social Studies	Totals	Percentages
Total Tests	341	341	109	-	791	
Approaches GL or Above	297	268	105	-	670	85%
Meets GL or Above	219	177	81	-	477	60%
Masters GL	140	101	46	-	287	36%
Total Percentage Points						

See attached adendum.

Student Learning Strengths

See PDF in Addendum for more information.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Teachers lacked skill to implement a strong first time teach. **Root Cause:** Lack of implementing lesson rehearsals consistently as a content.

Problem Statement 2 (Prioritized): Early identification and tracking of cohort specific students lagged. **Root Cause:** Lack of identifying the right students of focus by consistently completing a data analysis.

Problem Statement 3 (Prioritized): Instructional support for special populations was not consistent or structured to close student gaps. **Root Cause:** Lack of implementing PLC's between Special Education team and General Ed. Team.

School Processes & Programs

School Processes & Programs Summary

Programs:

- Bilingual Program
- Special Education
- General Education
- Direct Instruction Program

Processes:

- Response to Intervention is provided to students based on academic and behavioral performance.
- 3rd-5th grade students are identified for Critical Student Intervention based on Renstar performance.
- Weekly staff meetings are held for professional development sessions.
- Monthly Grade Team Leader Meetings are held for input on campus decisions, campus updates, and strategic collaboration for areas of need.

(See attached adendum)

School Processes & Programs Strengths

See PDF in Addendum for more information.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Educators did not identify RTI interventions accurately. **Root Cause:** Clarity on what interventions need to be provided to certain students was not provided consistently.

Problem Statement 2 (Prioritized): 17% Critical Student Intervention (CSI) students did not make their 2 year or more year growth as a cohort for the academic school year. **Root Cause:** Teachers who provide the intervention were not proficient with the curriculum and time conflicts to service students were faced through-out the year due to substitute shortage.

Perceptions

Perceptions Summary

Weslaco Pike Academy strongly believes in our foundational core values that include: We act with integrity, We build team and family, We deliver results, We achieve academic excellence, We bring joy, We ensure equity, and We sweat the small stuff. Some reasons why our families come and stay at our campus include 1) College Prep Academic Model which foucses on college preparation for all children. We are on track to send 100% of our seniors to college for the 14th straight year. 2) A Technology Device for Every Student- We provide 1:1 technology devices to all IDEA scholars. 3) We are open to all students- We are tuition free public school option. We accept applications and serve all students, regardless of where they live, their academic standing, their income, and their ability level. 4) Highly Trained & Experienced Teachers- We focus on coaching and developing our teachers to deliver high quality first instruction. Through partnering with all stakeholders and community members, we are able to make shared decisions that help our students get to and through college. There are various opportunities throughout the school year that engage our families and community members to be part of our student's education.

(Please see attached adendum)

Perceptions Strengths

See PDF in Addendum for more information.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Lack of opportunities for parents and our community to be involved in campus wide events. **Root Cause:** Due to COVID and restrictions we are limited as to who is allowed to be on campus.

Problem Statement 2 (Prioritized): Teacher retention goal of retaining 85% of Weslaco Pike Academy was not attained. **Root Cause:** Lack of instructional preparation provided to new teachers prior to start date and lack of work life balance.

Priority Problem Statements

Problem Statement 1: ADA incentives and celebrations for students and teachers were not executed with consistency.

Root Cause 1: Gap in communication among operation and instructional staff members.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Instructional support for special populations was not consistent or structured to close student gaps.

Root Cause 2: Lack of implementing PLC's between Special Education team and General Ed. Team.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Early identification and tracking of cohort specific students lagged.

Root Cause 3: Lack of identifying the right students of focus by consistently completing a data analysis.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Educators did not identify RTI interventions accurately.

Root Cause 4: Clarity on what interventions need to be provided to certain students was not provided consistently.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: 17% Critical Student Intervention (CSI) students did not make their 2 year or more year growth as a cohort for the academic school year.

Root Cause 5: Teachers who provide the intervention were not proficient with the curriculum and time conflicts to service students were faced through-out the year due to substitute shortage.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: Teacher retention goal of retaining 85% of Weslaco Pike Academy was not attained.

Root Cause 6: Lack of instructional preparation provided to new teachers prior to start date and lack of work life balance.

Problem Statement 6 Areas: Perceptions

Problem Statement 7: Campus 90% Persistence goal was not met.

Root Cause 7: Lack of escalation matrix was not consistent, therefore lead members met with parents at a late stage

Problem Statement 7 Areas: Demographics

Problem Statement 8: 4th grade students behavior increased dramatically from the beginning of the year.

Root Cause 8: Lack of strong design within Kickboard to highlight indivdiual students, teachers on a consistent basis and implementation of attainable goals for stakeholders.

Problem Statement 8 Areas: Demographics

Problem Statement 9: Lack of opportunities for parents and our community to be involved in campus wide events.

Root Cause 9: Due to COVID and restrictions we are limited as to who is allowed to be on campus.

Problem Statement 9 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data

Student Data: Student Groups

- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback

Employee Data

- Staff surveys and/or other feedback

- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data

Goals

Goal 1: Increase staff retention

Performance Objective 1: 85% of Weslaco Pike Academy instructional staff will be retained throughout the 21-22 school year.

High Priority

Evaluation Data Sources: Staff Retention Reports, Employee Exit Tickets

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: In Spring of 2023 our recruitment team will recruit highly effective teachers by creating focus groups for interviews. **Strategy's Expected Result/Impact:** Hire highly effective teachers. **Staff Responsible for Monitoring:** Lead Team **Title I:** 2.4, 2.5 **- TEA Priorities:** Recruit, support, retain teachers and principals **- Targeted Support Strategy** **Problem Statements:** Perceptions 2	50%	95%		

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 2: Teacher retention goal of retaining 85% of Weslaco Pike Academy was not attained. **Root Cause**: Lack of instructional preparation provided to new teachers prior to start date and lack of work life balance.

Goal 1: Increase staff retention

Performance Objective 2: For the Academic School year of 2022-2023, teachers will be provided professional development that is aligned to the needs of the teachers development and PD ratings will be 4-5 90% of the time.

High Priority

Evaluation Data Sources: Teachboost ratings, Teacher Development Cycle

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Provide 22-23 teachers with differentiated professional development that is aligned to campus trends, years of experience, performance and teacher surveys. **Strategy's Expected Result/Impact:** Increase teacher satisfaction in our Org. Survey Teacher Surveys after each Professional Development that is provided **Staff Responsible for Monitoring:** Lead Team **Title I:** 2.4, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals **Problem Statements:** Perceptions 2	35%	75%		

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 2: Teacher retention goal of retaining 85% of Weslaco Pike Academy was not attained. **Root Cause**: Lack of instructional preparation provided to new teachers prior to start date and lack of work life balance.

Goal 2: All IDEA students matriculate to college

Performance Objective 1: By May 2023, the percent of students making 2.0 year growth in Ren. Star testing will increase by 17% from previous year.

High Priority

Evaluation Data Sources: Ren. Star

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Provide intervention to students who failed STAAR in 21-22 school year since BOY and track progress. **Strategy's Expected Result/Impact:** Increase students passing percentage for STAAR. **Staff Responsible for Monitoring:** Instructional Lead Team, Interventionist funded by Title I **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- Targeted Support Strategy** **Problem Statements:** Student Learning 2 - School Processes & Programs 2	35%	55%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 2: Early identification and tracking of cohort specific students lagged. **Root Cause**: Lack of identifying the right students of focus by consistently completing a data analysis.

School Processes & Programs
Problem Statement 2: 17% Critical Student Intervention (CSI) students did not make their 2 year or more year growth as a cohort for the academic school year. **Root Cause**: Teachers who provide the intervention were not proficient with the curriculum and time conflicts to service students were faced through-out the year due to substitute shortage.

Goal 2: All IDEA students matriculate to college

Performance Objective 2: By Spring 2023, the percent of SpEd students who score approaches or higher will increase by at least 4 percentage points.

High Priority

Evaluation Data Sources: State of Assessment of Academic Readiness (STAAR)

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: By Fall 2022, SpEd students will be provided intervention that targets their areas of needs that are defined by their performance in district, in-house and exit ticket assessments. **Strategy's Expected Result/Impact:** The impact is to increase the percentage of SPED students passing with approaches or higher content areas. **Staff Responsible for Monitoring:** SpEd teachers and SPED point person **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 2, 3	30%	35%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 2: Early identification and tracking of cohort specific students lagged. **Root Cause**: Lack of identifying the right students of focus by consistently completing a data analysis.
Problem Statement 3: Instructional support for special populations was not consistent or structured to close student gaps. **Root Cause**: Lack of implementing PLC's between Special Education team and General Ed. Team.

Goal 3: IDEA achieves an A rating

Performance Objective 1: In Spring 2022, 90% of 3rd-5th grade students taking Math STAAR will earn Approaches as measured by STAAR state assessment and 30% will earn Master level.

High Priority

HB3 Goal

Evaluation Data Sources: Data source includes exit tickets, weekly assessments, and district assessments. Data from Edcite Reports and Renstar Reports will be used.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Provide high quality first instruction through teacher readiness by providing lesson plan feedback and holding lesson rehearsals. **Strategy's Expected Result/Impact:** Increase Student Performance **Staff Responsible for Monitoring:** Assistant Principals of Instruction, Principal **Title I:** 2.4, 2.6, 4.2 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **Problem Statements:** Student Learning 2, 3 **Funding Sources:** Co Teacher - Federal Grant - $32,535.36, ILearning Hotspot Facilitator - Federal Grant - $35,497.44, Interventionist - Federal Grant - $109,000	30%	80%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Monitor student performance through daily and weekly TEKS tracking and holding data conversations. **Strategy's Expected Result/Impact:** Increase Student Performance in Math **Staff Responsible for Monitoring:** Assistant Principals of Instruction, Principal **Title I:** 2.4, 2.5, 2.6 **Problem Statements:** Student Learning 2, 3 - School Processes & Programs 1	30%	80%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 2: Early identification and tracking of cohort specific students lagged. **Root Cause**: Lack of identifying the right students of focus by consistently completing a data analysis.

Problem Statement 3: Instructional support for special populations was not consistent or structured to close student gaps. **Root Cause**: Lack of implementing PLC's between Special Education team and General Ed. Team.

School Processes & Programs

Problem Statement 1: Educators did not identify RTI interventions accurately. **Root Cause**: Clarity on what interventions need to be provided to certain students was not provided consistently.

Goal 3: IDEA achieves an A rating

Performance Objective 2: In Spring 2022,90% of 3rd-5th grade students taking Reading STAAR will earn Approaches as measured by STAAR state assessment and 30% will earn Master level.

High Priority

Evaluation Data Sources: Students of focus will be identified and tracked by first district assessment and tutoring will be provided to students who are not on track to meet individual goals.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Provide high quality first instruction through teacher readiness by providing lesson plan feedback and holding lesson rehearsals. **Strategy's Expected Result/Impact:** Increase student academic performance in each of the performance bands. **Staff Responsible for Monitoring:** Assistant Principals of Instruction **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **Problem Statements:** School Processes & Programs 1, 2 **Funding Sources:** Interventionist - Federal Grant - $58,099.99, AR Zone Facilitator - Federal Grant - $32,297.76	30%	55%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Monitor student learning through aggressive monitoring in the classroom to close gaps in the moment **Strategy's Expected Result/Impact:** Increase student performance **Staff Responsible for Monitoring:** Assistant Principals of Instruction **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **Problem Statements:** Student Learning 2, 3 **Funding Sources:** Interventionist - Federal Grant - $60,500.01, Co Teacher - Federal Grant - $64,199.52, AR Zone Facilitator - Federal Grant - $32,297.76	20%	50%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 2: Early identification and tracking of cohort specific students lagged. **Root Cause**: Lack of identifying the right students of focus by consistently completing a data analysis.

Problem Statement 3: Instructional support for special populations was not consistent or structured to close student gaps. **Root Cause**: Lack of implementing PLC's between Special Education team and General Ed. Team.

School Processes & Programs

Problem Statement 1: Educators did not identify RTI interventions accurately. **Root Cause**: Clarity on what interventions need to be provided to certain students was not provided consistently.

Problem Statement 2: 17% Critical Student Intervention (CSI) students did not make their 2 year or more year growth as a cohort for the academic school year. **Root Cause**: Teachers who provide the intervention were not proficient with the curriculum and time conflicts to service students were faced through-out the year due to substitute shortage.

Goal 4: Increase student daily attendance

Performance Objective 1: 97% of PK-5th grade students will meet Average Daily Attendance during the 22-23 school year

High Priority

HB3 Goal

Evaluation Data Sources: Attendance reports, Powerschool, ADA daily call logs

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Hold daily attendance calls to parents for students who are absent **Strategy's Expected Result/Impact:** Increase student attendance **Staff Responsible for Monitoring:** SIS, Assistant Principal of Operation, Assistant Principals of Instruction, Principal, Counselor **Title I:** 2.4, 2.5 - **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Demographics 2	40%	95%	100%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Implement ADA escalation matrix to collaborate for solutions for high offenders **Strategy's Expected Result/Impact:** Increase Attendance **Staff Responsible for Monitoring:** SIS, Assistant principal of operation, Assistant Principal of Instruction, Principal, Counselor **Title I:** 2.4, 2.5 - **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Demographics 2	40%	80%		

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: ADA incentives and celebrations for students and teachers were not executed with consistency. **Root Cause**: Gap in communication among operation and instructional staff members.

Goal 4: Increase student daily attendance

Performance Objective 2: 75% of 2nd-5th grade meet 1,200 minutes of MVPA (Moderate to Vigorous Physical Activity)

High Priority

HB3 Goal

Evaluation Data Sources: Weekly Reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Have clear agenda and purposeful lesson plans that align to vigorous physical activity **Strategy's Expected Result/Impact:** Increase Health performance and attendance **Staff Responsible for Monitoring:** PE Coaches, Lead Team **Title I:** 2.4, 2.5 **Problem Statements:** Demographics 2	50%	95%		

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: ADA incentives and celebrations for students and teachers were not executed with consistency. **Root Cause**: Gap in communication among operation and instructional staff members.

Goal 5: Increase student persistence

Performance Objective 1: 90% of PK-5th grade students will persist at the beginning of the 22-23 school year.

High Priority

HB3 Goal

Evaluation Data Sources: Persistence log, Locus dashboard, Withdrawal information

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Build relationships with our new to idea students through planned events and meetings **Strategy's Expected Result/Impact:** Increase new student persistence **Staff Responsible for Monitoring:** Teachers, Counselor, API's, Principal **Title I:** 2.4 - **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Demographics 2 - Student Learning 2 **Funding Sources:** PK Teacher - Federal Grant - $94,000, PK Co Teacher - Federal Grant - $64,199.52	30%	95%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Hold parent meetings to inform about student's academic progress and build team and family **Strategy's Expected Result/Impact:** Increase student performance **Staff Responsible for Monitoring:** Counselor, APO, API, Principal **Title I:** 2.4 - **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 2	30%	90%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: ADA incentives and celebrations for students and teachers were not executed with consistency. **Root Cause**: Gap in communication among operation and instructional staff members.
Student Learning
Problem Statement 2: Early identification and tracking of cohort specific students lagged. **Root Cause**: Lack of identifying the right students of focus by consistently completing a data analysis.

Goal 5: Increase student persistence

Performance Objective 2: All Weslaco Pike Academy students in PK-5th will receive a Kindness Awareness lesson by August 2023.

High Priority

Evaluation Data Sources: Kindness Idea Lessons completion by first week of school

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: All Idea Weslaco Pike teachers will reinforce Kindness lessons by aligning and delivering Move this World during homeroom 90% of the time during the 22-23 school year. **Strategy's Expected Result/Impact:** Data report provided by Move This World Software Weekly Observations **Staff Responsible for Monitoring:** Academic Counselor **Title I:** 2.6 **Problem Statements:** Demographics 2				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: ADA incentives and celebrations for students and teachers were not executed with consistency. **Root Cause**: Gap in communication among operation and instructional staff members.

Title I Personnel

Name	Position	Program	FTE
	SR. ILEARNING HOT SPOT FACILITATOR		1
	PRE-KINDERGARTEN TEACHER		1
	PRE-KINDERGARTEN TEACHER		1
	AR ZONE FACILITATOR		1
	CO-TEACHER		1
	CO-TEACHER		1
	INTERVENTIONIST		1
	INTERVENTIONIST		1
	PRE-KINDERGARTEN TEACHER		1
Adriana Ontiveros	PK Teacher	Title I	1.0
Amanda Resendez	Interventionist	Title I	1.0
Brenda Gutierrez	PK Teacher	Title I	1.0
Christopher Garza	Interventionist	Title I	1.0
Elizabeth Cain	Interventionist	Title I	1.0
Fernando Luna	AR Zone Facilitator	Title I	1
Isela Huerta	Sr. ILearning Hotspot Facilitator	Title I	1.0
Kassandra Perez	Co Teacher	Title I	1.0
Sandra Garza	Co Teacher	Title I	1.0

Campus Funding Summary

Federal Grant					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	1	1	ILearning Hotspot Facilitator		$35,497.44
3	1	1	Co Teacher		$32,535.36
3	1	1	Interventionist		$109,000.00
3	2	1	Interventionist		$58,099.99
3	2	1	AR Zone Facilitator		$32,297.76
3	2	2	Co Teacher		$64,199.52
3	2	2	AR Zone Facilitator		$32,297.76
3	2	2	Interventionist		$60,500.01
5	1	1	PK Co Teacher		$64,199.52
5	1	1	PK Teacher		$94,000.00
				Sub-Total	$582,627.36

Addendums

Master CNA & SAIP Reporting Checklist

				PTG	100%	PTG	100%
DEPT	**Data Sources**	**Data Tabs**	**Guidance**	**Status**	**Principal Notes or Questions**	**VP Verification**	**Notes & Next Steps**
ACADEMY	KEYS Tab (Tab 3)	Student Achievement Improvement Plan 2021-2022 School Year	This SAIP plan will require logging concrete initiatives put in place for student improvement, as well as their associated timelines, resoures, and responsible staff. Each initiative will be tracked mid-year and at the end of the year. Mid-year assessments should be completed by each campus between December 1, 2022 and no later than January 31, 2023.	Complete	I just need to update data	Complete	
	Locus Dashboards: CSI, STARR, AP CampusIB Reports EOY Assessments	Comprehensive Needs Assessment 2022 English Language Arts	These pages should include the percentage of students who achieved each listed score for the 2021-2022 School Year. For each subject, list a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete		Complete	Update STAAR Data, CSI STAAR Data
		Comprehensive Needs Assessment 2022 Math		Complete		Complete	Update STAAR Data
		Comprehensive Needs Assessment 2022 Science		Complete		Complete	
		Comprehensive Needs Assessment 2022 Humanities		Complete		Complete	
	State TELPAS Report	Comprehensive Needs Assessment 2022 TELPAS	This data set will outline the percentage of students that earned proficiency in the areas of Listening, Speaking, Reading, and Writing, as indicated in the State TELPAS report. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete		Complete	
	Locus Dashboard: Staff Retention	Staff Quality, Rentention, & Recruitment 2021-2022 School Year	Under the %SPED Data Point, this should reflect the percentage of SPED certified teachers, compared to the overall SPED staff. Under number of teacher applicants, note how many teachers were interviewed by campus leaders for positions during the 2021-2022 School Year. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete		Complete	
	Locus Dashboards: Student Persistence, Enrollment, ADA	School Culture & Climate 2021-2022 School Year	For the Withdrawals/Level 3 Offenses data point, list the number of withdrawals or offenses. All other data points should reflect percentages. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete		Complete	
	Campus Academic Counselor Tracking Systems	2022 Family & Community Involvement	In addition to listing data percentages, list a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete		Complete	

Last Updated 9/13/2022

IDEA Weslaco Pike Academy

2022-2023 Student Achievement Improvement Plan

ACADEMY

APO	Initiatives	Needs Assess.	Special Pops.	Person(s) Responsible	Timeline Start/End	Resources: Human/ Material/Fiscal	Documentation	Formative Evaluation
2E	Early Intervention through after school tutorial for 3rd-5th grade studnets	S	All	Maria Vargas	September/ May	After school duty pay, Transportation	Timesheets, Tutorial Attendance	Student tracking of PTG, Assessment Data
2E	Lead4ward Training	S	All	Alaine Ortiz	October	Registration fees	Registration	Assessment Data
1F	Smaller DI Groups through addition of 1st/2nd Grade Co Teacher	D	All	Cristina Ontiveros	August/ May	1st/2nd grade co-teacher	DI Groups/ Staffing	DI Lesson Progress, % of students meeting EOY goal
1F	Early Intervention through after school tutorial for PK-2nd students	D	All	Cristina Ontiveros & Maria Vargas	September/ May	After school duty pay, Transportation	Timesheets, Tutorial Attendance	% of students finishing program and meeting EOY goal
2C	Kickboard app for 1st-5th graders to increase attendance and classroom engagement	DR	All	School Counselor	August/ May	Kickboard License, Kickboard trainings for teachers	Kickboard App student points tracking, Reports of teacher usage	Reports of teacher usage
2E	Vertical Alignment Planning Days	S	All	Adriana Alvarez, Cristina Ontiveros, Maria Vargas, Alaine Ortiz	August/ May	Extra Duty Pay	Sign In Sheets, Agenda	Lesson Plan Submission, Unpacked Units
2B	Increase Celebrations- ADA, Scientist/Reader/Mathematicial/Writer of week, Parent of the Month, Grade Level of the Month, Teacher of the Month	O	All	School Counselor	August/ May	Incentives	Attendance Sheets, Parent Weekly, Morning Meeting Agenda	Student Persistence Data
2E	TELPAS Training for staff from Region One	O	ELL	School Counselor	October/ January	Training Fees	Attendance Sheets	TELPAS Assessment
2E	Host TELPAS nights for parents	O	ELL	School Counselor	September/ January	Materials for parents	Attendance Sheets	TELPAS Assessment
2C	Mavericks Give Back to the Community- Field Lessons	O	All	Alaine Ortiz	December	Transportation, Field Lesson Shirts, Materials needed for community event	Attendance Sheets, Permission Slips	Participation
1F	DI Coaches Development Sessions	O	All	Adriana Alvarez	August- May	DI Coaching Plan, Scheduled Meetings	Attendance Sheets	DI Data
1F	Grade Team Leader Coaches Development Sessions	O,S	All	Maria Vargas	Monthly Aug- May	GTL Development Pathway, Scheduled Sessions	Attendance Sheets, Agendas	GET ratings
1E	Maveric Academic Support Sessions	O,D,S	ELL, SE, AR	Cristina Ontiveros	3 times a quarter	Scheduled Sessions, RASI	Attendance Sheets, Agendas	DI, STAAR

IDEA Weslaco Pike Academy

2022-2023 Student Achievement Improvement Plan

ACADEMY

2A	Implement Book Study "Fill My Bucket" and "Corporate Athlete"to support staff social and emotionally	O	All	Alaine Ortiz	August- Decer	PD Agendas	Attendance Sheet, Agen	Teacher Retention
2C	Literacy Parent Night	RR, S, D	All	Instructional Team	January	Scheduled Event, Agenda	Attendance Sheet, Agen	AR Goals

Title I Qualifying Programs			Initiatives Status			
Internal Use Only			Mid Year		End of Year	
Supplemental Program (Y/N)	New Program (Y/N)	Budget Allocation	Outcome	Increase/Decreased by X%	Outcome	Increase/Decreased by X%
Budget Allocations only need to be entered for programs that are **BOTH** Supplemental & New			Use these columns to assess your strategy progress at the middle and end of the year			
Y	N					
Y	Y	$ 5,900				
N	N					
Y	N					
Y	N					
Y	N					
Y	N					
Y	N					
Y	N					
Y	N					
Y	N	$1,000				
Y	N	$1,000				
Y	N	$1,000				

Title I Qualifying Programs			Initiatives Status			
Internal Use Only			Mid Year		End of Year	
Supplemental Program (Y/N)	New Program (Y/N)	Budget Allocation	Outcome	Increase/Decreased by X%	Outcome	Increase/Decreased by X%
Y	N	$1,000				
Y	N					

Annual Performance Objectives (APO)

PRIORITY #1: Students Graduate College-Ready

1A. % of graduates who matriculate to a College or University: 100%

1B. % of graduates matriculate to a Tier I/II College or University: 15% | 25%

1C. % of Seniors accepted to a College or University: 100%

1D. % of Seniors named AP scholars | Earn IB diploma: 30% | 25%

1E. Earned State Rating: A

1F. % Basic | % Mastery | % Advanced on LEAP: 82% | 44% | 11%

1G. % Approaches | % Meets | % Masters on STAAR/EOC: 90% | 60% | 30%

1H. % Level 3 | % Level 4 | % Level 5 on FSA/FSAA: 70% | 40% | 20%

1I. % of Pre-K-2nd Students End The Year On/Above Grade Level in Reading - Year 1 Campuses | Year 2 Campuses: 80% | 90%

1J. % of students in CSI achieve 2 years growth in Reading | Math (measured by Ren STAR) 50% | 60%

1K. Average ACT score: 21

1L. % of students graduating college in 4 | 6 years: 25% | 55%

PRIORITY #2: Build a Strong & Sustainable Organization

2A. % Teacher Retention | Employee Retention: 85% | 85%

2B. 80% composit score on GPTW: 82%

2B. %Average Daily Attendance: 97.50%

2C. New Student Persistence: 90%

2D. Operating Income: $133M

2E. FIRST Rating: A

PRIORITY #3: Achieve Mission at Scale

3A. % of students with low socio-economic status: 80%

3B. Enrollment in August 2020: 83,894

3C. Schools in operation in August 2020: 149

3D. Total Funds Raised (millions): $93M

Needs Assessment

S-STAAR

D-DIBELS

E-EOC

A-ACT

RR-Reading Renaissance

ST-STAR for Math

DR-Discipline Report

AP-AP Tests

O-Other

Special Populations

All

AR-At Risk

ELL-English Language Learners

ED-Economically Disadvantaged

M-Migrant

SE-Special Education

IDEA Weslaco Pike Academy

Comprehensive Needs Assessment
ACADEMY

Data Sources: Eureka Math & Electives Academy

	DISTAR Pre-K on Grade Level	Eureka Kinder on Grade Level	Eureka First on Grade Level	Eureka Second on Grade Level	% Math Masters Pk-2	Pk-2 MM Goal Met/Not Met
% Students	91%	100/91/67 (86)	84/61/39 (61)	92/67/30 (63)	94%	6%

Data Source: STAAR Academy

	STAAR Math Grade 3	STAAR Math Grade 4	STAAR Math Grade 5	% Math Masters 3-5	3-5 MM Goal Met/Not Met
% Approaches	71%	75	89	91%	9%
% Meets	49	49	64		
% Masters	28	28	37		
% Student Achievement Average	45	49	62		
% Meet 2 year growth		91%	86%		

Data Source: CSI Academy

	Math AC CSI
% CSI (EOY Ren.)	N/A
% of CSI Passing STAAR	N/A
% of SPED Passing STAAR	36%

Reflections	
Areas of Strength	**Areas of Need**
1. Backwards Plan	1.Instructional Clarity-Teacher Talk
2 (4th & 5th Consistency with spirals)	2. Planning for the MC and exposing students ahead of time not during re-teach (Proactive Approach)
3 (Math Interventionist (4th-5th)	3 Planning with math teachers

IDEA Weslaco Pike Academy

Comprehensive Needs Assessment
ACADEMY

Data Sources: DI ELA & Electives

	DI Pre-K on Grade Level	DI Kinder on Grade Level	DI First on Grade Level	DI Second on Grade Level	% Royal Readers	% Word Masters
% Students	100%	91%	61%	95%	14%	67%
					RR Goal Met/Not Met	WM Goal Met/Not Met
					met	met

Data Source: STAAR

	STAAR Reading Grade 3	STAAR Reading Grade 4	STAAR Reading Grade 5	STAAR Writing Grade 3
% Approaches	79	89	95	83
% Meets	50	69	74	61
% Masters	31	40	54	42
% Student Achievement Average	53	66	74	62

Data Source: CSI

% Meeting CSI Goal	Reading AC CSI
% CSI (EOY Ren.)	28%
% of CSI Passing STAAR	62%
% of SPED Passing STAAR	Pending

Reflections

Areas of Strength	Areas of Need
3rd-5th Reading teachers returning to their role.	1 More lesson rehersals. There is only one rehersal session per week.
Backwards Planning	2 Purposefull planning for tutoring/intervention and Saturday school.
Lesson planning feedback with implementation of feedback.	3 Co planing for special population. (Teachers and interventionists)

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Comprehensive Needs Assessment ACADEMY						
Data Sources: Science Pk-4						
	Science Pre-K on Grade Level	**Science Kinder on Grade Level**	**Science First on Grade Level**	**Science Second on Grade Level**	**Science Third on Grade Level**	**Science Fourth on Grade Level**
% Students	**N/A**	**FE: 92/79/62 SAS: 78**	**FE: 76/41/21 SAS: 46**	**FE: 82/60/39 SAS: 60**	**FE: 84/35/12 SAS: 44**	**FE: 90/53/33 SAS: 59**

Data Source: Science 5		
	STAAR Science Grade 5	
% Approaches	96	
% Meets	72	
% Masters	41	
% Student Achievement Average	70	

Reflections	
Areas of Strength	**Areas of Need**
1. Parent Involvement- Consistent Communication	1 Instructional readiness- Having supplies for labs ready
2. Hands on Experiences	2. Science Content Unpacking
3 Access to Visuals- Anchor Charts and Supplemental Aids	3. Small Group Instruction to close gaps

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Comprehensive Needs Assessment ACADEMY							
Data Sources: Humanities Pk-5							
	Humanities Pre-K on Grade Level	**Humanities Kinder on Grade Level**	**Humanities First on Grade Level**	**Humanities Second on Grade Level**	**Humanities Third on Grade Level**	**Humanities Fourth on Grade Level**	**Humanities Fifth on Grade Level**
% Students	N/A	FE: 99/96/95 SAS: 97	FE: 99/96/95 SAS: 97	FE: 96/96/92 SAS: 95	FE: 46/13/2 SAS: 20	FE: 83/52/32 SAS: 56	FE: 99/86/66 SAS: 84

Reflections	
Areas of Strength	**Areas of Need**
1. Hands on Projects - helped students take ownership of their learning and showcasing what they have learned	1. Writting skills
2. Peer collaboration - whole group discussion	2. Mid-module unit exams: measure data mid unit and see where gaps need to be closed
3. Student engagement- videos (flocabulary), props, new books	3. Vocab Wall/ Visuals throughout classroom

IDEA Weslaco Pike Academy

Comprehensive Needs Assessment
ACADEMY

TELPAS Composite Rating (Listening, Speaking, Reading, Writing)

	Listening	Speaking	Reading	Writing	% of ELL Students who grew one or more levels
% Beginning	20%	22%	27%	30%	42%
% Intermediate	20%	34%	31%	34%	20%
% Advanced	27%	29%	17%	22%	12%
% Advanced High	26%	35%	22%	13%	9%

Reflections	
Areas of Strength	**Areas of Need**
1. Teacher tracking student data based on assessments	1. Tracking all components for ALL grade levels.
2. Access pieces (Anchor charts)	2. Providing access pieces for individual students
3. Knowing who are ELL students on our lesson plans	3. Teacher trainings

IDEA Weslaco Pike Academy

Comprehensive Needs Assessment	
ACADEMY	
Staff Quality, Recruitment, Retention	
	Percentage
% School Lead Team Retention	100%
% Instructional Support Retention	85%
% Teacher Retention	82%
% Campus Support Retention	85%
% SPED Teachers	100%
% State/National Certified Teachers	47%%
% State Certified Leaders	100%
% State/Board certified Counselors	100%
Number of teacher applicants per 2021-22 school year	20

Reflection	
Areas of Strength	**Areas of Need**
Celebrating teacher - Higlighting teachers success, SPED teachers callaborating and celebrating awareness events (autism and down syndrome with whole campus)	Instructional support retention- More hands on/In class training before start date in classroom
Teacher supported with request in an approachable timely manner (Quick turn around with supplies, and clarafications)	Teacher retention - Work life balance Chalenging/behavior Students being distributed evenly within grade level
Strong camaraderie between leaders (passionate leaders and established a strong relationship with teachers)	Being aware of when tasks are due with ample time and awareness of instructional time and testing.

IDEA Weslaco Pike Academy

Comprehensive Needs Assessment ACADEMY	
Data Source: School Culture and Climate	
	Campus %
% Average Daily Attendance	90.99
% Overall Persistence	95.26
% New Student Persistence	91.67
# of Admin Withdrawals/ Level 3 Offenses	0
% SPED	5.24%
% ELL	41%
% Eco Dis	88.69%
% Migrant	0.36
% Race: American-Indian-Alaska-Native	0
% Asian	3
% White-Hispanic	806
% Multi	0
% Black-African-American	2
% Native-Hawaiian-Pacific-Islander	0
% White	12
% Male	397
% Female	426

Data Source: School Culture and Climate	
Reflections	
Areas of Strength	**Areas of Need**
Consistent with ADA celebrations (follow-through)	Find a way to individualize celebrations to include ALL studen
On track as of now with persistence (surveys, validated par	Morning Meeting with fidelity (move this world/ morning quo
Grade levels (holiday inclusion)- making sure that all studer	Kickboard store (making it more often and more affordable) f

IDEA Weslaco Pike Academy

Comprehensive Needs Assessment ACADEMY	
Data Source: Family and Community Involvement	
	Percentage
% Families Attended WTI	100%
% Families Attended Curriculum Night	30%
% Families Who Attended EOY Ceremonies	40%
% Families who attended Fall Festival	80%
% Families who attended Winter Festival	20%
% Families who attended Spring Festival	80%

Reflection	
Areas of Strength	**Areas of Need**
Special performances where students are involved	Logistics of events to ensure that enough support is given to staff
Communication - using various forms, especially Facebook Live (parents are given enough time to plan)	Investing students to want to participate in school events
Attention to detail with the balloon arrangments	Lack of motivation for parents to attend events

IDEA Public Schools

Weslaco Pike College Prep

2022-2023 Campus Improvement Plan

Accountability Rating: A

Distinction Designations:
Academic Achievement in English Language Arts/Reading
Academic Achievement in Mathematics
Academic Achievement in Science
Top 25 Percent: Comparative Academic Growth

Board Approval Date: October 21, 2022
Public Presentation Date: September 16, 2022

Mission Statement

IDEA Public Schools prepare students from underserved communities for success in college and citizenship.

Vision

To ensure students reach their potential, IDEA Public Schools will become the region's largest creator of college graduates.

Weslaco Pike College Prep

At Weslaco Pike College Prep , learning thrives because our school is positive, inclusive and joyful. Our students will persist through college and be confident that they will be able to navigate and accept the challenges of post-secondary education and upon return, WPCP alumni will transform the Weslaco Community by building citizenship and advocacy as it pertains culture and world-wide views.

Families, staff and students will be empathic and continue to be resilient by tapping into our strengths to overcome challenges and work through problems by modeling strong work ethic and be determined to get things done by focusing on our goals. The steadfast belief that we WILL forge a path forward using these attributes, ensures that our students have the power to create their reality and their futures.

Core Values

Our drive to translate our mission and vision into reality are based upon the following core values:

- We achieve **Academic Excellence**
- We deliver **Results**
- We ensure **Equity**
- We build **Team & Family**
- We act with **Integrity**
- We bring **Joy**
- We **Sweat the Small Stuff**

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Comprehensive Needs Assessment

Revised/Approved: September 14, 2022

Demographics

Demographics Summary

Weslaco Pike College Prep is an open enrollment charter school founded in 2014 and has seen 2 graduating classes and continues to set high expectations for every student on our campus. As an Advanced Placement (AP) campus for all, we ensure every student realizes their potential. This school year, we currently have 753 students in grades 6^{th} -12^{th}. This allows for smaller class sizes and building relationships with families as it is a very small campus with no more than 130 students per grade level. Our enrollment by race or ethnicity is not as diverse as our average student population is around 98.1% Hispanic. If you walk in our halls, you'll hear most of our students speaking Spanish and similarly our staff as well. About 83% of our students are economically disadvantaged , 8.8% are identified as Special Education students and 24.3% are English Learners.

See PDF in Addendum for more information.

Demographics Strengths

Our students receive free breakfast, lunch and supper hence are ready to learn everyday in class. Our diversity allows for student teacher relationships to build strong culture as well. This past year we were able to reintroduce the joy factor with several school spirit activities/events.

See PDF in Addendum for more information.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): There is a need to increase both average daily attendance and persistence as both were low in comparison to other years. **Root Cause:** As a campus we need to have more student incentives for ADA, while allowing for more options outside of core curriculum while building parent and students investments

Problem Statement 2 (Prioritized): There is a need to ensure equitable disciplinary consequences as there were a high level of withdraws/expulsion and Level III Offenses **Root Cause:** As a campus there is a lack of security presence throughout the school day and setting strong classroom expectations which led to repetitive behavior violations and higher focus on emotional intelligence.

Student Learning

Student Learning Summary

Weslacp Pike CP earned an overal rating of A 92/100 as per TEA. Our overall STAAR score was 83/55/28 (about 2-3 points higher than the district). Below are the overall performance details for Domain 1:

Reading: 87/66/32

Math: 80/40/18

Science: 89/64/37

Social Studies: 74/45/28

CCMR: 99/100

Graduation Rate 85/100

Below are the overall performance details for Domain 2 School Progress:

Academic Growth 91/100 & Relative Performance: 94/100

Below are the overall performance details for Domain 3 Closing Gaps: 86/100

Academic Achievement % Target Met 71/100 & Growth Status 100/100 & ELL 100/100 & School Quality 100/100

See PDF in Addendum for more information

Student Learning Strengths

Some aread of learning strenghts are content collaboration,unpacking data, closing gaps based on data. Students can support their understanfing to the text using text evidence in various contents. Implementation of AP Supplemental Aligned Materials. Aggressive Monitoring across grade levels based on student data and focused on target students.

See PDF in Addendum for more information

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Percent of AP Scholar rates have not increased over the past several years. **Root Cause:** While students justify understanding using textual evidence, Developing strong lines of reasoning with commentary that prove and justify their claims/thesis statements - lines of reasonings are faulty and weak.

Problem Statement 2 (Prioritized): Percent of Meets & Masters students have increased minimally over the year. **Root Cause:** Instruction is lacking rigor because we have not differentiated support (STAAR/AP) and deprioritized PD

Problem Statement 3 (Prioritized): Percent of Domain 3 target indicators for Math have not been met **Root Cause:** Targeted tracking is often lacking in class due to lack of training leaders and staff

School Processes & Programs

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 identidy 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. Review % allotted for PD, % allotted for extra duty pay for tutorials and Saturday School (ESSER Funds), 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.

See PDF in addendum for more information

School Processes & Programs Strengths

Curriculum & Instruction:

- At least one-third of IDEA students graduate with the "AP Scholar" designation, evidence of earning a qualifying score on at least three AP exams, demonstrating successful completion of college-level coursework prior to graduation.
- IDEA provides students access to accelerated instruction through the 1:1 technology device, including adaptive software for mathematics and literacy and access to hundreds of thousands of books in the district's digital library.
- IDEA curricular resources include high-quality instructional materials that earn the highest ratings on national evaluation measures.
- IDEA curriculum is regularly evaluated using a quality evaluation tool, ensuring alignment to the Texas Essential Knowledge and Skills and AP course standards, as well as the STAAR/EOC and AP exams.
- IDEA implements a variety of training opportunities for teachers and leadership staff with the goal of developing teachers' pedagogical content knowledge and leaders' coaching skills.
- For 15 years in a row, 100% of IDEA students have been accepted into college, demonstrating that IDEA academic programming is adequately preparing students for post-secondary education.
- In 2022, four IDEA schools were ranked in the top 10 Most Challenging Schools in the Nation and 13 were ranked in the top 1% of schools nationwide, by the Jay Mathews Challenge Index High School Rankings.

Special Programs

- IDEA exceeded the expected growth target for EL student performance on TELPAS in 2021 with 48% of ELs meeting that target.
- IDEA provide targeted research based instruction to students who have a 2.0 year gap in Reading and/or Math with the goal of closing that gap by 2.0 years during the school year with our initiative called Critical Student Intervention (CSI). During the 21-22 school year, 2,562 out of 6,632 students meet that goal for Reading and 703 out of 1,268 students met the goal for Math.
- IDEA is in Year 3 of our TEA awarded Autism Grant. Through this grant we were able to increase support for 195 students with autism in Rio Grande Valley and Austin who met the criteria outlined by TEA for this grant.
- IDEA submitted and was awarded a Dyslexia Grant by the TEA so that we will be able to provide increased professional development to teachers and leaders on working with students with dyslexia and increase the support resources for our students with dyslexia.

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

See PDF Addendum for more information

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Our teacher accountability is not cohesive across the campus **Root Cause:** Our district has allowed for "differentiated" coaching for Level 4/5 in TCP which has caused lack of prioritization to these staff members

Problem Statement 2 (Prioritized): Our coaching cycle process has not advanced "quickly" for our teachers across the campus. **Root Cause:** Accountability and follow up was often lacking because we did not prioritize training leaders of what this looks like and sounds like

Perceptions

Perceptions Summary

In Semester 2 of the 2021-2022 school year, we were able to see a higher rate of parent participation on campus. One of the most notable barriers that prevented participation early in the year was the lingering effects of the COVID 19 Pandemic. Most of our events where either canceeled or done virtually with limited participated due to technology being involved. After completing Quarter 3, we were able to host our Report Card Pick Up Night where we were able to imteract with parents and continue to build relationships. During Quarter 4, we hosted several events on campus that allowed for more parent participation. Such events included Award Ceremonies, Athletic Banquets, including Special Olympics, Top 10% Dinner, Senior Night and of course graduation with all but one scholar attending (COVID related). Unfortunately, there was not a system in place to measure participation such as a sign in sheet, but moving foward we will develop operating mechanisms for this.

See PDF in Addendum for more information

Perceptions Strengths

See PDF in Addendum for more information

Problem Statements Identifying Perceptions Needs

Problem Statement 1: During the last two COVID years, our parent involvement has decreased **Root Cause:** Lack of community events such as: festivals, parents night due to restrictions and onsite parent volunteers

Problem Statement 2 (Prioritized): During the last year, the number of family and community events decreased **Root Cause:** There has been a lack of investment from teachers, staff , students and parents due to lack of prioritization and resources

Priority Problem Statements

Problem Statement 1: There is a need to increase both average daily attendance and persistence as both were low in comparison to other years.

Root Cause 1: As a campus we need to have more student incentives for ADA, while allowing for more options outside of core curriculum while building parent and students investments

Problem Statement 1 Areas: Demographics

Problem Statement 2: There is a need to ensure equitable disciplinary consequences as there were a high level of withdraws/expulsion and Level III Offenses

Root Cause 2: As a campus there is a lack of security presence throughout the school day and setting strong classroom expectations which led to repetitive behavior violations and higher focus on emotional intelligence.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Percent of AP Scholar rates have not increased over the past several years.

Root Cause 3: While students justify understanding using textual evidence, Developing strong lines of reasoning with commentary that prove and justify their claims/thesis statements - lines of reasonings are faulty and weak.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Percent of Meets & Masters students have increased minimally over the year.

Root Cause 4: Instruction is lacking rigor because we have not differentiated support (STAAR/AP) and deprioritized PD

Problem Statement 4 Areas: Student Learning

Problem Statement 5: During the last year, the number of family and community events decreased

Root Cause 5: There has been a lack of investment from teachers, staff , students and parents due to lack of prioritization and resources

Problem Statement 5 Areas: Perceptions

Problem Statement 6: Percent of Domain 3 target indicators for Math have not been met

Root Cause 6: Targeted tracking is often lacking in class due to lack of training leaders and staff

Problem Statement 6 Areas: Student Learning

Problem Statement 7: Our teacher accountability is not cohesive across the campus

Root Cause 7: Our district has allowed for "differentiated" coaching for Level 4/5 in TCP which has caused lack of prioritization to these staff members

Problem Statement 7 Areas: School Processes & Programs

Problem Statement 8: Our coaching cycle process has not advanced "quickly" for our teachers across the campus.

Root Cause 8: Accountability and follow up was often lacking because we did not prioritize training leaders of what this looks like and sounds like

Problem Statement 8 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data

Student Data: Assessments

- 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
- 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
- SAT and/or ACT assessment data
- Student failure and/or retention rates
- 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
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data

Goals

Revised/Approved: September 14, 2022

Goal 1: Increase staff retention

Performance Objective 1: By the end of the school year, 85% of IDEA Weslaco Pike CP staff will be retained for the 23-24 school year.

High Priority

Evaluation Data Sources: GPTW. Listening Tours, Pulse Check Surveys

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Conduct Pulse Survey checks for New Teachers in October and share feedback with managers **Strategy's Expected Result/Impact:** Building Trust with new teachers and tackling "October Blues" as we begin coaching cycle in September **Staff Responsible for Monitoring:** Direct Managers **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Processes & Programs 2	45%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Hold Listening Tours in the Fall and Spring Semester for all staff including teachers, co-teachers, and operations. **Strategy's Expected Result/Impact:** Provide opportunity for staff to share feedback regarding campus processes, strategies and overall culture **Staff Responsible for Monitoring:** Principal and Lead Team **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Processes & Programs 1	45%			

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

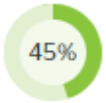
School Processes & Programs
Problem Statement 1: Our teacher accountability is not cohesive across the campus **Root Cause**: Our district has allowed for "differentiated" coaching for Level 4/5 in TCP which has caused lack of prioritization to these staff members
Problem Statement 2: Our coaching cycle process has not advanced "quickly" for our teachers across the campus. **Root Cause**: Accountability and follow up was often lacking because we did not prioritize training leaders of what this looks like and sounds like

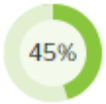
Goal 1: Increase staff retention

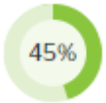
Performance Objective 2: By May 2023, 100% of WPCP staff will have been rewarded, recognized and celebrated

High Priority

Evaluation Data Sources: Teacher of Month, Teacher of the Year

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Hold Teacher and Co-Teacher of the Month celebrations during All Staff PD **Strategy's Expected Result/Impact:** Celebrate and motivate our teachers **Staff Responsible for Monitoring:** Student Success Advisor **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Processes & Programs 2				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Hold Bi-Weekly Core Value award announcements during All Staff PD **Strategy's Expected Result/Impact:** Reward and recognize teachers who embody our Core Values everyday **Staff Responsible for Monitoring:** Student Success Advisor **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Processes & Programs 1				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: In service of driving campus priorities and developing teacher teams, teacher leaders (GTLs/CTLs) will lead professional development sessions throughout the year for their teams. These sessions will be both backwards planned and data-responsive, focusing on building teacher skills to support all of our students mastering the content and skills they need to be successful in college. **Strategy's Expected Result/Impact:** Create a series of deliverables for a vertically aligned scope and sequence across grade levels within the content team by the end of the year and produce anchor charts for consistent use across all grade levels within the content team **Staff Responsible for Monitoring:** Principal & Teacher Leaders **Title I:** 2.5 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Student Learning 3 - School Processes & Programs 2				
No Progress Accomplished Continue/Modify Discontinue				

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 3: Percent of Domain 3 target indicators for Math have not been met **Root Cause**: Targeted tracking is often lacking in class due to lack of training leaders and staff
School Processes & Programs
Problem Statement 1: Our teacher accountability is not cohesive across the campus **Root Cause**: Our district has allowed for "differentiated" coaching for Level 4/5 in TCP which has caused lack of prioritization to these staff members
Problem Statement 2: Our coaching cycle process has not advanced "quickly" for our teachers across the campus. **Root Cause**: Accountability and follow up was often lacking because we did not prioritize training leaders of what this looks like and sounds like

Goal 2: All IDEA students matriculate to college

Performance Objective 1: By May 2023, the percent of seniors meeting CCMR requirements will increase by 5%.

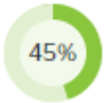
High Priority

HB3 Goal

Evaluation Data Sources: ACT, TSI , AP

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Host ACT & TSI Bootcamps spanning for one month prior to ACT/TSI testing **Strategy's Expected Result/Impact:** Targeted Student Instruction based on skill **Staff Responsible for Monitoring:** College Counseling Team and Content Administrators **Title I:** 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1 **Funding Sources:** Director of College Counseling, ACT Prep Skills, RTTC I Teacher, Interventionist - Federal Grant	45%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Coach and Develop College Counseling Team, Content Team and Leaders (instructional lens) **Strategy's Expected Result/Impact:** Unpacking assessments to see content alignment and identify alignment across exams **Staff Responsible for Monitoring:** Principal. CC Team **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 5: Effective Instruction **- Targeted Support Strategy** **Problem Statements:** Student Learning 1 **Funding Sources:** Director of College Counseling, ACT Prep Skills, RTTC I Teacher, Interventionist - Federal Grant	45%			

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Use ACT Prep Skills Teacher to improve ACT scores in grades 10th -12th. **Strategy's Expected Result/Impact:** Students will receive in class support every other day and opportunity to practice ACT test taking skills throughout the entire school year. **Staff Responsible for Monitoring:** Director of College Counseling & College Counseling Team **Title I:** 2.4 **Problem Statements:** Student Learning 1 **Funding Sources:** ACT Prep Skills Teacher - Federal Grant				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Percent of AP Scholar rates have not increased over the past several years. **Root Cause**: While students justify understanding using textual evidence, Developing strong lines of reasoning with commentary that prove and justify their claims/thesis statements - lines of reasonings are faulty and weak.

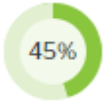
Goal 2: All IDEA students matriculate to college

Performance Objective 2: 100% of the class of 2023 enrolls in college, post secondary SPED program, enlist in the military or receives faith based medical exemption

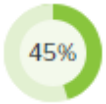
High Priority

HB3 Goal

Evaluation Data Sources: Matriculation data (all, Tier 1/2)

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Hold 100% Match & Fits Conversations Junior Year and follow up with the Quality Application Campaign data for the Class of 2023 in the fall. **Strategy's Expected Result/Impact:** Ensure Letter of Recommendations are set, application types and college lists/ next steps identified **Staff Responsible for Monitoring:** College Counseling Team **Title I:** 2.5 **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Student Learning 1 - Perceptions 2 **Funding Sources:** Director of College Counseling, ACT Prep Skills, RTTC I Teacher, Interventionist - Federal Grant				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Use DCC to coach counseling team, backwards plan and improve the matriculation process **Strategy's Expected Result/Impact:** Create follow up plan and tracking systems for our graduating classes **Staff Responsible for Monitoring:** College Counseling Team and Principal				

Title I: 2.6 **- TEA Priorities:** Connect high school to career and college **- Targeted Support Strategy** **Problem Statements:** School Processes & Programs 2 **Funding Sources:** Director of College Counseling - Federal Grant				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: Percent of AP Scholar rates have not increased over the past several years. **Root Cause**: While students justify understanding using textual evidence, Developing strong lines of reasoning with commentary that prove and justify their claims/thesis statements - lines of reasonings are faulty and weak.
School Processes & Programs
Problem Statement 2: Our coaching cycle process has not advanced "quickly" for our teachers across the campus. **Root Cause**: Accountability and follow up was often lacking because we did not prioritize training leaders of what this looks like and sounds like
Perceptions
Problem Statement 2: During the last year, the number of family and community events decreased **Root Cause**: There has been a lack of investment from teachers, staff , students and parents due to lack of prioritization and resources

Goal 3: IDEA achieves an A rating

Performance Objective 1: WPCP will obtain an "A" on Domain 3

High Priority

HB3 Goal

Evaluation Data Sources: STAAR/EOC

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Having Data Driven Tracking and Intervention **Strategy's Expected Result/Impact:** Focused and prioritized tutorials **Staff Responsible for Monitoring:** Content Teachers, Instructional Coaches **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Problem Statements:** Student Learning 3 **Funding Sources:** Director of College Counseling, ACT Prep Skills, RTTC I Teacher, Interventionist - Federal Grant	45%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Coach and Develop Instructional Leaders **Strategy's Expected Result/Impact:** Coach School Leadership Levers to ensure leaders know how to analyze classroom level data, action plan for reteaching and reassessment, and track mastery **Staff Responsible for Monitoring:** 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 5: Effective Instruction **Problem Statements:** Student Learning 2	45%			

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Use Interventionist to improve 6th - 8th reading performance **Strategy's Expected Result/Impact:** Interventionist will support all three grade levels with writing skill mastery. **Staff Responsible for Monitoring:** ELA Content Administrator and Manager **Title I:** 2.4 **- TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 2 **Funding Sources:** Interventionists - Federal Grant	0%			

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 2: Percent of Meets & Masters students have increased minimally over the year. **Root Cause**: Instruction is lacking rigor because we have not differentiated support (STAAR/AP) and deprioritized PD
Problem Statement 3: Percent of Domain 3 target indicators for Math have not been met **Root Cause**: Targeted tracking is often lacking in class due to lack of training leaders and staff

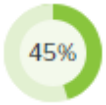
Goal 3: IDEA achieves an A rating

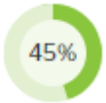
Performance Objective 2: By June 2023, our WPCP Sped students will achieve a 19% Meets in ELA and 23% meets in Math

High Priority

HB3 Goal

Evaluation Data Sources: STAAR/EOC

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Knowing our students and what they need. **Strategy's Expected Result/Impact:** - Conduct SPED accommodations walkthrough with SPED folder teacher. - Quarterly Collaborative Meetings to review student work samples - SPED focus in all GTM and Morning Huddles - Discuss High Priority SPED student weekly at check-ins (OCS for both Gen Ed/SPED) **Staff Responsible for Monitoring:** SPED Folder Teachers **Title I:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Problem Statements:** Student Learning 2 **Funding Sources:** Director of College Counseling, ACT Prep Skills, RTTC I Teacher, Interventionist - Federal Grant				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Begin Exit Ticket Tracking based on daily objective/skill with focus on Special Pops in Q2 **Strategy's Expected Result/Impact:** - Provide in the field coaching cycle in response to SpEd data for gen ed/SPED teachers. - Weekly collaboration meetings amongst General Ed and SPED teachers to identify students of concerns, review upcoming LPs. - Conduct daily pre-teach in (AM) **Staff Responsible for Monitoring:** SPED & Gen ed Teacher, Instructional Coaches **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 2, 3 **Funding Sources:** Director of College Counseling, ACT Prep Skills, RTTC I Teacher, Interventionist - Federal Grant				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 2: Percent of Meets & Masters students have increased minimally over the year. **Root Cause**: Instruction is lacking rigor because we have not differentiated support (STAAR/AP) and deprioritized PD
Problem Statement 3: Percent of Domain 3 target indicators for Math have not been met **Root Cause**: Targeted tracking is often lacking in class due to lack of training leaders and staff

Goal 4: Increase student daily attendance

Performance Objective 1: WPCP will obtain a 97% ADA

High Priority

Evaluation Data Sources: ADA, Perisistence and Enrollment Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Ensuring Minute by Minute process/Matrix is consistent with communication of preparation and collaboration among all stakeholders **Strategy's Expected Result/Impact:** Track and identify high repeat offenders **Staff Responsible for Monitoring:** Assistant Principal of Operations **Title I:** 4.1, 4.2 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1	45%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Celebrate students and staff with highest ADA **Strategy's Expected Result/Impact:** Incentivize students with perfect attendance **Staff Responsible for Monitoring:** APO **Title I:** 2.4, 4.1 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1	45%			

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: There is a need to increase both average daily attendance and persistence as both were low in comparison to other years. **Root Cause**: As a campus we need to have more student incentives for ADA, while allowing for more options outside of core curriculum while building parent and students investments

Goal 4: Increase student daily attendance

Performance Objective 2: Decrease out of school suspensions by 10%

High Priority

Evaluation Data Sources: Power school & Behavioral Trackers

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Implement in school behavioral consequences/interventions such as Consequence Ladders and Detention **Strategy's Expected Result/Impact:** Focus on Responding to Misbehavior **Staff Responsible for Monitoring:** API/Grade Team Leaders **Title I:** 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 2	45%			

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: There is a need to ensure equitable disciplinary consequences as there were a high level of withdraws/expulsion and Level III Offenses **Root Cause**: As a campus there is a lack of security presence throughout the school day and setting strong classroom expectations which led to repetitive behavior violations and higher focus on emotional intelligence.

Goal 5: Increase student persistence

Performance Objective 1: 90 % student persistence for WPCP (increase by 5%)

High Priority

Evaluation Data Sources: Persistence, Enrollment Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: 50% of students/parents at WPCP will attend school wide events. **Strategy's Expected Result/Impact:** Continuous engagement of our students and parents. **Staff Responsible for Monitoring:** Student success advisor **Title I:** 4.1, 4.2 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1 - Perceptions 2	45%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Create a Family Engagement Year at a Glance to ensure over 5 campus events **Strategy's Expected Result/Impact:** Create and bring back Joy Factor for student engagement **Staff Responsible for Monitoring:** Student Success Advisor and Grade Team Leaders **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1 - Perceptions 2	45%			

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: There is a need to increase both average daily attendance and persistence as both were low in comparison to other years. **Root Cause**: As a campus we need to have more student incentives for ADA, while allowing for more options outside of core curriculum while building parent and students investments

Perceptions

Problem Statement 2: During the last year, the number of family and community events decreased **Root Cause**: There has been a lack of investment from teachers, staff , students and parents due to lack of prioritization and resources

Goal 5: Increase student persistence

Performance Objective 2: 95% of students and parents take survey and provide feedback and overall our campus survey will increase by 0.1.

High Priority

Evaluation Data Sources: Panorama Survey

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Conduct S1 & S2 family surveys that include family reflections **Strategy's Expected Result/Impact:** Teachers will be able to implement feedback to encourage professional growth **Staff Responsible for Monitoring:** Social Worker and Student Success Advisor **Title I:** 4.1, 4.2 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Perceptions 2	0%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Host monthly parent workshops that target SEL, violence prevention and intervention **Strategy's Expected Result/Impact:** Safer, Smarter Schools **Staff Responsible for Monitoring:** Social Worker **Title I:** 4.1, 4.2 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Perceptions 2	0%			

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 2: During the last year, the number of family and community events decreased **Root Cause**: There has been a lack of investment from teachers, staff , students and parents due to lack of prioritization and resources

Goal 5: Increase student persistence

Performance Objective 3: Students Enrolled in PE will meet 900 minutes of MVPA (Moderate to Vigorous Physical Activity).

High Priority

Evaluation Data Sources: Data provided by HRM and tracked through monitors on a weekly basis.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: MS Students will participate in moderate to rigorous physical activity to promote a healthy athletic/academic balance daily. **Strategy's Expected Result/Impact:** Students will get an opportunity to get exposed to athletics in the MS levels and build the foundation for our various athletic UIL teams such as VB, Basketball, Golf, Tennis, Soccer, Cross Country, Track **Staff Responsible for Monitoring:** PE Athletic Director & PE Coaches **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1	0%			

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: There is a need to increase both average daily attendance and persistence as both were low in comparison to other years. **Root Cause**: As a campus we need to have more student incentives for ADA, while allowing for more options outside of core curriculum while building parent and students investments

Title I Personnel

Name	Position	Program	FTE
Angelica Vela	ACT Prep Skills Teacher	Title I	1
Jessica Salinas	Interventionist	Title I	1
Laura Vega	RTTC I Teacher	Title I	1
Yvette Guzman	Director of College Counseling	Title I	1

Campus Funding Summary

Federal Grant					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	1	1	Director of College Counseling, ACT Prep Skills, RTTC I Teacher, Interventionist		$0.00
2	1	2	Director of College Counseling, ACT Prep Skills, RTTC I Teacher, Interventionist		$0.00
2	1	3	ACT Prep Skills Teacher		$0.00
2	2	1	Director of College Counseling, ACT Prep Skills, RTTC I Teacher, Interventionist		$0.00
2	2	2	Director of College Counseling		$0.00
3	1	1	Director of College Counseling, ACT Prep Skills, RTTC I Teacher, Interventionist		$0.00
3	1	3	Interventionists		$0.00
3	2	1	Director of College Counseling, ACT Prep Skills, RTTC I Teacher, Interventionist		$0.00
3	2	2	Director of College Counseling, ACT Prep Skills, RTTC I Teacher, Interventionist		$0.00
				Sub-Total	$0.00

Addendums

Master CNA & SAIP Reporting Checklist

				PTG	90%	PTG	0%
DEPT	**Data Source**	**Data Tabs**	**Guidance**	**Status**	**Principal Notes or Questions**	**VP Verification**	**Notes & Next Steps**
College Prep	KEYS Tab (Tab 3)	Student Achievement Improvement Plan 2021-2022 School Year	This SAIP plan will require logging concrete initiatives put in place for student improvement, as well as their associated timelines, resources, and responsible staff. Each initiative will be tracked mid-year and at the end of the year. Mid-year assessments should be completed by each campus between December 1, 2022 and no later than January 31, 2023.	Pending	Stepback for Campus Priorities set for week of July 11th	Action Required	
	Locus Dashboards: CIS STARR, AP Campus IB Reports EOY Assessments	Comprehensive Needs Assessment 2022 English Language Arts	These Pages should include the percentage of students who achieved each listed score for the 2021-2022 School Year. For each subject, list a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete	Pending AP Scores. Used Mock Data	Complete	
		Comprehensive Needs Assessment 2022 Math		Complete	Pending AP Scores. Used Mock Data	Complete	
		Comprehensive Needs Assessment 2022 Science		Complete	Pending AP Scores. Used Mock Data	Complete	
		Comprehensive Needs Assessment 2022 Humanities		Complete	Pending AP Scores. Used Mock Data	Complete	
	State TELPAS Report	Comprehensive Needs Assessment 2022 TELPAS	This data set will outline the percentage of students that earned proficiency in the areas of Listening, Speaking, Reading, and Writing, as indicated in the State TELPAS report. Llist a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete		Complete	
	Locus Dashboards: ACT, AP, TSI Campus IB Reports Campus Matriculation Reports	100% College Matriculation 2021-2022 School Year	This page will only be applicable to campuses that had graduating classes in the Spring of 2022. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete		Complete	
	Locus Dashboard: Staff Rentention	Staff Quality, Retention, & Recruitment 2021-2022 School Year	Under the %SPED Data Point, this should relfect the percentage of SPED certified teachers, compared to the overall SPED staff. Under number of teacher applicants, note how many teachers were interviewed by campus leaders for positions during the 2021-2022 School Year. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete		Complete	
	Locus Dashboards: Student Persistence, Enrollment, ADA	School Culture & Climate 2021-2022 School Year	For the Withdrawals/Level 3 Offenses data point, list the number of withdrawals or offenses. All other data points should reflect percentages. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete		Action Required	
	Campus Academic Counselor Tracking Systems	2022 Family & Community Involvement	In addition to listing data percentages, list a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete		Complete	

Campus Name

2021-22 Student Achievement Improvement Plan - College Prep

COLLEGE PREP

									Title I Qualifying Programs			Initiatives Status			
									Internal Use Only			Mid Year		End of Year	
									Supplemental Program (Y/N)	New Program (Y/N)	Budget Allocation	Outcome	Increase/Decreased by X%	Outcome	Increase/Decreased by X%
APO	Initiatives	Needs Assess.	Special Pops.	Person(s) Responsible	Timeline Start/End	Resources: Human/ Material/Fiscal	Documentation	Formative Evaluation	Budget Allocations only need to be entered for programs that are BOTH Supplemental & New			Use these columns to assess your strategy progress at the middle and end of the year			
1E	TSI Grade Level remediation plan using SOAR materials	O	All	J. Broshears	8/22 - 6/23	SOAR materials access through local university & targeted remediation plans for students	TSI tracker of students pending exam and section pending to pass. TSI Reflection worksheet for students	TSI Assessment	Y	Y					
1E	Mandatory Differentiated Tutorials with plans for All STAAR Re-Testers (HB4545)/ Meets & Master Target Students	S,E	All	T. Wilson/T. Valdez	8/22 - 6/23	Teachers to host after school tutorials and designate Saturday school in S1 for remediation	HB4545 Parent Letters & tracker of students and hours remediated (30 per content)	STAAR/EOC	Y	Y					
1D	Professional Development AP	AP	All	T. Wilson	8/22 - 6/23	Registration, Travel, Lodging for teachers	Certificate of Completion	AP	N	N					
1G	ELL Differentiated Support & Trainings	S, E, A, AP	ELL	J.Hinojosa	8/22 - 6/23	Registration, Travel, Lodging for teachers going to out of city trainings. Designated PD hours in YAG PD Calendar. Support in content team meetings. Leader support in LP feedbacks. ELL tracker with scores shared with teachers	Certificate of completion for trainings, Dates in PD Scope and sequence, Lesson Plan feedback for teachers on differentiated support	TELPAS	Y	Y					
1G	Special Eduation training for General Education Teachers	S, E, A, AP	SE	M. Mendez/J.Hinojosa	8/22 - 6/23	Registration, Travel, Lodging for teachers going to out of city trainings. Designated PD hours in YAG PD Calendar. Support in content team meetings	Certificate of completion for trainings, Dates in PD Scope and sequence, Lesson Plan feedback for teachers on differentiated support	STAAR/EOC/TELPAS	Y	Y					
1J	CSI teacher cross trained in all programs including DI, Reading Success, Imagine Learning	S, RR	All	T. Valdez	8/22 - 6/23	Teacher coaching will need to happen during the day	Tracking of coaching cycle and certificate of completion for trainings.	RENSTAR	N	N					
1K	ACT prep & literacy incorporated beginning in 8th Grade Algebra I and continued to 11th grade through RTTC/ ACT classes	A	All	Y. Guzman	8/22 - 6/23	ACT Prepartions Books with Practice exams & Anchor Charts for classrooms	ACT Skills Tracker that travels with students year to year	ACT	Y	Y					
1G	Professional Development incorporating Writing Skills, Habits of Discussion, Habits of Evidence	S, E, A, AP	All	J. Hinojosa & CTLs	8/22 - 6/23	Registration, Travel, Lodging for teachers & CTLs going to out of city trainings. Creation of deliverables by CTLs	Certificate of completion, YAG PD Scope and Sequence for content team leaders	STAAR/EOC/AP	Y	Y					
1E	Content Team Leader Vertical Alignment Trainings	S, E, A, AP	All	J. Hinojosa	8/22 - 6/23	YAG PD Scope and Sequence for content team leaders, Creation of deliverables	Ratings on SLLs (Teachboost or tracker),	STAAR/EOC/AP/ACT	Y	Y					

Annual Performance Objectives (APO)

PRIORITY #1: Students Graduate College-Ready

1A. % of graduates who matriculate to a College or University: 100%

1B. % of graduates matriculate to a Tier I/II College or University: 15% | 25%

1C. % of Seniors accepted to a College or University: 100%

1D. % of Seniors named AP scholars | Earn IB diploma: 30% | 25%

1E. Earned State Rating: A

1F. % Basic | % Mastery | % Advanced on LEAP: 82% | 44% | 11%

1G. % Approaches | % Meets | % Masters on STAAR/EOC: 90% | 60% | 30%

1H. % Level 3 | % Level 4 | % Level 5 on FSA/FSAA: 70% | 40% | 20%

1I. % of Pre-K-2nd Students End The Year On/Above Grade Level in Reading - Year 1 Campuses | Year 2 Campuses: 80% | 90%

1J. % of students in CSI achieve 2 years growth in Reading | Math (measured by Ren STAR) 50% | 60%

1K. Average ACT score: 21

1L. % of students graduating college in 4 | 6 years: 25% | 55%

Needs Assessment

S-STAAR

D-DIBELS

E-EOC

A-ACT

RR-Reading Renaissance

ST-STAR for Math

DR-Discipline Report

AP-AP Tests

O-Other

Special Populations

All

AR-At Risk

ELL-English Language Learners

ED-Economically Disadvantaged

M-Migrant

SE-Special Education

Weslaco Pike College Prep

Comprehensive Needs Assessment

COLLEGE PREP

Data Source: CSI

% Meeting CSI Goal	Reading CP CSI
% CSI (EOY Ren.)	43%
% of CSI Passing STAAR	62%
% of SPED Passing STAAR	42%

Data Source: STAAR

	STAAR Reading 6th	STAAR Reading 7th	STAAR Reading 8th	STAAR Writing 7th	English I EOC	English II EOC
% Approaches	76%	91.00%	87%	NA	84.00%	94%
% Meets	45%	68.00%	61%	NA	68%	79%
% Masters	31%	49.00%	39%	NA	17%	15%
% Student Achievement Average	52%	69.00%	62%	NA	50%	57%

Data Source: AP/IB/Electives

AP Scores	Pass AP Lit	Pass AP Lang	IB Scores	IB Group 1	% Royal Readers	% Word Master
% Score 1	66.00%	49.00%	% Score 1-3	n/a	n/a	n/a
% Score 2	19%	37.00%	% Score 4-5	n/a	n/a	n/a
% Score 3+	14.00%	14%	% Score 6-7	n/a	n/a	n/a
					RR Goal 20% Met/Not Met	WM Goal 60% Met/Not Met
					27%/63%DNM	69%/31% DNM

Reflections	
Areas of Strength	**Areas of Need**
1. Content collaboration. Unpacking data, closing gaps based on data.	1. Differentiated PDs- STAAR from AP. In need of an ENG interventionist.
2.AP- Students can create strong positions and claims. They are defensible and arguable.	2.) AP - Developing strong lines of reasoning with commentary that prove and justify their claims/thesis statements - lines of reasonings are faulty and weak.
3. Collaboration with other teachers to share resources and ideas.	3. lack of access to resources to obtain extra practice (i.e. workbooks, web program) (STAAR) also lack of access to books outside of curriculum
4. (Team)Content collaboration and support. Shared resources and weekly feedback amongst the team.	4. (Students) Making inferences and making personal connections to the text. (Team) Lack of supplies to teach students how to use their strategies from day one.
5. ELA team is supportive and help problem solve.	5. Students need to develope reading stamina STAAR.
6. Access to technology (Quill, laptops)	6. Lack of resources: dictionaries, books, workbooks (STAAR)
7. Class discussions, socratic seminar (High school)	7. Skill gap between STAAR and AP
8. High quality, passionate teachers	8. Literacy - low reading proficiency (STAAR and AP)
9. Team has many years of exprience across contents	9. Basic writing format / sentence structure -AP
10. STAAR students can support their understanfing to the text using text evidence.	10. Vocabulary -AP

Campus Name

Comprehensive Needs Assessment - College Prep COLLEGE PREP					
Data Source: STAAR					
	STAAR Math 6th	**STAAR Math 7th**	**STAAR EOC Alg I**	**Geometry**	**Algebra II**
% Approaches	61.00%	74%	87%	70%	97%
% Meets	28%	45%	49%	**37%**	64%
% Masters	9%	23%	26%	**13%**	33%
% Student Achievement Average	32%	47%	52%	**49%**	62%
Data Source: AP/IB					
AP Scores	**Pass AP Calculus AB**	**Pass AP Calculus CD**	**Pass AP Prob. & Stats.**	**IB Scores**	**IB Group 5**
% Score 1	91%	n/a	71%	**% Score 1-3**	NA
% Score 2	8%	n/a	29%	**% Score 4-5**	NA
% Score 3+	2%	n/a	0%	**% Score 6-7**	NA

Reflections	
Areas of Strength	**Areas of Need**
1 Use of coaches in the classroom	1 Basic computation
2 Proper Math Terminology	2 Development of literacy skills
3 Anchor charts and reference material	3 Test taking strategies (multiple choice/free response)
4 Daily Do Nows/ET's	4 TEKS alignment in HotSpot (6th and 7th)
5 Studnet ShoutOuts and Joy	5 Calculator skills
6 Implementation of AP Supplemental Aligned Materials	6 Alternative online platforms (Delta-math, Desmos, etc.)
7	7 Incorporate joy factor during rigor aligned reviews.
8	8 Establish coaching expectations in Q1
9	9 Tracking
10	10 Time stamps

Campus Name

Comprehensive Needs Assessment COLLEGE PREP						
Data Source: Internal Assessments						
	6th Grade EOY Assessment	**7th Grade EOY Assessment**				
% Passing	**50%**	**85**				
Data Source: STAAR						
	STAAR 8th Science	**STAAR EOC Biology**	**STAAR EOC Chemistry**	**STAAR EOC Adv. Physics**		
% Approaches	82%	100%	82%	36.20%		
% Meets	52%	79%	34%	7.20%		
% Masters	30%	43%	9%	0%		
% Student Achievement Average	55%	74%	56%	41%		
Data Source: AP/IB						
AP Scores	**Pass AP Biology**	**Pass AP Chemistry**	**Pass AP Physics (1, 2, & C)**	**Pass AP Comp Science**	**IB Scores**	**IB Group 4**
% Score 1	54%	91%	81%	52%	**% Score 1-3**	N/A
% Score 2	23%	9%	19%	34%	**% Score 4-5**	N/A
% Score 3+	23.00%	0%	0	13%	**% Score 6-7**	N/A

Reflections	
Areas of Strength	**Areas of Need**
1 Strong culture of achievment as science department	1More funding/space for labs
2 Content (instructional) support from CTL is always strong	2 Some instructional materials still needed (ex: measuring up workbooks)
3 Giving each other resources	3 Content Specific PD (ex: CAST Conference)
4. Teacher Content knowledge	4 Students need more algebra practice for chemistry
5 Strategic grouping in class / Coaches	5 Technical writing/reading in science
6 Aggressive Monitoring	6 Lab materials
7 Tracking and Tracker Charts	7 Gap between AP and STAAR
8 Engaging Lessons / Labs	8 More chemicals and instruments (spectrophotometer, ph meters, electrophoresis, chromatography,
9 Make real world connections with lessons daily	9 Measuring UP for Biology (workbook)
10	10 Internships to learn lab techniques that incorporate principles taught in class (local labs such as TAMU Weslaco, etc.)

Campus Name

Comprehensive Needs Assessment COLLEGE PREP							
Data Source: Internal Assessments							
	6th Grade EOY Assessment	**6th FRQ EOY Assessment**	**7th Grade EOY Assessment**				
% Passing	**96/77/44**	**99/78/50**	**93/68/56**				
Data Source: STAAR							
	STAAR 8th US History	**11th Grade STAAR EOC US History**	**11th and 12th Grade STAAR US History EOC**				
% Approaches	58	97	91				
% Meets	20	73	74				
% Masters	11	47	47				
% Student Achievement Average	29	70	70%				
Data Source: AP/IB							
AP Scores	**Pass AP Human Geography**	**Pass AP World History**	**Pass AP US History**	**Pass AP Goverment**	**Pass AP Economics**	**IB Scores**	**IB Group 3**
% Score 1	70%	37%	71%	90%	97%	**% Score 1-3**	N/A
% Score 2	11.00%	24%	19%	5%	1%	**% Score 4-5**	N/A
% Score 3+	18%	38.00%	10%	5%	1%	**% Score 6-7**	N/A

Reflections	
Areas of Strength	**Areas of Need**
1 Enganging/interactive activities for students	1 Differentiated PDs
2 Strong/detailed LTP for the year	2 FRQ structure/Guided discourse
3 RWDR Expectations	3 Coaches/Aggressive monitoring
4 Lesson Plans/Time Stamps	4 STAAR Collaboration
5 AP Content Collaboration	5 Literacy/Document analysis/Vocabulary
6 AP Share Fair	6 Showcase exemplars/Celebration (JOY)
7	7 Data Driven Tracking
8	8 Review Days (student driven)
9	9 Strategic seating based on level
10	10 Writing rigor between STAAR and AP

Campus Name

Comprehensive Needs Assessment COLLEGE PREP					
TELPAS Composite Rating (Listening, Speaking, Reading, Writing)					
	Listening	**Speaking**	**Reading**	**Writing**	**% of ELL Students who grew one or more levels**
% Beginning	0.50%	8%	2%	1%	0%
% Intermediate	14%	35%	24%	17%	0.50%
% Advanced	36%	55%	32%	30%	8%
% Advanced High	49.50%	2%	42%	52%	29%

Reflections	
Areas of Strength	**Areas of Need**
1 % of students test is high	1 No system of tracking in place before TELPAS
2 Writing down the answer before having to SPEAK IT OUT for Test	2 Teacher training for my identification / implementing
3 Practiced with Intermediate & Beginners for test	3 EL parent meetings for identification/inform
4 Teacher support for testing	4 Resources
5 Gym for testing	5 Speaking Out Loud opportunities

Campus Name

Comprehensive Needs Assessment COLLEGE PREP					
100% College Matriculation					
Matriculation %	**Matricuation % 4 year**	**Matriculation % 2 year**	**Tier 1/2 % Acceptances**	**Tier 1/2 % Matriculation**	
100%	**82.60%**	**17.40%**	**97.10%**	**29%**	
Tier 1 % Matriculation	**Tier 2 % Matriculation**	**Tier 3 % Matriculation**	**Tier 4 % Matriculation**	**Senior Class CCMR %**	**Senior Class TSI Completion %**
23.20%	**6%**	**7%**	63.80%	**87/94%**	**94%**
Campus Data					
Senior Class ACT Average	**Junior Class ACT Average**	**Overall AP Scholars (3+ or more tests)**	**IB Medallion Scholars (Passing 3+ exams)**	**Overall % IB Diploma**	**Campus End of Year OTG**
17.96%	**18.40%**	6%	N/A	N/A	**100%**

Reflections	
Areas of Strength	**Areas of Need**
1. High rate of Tier I and Tier II acceptances	1 Norming all curriculum through 9th-12th of RTTC.
2. Fostering student relationships	2. Following centeralized MasteryPrep for ACT.
3. Building a culture focused on results.	3. Identify a TSI intervention students earlier in the year.
4. Advocating for students and ensuring equity.	4. Develop TSI/ACT plan for 9th/10th graders at EOY
5. Promoting the mission of "College for ALL"	5. Celebrate Success on student goals.
6. Building socio-emotional skills.	6. Identifying students that do not want to attend college.
7 Strong teacher rapport, continuing to mentor students as they have matriculated	7. Coordinating field lessons/ matriculation trips.
8	8. Credit recovery intervention plans as soon as possible.
9	9. Matriculation date should be at the end of the 2nd semester to ensure student commitment to collage/university
10	10. Ensure all students feel involved in matriculation and successes and not only focus on the top students.

Campus Name

Comprehensive Needs Assessment COLLEGE PREP	
Staff Quality, Recruitment, Retention	
	Percentage
% School Lead Team Retention	91%
% Instructional Support Retention	95%
% Teacher Retention	95%
% Campus Support Retention	88%
% SPED Certified Teachers	12%
% State/National Certified Teachers	18%
% State Certified Leaders	0%
% State/Board certified Counselors	18%
Number of teacher applicants per 2020-21 school year	4%

Reflections	
Areas of Strength	**Areas of Need**
1 100% retention for New Hires	1 Stronger Grade Team Culture (Between their team)
2 Strong onboarding plans for New Hires	2 Canidates with content knowledge
3 Strong interview process (Q&A, teach)	3 Teacher Accountability (discipline)
4 Vision Non-negotionables	4 Sample lesson in classroom
S. Social Emotional Counselor	5 PD on Student behavior descalation techniques
6 Teacher input in interview process	6 Teacher's conference and lunch is not taken from them
7. TCP	7
8 Team collaboration and communication	8
9 Content led interviews	9
10	10

Campus Name

Comprehensive Needs Assessment College Prep	
Data Source: School Culture and Climate	
	Campus %
% Average Daily Attendance	91.46%
% Overall Persistence	96.15%
% New Student Persistence	92.86%
# of Admin Withdrawals/ Level 3 Offenses	13
% SPED	9.77%
% ELL	30.94%
% Eco Dis	81.68%
% Migrant	0.68%
% Race: American-Indian-Alaska-Native	0
% Asian	0.41%
% White-Hispanic	97.56%
% Multi	0.14%
% Black-African-American	0.14%
% Native-Hawaiian-Pacific-Islander	0
% White	1.76%
% Male	50.47%
% Female	49.53%

Reflections	
Areas of Strength	**Areas of Need**
1. Varied choices for electives.	More options outside of core curriculum (sports, arts, music, etc)
2 Lead team is very helpful	Provide more incentives every quarter
3 We have all coaches Cpi and few certified teachers	Lack of physical security presence
4. Maintance with code	Have more incentives for students every quarter or every 4 weeks.
5 Student-teacher relationships build strong culture.	More administration interaction with students.
6 Positive communication with Content Leader.	More materials for students to complete projects.
7 Students have a diverse assortment of AP courses to choose from	Students must not be under the impression AP tests are optional
8 Every student has technology / laptop or chromebook	Teacher and admin communication
9 Communication through remind and social media	More parent involvement. Ex: events.
10 Students receive free breakfast, lunch, and supper (if requested)	Provide CPR and first aid training for the staff
11 We had bullying lessons	Focus on emotional intelligence
12 MAV of the Week	More sub support in the morning, addressing classroom expectations with the first period
13 Sexual Assault Prevention training	Differential PDs, more individual trainings (content/AP/pedagogy trainings)
14 Joy factor in reintroducing school spirit activites/events.	More teacher support when lunch is taken away from them.
15 FAM Meeting	Pick up and drop off should be moved to CP area and Academy on east side of campus
16 Persistence day at beginning of year per grade level	
17. 10th grade culture implementation, student had shirts tucked in and non idea jackets were removed	

Campus Name

Comprehensive Needs Assessment COLLEGE PREP	
Data Source: Family and Community Involvement	
	Percentage
% Families Attended WTI	71%
% Families Attended Curriculum Night	N/A
% Families Who Attended EOY Ceremonies	91%
% Families who attended Fall Festival	N/A
% Families who attended Winter Festival	N/A
% Families who attended Spring Festival	N/A

Reflections	
Areas of Strength	**Areas of Need**
1. Social Media involvment	1 Grade team sign in sheet for parent attendance
2 Remind communication	2 Planning ahead of the time
3 Parent Weekly	3 Point Person needed per event
4 Art Exhibitions / Art Events	4 Staff Involvement
5 Facebook Live feed for family and community	More community events such as: festivals, parents night, etc
6. Back to school picnic event	Open House Events each semester or Quarter
7 After school and Saturday School tutorials	Teacher investment at 100%
8	8 Parental involvement for fundraising and school events. Onsite parent volu

IDEA Public Schools

Yukon Academy

2022-2023 Campus Improvement Plan

Accountability Rating: Not Rated

Board Approval Date: October 21, 2022
Public Presentation Date: September 16, 2022

Mission Statement

IDEA Public Schools prepare students from underserved communities for success in college and citizenship.

Vision

To ensure students reach their potential, IDEA Public Schools will become the region's largest creator of college graduates.

Core Values

Our drive to translate our mission and vision into reality are based upon the following core values:

- We achieve **Academic Excellence**
- We deliver **Results**
- We ensure **Equity**
- We build **Team & Family**
- We act with **Integrity**
- We bring **Joy**
- We **Sweat the Small Stuff**

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Comprehensive Needs Assessment

Demographics

Demographics Summary

IDEA Yukon Academy is a lottery based, open enrollment, public charter school located in Odessa, Texas. The student population is 54% male and 46% female, almost 60% is economically disadvantaged, around 10% participates in special education, and the largest population of hispanic at 68%.

Demographics Strengths

See PDF in addendum for more information.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): There is a need to increase student persistence overall due to the large percentage of students that left during our launching year. **Root Cause:** The root cause for this problem was a lack of consistent and clear communication between parents and the school.

Problem Statement 2 (Prioritized): There is a need to decrease the number of students who are chronically absent. **Root Cause:** The root cause for this problem is that there were no accountability measures taken for students who had an excessive number of absences.

Student Learning

Student Learning Summary

IDEA Yukon Academy served grade levels K-2 with no STAAR tested grades. At the beginning of the year, students were below grade level in reading with an average of 23% entering the year on grade level. By the end of the year, 57% of students were on grade level in reading. 90% of K-2 scholars met/appraoches on all district end of year math assessments.

See PDF in addendum for more information.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): The overall percentage of students on grade level in reading is low. **Root Cause:** Data was not analyzed in an urgent and effective manner in order to adjust instructional strategies.

Problem Statement 2 (Prioritized): There was a limited amount of growth in math for students who were close or on grade level. **Root Cause:** Data was not analyzed in an urgent and effective manner in order to adjust instructional strategies.

School Processes & Programs

School Processes & Programs Summary

Teachers and co-teachers are developed through weekly check-ins, coaching cycle, real time coaching, and deliberate practice. Leaders receive weekly check-ins and in field observations and coaching.

See PDF in addendum for more information.

School Processes & Programs Strengths

Curriculum & Instruction:

- At least one-third of IDEA students graduate with the "AP Scholar" designation, evidence of earning a qualifying score on at least three AP exams, demonstrating successful completion of college-level coursework prior to graduation.
- IDEA provides students access to accelerated instruction through the 1:1 technology device, including adaptive software for mathematics and literacy and access to hundreds of thousands of books in the district's digital library.
- IDEA curricular resources include high-quality instructional materials that earn the highest ratings on national evaluation measures.
- IDEA curriculum is regularly evaluated using a quality evaluation tool, ensuring alignment to the Texas Essential Knowledge and Skills and AP course standards, as well as the STAAR/EOC and AP exams.
- IDEA implements a variety of training opportunities for teachers and leadership staff with the goal of developing teachers' pedagogical content knowledge and leaders' coaching skills.
- For 15 years in a row, 100% of IDEA students have been accepted into college, demonstrating that IDEA academic programming is adequately preparing students for post-secondary education.
- In 2022, four IDEA schools were ranked in the top 10 Most Challenging Schools in the Nation and 13 were ranked in the top 1% of schools nationwide, by the Jay Mathews Challenge Index High School Rankings.

Special Programs

- IDEA exceeded the expected growth target for EL student performance on TELPAS in 2021 with 48% of ELs meeting that target.
- IDEA provide targeted research based instruction to students who have a 2.0 year gap in Reading and/or Math with the goal of closing that gap by 2.0 years during the school year with our initiative called Critical Student Intervention (CSI). During the 21-22 school year, 2,562 out of 6,632 students meet that goal for Reading and 703 out of 1,268 students met the goal for Math.
- IDEA is in Year 3 of our TEA awarded Autism Grant. Through this grant we were able to increase support for 195 students with autism in Rio Grande Valley and Austin who met the criteria outlined by TEA for this grant.
- IDEA submitted and was awarded a Dyslexia Grant by the TEA so that we will be able to provide increased professional development to teachers and leaders on working with students with dyslexia and increase the support resources for our students with dyslexia.

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 1 (Prioritized): Teacher retention was less than 85% **Root Cause:** There is weak adult culture around school spirit and team building.

Problem Statement 2 (Prioritized): Overall staff retention was less than 85%. **Root Cause:** Lack of clear systems and routines for all staff.

Perceptions

Perceptions Summary

Besides offical surveys sent out by the district, there was not much additional feedback gathered from the community and families. Staff has quarterly pulse checks to raise concerns. Students have limited chances to offer feedback.

See PDF in addendum for more information.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): There was little feedback gathered from parents and families throughout the year. **Root Cause:** Family engagement events were not utilized as additional opportunities to gather feedback.

Problem Statement 2 (Prioritized): Student lack social emotional skills and emotion regulation. **Root Cause:** Lack of fidelity to social emotional curriculum.

Priority Problem Statements

Problem Statement 1: There is a need to decrease the number of students who are chronically absent.
Root Cause 1: The root cause for this problem is that there were no accountability measures taken for students who had an excessive number of absences.
Problem Statement 1 Areas: Demographics

Problem Statement 2: The overall percentage of students on grade level in reading is low.
Root Cause 2: Data was not analyzed in an urgent and effective manner in order to adjust instructional strategies.
Problem Statement 2 Areas: Student Learning

Problem Statement 3: There is a need to increase student persistence overall due to the large percentage of students that left during our launching year.
Root Cause 3: The root cause for this problem was a lack of consistent and clear communication between parents and the school.
Problem Statement 3 Areas: Demographics

Problem Statement 4: Teacher retention was less than 85%
Root Cause 4: There is weak adult culture around school spirit and team building.
Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: There was little feedback gathered from parents and families throughout the year.
Root Cause 5: Family engagement events were not utilized as additional opportunities to gather feedback.
Problem Statement 5 Areas: Perceptions

Problem Statement 6: There was a limited amount of growth in math for students who were close or on grade level.
Root Cause 6: Data was not analyzed in an urgent and effective manner in order to adjust instructional strategies.
Problem Statement 6 Areas: Student Learning

Problem Statement 7: Overall staff retention was less than 85%.
Root Cause 7: Lack of clear systems and routines for all staff.
Problem Statement 7 Areas: School Processes & Programs

Problem Statement 8: Student lack social emotional skills and emotion regulation.
Root Cause 8: Lack of fidelity to social emotional curriculum.
Problem Statement 8 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- 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

Accountability Data

- Effective Schools Framework data

Student Data: Assessments

- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- 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
- Male / Female performance, progress, and participation data

Student Data: Behavior and Other Indicators

- Attendance data
- Enrollment trends

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership 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

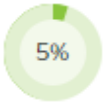
Goals

Goal 1: Increase Staff retention

Performance Objective 1: Retain 85% of Yukon staff for the 22-23 school year

High Priority

Evaluation Data Sources: Staffing data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Build a strong adult culture through GTL huddles, recognizing adult achievements on campus, providing professional development on adult culture topics. **Strategy's Expected Result/Impact:** Increase staff retention **Staff Responsible for Monitoring:** Bethany Everette **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Processes & Programs 2				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 2: Overall staff retention was less than 85%. **Root Cause**: Lack of clear systems and routines for all staff.

Goal 2: IDEA achieves an A rating

Performance Objective 1: 3rd grade scholars achieve an SAS score of 60 on the reading STAAR assessment.

High Priority

HB3 Goal

Evaluation Data Sources: STAAR results

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Teachers will have a strong first teach through weekly lesson plan feedback, weekly check-ins with coaching conversations, and weekly real time feedback on rigorous instruction. **Strategy's Expected Result/Impact:** Scholars will pass the STAAR reading test. **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 2	10%	15%		

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 2: There was a limited amount of growth in math for students who were close or on grade level. **Root Cause**: Data was not analyzed in an urgent and effective manner in order to adjust instructional strategies.

Goal 2: IDEA achieves an A rating

Performance Objective 2: 3rd grade scholars achieve an SAS score of 60 on the math STAAR assessment.

High Priority

Evaluation Data Sources: STAAR results

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Teachers will have a strong first teach through weekly lesson plan feedback, weekly check-ins with coaching conversations, and weekly real time feedback on rigorous instruction. **Strategy's Expected Result/Impact:** Scholars will achieve at least 90 approaches/60 meets/30 masters on the math STAAR exam **Staff Responsible for Monitoring:** Principal **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 2		30%		

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 2: There was a limited amount of growth in math for students who were close or on grade level. **Root Cause**: Data was not analyzed in an urgent and effective manner in order to adjust instructional strategies.

Goal 3: Increase student daily attendance

Performance Objective 1: IDEA Yukon maintains 97% student attendance for the year

High Priority

Evaluation Data Sources: Operations report

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: IDEA Yukon will implement an escalation matrix of interventions for student absences with fidelity **Strategy's Expected Result/Impact:** Student absences will decrease before students become chronically absent **Staff Responsible for Monitoring:** APO/APIs/Principal **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 2	5%	20%		

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: There is a need to decrease the number of students who are chronically absent. **Root Cause**: The root cause for this problem is that there were no accountability measures taken for students who had an excessive number of absences.

Goal 4: Increase student persistence

Performance Objective 1: At least 90% of IDEA Yukon students will persists through the 22-23 school year and return for the 23-24 school year

High Priority

Evaluation Data Sources: Student enrollment

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: School leaders will use tactical meetings, parent survey results, and grade-team huddles to be data responsive to student persistence concerns **Strategy's Expected Result/Impact:** Staff will be able to address student and parent concerns before a student withdraws **Staff Responsible for Monitoring:** Principal/APO/APIs **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1	10%	25%		

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: There is a need to increase student persistence overall due to the large percentage of students that left during our launching year. **Root Cause**: The root cause for this problem was a lack of consistent and clear communication between parents and the school.

Title I Personnel

Name	Position	Program	FTE
	INTERVENTIONIST		1
Roslen Davis	Interventionist	Decoding/CSI	1

Addendums

Master CNA & SAIP Reporting Checklist

				PTG	100%	PTG	100%
DEPT	**Data Sources**	**Data Tabs**	**Guidance**	**Status**	**Principal Notes or Questions**	**VP Verification**	**Notes & Next Steps**
ACADEMY	KEYS Tab (Tab 3)	Student Achievement Improvement Plan 2021-2022 School Year	This SAIP plan will require logging concrete initiatives put in place for student improvement, as well as their associated timelines, resoures, and responsible staff. Each initiative will be tracked mid-year and at the end of the year. Mid-year assessments should be completed by each campus between December 1, 2022 and no later than January 31, 2023.	Complete		Verified	
	Locus Dashboards: CSI, STARR, AP CampusIB Reports EOY Assessments	Comprehensive Needs Assessment 2022 English Language Arts	These pages should include the percentage of students who achieved each listed score for the 2021-2022 School Year. For each subject, list a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete		Verified	
		Comprehensive Needs Assessment 2022 Math		Complete		Verified	
		Comprehensive Needs Assessment 2022 Science		Complete		Verified	
		Comprehensive Needs Assessment 2022 Humanities		Complete		Verified	
	State TELPAS Report	Comprehensive Needs Assessment 2022 TELPAS	This data set will outline the percentage of students that earned proficiency in the areas of Listening, Speaking, Reading, and Writing, as indicated in the State TELPAS report. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete		Verified	
	Locus Dashboard: Staff Retention	Staff Quality, Rentention, & Recruitment 2021-2022 School Year	Under the %SPED Data Point, this should reflect the percentage of SPED certified teachers, compared to the overall SPED staff. Under number of teacher applicants, note how many teachers were interviewed by campus leaders for positions during the 2021-2022 School Year. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete		Verified	
	Locus Dashboards: Student Persistence, Enrollment, ADA	School Culture & Climate 2021-2022 School Year	For the Withdrawals/Level 3 Offenses data point, list the number of withdrawals or offenses. All other data points should reflect percentages. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete		Verified	
	Campus Academic Counselor Tracking Systems	2022 Family & Community Involvement	In addition to listing data percentages, list a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete		Verified	

Yukon

2021-22 Student Achievement Improvement Plan

ACADEMY

APO	Initiatives	Needs Assess.	Special Pops.	Person(s) Responsible	Timeline Start/End	Resources: Human/ Material/Fiscal	Documentation	Formative Evaluation

Title I Qualifying Programs			Initiatives Status			
Internal Use Only			Mid Year		End of Year	
Supplemental Program (Y/N)	New Program (Y/N)	Budget Allocation	Outcome	Increase/Decreased by X%	Outcome	Increase/Decreased by X%
Budget Allocations only need to be entered for programs that are BOTH Supplemental & New			Use these columns to assess your strategy progress at the middle and end of the year			

Annual Performance Objectives (APO)

PRIORITY #1: Students Graduate College-Ready

1A. % of graduates who matriculate to a College or University: 100%

1B. % of graduates matriculate to a Tier I/II College or University: 15% | 25%

1C. % of Seniors accepted to a College or University: 100%

1D. % of Seniors named AP scholars | Earn IB diploma: 30% | 25%

1E. Earned State Rating: A

1F. % Basic | % Mastery | % Advanced on LEAP: 82% | 44% | 11%

1G. % Approaches | % Meets | % Masters on STAAR/EOC: 90% | 60% | 30%

1H. % Level 3 | % Level 4 | % Level 5 on FSA/FSAA: 70% | 40% | 20%

1I. % of Pre-K-2nd Students End The Year On/Above Grade Level in Reading - Year 1 Campuses | Year 2 Campuses: 80% | 90%

1J. % of students in CSI achieve 2 years growth in Reading | Math (measured by Ren STAR) 50% | 60%

1K. Average ACT score: 21

1L. % of students graduating college in 4 | 6 years: 25% | 55%

PRIORITY #2: Build a Strong & Sustainable Organization

2A. % Teacher Retention | Employee Retention: 85% | 85%

2B. 80% composit score on GPTW: 82%

2B. %Average Daily Attendance: 97.50%

2C. New Student Persistence: 90%

2D. Operating Income: $133M

2E. FIRST Rating: A

PRIORITY #3: Achieve Mission at Scale

3A. % of students with low socio-economic status: 80%

3B. Enrollment in August 2020: 83,894

3C. Schools in operation in August 2020: 149

3D. Total Funds Raised (millions): $93M

Needs Assessment

S-STAAR

D-DIBELS

E-EOC

A-ACT

RR-Reading Renaissance

ST-STAR for Math

DR-Discipline Report

AP-AP Tests

O-Other

Special Populations

All

AR-At Risk

ELL-English Language Learners

ED-Economically Disadvantaged

M-Migrant

SE-Special Education

Yukon Academy

Comprehensive Needs Assessment
ACADEMY

Data Sources: Eureka Math & Electives Academy

	DISTAR Pre-K on Grade Level	Eureka Kinder on Grade Level	Eureka First on Grade Level	Eureka Second on Grade Level	% Math Masters Pk-2	Pk-2 MM Goal Met/Not Met
% Students	NA	93.90%	91%	98.30%	53%	Met

Data Source: STAAR Academy

	STAAR Math Grade 3	STAAR Math Grade 4	STAAR Math Grade 5	% Math Masters 3-5	3-5 MM Goal Met/Not Met
% Approaches	NA	NA	NA	NA	NA
% Meets	NA	NA	NA		
% Masters	NA	NA	NA		
% Student Achievement Average	NA	NA	NA		
% Meet 2 year growth	NA	NA	NA		

Data Source: CSI Academy

	Math AC CSI
% CSI (EOY Ren.)	
% of CSI Passing STAAR	
% of SPED Passing STAAR	

Reflections

Areas of Strength	Areas of Need
1 Second grade math on level is above 93	1 More at bats/practice time is needed
2 Data tracking of exit tickets allows for shifts	2 There is misalignment with Eureka and STAAR
3 Kindergarten math on level % is above 93	3 Pacing/Daily Schedule does not incorporate enough flex time

Yukon Academy

Comprehensive Needs Assessment ACADEMY						
Data Sources: DI ELA & Electives						
	DI Pre-K on Grade Level	**DI Kinder on Grade Level**	**DI First on Grade Level**	**DI Second on Grade Level**	**% Royal Readers**	**% Word Masters**
% Students		**66%**	**37%**	**36%**	N/A	75%
					RR Goal Met/Not Met	**WM Goal Met/Not Met**
					N/A	Met
Data Source: STAAR						
	STAAR Reading Grade 3	**STAAR Reading Grade 4**	**STAAR Writing Grade 3**	**STAAR Writing Grade 4**		
% Approaches						
% Meets						
% Masters						
SAS						
% Student Achievement Average						
Data Source: CSI						
% Meeting CSI Goal	**Reading AC CSI**					
% CSI (EOY Ren.)						
% of CSI Passing STAAR						
% of SPED Passing STAAR						

Reflections	
Areas of Strength	**Areas of Need**
1 High percentage of word masters achieved	1 There is a low percentage of students on reading level
2 Volume of reading increased over the year	2 There was low lesson progress overall
3 There is consistent tracking of reading	3 Students struggled with fluency speed

Yukon

Comprehensive Needs Assessment ACADEMY						
Data Sources: Science Pk-2						
	Science Pre-K on Grade Level	**Science Kinder on Grade Level**	**Science First on Grade Level**	**Science Second on Grade Level**	**Science Third on Grade Level**	**Science Fourth on Grade Level**
% Students	NA	**87.10%**	**88.70%**	**79.20%**	NA	NA
Data Source: Science 3-5						
	STAAR Science Grade 5					
% Approaches	NA					
% Meets	NA					
% Masters	NA					
% Student Achievement Average	NA					

Reflections	
Areas of Strength	**Areas of Need**
1 First grade was alignment with exams	1 Second grade on grade level percent is high
2 Kinder utilized hands on activities	2 Second grade modified lessons to lesson hands on activities
3 There is good content-expertise among the teacher and manager	3 Vocabulary - there is less time in kinder for science

Yukon

Comprehensive Needs Assessment ACADEMY							
Data Sources: Humanities Pk-2							
	Humanities Pre-K on Grade Level	**Humanities Kinder on Grade Level**	**Humanities First on Grade Level**	**Humanities Second on Grade Level**	**Humanities Third on Grade Level**	**Humanities Fourth on Grade Level**	**Humanities Fifth on Grade Level**
% Students	NA	98.20%	100%	97.20%	NA	NA	NA

only half scanned

Reflections	
Areas of Strength	**Areas of Need**
1 First grade mastery was 100%	1 Vocabulary was not taught well
2 First grade lesson structure planned for student engagement	2 Lesson structure is too teacher led
3 Leader capacity was low for coaching social studies	3 Students showed disengagement

Yukon

Comprehensive Needs Assessment ACADEMY					
TELPAS Composite Rating (Listening, Speaking, Reading, Writing)					
	Listening	**Speaking**	**Reading**	**Writing**	**% of ELL Students who grew one or more levels**
% Beginning	3%	11%	22%	25%	84%
% Intermediate	28%	17%	22%	22%	
% Advanced	33%	47%	19%	33%	
% Advanced High	36%	19%	31%	17%	

Reflections	
Areas of Strength	**Areas of Need**
1 Listening - students demonstrated high mastery	1 Writing was low in mastery
2 84% grew at least one level or more	2 Students need More opportunities to speak (HOD)
3 The critical mass are close to advanced-high	3 Students need to practice speaking more

Yukon

Comprehensive Needs Assessment	
ACADEMY	
Staff Quality, Recruitment, Retention	
	Percentage
% School Lead Team Retention	82%
% Instructional Support Retention	75%
% Teacher Retention	73.91%
% Campus Support Retention	75%
% SPED Teachers	14%
% State/National Certified Teachers	
% State Certified Leaders	25%
% State/Board certified Counselors	0%
Number of teacher applicants per 2020-21 school year	

Reflection	
Areas of Strength	**Areas of Need**
1 There are several experienced tecahers	1 There was high tecaher attrition
2 Instructional lead team is staying	2 There was high attrition overall
3 There is quick response to needs by staffing	3 There are many inexperienced tecahers joining this year

Yukon

Comprehensive Needs Assessment ACADEMY	
Data Source: School Culture and Climate	
	Campus %
% Average Daily Attendance	92%
% Overall Persistence	89.52
% New Student Persistence	89.50%
# of Admin Withdrawals/ Level 3 Offenses	0
% SPED	9.71%
% ELL	2.29%
% Eco Dis	56.86%
% Migrant	0%
% Race: American-Indian-Alaska-Native	0.29%
% Asian	2.57%
% White-Hispanic	67.71%
% Multi	0%
% Black-African-American	8.29%
% Native-Hawaiian-Pacific-Islander	0%
% White	21.14%
% Male	54%
% Female	46%

Data Source: School Culture and Climate	
Reflections	
Areas of Strength	**Areas of Need**
1 Though te=here was a small percentage of ELLs, they made high achievement	1. Persistence numbers are low
2 There is a high SpEd population	2 EcoDis numbers are low
3 Attendance in our region led the org	3 We have a lot of chronically absent students

Yukon

Comprehensive Needs Assessment ACADEMY	
Data Source: Family and Community Involvement	
	Percentage
% Families Attended WTI	100%
% Families Attended Curriculum Night	n/a
% Families Who Attended EOY Ceremonies	n/a
% Families who attended Fall Festival	n/a
% Families who attended Winter Festival	n/a
% Families who attended Spring Festival	n/a

Reflection	
Areas of Strength	**Areas of Need**
1 We hHeld an event every month	1 There was poor backward planning of events
2 There was high WTI attendance	Did not take data on how many families attended family engagement events
3 Families rated uys very high on the BOY survey	3 We did not have any events related to curriculum

IDEA Public Schools

Yukon College Prep

2022-2023 Campus Improvement Plan

Accountability Rating: B

Distinction Designations:
Academic Achievement in English Language Arts/Reading
Academic Achievement in Mathematics
Top 25 Percent: Comparative Academic Growth

Board Approval Date: October 21, 2022
Public Presentation Date: September 15, 2022

Mission Statement

IDEA Public Schools prepare students from underserved communities for success in college and citizenship.

Vision

To ensure students reach their potential, IDEA Public Schools will become the region's largest creator of college graduates.

Core Values

Our drive to translate our mission and vision into reality are based upon the following core values:

- We achieve **Academic Excellence**
- We deliver **Results**
- We ensure **Equity**
- We build **Team & Family**
- We act with **Integrity**
- We bring **Joy**
- We **Sweat the Small Stuff**

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Comprehensive Needs Assessment

Revised/Approved: September 15, 2022

Demographics

Demographics Summary

IDEA Yukon sets high expectations for every student and goes the extra mile to make sure every student realizes their own potential. Personalized learning, critical thinking skills, mastery of core subjects is our recipe for success. IDEA Yukon College Prep launched in 2021 and while served only 6th grade scholars the first year, we now serve both 6th and 7th grade and will expand by one grade level each year until we are a 6th-12th grade campus. See plan addendum for detailed demographic data.

Demographics Strengths

Enrollment hit the benchmark on the first day of school in August 2022. There is also an extensive waitlist of scholars and families who are looking to enroll at IDEA Yukon College Prep. See plan addendum for detailed demographic strengths.

Problem Statements Identifying Demographics Needs

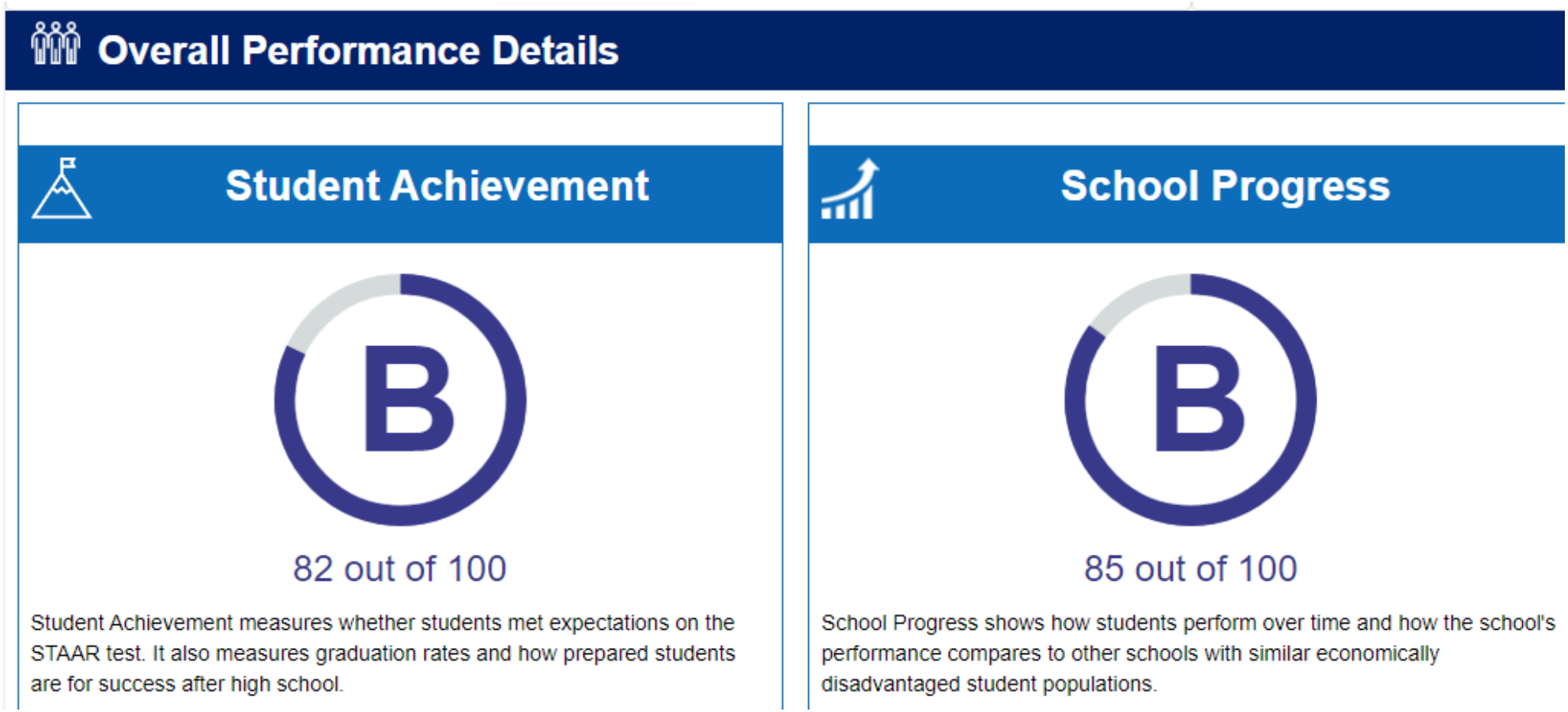
Problem Statement 1 (Prioritized): Campus daily attendance was below benchmark for the majority of the 2021-2022 school year and averaged 92.8% ADA. **Root Cause:** A lack of consistent and clear communication around attendance expectations to parents and students and follow-up and accountability for attendance high flyers resulted in 53% of Yukon College Prep scholars having 10+ absences during the year.

Problem Statement 2 (Prioritized): Loss of instructional time for scholars with frequent behavioral infractions. **Root Cause:** A lack of structure resulting from the lack of a clear behavior matrix and follow up of high expectations

Student Learning

Student Learning Summary

IDEA Yukon College Prep earned a B rating in the 2022 State Accountability Ratings and earned distinction designations in the areas of Academic Achievement in English Language Arts/Reading, Academic Achievement in Mathematics, and Top 25% Comparative Academic Growth.



Student Learning Strengths

See plan addendum for more information.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Only 32% of Emergent Bilingual students grew one proficiency level or maintained Advanced High on TELPAS speaking. **Root Cause:** A lack of knowledge of the TELPAS test blueprint and the criteria for success caused scholars to not be prepared adequately for the assessment.

Problem Statement 2 (Prioritized): 53% of our students receiving special education services met their progress measure on the 2022 reading or math STAAR tests. **Root Cause:** Lack of a vision for what an exemplar inclusion model for special education services looks like.

School Processes & Programs

School Processes & Programs Summary

IDEA Yukon College Prep has clearly defined roles and responsibilities for its campus leaders. Daily professional development is provided to teachers and the topics are decided on based on trends and the needs of the campus.

School Processes & Programs Strengths

Curriculum & Instruction:

- At least one-third of IDEA students graduate with the "AP Scholar" designation, evidence of earning a qualifying score on at least three AP exams, demonstrating successful completion of college-level coursework prior to graduation.
- IDEA provides students access to accelerated instruction through the 1:1 technology device, including adaptive software for mathematics and literacy and access to hundreds of thousands of books in the district's digital library.
- IDEA curricular resources include high-quality instructional materials that earn the highest ratings on national evaluation measures.
- IDEA curriculum is regularly evaluated using a quality evaluation tool, ensuring alignment to the Texas Essential Knowledge and Skills and AP course standards, as well as the STAAR/EOC and AP exams.
- IDEA implements a variety of training opportunities for teachers and leadership staff with the goal of developing teachers' pedagogical content knowledge and leaders' coaching skills.
- For 15 years in a row, 100% of IDEA students have been accepted into college, demonstrating that IDEA academic programming is adequately preparing students for post-secondary education.
- In 2022, four IDEA schools were ranked in the top 10 Most Challenging Schools in the Nation and 13 were ranked in the top 1% of schools nationwide, by the Jay Mathews Challenge Index High School Rankings.

Special Programs

- IDEA exceeded the expected growth target for EL student performance on TELPAS in 2021 with 48% of ELs meeting that target.
- IDEA provide targeted research based instruction to students who have a 2.0 year gap in Reading and/or Math with the goal of closing that gap by 2.0 years during the school year with our initiative called Critical Student Intervention (CSI). During the 21-22 school year, 2,562 out of 6,632 students meet that goal for Reading and 703 out of 1,268 students met the goal for Math.
- IDEA is in Year 3 of our TEA awarded Autism Grant. Through this grant we were able to increase support for 195 students with autism in Rio Grande Valley and Austin who met the criteria outlined by TEA for this grant.
- IDEA submitted and was awarded a Dyslexia Grant by the TEA so that we will be able to provide increased professional development to teachers and leaders on working with students with dyslexia and increase the support resources for our students with dyslexia.

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 1 (Prioritized): During the school 2021-2022 school year, there was not adequate time set aside to meet the enrichment or intervention needs of students. **Root Cause:** The school's master schedule did not allow for intervention or enrichment for students to occur.

Problem Statement 2 (Prioritized): During the 2021-2022 school year there was not adequate time set aside to develop and enrich teachers skills around management and instruction. **Root Cause:** The schools master schedule did not allow for collaboration amongst teachers during the school day or for ongoing professional development mechanisms.

Perceptions

Perceptions Strengths

See plan addendum for more detailed information.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): While families do attend afterschool events, there is a perception of a lack of partnership with families during the school day. **Root Cause:** While parents are interested in volunteering, no clear guidelines or systems have been put into place to have this happen with consistency.

Problem Statement 2 (Prioritized): Students felt disconnected to the school since their were not extra-curricular activities offered in the 2021-2022 school year. **Root Cause:** No clear vision for extracurricular offerings.

Priority Problem Statements

Problem Statement 1: Campus daily attendance was below benchmark for the majority of the 2021-2022 school year and averaged 92.8% ADA.

Root Cause 1: A lack of consistent and clear communication around attendance expectations to parents and students and follow-up and accountability for attendance high flyers resulted in 53% of Yukon College Prep scholars having 10+ absences during the year.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Only 32% of Emergent Bilingual students grew one proficiency level or maintained Advanced High on TELPAS speaking.

Root Cause 2: A lack of knowledge of the TELPAS test blueprint and the criteria for success caused scholars to not be prepared adequately for the assessment.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: 53% of our students receiving special education services met their progress measure on the 2022 reading or math STAAR tests.

Root Cause 3: Lack of a vision for what an exemplar inclusion model for special education services looks like.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: During the school 2021-2022 school year, there was not adequate time set aside to meet the enrichment or intervention needs of students.

Root Cause 4: The school's master schedule did not allow for intervention or enrichment for students to occur.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: During the 2021-2022 school year there was not adequate time set aside to develop and enrich teachers skills around management and instruction.

Root Cause 5: The schools master schedule did not allow for collaboration amongst teachers during the school day or for ongoing professional development mechanisms.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: Students felt disconnected to the school since their were not extra-curricular activities offered in the 2021-2022 school year.

Root Cause 6: No clear vision for extracurricular offerings.

Problem Statement 6 Areas: Perceptions

Problem Statement 7: Loss of instructional time for scholars with frequent behavioral infractions.

Root Cause 7: A lack of structure resulting from the lack of a clear behavior matrix and follow up of high expectations

Problem Statement 7 Areas: Demographics

Problem Statement 8: While families do attend afterschool events, there is a perception of a lack of partnership with families during the school day.

Root Cause 8: While parents are interested in volunteering, no clear guidelines or systems have been put into place to have this happen with consistency.

Problem Statement 8 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Accountability Distinction Designations

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Campus leadership data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data

Goals

Goal 1: Increase staff retention

Performance Objective 1: 85% of all full-time IDEA Yukon Campus staff members employed in 22-23 will be retained and return for 23-24.

High Priority

Evaluation Data Sources: Retention Data through Locus; Staff Survey Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Development and follow through of clear roles/ responsibilities created with a backwards plan for project management and on-going coaching/feedback of other leaders. **Strategy's Expected Result/Impact:** Ensure the operations team is supported and feedback is turned around. **Staff Responsible for Monitoring:** Principal and other Managers **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning	10%	50%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Provide planning half days before each unit to ensure strong lesson planning **Strategy's Expected Result/Impact:** Ensure teachers have time to collaborate and plan aligned lessons that will ensure a strong first teach. **Staff Responsible for Monitoring:** Instructional Lead Team Members **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction	50%	50%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 2: IDEA achieves an A rating

Performance Objective 1: 50% or more of IDEA Yukon College Prep CSI scholars grow 2+ years in RenStar reading.

High Priority

Evaluation Data Sources: Quarterly Renstar Scores; Weekly Lesson Progress and Mastery

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Weekly rounds with CSI content leader and managers to identify highest leverage action step during Tuesday's skill practice. **Strategy's Expected Result/Impact:** Action steps developed to increase teacher efficacy. **Staff Responsible for Monitoring:** CSI Point Person **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	30%	30%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Bell to bell pacing observations by managers to identify areas in which pacing could be increased. **Strategy's Expected Result/Impact:** Instruction is maximized. **Staff Responsible for Monitoring:** CSI Campus Point Person **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	50%	35%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 2: IDEA achieves an A rating

Performance Objective 2: IDEA Yukon College Prep will achieve 30/60/90 achievement rates across both math/reading.

High Priority

Evaluation Data Sources: Module exams and Interim Assessments

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Leaders will support teachers in providing data informed instruction through operating mechanisms and the coaching cycle. Exit ticket training will be provided within the first month of school to ensure that teachers know how to create effective exit tickets, analyze the data and respond through targeted reteach. Exit ticket trackers will be used daily to celebrate successes, identify gaps, and plan to address misconceptions. Following all small-scale assessments, teachers and leaders will conduct SWAMs to identify gaps and plan for next steps to adjust instruction. Following large scale assessments, teachers and leaders will conduct data conversations to identify gaps and plan for next steps to adjust instruction both short term and long term. **Strategy's Expected Result/Impact:** Teachers know where their students are mastering or not mastering the standards. **Staff Responsible for Monitoring:** Instructional Leaders **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Follow the coaching cycle with fidelity to ensure that teachers are competent in planning and execute for both culture and rigor. Leading up the start of a new unit, teachers will have a substitute cover their class to allow for assessment unpacking, calendaring, and planning for alignment. Leaders will provide at least 2 coaching touchpoints for all direct reports every week. This includes lesson plan feedback, observation feedback, and coaching conversations. Leaders will track their touchpoints on the weekly PTG and through Teachboost to support the identification of trends and teacher progress. Lesson plans will be submitted 1 week ahead of time, using the CP Shared LP Template and annotation expectations. Leaders will provide feedback within 48 hours of submission. The long term DP plan includes both rigor and culture components, as well as time for planning, rehearsal and peer-to-peer and leader feedback in real time and through video coaching. **Strategy's Expected Result/Impact:** Teachers are supported and coached to grow in their instructional practices. **Staff Responsible for Monitoring:** Principal and Instructional Leaders **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 3: Positive School Culture, Lever 5: Effective Instruction				

 No Progress Accomplished Continue/Modify Discontinue

Goal 3: Increase student daily attendance

Performance Objective 1: IDEA Yukon College Prep Campus will achieve a 97% annual attendance rate for the 22-23 school year.

High Priority

Evaluation Data Sources: Attendance Data from Locus Dashboard

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: The instructional lead team and Ops call parents by 8:30 a.m. each morning to inform them of the impact that day's absence will have. Complete all attendance accountability follow-up contacts within 24 hours of being placed into the ADA Matrix tracker. Each lead team member owns communication with 2 high flyer attendance concerns and makes 2 positive contacts with parents throughout the week **Strategy's Expected Result/Impact:** Parents will understand the impact of daily absences on their child's learning. The Lead team will know who is absent for the day prior to 8:30 am each morning. **Staff Responsible for Monitoring:** APO **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction	25%	40%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Weekly Incentive plans for scholars Scholars- Create an attendance tracker board that displays the weekly attendance to provoke competition between 6th and 7th grade. Scholars who have perfect attendance will be able eat lunch outside on Friday with music Monthly and Quarterly Incentive for scholars: Each month the grade level with the highest ADA will earn the reward based on the monthly incentive plan **Strategy's Expected Result/Impact:** Scholars will hold each other accountable for attending school each day. **Staff Responsible for Monitoring:** APO **ESF Levers:** Lever 3: Positive School Culture	60%	50%		

 No Progress Accomplished Continue/Modify Discontinue

Goal 4: Increase student persistence

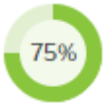
Performance Objective 1: 90% of IDEA Yukon College Prep students enrolled during the 22-23 school year will persist and return for the start of the 23-24 school year.

High Priority

Evaluation Data Sources: Persistence Data from Locus Dashboard; Student and Parent Surveys

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Creation/Rollout of proficient onboarding folders for new students touching all common concerns **Strategy's Expected Result/Impact:** Families will have a clear understanding of the expectations of Yukon College Prep. **Staff Responsible for Monitoring:** Principal and APO **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	0%	80%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Building a sense of community and school spirit through sports activities and clubs. **Strategy's Expected Result/Impact:** Students will feel connected to the school through school pride of extracurricular activities. **Staff Responsible for Monitoring:** Athletic Coordinator **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	80%	75%		

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Monitoring and administering communication efforts and updates across available platforms including Remind, Facebook, and Positive Call Tracker. Celebrating scholars and staff each week/month for their efforts in exemplifying core values and content accomplishments. **Strategy's Expected Result/Impact:** Families will feel connected to the school in what is happening on campus and what is to come in the near future. **Staff Responsible for Monitoring:** Counselor **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

 No Progress Accomplished Continue/Modify Discontinue

Title I Personnel

Name	Position	Program	FTE
	INTERVENTIONIST		1

Addendums

Master CNA & SAIP Reporting Checklist

				PTG	100%	PTG	100%
DEPT	**Data Source**	**Data Tabs**	**Guidance**	**Status**	**Principal Notes or Questions**	**VP Verification**	**Notes & Next Steps**
College Prep	KEYS Tab (Tab 3)	Student Achievement Improvement Plan 2021-2022 School Year	This SAIP plan will require logging concrete initiatives put in place for student improvement, as well as their associated timelines, resources, and responsible staff. Each initiative will be tracked mid-year and at the end of the year. Mid-year assessments should be completed by each campus between December 1, 2022 and no later than January 31, 2023.	Complete		Verified	
	Locus Dashboards: CIS STARR, AP Campus IB Reports EOY Assessments	Comprehensive Needs Assessment 2022 English Language Arts	These Pages should include the percentage of students who achieved each listed score for the 2021-2022 School Year. For each subject, list a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete		Verified	
		Comprehensive Needs Assessment 2022 Math		Complete		Verified	
		Comprehensive Needs Assessment 2022 Science		Complete		Verified	
		Comprehensive Needs Assessment 2022 Humanities		Complete		Verified	
	State TELPAS Report	Comprehensive Needs Assessment 2022 TELPAS	This data set will outline the percentage of students that earned proficiency in the areas of Listening, Speaking, Reading, and Writing, as indicated in the State TELPAS report. Llist a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete		Verified	
	Locus Dashboards: ACT, AP, TSI Campus IB Reports Campus Matriculation Reports	100% College Matriculation 2021-2022 School Year	This page will only be applicable to campuses that had graduating classes in the Spring of 2022. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete		Verified	
	Locus Dashboard: Staff Rentention	Staff Quality, Retention, & Recruitment 2021-2022 School Year	Under the %SPED Data Point, this should relfect the percentage of SPED certified teachers, compared to the overall SPED staff. Under number of teacher applicants, note how many teachers were interviewed by campus leaders for positions during the 2021-2022 School Year. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete		Verified	
	Locus Dashboards: Student Persistence, Enrollment, ADA	School Culture & Climate 2021-2022 School Year	For the Withdrawals/Level 3 Offenses data point, list the number of withdrawals or offenses. All other data points should reflect percentages. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete		Verified	
	Campus Academic Counselor Tracking Systems	2022 Family & Community Involvement	In addition to listing data percentages, list a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete		Verified	

YUKON College Prep

2021-22 Student Achievement Improvement Plan - College Prep

COLLEGE PREP

APO	Initiatives	Needs Assess.	Special Pops.	Person(s) Responsible	Timeline Start/End	Resources: Human/ Material/Fiscal	Documentation	Formative Evaluation

Title I Qualifying Programs			Initiatives Status			
Internal Use Only			Mid Year		End of Year	
Supplemental Program (Y/N)	New Program (Y/N)	Budget Allocation	Outcome	Increase/Decreased by X%	Outcome	Increase/Decreased by X%
Budget Allocations only need to be entered for programs that are BOTH Supplemental & New			Use these columns to assess your strategy progress at the middle and end of the year			

Annual Performance Objectives (APO)

PRIORITY #1: Students Graduate College-Ready

1A. % of graduates who matriculate to a College or University: 100%

1B. % of graduates matriculate to a Tier I/II College or University: 15% | 25%

1C. % of Seniors accepted to a College or University: 100%

1D. % of Seniors named AP scholars | Earn IB diploma: 30% | 25%

1E. Earned State Rating: A

1F. % Basic | % Mastery | % Advanced on LEAP: 82% | 44% | 11%

1G. % Approaches | % Meets | % Masters on STAAR/EOC: 90% | 60% | 30%

1H. % Level 3 | % Level 4 | % Level 5 on FSA/FSAA: 70% | 40% | 20%

1I. % of Pre-K-2nd Students End The Year On/Above Grade Level in Reading - Year 1 Campuses | Year 2 Campuses: 80% | 90%

1J. % of students in CSI achieve 2 years growth in Reading | Math (measured by Ren STAR) 50% | 60%

1K. Average ACT score: 21

1L. % of students graduating college in 4 | 6 years: 25% | 55%

Needs Assessment

S-STAAR

D-DIBELS

E-EOC

A-ACT

RR-Reading Renaissance

ST-STAR for Math

DR-Discipline Report

AP-AP Tests

O-Other

Special Populations

All

AR-At Risk

ELL-English Language Learners

ED-Economically Disadvantaged

M-Migrant

SE-Special Education

YUKON College Prep

Comprehensive Needs Assessment
COLLEGE PREP

Data Source: CSI

% Meeting CSI Goal	Reading CP CSI
% CSI (EOY Ren.)	20%
% of CSI Passing STAAR	READ = 18/35 (51%) MATH = 18/35 (35%)
% of SPED Passing STAAR	READ = 10/20 (50%) MATH = 8/10 (40%)

Data Source: STAAR

	STAAR Reading 6th	STAAR Reading 7th	STAAR Reading 8th	STAAR Writing 7th	English I EOC	English II EOC
% Approaches	80%					
% Meets	52%					
% Masters	30%					
% Student Achievement Average	54					

Data Source: AP/IB/Electives

AP Scores	Pass AP Lit	Pass AP Lang	IB Scores	IB Group 1	% Royal Readers	% Word Master
% Score 1			% Score 1-3			
% Score 2			% Score 4-5			
% Score 3+			% Score 6-7			
					RR Goal Met/Not Met	WM Goal Met/Not Met

Reflections

Areas of Strength	Areas of Need
1 Achievement growth from mock STAAR to STAAR was significant.	1 CSI results of scholars meeting goal at midyear were better than EOY
2 There was strong implementation of WW curriculum	2 Approaches and Meets level did not meet goal
3 'Masters' hit the goal of 30%	3 The ELA teacher was not retained

YUKON College Prep

Comprehensive Needs Assessment - College Prep COLLEGE PREP					
Data Source: STAAR					
	STAAR Math 6th	**STAAR Math 7th**	**STAAR Alg I**		
% Approaches	74%				
% Meets	41%				
% Masters	24%				
% Student Achievement Average	46				
Data Source: AP/IB					
AP Scores	**Pass AP Calculus AB**	**Pass AP Calculus CD**	**Pass AP Prob. & Stats.**	**IB Scores**	**IB Group 5**
% Score 1				**% Score 1-3**	
% Score 2				**% Score 4-5**	
% Score 3+				**% Score 6-7**	

Reflections	
Areas of Strength	**Areas of Need**
1 Renstar scores averaged 1.5 years of growth from the beginning of the school year until the end.	1 SPED scholars made up a large majority of scholars that did not pass.
2 There was significant growth from Mock exams to STAAR	2 Behavior management of math classrooms impacted instructional time on task.
3 There was a strong re-teach plan in the Spring	3 First teach was not strong enough

YUKON College Prep

Comprehensive Needs Assessment COLLEGE PREP						
Data Source: Internal Assessments						
	6th Grade EOY Assessment	7th Grade EOY Assessment				
% Passing	92%					
Data Source: STAAR						
	STAAR 8th Science	STAAR Biology				
% Approaches						
% Meets						
% Masters						
% Student Achievement Average						
Data Source: AP/IB						
AP Scores	Pass AP Biology	Pass AP Chemistry	Pass AP Physics (1, 2, & C)	Pass AP Env. Science	IB Scores	IB Group 4
% Score 1					% Score 1-3	
% Score 2					% Score 4-5	
% Score 3+					% Score 6-7	

Reflections	
Areas of Strength	Areas of Need
1 The teacher implemented the curriculum well	1 There were significant behaviors that took away from instruction
2 There was a high level of discussion in classes	2 There was low alignment between some lessons and assessments
3 The teacher was retained	3 There was not strong re-teach instruction

YUKON College Prep

Comprehensive Needs Assessment
COLLEGE PREP

Data Source: Internal Assessments

	6th Grade EOY Assessment	7th Grade EOY Assessment	
% Passing	94%		

Data Source: STAAR

	STAAR 8th US History	EOC US History	
% Approaches			
% Meets			
% Masters			
% Student Achievement Average			

Data Source: AP/IB

AP Scores	Pass AP Human Geography	Pass AP World History	Pass AP US History	Pass AP Goverment	Pass AP Economics	IB Scores	IB Group 3
% Score 1						% Score 1-3	
% Score 2						% Score 4-5	
% Score 3+						% Score 6-7	

Reflections	
Areas of Strength	**Areas of Need**
1 Students showed high engagement in social studies	1 There will be a new teacher of social studies
2 There was good opportunities for cross-curricular activities with ELA	2 There was not a strong re-teach plan
3 There were ample supplementary materials	3 Discussions lacked depth

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Comprehensive Needs Assessment
COLLEGE PREP

TELPAS Composite Rating (Listening, Speaking, Reading, Writing)

	Listening	Speaking	Reading	Writing	Composite
% Beginning	0%	0%	15%	0%	0%
% Intermediate	17%	33%	8%	33%	17%
% Advanced	33%	58%	33%	50%	56%
% Advanced High	50%	8%	42%	17%	25%

Reflection

Areas of Strength	Areas of Need
1 There are only 12 EL scholars in 6th grade, which should allow for more strategic intervention.	1 The campus did not meet the accountability target of 36% and the l 42%
2 The area with the most scholars at AH is listening.	2 Speaking has the lowest percentage of scholars at AH, which tells m have enough practice with the test format.
3 There is high reading volume	3 Most of the decreases in proficiency occurred in writing.

% of ELL Students who grew one or more levels
30%

ong-term target of
e that scholars did not

YUKON College Prep

Comprehensive Needs Assessment COLLEGE PREP					
100% College Matriculation					
Matriculation %	**Matricuation % 4 year**	**Matriculation % 2 year**	**Tier 1/2 % Acceptances**	**Tier 1/2 % Matriculation**	
Tier 1 % Matriculation	**Tier 2 % Matriculation**	**Tier 3 % Matriculation**	**Tier 4 % Matriculation**	**Senior Class CCMR %**	**Senior Class TSI Completion %**
Campus Data					
Senior Class ACT Average	**Junior Class ACT Average**	**Overall AP Scholars (3+ or more tests)**	**IB Medallion Scholars (Passing 3+ exams)**	**Overall % IB Diploma**	**Campus End of Year OTG**

Reflections	
Areas of Strength	**Areas of Need**
1	1
2	2
3	3

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Comprehensive Needs Assessment COLLEGE PREP	
Data Source: Family and Community Involvement	
	Percentage
% Families Attended WTI	100%
% Families Attended Curriculum Night	N/A
% Families Who Attended EOY Ceremonies	
% Families who attended Fall Festival	
% Families who attended Winter Festival	
% Families who attended Spring Festival	

Reflections	
Areas of Strength	**Areas of Need**
1 Daily communication from teachers through class DoJo	1 Parents are interested in volunteering, but no clear guidelines or systems are in place to have this happen.
2 Parenst expressed satisfaction on BOY survey	2 Need to have more grade level led parent meetings when expectations are not being met and also to celebrate
3 Parents are excited about athletics	3 There were not curriculum-related events

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Comprehensive Needs Assessment COLLEGE PREP	
Staff Quality, Recruitment, Retention	
	Percentage
% School Lead Team Retention	50%
% Instructional Support Retention	
% Teacher Retention	66%
% Campus Support Retention	
% SPED Certified Teachers	50%
% State/National Certified Teachers	
% State Certified Leaders	100%
% State/Board certified Counselors	0%
Number of teacher applicants per 2020-21 school year	

Reflections	
Areas of Strength	**Areas of Need**
1 Safety procedures make staff feel safe.	1 Master Schedule did not allow for collaboration amongst teachers.
2 Celebration of teacher's acomplishments and efforts (core value awards, teacher of the month, teacher appreciation)	2 Communication and inclusion of elective and SPED teachers
3 Transition of leadership remained aligned in supporting teachers.	3 No consistent system or processes for deliberate practice, feedback and coaching cycles

Campus Name

Comprehensive Needs Assessment ACADEMY	
Data Source: School Culture and Climate	
	Campus %
% Average Daily Attendance	92.80%
% Overall Persistence	95.31%
% New Student Persistence	95.28%
# of Admin Withdrawals/ Level 3 Offenses	0
% SPED	18.03%
% ELL	9.84%
% Eco Dis	54.92%
% Migrant	
% Race: American-Indian-Alaska-Native	1%
% Asian	1%
% White-Hispanic	66%
% Multi	0%
% Black-African-American	5%
% Native-Hawaiian-Pacific-Islander	1%
% White	26%
% Male	
% Female	

Data Source: School Culture and Climate	
Reflections	
Areas of Strength	**Areas of Need**
1 Teachers shared student growth goals with scholars and growth was celebrated	1 Consistency in follow up and documentation of ADA matrix, especially those with chronic absenteism
2 Parents of SPED scholars feel like their needs are being met and progress is being made.	2 High expectations and follow up of those expectations - ex. Uniforms, transitions, bell-to-bell instruction
3 Attendance challenges increased teacher interest in assisting with attendance.	3 Instructional time is being lost due to behaviors and lack of structure and follow up of high expectations.