



**IDEA Public Schools**

**IDEA Carver Academy**



**2019 – 2020 Student Achievement Improvement Plan**

## **DISTRICT MISSION:**

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

## **DISTRICT VISION:**

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

## **DISTRICT CORE VALUES:**

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

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

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

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

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

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

## **CAMPUS MISSION:**

**IDEA Carver prepares students from underserved communities for success in college and citizenship by creating a challenging learning environment, setting high expectations and believing that everyone can learn- College for ALL!**

## **DISTRICT GOALS 2019-20:**

### **PRIORITY #1: Students Graduate College-Ready**

1A. % of graduates who matriculate to a college or university: 100%

1B. % of graduates who are accepted to a 4 year college or university: 100%

1C. % of grads named AP scholars: 35%

1D. 90% Level II | 30% Level III on STAAR/EOC: 90% | 30%

1E. % of Pre-K/Kindergarteners End The Year On/Above Grade Level in Reading|Language|Math (All Campuses): 90% | 90% | 90%

1F. 85% of 1st-2nd Students End The Year On/Above Grade Level in Reading|Language|Math (Year 1 Campuses): 70% | 70% | 70%

1G. 85% of 1st-2nd Students End The Year On/Above Grade Level in Reading|Language|Math (Year 2+ Campuses): 90% | 90% | 90%

1H. Average ACT score (Junior class): 21

1I. % of students graduating college in 4 | 6 years: 45% | 65%

### **PRIORITY #2: Build a Strong & Sustainable Organization**

2A. Employee Retention: 85%

2B. Average Daily Attendance: 97.50%

2C. Student Persistence: 90%

2D. Annual Surplus (millions): \$8.9M

### **PRIORITY #3: Achieve Mission at Scale**

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

3B. Enrollment: 28,444

3C. Schools in operation: 50

3D. Total Funds Raised (millions): \$12M



Professional Campus Staff		
Administrative Staff	Counseling Staff	Specialty Teachers
Guadalupe Diaz- Principal Jorge Senquiz- APO Martha Hernandez- API 3-5 Alyssa Vela- API K-2 Joseph Lowe- PIR	Jenny Spain- Academic Counselor	Nexia Rodriguez- SpEd Rovert Eakin- Sped Johanna Charles- Hotspot Maritza Perez- AR
Kindergarten	First Grade	Second Grade
Shawnee Jimenez Eveatte Benson Delana Rainey Marisa Soza	Esperanza Sistos- ELA Antoinette King- ELA Kenisha Dowell- Math	Armando Vela- Math Donald Servias- Academic Block Patricia Holguin- ELA Alma Estrada- DI Reading
Third Grade	Fourth Grade	Fifth Grade
Tenesha Price- ELA Lauren Renterria- Writing/ELA Catrina Santa Cruz- Math Edna Garza- Math Interventionist	Diana, Hernandez- Math Alyssa Oliveira- Writing Jonathan Silva- Reading . Aslin Cantu- Interventionist	Desiree Gil- ELA Jose Jimenz- Science Clint Rankin- Math Gina Rios- Academic Block
Physical Education		
Christopher Morrow		

\*Bilingually Certified

Para-Professionals Campus Staff		
Co-Teachers	Facilitators	Clerical/Technical
Michelle Alex- Kinder Genevieve Ramos- Kinder Jennifer Lopez, Kinder Veronica Gonzalez, 1st Donald Servias- 2 <sup>nd</sup> Academic Block Edna Cantu- 3 <sup>rd</sup> Academic Block Gina Rios- 5 <sup>th</sup> Academic Block	Maritza Perez- AR Johana Charles- HotSpot Rosslyne Okpu- ART	Michelle Gonzales- Administrative Assistant Jane Suarez- SIS Gabrielle Johnson- Receptionist
Operations Staff	Temporary Staff	
Blas Mora Luis Maciel Jorge Senquiz		

## Site Based Decision Making Committee

Member (Title, Represent)	Meeting Dates:	Possible Agenda Items:
<b>Guadalupe Diaz</b> <b>(Principal, Administration)</b>  <b>Jenny Spain</b> <b>(Academic Counselor, Administration)</b>  <b>Martha Hernandez</b> <b>(Assistant Principal of Instruction, Administration)</b>  <b>Alyssa Vela</b> <b>(Assistant Principal of Instruction, Administration)</b>  <b>Jorge Senquiz</b> <b>(Assistant Principal of Operations, Administration)</b>  <b>Joseph Lowe</b> <b>(Principal in Residence)</b>  <b>Delana Rainey (GTL, Kinder)</b> <b>Antoinette King (GTL, 1<sup>st</sup> Grade)</b> <b>Armando Vela (2<sup>nd</sup> Grade, Math Teacher)</b> <b>Tenesha Price (3<sup>rd</sup> Grade, ELA Teacher)</b> <b>Alyssa Oliveira (4<sup>th</sup> Grade, Writing Teacher)</b> <b>Desiree Gil (5<sup>th</sup> Grade, Math Teacher)</b> <b>Christopher Morrow (PE)</b> <b>Michelle Gonzalez-AA</b>	<b>Thursday, August 22, 2019</b>	1. See attachment
	<b>Thursday, September 26, 2019</b>	1.
	<b>Thursday, October 24, 2019</b>	1.
	<b>Thursday, November 14, 2019</b>	1.
	<b>Thursday, December 12, 2019</b>	1.
	<b>Thursday, January 23, 2020</b>	1.
	<b>Thursday, February 20, 2020</b>	1.
	<b>Thursday, March 27, 2020</b>	1.
	<b>Thursday, April 24, 2020</b>	
	<b>Thursday, May 22, 2020</b>	

**Carver Academy**  
Campus Demographics\*

<b>Student Populations</b>	<b>Number of Students</b>	<b>Percentage of Students</b>
Enrollment	649	100%
At Risk	196	31%
SPED	44	7%
F.A.R.M.	538	83%
ELL	78	12%
Male	310	48%
Female	339	52%
Amer. Indian	10	1%
Asian	4	1%
Black	129	20%
White	67	10%
Hispanic	439	68%

*\*As of April 2019*

## Campus Committees

English Language Arts	Math
<p><b>Committee Chair(s):</b> Martha Hernández, API</p> <p><b>Committee Members:</b></p> <ol style="list-style-type: none"> <li>1. Tenesha Price - 3</li> <li>2. Desiree Gil - 5</li> <li>4. Alyssa Oliveira - 4</li> <li>5. Delana Rainey - K</li> </ol>	<p><b>Committee Chair(s):</b> Joseph Lowe, PIR</p> <p><b>Committee Members:</b></p> <ol style="list-style-type: none"> <li>1. Armando Vela - 2</li> <li>2. Clint Rankin - 5</li> <li>3. Diana Hernandez - 4</li> <li>4. Hannah French - 3</li> </ol>
Science (As Applicable)	School Culture and Climate
<p><b>Committee Chair(s):</b> Martha, API</p> <p><b>Committee Members:</b></p> <ol style="list-style-type: none"> <li>1. Alyssa Vela- API</li> <li>2. Jose Jimenez-5</li> <li>3. Diana Hernandez-4</li> <li>4. Christopher Morrow- PE</li> <li>5, Martha Hernandez- API</li> </ol>	<p><b>Committee Chair(s):</b> Jennifer Spain Guadalupe Diaz</p> <p><b>Committee Members:</b></p> <ol style="list-style-type: none"> <li>1. Rainey Delena - K</li> <li>2. Alyssa Vela - API</li> <li>3. Jorge Senquiz- APO</li> <li>4. Alyssa Oliveira-4</li> <li>5. Missy Perez-AR</li> </ol>
Staff Quality, Recruitment and Retention	Family and Community Involvement
<p><b>Committee Chair(s):</b> Guadalupe Diaz Alyssa Vela</p> <p><b>Committee Members:</b></p> <ol style="list-style-type: none"> <li>1. Joseph Lowe</li> <li>2. Jorge Senquiz</li> <li>3. Antoinette King</li> <li>4. Michelle Gonazles</li> <li>5. Catrina Santa Cruz</li> </ol>	<p><b>Committee Chair(s):</b> Alyssa Vela Jenny Spain</p> <p><b>Committee Members:</b></p> <ol style="list-style-type: none"> <li>1. Tenesha Price</li> <li>2. Michelle Gonzalez</li> <li>3. Jolynne Muniz</li> <li>4. Desiree Gil</li> <li>5. Clint Rankin</li> </ol>

## New Initiatives

### K-2

- Implement Eureka Math and Wit & Wisdom program.
- Ensure AR LAB teacher is training in Reading with Meaning and turns in Lesson Plans
- Content Committees will do vertical alignment
- Quarterly LEAD Teacher and LEAD Team Stepbacks off site if necessary
- Hispanic Heritage, African American Heritage, and Science Fair for the School
- IXL and Study Island

### Math

- 2<sup>nd</sup> Grade: Designated academic block to add to 2<sup>nd</sup> grade rotations. Block should be aligned to 2<sup>nd</sup> grade TEKS.
- Independent work should include STAAR formatted questions and centers should also include visuals and manipulative aligned to STAAR.

### STAAR Grades

- Emphasize student personal data trackers 3-5, holding students accountable for updating
- Implement Eureka Math and Wit & Wisdom program.
- Planning time by content to ensure alignment between grade levels.
  - Desiree Gil will lead ELA teachers
  - Clint Rankin will lead Math teachers
- Utilize COW for weekly instruction (IXL and Study Island).
- Use stem scopes in HotSpot Weekly
- Utilize COW in 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> math by having scholars access IXL for daily intervention.
- Collaboration between AR/Hotspot and content teachers to:
  - Math/HotSpot- specify which TEKS students need further practice with in Hotspot on RM City.
  - Reading/AR- Ensure students are reading novels at the appropriate reading level.

## Continuing Initiatives

### ELA

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

### Math

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

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

**First Grade:** Continue giving fast facts for homework

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

**Second Grade:** Continue extended block for intervention with small groups.

Word wall will be aligned with DI and STAAR

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

- Use STAAR data to provide intervention for students in need.
- Provide intervention opportunities through the use of tutoring after school and on Saturdays.
- Align instruction to TEKS and STAAR objectives.
- Use backward planning throughout the year to insure all objectives and skills are taught.
- Continued use of higher order thinking skills through question stems.
- Continued use of exit tickets to ensure students are at mastering and to provide further data
- Students will practice stem questions missed on exit tickets/weekly assessments and get a parent signature on any failing exit ticket/weekly assessment
- STAAR students will continue to use individual data trackers
- Continue having morning science tutoring utilizing the Stem Scopes Program.
- Balanced Literacy in STAAR grade levels.
  - (1) Guided reading using DI according to reading level
  - (2) Read Aloud-above level and (3) Frayer Model
- Continue with academic word walls (Frayer Models), vocabulary foldable, and hands on activities.
- Continue to align concepts to real life situations where students can make connections.
- Continue to motivate students by creating warm learning environments where kids enjoy what they are doing.
- Continue to set high expectations and make learning rigorous but rewarding to the students.

## Staff Development

Date	Session Title/Topic	Session Objective(s)	Grade Levels
7/22-7/26	Teaching and Learning Institute For New Teachers	Newly Hired Teachers will be onboarded by the local campus staff in order to acculturate, inform, and set expectations for the SY 19-20.	K-5
Week of August 12	I Learning Hot spot/AR Zone Play Book/Tumble Books/Morning Meeting  Designer: Jenny Spain Presentation: Victor Sanchez, Missy Perez	TWBAT identify, practice, and apply knowledge of Playbook and how it extends instruction in the classroom. Teachers will understand importance of AR and hot spot and how Rigor can be added to students' prior learning. Key Point: Teachers will be able to make connections between what they are teaching and what students will be doing in labs. TWBAT will share morning meeting lesson plans for the week and share success stories for morning meeting.	K-5
Week of Aug 19	Restorative Discipline  Designer: Lowe Presentation: Lowe	TWBAT learn what RD is and how to utilize it in the classroom setting.	K-5
Week of Aug 26	RTI I, II, and III  Designer: Lowe Presentation: Lowe & Vela	TWBAT learn about RTI, receive electronic document on which to record services/outcomes, and role play RTI meeting scenarios	K-5
Week of September 3	Behavior Modification Plan  Designer: Lowe & Spain Presentation: Lowe & Spain	TWBAT learn what BIP is; how to implement it; how to track it; and how to communicate progress/regress with parents	K-5
Week of September 16	Engaging Students With Poverty in Mind  Designer: Lowe, Vela, Spain Presentation: Lowe, Vela, Spain	TWBAT examine poverty paradigms and learn how to approach kids from disadvantaged backgrounds effectively and caringly.	



			K-5
September 23	K-2 Vertical Alignment ELA/Math 3-5 Content Training	K-2 TWBAT revisit ELA/Math TEKS, alignment and share strategies they are using to increase writing in classroom. 3-5 Split ELA/Math/Science will work with consultants, peers, and or LEAD to team to ensure they are prepared to 2nd six weeks.	K-5
Week of Oct 11	ALL STAFF PD	ALL STAFF PD	K-5
Week of October 15	Rigor in Lesson Plans and Classroom Delivery; 90/30 Update	TWBAT learn and practice applying Rigor (Questions and Teacher Student Actions) in lesson plans and for instruction. TWBAT report PTG on students in CSI and make plans for Q2.	3-5
Week of October 21	Building Culture: Professional Development for Parent Communication	TWBAT observe and apply Parent Communication Strategy taught at Boy, using school scenarios (WHAT TO DO AND WHAT TO AVOID)	3-5
Week of Nov 4	ALL STAFF PD	ALL STAFF PF	K-5
Week of November 11	Data Analysis using Driven by Data Data Analysis and what to expect in a data conversation	TWBAT use Driven by Data learning to track students, in particular ELL and Sped.	3-5
Week of December 2	ALL STAFF	ALL STAFF	K-5
Week of December 9	MOY GEAR SHIFTING	TWBAT examine available data and make plans to adjust gears for the 2 <sup>nd</sup> semester in order for campus goals to be reached.	3-5
Week of December 16	CSI: 90-30	90:30	3-5

<b>Week of January 3</b>	<b>ALL STAFF PD</b>	<b>ALL STAFF PD</b>	<b>K-5</b>
<b>January 6</b>	<b>STAAR Plan</b>	<b>TWBAT prepare STAAR plans for differentiated groups</b>	<b>3-5</b>
<b>Week January 20</b>	<b>SMART Goals and Trackers/Discipline or Culture Trackers/PM Folders</b>	<b>TWBAT revisit SMART goals and share best trackers in maintaining student mastery trackers.</b>	<b>3-5</b>
<b>February 2</b>	<b>ALL STAFF PD</b>	<b>ALL STAFF PD</b>	<b>K-5</b>
<b>Week of February 10</b>	<b>Buddy System</b>	<b>TWBAT understand the benefits of the buddy system and effectively implement that system in classroom.</b>	<b>3-5</b>
<b>Week of February 17</b>	<b>Instructional Strategy 3rd-5th Buddy teach or small group, K-2 Discipline tracker, fix ups, and use of ELL strategy</b>	<b>TWBAT provide updates to our campus on the items listed.</b>	<b>K-5</b>
<b>Week of Mar 2</b>	<b>ALL STAFF PD</b>	<b>ALL STAFF PD</b>	<b>3-5</b>
<b>Mar 9</b>	<b>Rigorous Curriculum and Delivery of Instruction</b>	<b>TWBAT identify next steps in planning and delivering a rigorous instruction. TWBAT identify the scope and sequence of the yearly PD for this priority.</b>	<b>3-5</b>
<b>Week of Mar 23</b>	<b>STAAR PLAN</b>	<b>TWBAT revisit the STAAR plan implementation and shift gears in order to meet the annual goals.</b>	<b>3-5</b>
<b>Week of Mar 30</b>	<b>ALL STAFF PD</b>	<b>ALL STAFF PD</b>	<b>K-5</b>
<b>Apr 6</b>	<b>Retention Training</b>	<b>TWBAT determine the criteria for retention, language economy for parent conferences, and learn rationale for retention.</b>	<b>3-5</b>
<b>Apr 13</b>	<b>Teacher Retention Dialogue</b>	<b>TWBAT discuss the retention spheres of influence and how to make the campus more powerful workplace</b>	<b>3-5</b>
<b>Week of May 4</b>	<b>Campus Needs Assessment Work time and Q and A</b>	<b>TWBAT spend time creating surveys, collecting data for CAN and making place for campus Stepback.</b>	

<b>Week of May 21</b>	<b>Campus Stepback</b>	<b>2 day agenda: TWBAT dig deep into campus data, identify root causes of success and failures as well as set 3-4 campus priorities for the school year.</b>	
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Teachers will attend the staff development listed which will address high priority areas, improve student learning, and enhance teachers' knowledge base.

# **IDEA Public Schools**

## **IDEA Carver CP**



## **2019 - 2020 Student Achievement Improvement Plan**

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

## **CAMPUS MISSION:**

Preparing all students to be college ready and to become productive global citizens that will serve their surrounding communities. Carver students will come for the academics and stay for the joy.

# DISTRICT GOALS 2019-20

## PRIORITY #1: Students Graduate College-Ready

- 1A. % of graduates who matriculate to a college or university: 100%
- 1B. % of graduates who are accepted to a 4-year college or university: 100%
- 1C. % of grads named AP scholars: 35%
- 1D. % Level II | % Level III on STAAR/EOC: 90% | 30%
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- 1G. % of 1st-2nd Students End the Year On/Above Grade Level in Reading|Language|Math (Year 2+ Campuses): 90% | 90% | 90%
- 1H. Average ACT score (Senior class): 21
- 1I. % of students graduating college in 4 | 6 years: 45% | 65%

## PRIORITY #2: Build a Strong & Sustainable Organization

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- 2B. Average Daily Attendance: 97.50%
- 2C. Student Persistence: 90%
- 2D. Annual Surplus (millions): \$8.9M

## PRIORITY #3: Achieve Mission at Scale

- 3A. % of students with low socio-economic status: 80%
- 3B. Enrollment: \_\_\_\_\_
- 3C. Schools in operation: \_\_\_\_\_
- 3D. Total Funds Raised (millions): \_\_\_\_\_

Professional Campus Staff		
Administrative Staff	Counseling Staff	Elective Teachers
Chang Yu, principal , PIR Sandra Cano Cardenas, API Delisa Cordova, API Jorge Senquiz, APO	Tabitha Strong, Academic Counselor Melanie Leija, Director of College Counseling Andrea Garcia-King, College Counselor Lara Miller, College Counselor , Social Worker	Mitchell Williams, Band Kate Wise-Moore, Technology Sergio Garcia, & Rivas, Art Alejandra Mayne, Spanish Felipe Butanda, AP Spanish Sherly Moreno, Spanish Co-teacher Rose Finley, RTTC Nicholas Jaramillo, ACT Prep
ELA	Math	Science
Hosanna Diaz, 6 <sup>th</sup> Ericka Triana & Danyelle Simmons, 7 <sup>th</sup> Ciara Powell, 8 <sup>th</sup> Sa'sha Jones, English 1 Tennile Shaw, English 2 Kathleen Martin, AP Language, AP Literature	Cecily Reyes, 6 <sup>th</sup> Ariel Aung, 7 <sup>th</sup> Riyadh Al Obaidy, Forisse Hardin, Alg I Juan Garcia, Geometry Jaewon Kim, Alg II Stephanie Keys, Pre-Cal/AP Calculus	Daniela Parra, 6/ 7 <sup>th</sup> Javier Tovar, 8 <sup>th</sup> Roger Alcala, Biology Tiffany Garcia, AP Chemistry Alejandro Aleman, AP Biology Jovanni Moreno, AP Physics
Social Studies	SPED	Interventionist
Stephen Martinez, 6 <sup>th</sup> /7 <sup>th</sup> Randall Richards, 8 <sup>th</sup> Kyle Forar, APHG David Ellis, APWH Crystal Martinez, APUSH Christian Mitchell, AP Government, AP Economics Heather Slomchinski, AP Psychology	Linda Chavarria Carola Castillo Victoria Rodulfo Jennifer Twiss	Savannah Cerna, Math Intervention Heather Slomchinski, Reading Intervention
Physical Education	AR and Hotspot	
Jesse Galvan, Athletic Coordinator Ashley Trevino. PE	Desiree Vigil, RRC Aide Martinez, AR/HS	

Para-Professionals Campus Staff		
Co-Teachers	Facilitators	Clerical/Technical
Sherly Moreno Savannah Cerna		Erica Mendez, AA
Operations Staff		
Monica Cantu, Registrar Blas Mora, Facility Manager Lillian Chagoy, Receptionist		



## Site Based Decision Making Committee

Member (Title, Represent)	Meeting Dates:	Possible Agenda Items:
Chang Yu, Principal	Wednesday, August 21, 2019	AP Parent Night, Parent Communication, Culture, campus safety initiative/protocol, Clubs/groups, 9/10 grade Field Lesson Planning
, PIR		
Sandra Cano Cardenas, API	Wednesday, September 25, 2019	Showcase-Science, Progress Toward Goals Night, PAC Committee, Parent College Knowledge Meetings, Halloween Dance
Delisa Morales, API	Wednesday, October 23, 2019	Parent Communication, Culture Check, Fall Festival, Parent Camp, Progress toward goals, Thanksgiving Packets
Jorge Senquiz, Assistant Principal of Operations	Wednesday, November 20, 2019	Showcase-ELA, Parent Camp, Winter Packets
Tabitha Strong, Academic Counselor	Wednesday, December 11, 2019	Showcase-Spanish/Art, Progress toward goals, Monthly Parent Camp
Melanie Leija, Director of College Counseling	Wednesday, January 22, 2020	STAAR/ AP tutoring program, Showcase- Humanities
Andrea Garcia-King, College Counselor	Wednesday, February 19, 2020	STAAR/ AP Tutoring UPDATE, Teacher Morale Check, Best places to work survey
Lara Miller, College Counselor	Wednesday, March 18, 2020	STAAR/ AP Tutoring UPDATE, Prom, Graduation
, Social Worker	Wednesday, April 15, 2020	STAAR/ AP Tutoring UPDATE, Field Lessons, Graduation
	Wednesday, May 20, 2020	STAAR/AP reflections and next steps, Awards Ceremony, Graduation
Dary Curtis, 21 <sup>st</sup> Century Coordinator		
Hosanna Diaz, Cecily Reyes, 6 <sup>th</sup> Grade Level Co-Chairs		
Danyelle Simmons, 7 <sup>th</sup> Grade Level Chair		
Javier Tovar, 8 <sup>th</sup> Grade Level Chair		
_____, 9 <sup>th</sup> Grade Level Chair		
_____, 10 <sup>th</sup> Grade Level Chair		
Rose Finley, 11 <sup>th</sup> Grade Level Chair		
Stephanie Keys, 12 <sup>th</sup> Grade Level Chair		
Parent Representative, Eleni Moncrief		

## Campus Committees

Language Arts	Math
<p><b>Committee Chair(s):</b> Kathleen Martin  <b>Committee Members:</b></p> <ol style="list-style-type: none"> <li>1. Hosanna Diaz</li> <li>2. Danyelle Simmons</li> <li>3. Ericka Triana</li> <li>4. Ciara Powell</li> <li>5. Sa'sha Jones</li> <li>6. Tennile Shaw</li> </ol>	<p><b>Committee Chair(s):</b> Cecily Reyes  <b>Committee Members:</b></p> <ol style="list-style-type: none"> <li>1. Linda Chavarria</li> <li>2. Ariel Aung</li> <li>3. Forisse Hardin</li> <li>4. Riyadh Al Obaidy</li> <li>5. Juan Garcia</li> <li>6. Stephanie Keys</li> </ol>
Science (As Applicable)	School Culture and Climate
<p><b>Committee Chair(s):</b> Tiffany Garcia  <b>Committee Members:</b></p> <ol style="list-style-type: none"> <li>1. Daniela Parra</li> <li>2. Javier Tovar</li> <li>3. Roger Alcala</li> <li>4. Jovanni Moreno</li> <li>5. Alejandro Aleman</li> </ol>	<p><b>Committee Chair(s):</b> Tabitha Strong  <b>Committee Members:</b></p> <ol style="list-style-type: none"> <li>1. Jesse Galvan</li> <li>2. Sarah Costello</li> <li>3. Ashley Trevino</li> </ol>
Staff Quality, Recruitment and Retention	Family and Community Involvement
<p><b>Committee Chair(s):</b> Sandra Cano Cardenas  <b>Committee Members:</b></p> <ol style="list-style-type: none"> <li>1. Victoria Rudolfo</li> <li>2. Kathleen Martin</li> <li>3. Jennifer Medina</li> </ol>	<p><b>Committee Chair(s):</b> Sarah Costello  <b>Committee Members:</b></p> <ol style="list-style-type: none"> <li>1. Mitchell Williams</li> <li>2. Felipe Butanda</li> <li>3. Aide Martinez</li> <li>4. Desiree Vigil</li> </ol>

Humanities	
<p><b>Committee Chair(s):</b> Kyle Forar</p> <p><b>Committee Members:</b></p> <ol style="list-style-type: none"><li>1. Randall Richards</li><li>2. David Ellis</li><li>3. Stephen Martinez</li><li>4. Christian Mitchell</li></ol>	

## New Initiatives

- Monthly College Counseling Parent Meetings
- Grade Team Discipline Program
- Grade Team Huddle
- Student Community Service Duty

- ACT Prep
- Road to College Curriculum
- Wit & Wisdom
- Eureka Math
- AP CTL Professional Development

## Continuing Initiatives

- Daily independent reading
- Mastery Machine and tracker
- Writing workshop
- Math and Writing Boot camp
- Culture Camp
- Continue and practice core value training
- Implement weekly staff development
- Implement lesson plan (rehearsals) with core content teachers
- Incorporate data tracker
- Continue tactical meetings with lead team
- Continue lead team huddle in morning to identify priorities
- Continue Teacher Weekly contribution
- Continue GET training for teachers
- West Wing
- Athletic program
- STAAR Test maker
- High School Mentor Program

- College Prep newsletter and Parent Weekly
- After school tutoring and Saturday tutoring
- College Prep students of the week
- Showcase events for parents and staff
- Summer College Programs
- Parent/Teacher conference on half days
- Update and maintain Facebook
- AP parent meetings and showcases
- Car Pooling Map
- Teachboost
- DUKE TIP- 6<sup>th</sup> grade-12<sup>th</sup> grade
- Counseling Department Weekly Tactical Meetings
- National Junior/Honor Society
- Peer Mediation
- Remind App for communication

## Staff Development

Date	Session Title/Topic	Session Objective(s)
8/5/2019	Culture: Lesson Plan Expectations	Teachers will learn/practice student culture expectations.
8/6/2019	Culture: Behavior Management/Discipline System	Teachers will understand and practice the new discipline system. Teachers will understand best practices for effective teaching and other culture expectations on campus.
8/7/2019	Culture: GTL and Content Planning	Grade Team Level, Content Team Meeting
8/8/2019	Special Education	Teachers will receive SPED binders and Professional Development
8/9/2019	Operations/Back to School Bash	PowerSchool, Nurse, ADA, Drills, Lunch, Gradebook, other school protocols

**IDEA Public Schools**

**IDEA Eastside Academy**



**2019 – 2020 Student Achievement Improvement Plan**

### **DISTRICT MISSION:**

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

### **DISTRICT VISION:**

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

### **DISTRICT CORE VALUES:**

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

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

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

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

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

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

### **CAMPUS MISSION:**

Campus mission statement will be listed here.

## **DISTRICT GOALS 2018-19:**

### **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 grads named AP scholars | Earn IB diploma: 30% | 25%
- 1E. % Approaches | Meets | % Masters on STAAR/EOC: 90% | 60% | 30%
- 1F. % Basic | Mastery | Advanced on LEAP: 82% | 44% | 11%
- 1G. % of Pre-K/Kindergarteners End The Year On/Above Grade Level in Reading | Language | Math (All Campuses): 90% | 90% | 90%
- 1H. % of 1st-2nd Students End The Year On/Above Grade Level in Reading | Language | (Year 1 Campuses): 70% | 70%
- 1I. % of 1st-2nd Students End The Year On/Above Grade Level in Reading | Language | Math (Year 2+ Campuses): 85% | 85%
- 1J. % of students in CSI achieve 2 years growth in Reading | Math (measured by Ren STAR) 50% | 60%
- 1K. Average ACT score (Class of 2019, September 2018): 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. %Average Daily Attendance | # Average Daily Attendance: 97.50% | 38,141
- 2C. Student Persistence: 90%
- 2D. Operating Income: \$87M

### **PRIORITY #3: Achieve Mission at Scale**

- 3A. % of students with low socio-economic status: 80%
- 3B. Enrollment in August 2019: 53,115
- 3C. Schools in operation in August 2019: 97
- 3D. Total Funds Raised (millions): \$55M



Professional Campus Staff		
Administrative Staff	Counseling Staff	Specialty Teachers
<ul style="list-style-type: none"> <li>• Janie Gomez – Executive Principal</li> <li>• Carvetta Bohannon -Assistant Principal of Operations</li> <li>• Shannon Tolliver - Assistant Principal of Instruction</li> <li>• Reina Mendiola - Assistant Principal of Instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Monica Magana- Academic Counselor</li> </ul>	<ul style="list-style-type: none"> <li>• Shanita Stanley -RISE Teacher</li> <li>• Joshua Padilla- SpEd Teacher</li> <li>• Londa Heath -RISE Teacher</li> <li>• Cedina Gutierrez – Interventionist</li> <li>• Ashley Huizar – Interventionist</li> </ul>
Kindergarten	First Grade	Second Grade
<ul style="list-style-type: none"> <li>• Veronica Flores – Reading / Math</li> <li>• Victoria Garza – Reading / Math</li> <li>• Melanie Lopez – Reading / Math</li> <li>• Monica Sanchez – Reading / Math</li> </ul>	<ul style="list-style-type: none"> <li>• Diana Ayala – Reading</li> <li>• Ana Guzman – Garza – Reading</li> <li>• Kassandra Garza – Math</li> </ul>	<ul style="list-style-type: none"> <li>• Stephanie Ortega- ELA</li> <li>• Kanasha Bell – Math</li> <li>• Naquawn Lee – Reading</li> </ul>
Third Grade	Fourth Grade	Fifth Grade
<ul style="list-style-type: none"> <li>• Amanda Meadows - ELA</li> <li>• Abigail Limon – Writing</li> <li>• Ashley Learned - Math</li> </ul>	<ul style="list-style-type: none"> <li>• Myra Peralez - ELA</li> <li>• Alexander Post - Writing</li> <li>• Saleetra Garnett - Math</li> <li>• Vacant- Math</li> </ul>	<ul style="list-style-type: none"> <li>• Karla Garcia- ELA</li> <li>• Christie Carver - Science</li> <li>• Javier Guerra - Math</li> </ul>
Physical Education		
<ul style="list-style-type: none"> <li>• Mario Mungia</li> </ul>		

\*Bilingually Certified

## Para-Professionals Campus Staff

Co-Teachers	Facilitators	Clerical/Technical
<ul style="list-style-type: none"> <li>• Mercedes Ballez– Kinder Co-teacher</li> <li>• Carla Haygood – Kinder Co-teacher</li> <li>• Bryanna Butler – Kinder Co-teacher</li> <li>• Rachel Williams– 1<sup>st</sup> Co-Teacher</li> <li>• Vacant – 1<sup>st</sup> Co-Teacher</li> <li>• Abigail Moncivais – 2<sup>nd</sup> Co-Teacher</li> <li>• George Rankin – RISE Co-teacher</li> <li>• Vacant– RISE Co-teacher</li> <li>• Talisa Jo De La Rosa – RISE Co-teacher</li> <li>• Rachel Seiler – RISE Co-teacher</li> </ul>	<ul style="list-style-type: none"> <li>• Rorie Rodriguez – Hot Spot Facilitator</li> <li>• Myra Briseno - AR Facilitator</li> <li>• Julian Flores– AR Facilitator</li> <li>• Joel Caples - PE Co-Teacher</li> </ul>	<ul style="list-style-type: none"> <li>• Blanca Mendiola - Administrative Assistant</li> <li>• Gloria Munoz - Receptionist</li> </ul>
Operations Staff	Ops Support Staff	
<ul style="list-style-type: none"> <li>• Alfred Elizardo – Business Clerk</li> <li>• Leticia Gonzalez - SIS/Registrar</li> <li>• Carlos Lopez - Facilites Manager</li> <li>• Janet Ortiz - Health Aide</li> </ul>	<ul style="list-style-type: none"> <li>• Gloria Zuniga – Cafeteria Manager</li> <li>• Lisa Macias – Cafeteria Assistant Manager</li> <li>• Lily Estrada – Custodian</li> <li>• Peggy Palacios – Custodian</li> <li>• Karen Arevalo – Custodian</li> <li>• Maria Ortiz – Food Service Spec.</li> <li>• Roel Patino – Food Service Spec.</li> <li>• Belinda Rivas – Food Service Spec.</li> <li>• Diana DeLuna – Food Service Spec.</li> <li>• Claudia Garay – Food Service Spec.</li> </ul>	

## Site Based Decision Making Committee

Member (Title, Represent)	Meeting Dates:	Possible Agenda Items:
<ul style="list-style-type: none"> <li>• Janie Gomez – Executive Principal</li> <li>• Carvetta Bohannon -Assistant Principal of Operations</li> <li>• Shannon Tolliver - Assistant Principal of Instruction</li> <li>• Reina Mendiola - Assistant Principal of Instruction</li> </ul>	8/5/19-8/16/19	<ol style="list-style-type: none"> <li>1. Campus Priority: Aggressive Monitoring: Exemplars</li> <li>2. Cultural Rounds: GTL, CTL and SPED teams</li> <li>3. Operations: Escalation Matrix implementation</li> <li>4. Annual Calendar Review</li> </ol>
	9/10/19	<ol style="list-style-type: none"> <li>1. Campus Priority: Aggressive Monitoring: Scanning for Compliance</li> <li>2. Tracking Culture: Rubric Implementation and ADA tracking</li> <li>3. Annual Calendar Review</li> </ol>
	10/17/19	<ol style="list-style-type: none"> <li>1. PTG Q1</li> <li>2. Campus Priority: Aggressive Monitoring: Hunting for the Gap and How &amp; When to reteach</li> <li>3. Talent Review</li> </ol>
	11/14/19	<ol style="list-style-type: none"> <li>1. PTG Q2</li> <li>2. Middle of Year Step Back and Step Forward</li> <li>3. Talent Review</li> </ol>
	12/12/19	<ol style="list-style-type: none"> <li>1. Ensuring Data Driven Instruction is a Reality</li> <li>2. Cultural Rounds: K - 5</li> <li>3. Drafting 18-19 budget</li> </ol>
	01/16/20	<ol style="list-style-type: none"> <li>1. PTG Q3</li> <li>2. Cultural Rounds: K - 5</li> </ol>
	4/15/20	<ol style="list-style-type: none"> <li>1. Campus Priority: Small Group Instruction and supporting Data Driven Instruction methods</li> </ol>
	5/20/20 – 5/30/20	<ol style="list-style-type: none"> <li>1. Final Review Calendars</li> <li>2. Planning and coordinating for EOY ceremonies- Graduation, Awards, etc.</li> </ol>
	6/3/20 – 6/12/20	<ol style="list-style-type: none"> <li>1. Pre-work and expectations for Step Back and Step Forward.</li> <li>1. EOY logistics- Operations and Summer School</li> </ol>
	6/13/20	<ol style="list-style-type: none"> <li>1. Step Back and Step Forward</li> <li>2. PTG 4-EOY Evaluation</li> <li>1. Planning the 2020-21 year</li> </ol>

**IDEA Eastside Academy**  
Campus Demographics\*

<b>Student Populations</b>	<b>Number of Students</b>	<b>Percentage of Students</b>
Enrollment	728	100%
At Risk	332	45.60%
SPED	57	7.83%
F.A.R.M.	674	92.58%
ELL	153	21.02%
Male	372	51.10%
Female	356	48.90%
Amer. Indian	0	0%
Asian	0	0%
Black	183	25.4%
White	20	2.75%
Hispanic	514	70.60%
Native Hawaiian	1	0.14%

*\*As of April 2019*

## Campus Committees

English Language Arts	Math
<p><b>Committee Chair(s):</b> Amanda Meadows  <b>Committee Members:</b></p> <ol style="list-style-type: none"> <li>1. Abigail Limon</li> <li>2. Alexander Post</li> <li>3. Myra Peralez</li> <li>4. Bianca Meza</li> <li>5. Cedina Gutierrez</li> <li>6. Shannon Tolliver</li> </ol>	<p><b>Committee Chair(s):</b> Ashley Learned  <b>Committee Members:</b></p> <ol style="list-style-type: none"> <li>1. Javier Guerra</li> <li>2. Francisco Villalon</li> <li>3. Saleetra Garnett</li> <li>4. Reina Mendiola</li> </ol>
Science (As Applicable)	School Culture and Climate
<p><b>Committee Chair(s):</b> Christine Carver  <b>Committee Members:</b></p> <ol style="list-style-type: none"> <li>1. Victoria Garza</li> <li>2. Kassandra Garza</li> <li>3. Karla Garcia</li> <li>4. Reina Mendiola</li> </ol>	<p><b>Committee Chair(s):</b> Janie Gomez  <b>Committee Members:</b></p> <ol style="list-style-type: none"> <li>1. Monica Sanchez</li> <li>2. Ana Guzman – Garza</li> <li>3. Naquawn Lee</li> <li>4. Amanda Meadows</li> <li>5. Myra Peralez</li> <li>6. Christine Carver</li> </ol>
Staff Quality, Recruitment and Retention	Family and Community Involvement
<p><b>Committee Chair(s):</b> Shanita Stanley  <b>Committee Members:</b></p> <ol style="list-style-type: none"> <li>1. Melanie Lopez</li> <li>2. Ana Guzman – Garza</li> <li>3. Naquawn Lee</li> <li>4. Michael Ruiz</li> <li>5. Carvetta Bohannon</li> </ol>	<p><b>Committee Chair(s):</b> Veronica Flores  <b>Committee Members:</b></p> <ol style="list-style-type: none"> <li>1. Diana Ayala</li> <li>2. Kanesha Bell</li> <li>3. Londa Heath</li> <li>4. Ashley Huizar</li> <li>5. Monica Magana</li> </ol>

## **New Initiatives**

- Specific support to special populations by our SPED team
- Double Down: Critical students will now receive up to 3 hours a day in Math and ELA.
- Professional Development to include Lesson Plan Vision, Key Points and Crafting Higher level questioning.
- Renewed focus on aggressive monitoring with the exemplar responses as a center piece for professional development.
- Operating mechanisms to create a PTO to increase parent involvement
- Improve ADA with implementation of the escalation matrix
- Inclusion of GTLs and CTLs on culture and instructional walkthroughs
- SPED walkthroughs with the SPED team and administration to ensure accommodations are being made.
- DI for Intervention (Decoding & Corrective Math)
- Practical Writing for 6th and 7th grade
- Positive School Culture building through consistent and regular celebration of student success & weekly grade team and school wide assembly
- Push to begin Parent Organization to boost family and community involvement
- Literacy Initiative in Content
- Consistent LP Feedback
- IDEA Eastside “Don’t Talk About It, BE ABOUT IT” Initiative (School Culture and Motivation)
- Cultural Rounds specific to the GET Power Rows and coaching to proficient.

## **Continuing Initiatives**

- Eureka Math, Wit and Wisdom, and Being a Writer implementation
- Training and implementation of differentiated instruction (more tailored to individual teacher needs)
- Continued implementation of mastery machine.
- Continued SIOP strategies and trainings for teachers throughout the year and observation of implementation of SIOP strategies.
- Implementation of TEACHBOOST to both Coach and Develop teachers

FALL SEMESTER				SPRING SEMESTER			
Date	Meeting	Topic	Presenter(s)	Date	Meeting	Topic	Presenter(s)
8/3/2108	BOY Professional Development	Course Collaboration #1	HQ	1/3/2019	Professional Development	Various	Lead Team
8/6/2018	BOY Professional Development	Back to School Bash	IDEA Eastside Lead Team	1/3/2019	Professional Development	Various	Lead Team
8/7/2018	BOY Professional Development	Various	IDEA Eastside Lead Team	1/7/2019	IA Reflection	Staff PD	Lead Team
8/8/2018	BOY Professional Development	Various	IDEA Eastside Lead Team	1/14/2019	Content Team Meeting	Literacy Priority	Flores + Content Leaders
8/9/2018	BOY Professional Development	Various	IDEA Eastside Lead Team	1/22/2019	Reaching All Learners	Lit Block Reflection & Modification	Flores + ELA Team
8/11/2018	Teacher Workday	none	none	1/28/2019	Content Team Meeting	Literacy Priority	Flores + Content Leaders
8/13/18	FDO Debrief/Staff Development	Debrief, Feedback, Plan of Action	Monica Flores	2/4/2019	TELPAS	Staff PD	Oliviera
8/20/2018	Content Team Meetings	Literacy Priority	Mrs. Flores + Content Leaders	2/11/2019	Content Team Meeting	Literacy Priority	Flores + Content Leaders
8/27/2018	Faculty Meeting	Trackers	IDEA Eastside Lead Team	2/19/2019	AR Initiative	AR	Mungia
9/3/2018	Labor Day			2/25/2019	STAAR Review Plan Meeting	Staff PD	Sanchez
9/10/2018	AR	Accomodations/Sped Folder Review	Mungia	3/4/2019	Content Team Meeting	Staff PD	Flores + Content Leaders
9/17/2018	Content Team Meetings	Literacy Priority	Mrs. Flores + Content Leaders	3/11/2019	Spring Break	NO PD	
09/24/2018	Faculty Meeting	Literacy Priority	Mrs. Flores + Content Leaders	3/18/2019	Professional Development	Tracking for STAAR	Flores
10/1/2018	GTL Meetings	GTL Meetings: Field Lesson	Mrs. Flores + Grade Leaders	3/25/2019	Prepare for STAAR	Staff PD	Sanchez
10/8/2018	Columbus Day			4/1/2019	RTTC	Staff PD	Oliviera
10/15/2018	Reaching All Learners	IA Logistics	Mrs. Flores + ELA Team	4/8/2019	STAAR Training	Staff PD	Sanchez

10/22/2018	AR	Literacy Priority	Mungia		4/15/2019	Content Team Meeting	Staff PD	Flores + Content Leaders
10/29/2018	Faculty Meeting	SPED Binder Check	J. Martinez/SPED Team		4/22/2019	IA Data	Staff PD	Flores + Content Leaders
11/5/2018	Content Team Meetings	Annotation Strategies Across Contents	Mrs. Flores		4/29/2019	Content Meeting	Staff PD	Flores + Content Leaders
11/12/2018	Faculty Meeting	Data Desegregation	Mrs. Flores + ELA Team		5/6/2019	STAAR Pep Rally	Staff PD	Sanchez
11/19/2018	Thanksgiving Break				5/13/2019	STAAR Week	Staff PD	Sanchez
11/26/2018	Content Team Meetings	Literacy Priority	Mrs. Flores + Content Leaders		5/20/2019	Awards Assembly Prep	Staff PD	Sanchez
12/3/2018	Faculty Meeting	SPED Binder Check	J. Martinez/SPED Team		5/28/2019	Last Week of School Logistics	Staff PD	Flores
12/10/2018	Content Team Meetings	Literacy Priority	Mr. Facio + Content Leaders					
12/17/2018	Faculty Meeting	2x2 Training + Christmas Party Log	IDEA Eastside Lead Team					

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



# **IDEA Public Schools**

## **IDEA Eastside College Prep**



## **2019 – 2020 Student Achievement Improvement Plan**

## **DISTRICT MISSION:**

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

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

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

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

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

## **CAMPUS MISSION:**

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## **DISTRICT GOALS 2018-19:**

### **PRIORITY #1: Students Graduate College-Ready**

- 1A. 100% Graduates Matriculate to a College or University
- 1B. 25% Graduates Matriculate to a Tier I/II College or University
- 1C. 100% Graduates Accepted to a College or University
- 1D. 30% | 25% of Graduates Named AP Scholars | Earn IB Diploma
- 1E. 90% | 30% Approaches | Masters on STAAR/EOC
- 1F. 70% | 70% | 70% of Pre-K/Kindergarteners End the Year On/Above Grade Level in Reading | Language | Math (all campuses)
- 1G. 85% | 85% | 85% of 1st-2nd Grade Students End Year On/Above Grade Level in Reading | Language | Math (Year 1 Campuses)
- 1H. 90% | 90% | 90% of 1st-2nd Grade Students End Year On/Above Grade Level in Reading | Language | Math (Year 2+ Campuses)
- 1I. 50% | 50% of Students in CSI Achieve 2 Years Growth in Reading | Math (measured by Ren STAR)
- 1J. 21 Average ACT Score (Class of 2018, September 2017)
- 1K. 25% | 55% 4 | 6 Year College Graduation

### **PRIORITY #2: Build a Strong & Sustainable Organization**

- 2A. 85% Teacher Retention
- 2B. 97.5% ADA
- 2C. 90% Student Persistence
- 2D. \$71MM EBIDA

### **PRIORITY #3: Achieve Mission at Scale**

- 3A. 80% of Students with Low Socioeconomic Status
- 3B. 45,470 Student enrollment by 2018-19
- 3C. 79 schools in operation in 2018-19
- 3D. \$28MM Total Funds Raised

## Professional Campus Staff

Administrative Staff	Counseling Staff	Specialty Teachers
Janie Gomez, Principal Reginald Orr, Asst. Principal of Instruction Nerina Chugani, Asst. Principal of Instruction Carvetta Bohannon, Asst. Principal of Operations Monica Flores, Principal in Residence	Leticia Sanchez, Academic Counselor Jenise Horner, College Counselor Maliska Randle, RTTC	Selena Rodriguez, Special Education Robert Sifuentes, Special Education Sabrina Paul, Special Education Alan Rheel, Special Education, Life Skills Bibi Leibovicz, Special Education, Life Skills Avelina Hernandez, Special Education
6 <sup>th</sup> Grade	7 <sup>th</sup> Grade	8 <sup>th</sup> Grade
Julio Villarreal, ELA Pre-AP Teacher Melissa Mendoza, Math Pre-AP Teacher Alejandra Meza, Social Studies Hybrid Pre-AP Teacher Matthew Sifuentes, Hybrid Science Teacher	Matthew Tavares, ELA Pre-AP Teacher Marc Hartline, Pre-Algebra Teacher Alejandra Meza, Soc. Studies Hybrid Pre-AP Teacher Matthew Sifuentes, Hybrid Science Teacher	Bianca Meza, ELA Pre-AP Teacher Oscar Morales, Algebra I Teacher Audrey Contreras, Science Pre-AP Teacher Jordan Lewandowski, Social Studies
9 <sup>th</sup> grade	10 <sup>th</sup> grade	
Jennifer Culver, Pre-AP Biology Teacher Yara Schutter, AP Human Geography Teacher Meghan Cude, ELA Pre-AP Teacher Rafael Moya, Geometry Teacher	Gilbert Enriquez Trevino, ELA Pre AP Teacher Gabriel Martinez, Algebra II Pre Ap Teacher Elizabeth Plake, Chemistry Sierra Ladino, AP W. History	
Electives/Physical Education	Foreign Language	Interventionist
Ashley Patton, Physical Education Miosha Evans, Art I, AP Art	Melissa Riley, Spanish 1, 2 and AP Spanish Wendy Hernandez, Spanish 1	Vivian Yzaguirre, Math Interventionist Abigail Perez, ELA Interventionist Dustin Flores, ELA Interventionist Josalynn Oliveira, Creative Writing Teacher

\*Bilingually Certified

Para-Professionals Campus Staff		
Co-Teachers	Facilitators	Clerical/Technical
Russell Carver, Special Education Life Skills co Teacher Jamal Lemons, Special Education Life Skills co Teacher Cody Christian, Co-Teacher Jason Whitehead, Co-Teacher Daniel Barlow, PE Co Teacher	Latangala James, AR Zone Facilitator Richard Martinez, HotSpot	Esmeralda Garcia, Administrative Assistant Gloria Munoz, Receptionist Veronica Sena, SIS/Registrar Alfred Elizardo, Business Clerk Janet Ortiz, Health Aide
Operations Staff	Temporary Staff	
Angelica Cantu, Food Service Spec. Patricia Cuellar, Food Service Spec. Diana DeLuna, Food Service Spec. Carol Gardduno, Food Service Spec. Cecilia Gaytan, Food Service Spec. Brittany Liberda, Food Service Spec. Janet Martinez, Food Service Spec. Ricardo Sanchez, Food Service Spec. Dolores Rodriguez, Food Service Spec. Claudia Garay, Food Service Spec. Lisa Macias, CNP Assistant Manager Cindy Nino, Food Service Spec. Roel Patino, Food Service Spec. Belinda Rivas, Food Service Spec. Gloria Zuniga, CNP Manager Lily Estrada Custodian Peggy Palacios, Custodian Karen Arevalo, Custodian Carlos Lopez, Facilities Manager Naomi Palacios, Custodian Vacant, Custodian		

## Site Based Decision Making Committee

Member (Title, Represent)	Meeting Dates:	Possible Agenda Items:
Janie Gomez, Principal Reginald Orr, Asst. Principal of Instruction Nerina Chugani, Asst. Principal of Instruction Carvetta Bohannon, Asst. Principal of Operations Monica Flores, Principal in Residence	8/5/19-8/16/19	1. Campus Priority: Aggressive Monitoring: Exemplars 2. Cultural Rounds: GTL, CTL and SPED teams 3. Operations: Escalation Matrix implementation 4. Annual Calendar Review
	9/10/19	1. Campus Priority: Aggressive Monitoring: Scanning for Compliance 2. Tracking Culture: Rubric Implementation and ADA tracking 3. Annual Calendar Review
	10/17/19	1. PTG Q1 2. Campus Priority: Aggressive Monitoring: Hunting for the Gap and How & When to reteach 3. Talent Review
	11/07/19	1. PTG Q2 2. Middle of Year Step Back and Step Forward 3. Talent Review
	10/10/19	1. Ensuring Data Driven Instruction is a Reality 2. Cultural Rounds: MS 3. Drafting 18-19 budget
	01/16/19	1. PTG Q3 2. Cultural Rounds: HS
	4/15/20	1. Campus Priority: Small Group Instruction and supporting Data Driven Instruction methods
	5/20/20 – 5/30/20	1. Final Review Calendars 2. Planning and coordinating for EOY ceremonies- Graduation, Awards, etc.
	6/3/20 – 6/15/20	1. Pre-work and expectations for Step Back and Step Forward. 2. EOY logistics- Operations and Summer School
	6/13/20	1. Step Back and Step Forward 2. PTG 4-EOY Evaluation 3. Planning the 2018-19 year

**Classroom management**  
**IDEA Eastside College Prep**

Campus Demographics\*

<b>Student Populations</b>	<b>Number of Students</b>	<b>% of Students</b>
Enrollment	423	N/A
At Risk	101	23.88%
SPED	45	10.64%
F.A.R.M.	406	95.98%
ELL	77	18.21%
Male	219	51.77%
Female	204	48.23%
Amer. Indian	0	0%
Asian	0	0%
Black	88	20.88%
White	11	2.60%
Hispanic	317	74.94%

\*\*\*As of April 2019

## Campus Committees

English Language Arts	Math
<b>Committee Chair(s):</b> Mrs. N. Chugani & Mrs. Gomez <b>Committee Members:</b> Mrs. N. Chugani, Mrs. Silva, Mr. Villarreal, Mr. Trevino, Mr. Tavares, Miss Perez, Mr. D. Flores, Mr. A Post	<b>Committee Chair(s):</b> Mr. Orr, Mrs. Gomez <b>Committee Members:</b> Mr. Hartline, Mr. Morales, and Ms. Mendoza, Oscar Morales
Science	Humanities
<b>Committee Chair(s):</b> Miss Mendiola, Mr. Orr <b>Committee Members:</b> Ms. Culver, Miss Contreras, Mr. M. Sifuentes	<b>Committee Chair(s):</b> Mrs. N. Chugani <b>Committee Members:</b> Mrs. Meza, Mr. L 8 <sup>th</sup> , Miss Shutter, Mrs. Ladino
Staff Quality, Recruitment and Retention	Family and Community Involvement
<b>Committee Chair(s):</b> Mrs. Gomez <b>Committee Members:</b> Mr. Orr, Mrs. N Chugani, and Mrs. Bohannon	<b>Committee Chair(s):</b> Mrs. Gomez <b>Committee Members:</b> Mr. Orr, Mrs. N Chugani, and Mrs. Bohannon, Mrs. Randle, Mrs. Horner, Mrs. Sanchez
School Culture and Climate	
<b>Committee Chair(s):</b> Mrs. Gomez <b>Committee Members:</b> Mr. Orr, Mrs. N Chugani, and Mrs. Bohannon, Mrs. Randle, Mrs. Horner, Mrs. Sanchez	



### **New Initiatives**

- Specific support to special populations by our SPED team
- New Curriculum for 6<sup>th</sup> grade in Reading and Math Curriculum
- For ELA- retesters—additional support through second English class designed solely for students taking the EOC again
- Literacy Block: Critical students will now receive up to 3 hours a day in math and ELA.
- Professional Development to include Lesson Plan Vision, Key Points and Crafting Higher level questioning.
- Renewed focus on aggressive monitoring with the exemplar responses as a center piece for professional development.
- Operating mechanisms to create a PTO to increase parent involvement
- Improve ADA with implementation of the escalation matrix
- Inclusion of GTLs and CTLs on culture and instructional walkthroughs
- SPED walkthroughs with the SPED team and administration to ensure accommodations are being made.
- DI for Intervention (Decoding, Expressive Writing, Math)
- Practical Writing for 6th and 7th grade
- 8th Grade course to boost literacy support
- Positive School Culture building through consistent and regular celebration of student success & weekly grade team and school wide assembly
- Push to begin Parent Organization to boost family and community involvement
- Literacy Initiative in Content
- Consistent LP Feedback
- IDEA Eastside “Don’t Talk About It, BE ABOUT IT” Initiative (School Culture and Motivation)
- Cultural Rounds specific to the GET Power Rows and coaching to proficient.

### **Continuing Initiatives**

- Reasoning Minds for 6th grade math in addition to usual math class and catalyst being reserved for reading specifically
- Training and implementation of differentiated instruction (more tailored to individual teacher needs)
- Continued implementation of mastery machine.
- Continued SIOP strategies and trainings for teachers throughout the year and observation of implementation of SIOP strategies.
- Implementation of TEACHBOOST to both Coach and Develop teachers

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

FALL SEMESTER				SPRING SEMESTER			
Date	Meeting	Topic	Presenter(s)	Date	Meeting	Topic	Presenter(s)
8/3/2018	BOY Professional Development	Course Collaboration #1	HQ	1/3/2019	Professional Development	Various	Lead Team
8/6/2018	BOY Professional Development	Back to School Bash	IDEA Eastside Lead Team	1/3/2019	Professional Development	Various	Lead Team
8/7/2018	BOY Professional Development	Various	IDEA Eastside Lead Team	1/7/2019	IA Reflection	Staff PD	Lead Team
8/8/2018	BOY Professional Development	Various	IDEA Eastside Lead Team	1/14/2019	Content Team Meeting	Literacy Priority	Flores + Content Leaders
8/9/2018	BOY Professional Development	Various	IDEA Eastside Lead Team	1/22/2019	Reaching All Learners	Lit Block Reflection & Modification	Flores + ELA Team
8/11/2018	Teacher Workday	none	none	1/28/2019	Content Team Meeting	Literacy Priority	Flores + Content Leaders
8/13/18	FDO Debrief/Staff Development	Debrief, Feedback, Plan of Action	Monica Flores	2/4/2019	TELPAS	Staff PD	Oliviera
8/20/2018	Content Team Meetings	Literacy Priority	Mrs. Flores + Content Leaders	2/11/2019	Content Team Meeting	Literacy Priority	Flores + Content Leaders
8/27/2018	Faculty Meeting	Trackers	IDEA Eastside Lead Team	2/19/2019	AR Initiative	AR	Mungia
9/3/2018	Labor Day			2/25/2019	STAAR Review Plan Meeting	Staff PD	Sanchez
9/10/2018	AR	Accommodations/Sped Folder Review	Mungia	3/4/2019	Content Team Meeting	Staff PD	Flores + Content Leaders
9/17/2018	Content Team Meetings	Literacy Priority	Mrs. Flores + Content Leaders	3/11/2019	Spring Break	NO PD	
09/24/2018	Faculty Meeting	Literacy Priority	Mrs. Flores + Content Leaders	3/18/2019	Professional Development	Tracking for STAAR	Flores
10/1/2018	GTL Meetings	GTL Meetings: Field Lesson	Mrs. Flores + Grade Leaders	3/25/2019	Prepare for STAAR	Staff PD	Sanchez
10/8/2018	Columbus Day			4/1/2019	RTTC	Staff PD	Oliviera
10/15/2018	Reaching All Learners	IA Logistics	Mrs. Flores + ELA Team	4/8/2019	STAAR Training	Staff PD	Sanchez
10/22/2018	AR	Literacy Priority	Mungia	4/15/2019	Content Team Meeting	Staff PD	Flores + Content Leaders

10/29/2018	Faculty Meeting	SPED Binder Check	J. Martinez/SPED Team		4/22/2019	IA Data	Staff PD	Flores + Content Leaders
11/5/2018	Content Team Meetings	Annotation Strategies Across Contents	Mrs. Flores		4/29/2019	Content Meeting	Staff PD	Flores + Content Leaders
11/12/2018	Faculty Meeting	Data Desegregation	Mrs. Flores + ELA Team		5/6/2019	STAAR Pep Rally	Staff PD	Sanchez
11/19/2018	Thanksgiving Break				5/13/2019	STAAR Week	Staff PD	Sanchez
11/26/2018	Content Team Meetings	Literacy Priority	Mrs. Flores + Content Leaders		5/20/2019	Awards Assembly Prep	Staff PD	Sanchez
12/3/2018	Faculty Meeting	SPED Binder Check	J. Martinez/SPED Team		5/28/2019	Last Week of School Logistics	Staff PD	Flores
12/10/2018	Content Team Meetings	Literacy Priority	Mr. Facio + Content Leaders					
12/17/2018	Faculty Meeting	2x2 Training + Christmas Party Log	IDEA Eastside Lead Team					

**IDEA Public Schools**

**IDEA Academy Edgemere**



# 2019- 2020 Student Achievement Improvement Plan

## DISTRICT MISSION:

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

## DISTRICT VISION:

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

## DISTRICT CORE VALUES:

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

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

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

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

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

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

## CAMPUS MISSION:

Here at IDEA Academy Edgemere give 100% Everyday,  
As Team and Family, we Sweat the Small Stuff  
and do Whatever It Takes in  
Closing the Achievement Gap-  
No Excuses!

## **DISTRICT GOALS 2017-2018**

### **PRIORITY #1: Students Graduate College-Ready**

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

### **PRIORITY #2: Build a Strong & Sustainable Organization**

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

### **PRIORITY #3: Achieve Mission at Scale**

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

## Site Based Decision Making Committee

Member (Title, Represent)	Meeting Dates:	Possible Agenda Items:
<b>Rebecca Cobian, Principal</b>  <b>Lakisha Belton API for Grades PK-K</b>  <b>Yvette Delgado, API for Grades 1-2</b>  <b>Lisa Lopez, PIR</b>  <b>Monica Carroll, AC</b>  <b>John Marin, APO</b>  <b>Laura Sosa, GTL Pre-Kindergarten</b> <b>Araceli Celaya, GTL Kindergarten</b> <b>Cynthia Sieren, GTL Grade 1</b> <b>Nubia Salinas, GTL Grade 2</b> <b>Estephania Audiffred, GTL Special Pops</b> <b>Marcela Sanchez, Support Staff Representative</b> <b>Veronica Morales, CT Representative</b>  <b>Mrs. Janice Briones Parent Representative</b>	<b>Friday, September 27, 2019</b>	<ol style="list-style-type: none"> <li>1. Parent Involvement Committee Meeting</li> <li>2. Culture</li> <li>3. Academics Expectations</li> <li>4. Grandparents Day</li> <li>5. Data Review</li> </ol>
	<b>Friday, October 25, 2019</b>	<ol style="list-style-type: none"> <li>1. Make a Difference Week</li> <li>2. Red Ribbon Week</li> <li>3. Book Character Dress Up</li> <li>4. Bully Prevention Month</li> <li>5. Quarter 1 Awards</li> <li>6. Data Review</li> </ol>
	<b>Friday, November 15, 2019</b>	<ol style="list-style-type: none"> <li>1. Can drive</li> <li>2. Veteran's Day Project</li> <li>3. Sports Day with Dad</li> <li>4. PTG Meetings</li> <li>5. Data Review</li> </ol>
	<b>Friday, December 20, 2019</b>	<ol style="list-style-type: none"> <li>1. Toy Drive</li> <li>2. Sports Day with Dad</li> <li>3. Scholastic Book Fair</li> <li>4. Christmas celebration for students &amp; staff</li> <li>5. Data review</li> </ol>
	<b>Friday, January 31, 2020</b>	<ol style="list-style-type: none"> <li>1. Quarter 2 Awards</li> <li>2. Career week</li> <li>3. Field Lessons (5<sup>th</sup> Grade)</li> <li>4. Parent Info Session</li> <li>5. Data Review</li> </ol>
	<b>Friday, February 28, 2020</b>	<ol style="list-style-type: none"> <li>1. 100<sup>th</sup> Day of School</li> <li>2. Campus Culture</li> <li>3. Parent Info Session</li> <li>4. Valentine's Celebrations</li> <li>5. Data Review</li> </ol>
	<b>Friday, March 13, 2020</b>	<ol style="list-style-type: none"> <li>1. Dr. Seuss Birthday Week Activities</li> <li>2. Parent Info Session</li> <li>3. Quarter 3 Awards</li> <li>4. Data review</li> </ol>
	<b>Friday, April 24, 2020</b>	<ol style="list-style-type: none"> <li>1. Earth Day</li> <li>2. Family picnic</li> <li>3. Autism Awareness</li> <li>4. Parent Info Session</li> <li>5. Data Review</li> </ol>
	<b>Friday, May 22, 2020</b>	<ol style="list-style-type: none"> <li>1. STAAR Data</li> <li>2. 5 de mayo</li> <li>3. Teacher Appreciation Week</li> <li>4. EOY Field Trips</li> <li>5. Kinder Completion Ceremony &amp; Awards Assemblies</li> <li>6. Millionaire club AR</li> <li>7. C.N.A.</li> <li>8. EOY Check off List</li> <li>9. Muffins for Mom</li> <li>6. Summer Slide</li> </ol>

## Campus Budget Summary

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

### *Funding Sources – Local*

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

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

### *Funding Sources - Federal*

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

***Total:       \$909,815***



**IDEA Academy Edgemere**  
Campus Demographics\*

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

*\*As of 10/25/2013*

## Campus Committees

Language Arts and Reading	Math
<p><b>Committee Chair(s):</b> Yvette Delgado</p> <p><b>Committee Members:</b></p> <ol style="list-style-type: none"> <li>1. Araceli Celaya</li> <li>2. Nubia Salinas</li> <li>3. Yessenia Schueztler</li> </ol>	<p><b>Committee Chair(s):</b> Yvette Delgado</p> <p><b>Committee Members:</b></p> <ol style="list-style-type: none"> <li>1. Jennifer Garcia</li> <li>2. Ana Aleman</li> <li>3. Melissa Reza</li> </ol>
Science/Social Studies	School Culture and Climate
<p><b>Committee Chair(s):</b> Lakisha Belton</p> <p><b>Committee Members:</b></p> <ol style="list-style-type: none"> <li>1. Amanda Shipp</li> <li>2. Ashley Bazan</li> <li>3. Cynthia Siren</li> </ol>	<p><b>Committee Chair(s):</b> Lakisha Belton</p> <p><b>Committee Members:</b></p> <ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> </ol>
Staff Quality, Recruitment and Retention	Family and Community Involvement
<p><b>Committee Chair(s):</b> Rebecca Cobian</p> <p><b>Committee Members:</b></p> <ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> </ol>	<p><b>Committee Chair(s):</b> Monica Carroll</p> <p><b>Committee Members:</b></p> <ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> </ol>

### Data Sources: Pre-Kinder – 2<sup>nd</sup>

#### Reading DI:

Pre-K: 100% of PK students are on Reading

Kinder: 83% of Kinder students met EOY

1<sup>st</sup>: 88% students met EOY

#### Math :

Pre-K: 100% of PK student met EOY

Kinder: 140 out of passed 141 @ Approaching -99%

137 out of 141 passed @ Meets – 97%

113 out of 141 passed @ Masters – 80%

1 out of 141 not passed @ Did Not Meet- 1%

1<sup>st</sup>: 96 out of passed 124 @ Approaching -77%

72 out of 124 passed @ Meets – 58%

37 out of 124 passed @ Masters – 30%

28 out of 124 not passed @ Did Not Meet- 23%

**Overall Reading/Language/Math: 93%**

#### TELPAS:

Kinder: B/7%, I/10%, A/51%, AH/31% Total – 67 ELL in Kinder

1st: B/7%, I/16%, A/46%, AH/32% Total – 57 ELL in 1st

2nd: B/0%, I/40%, A/53%, AH/7% Total – 43 ELL in 2nd

#### DIBELS:

Kinder: 39% Benchmark

1st: 88% Benchmark

2nd: 80% Benchmark

#### Areas of Strength

- PK Grade DI Reading-100% have started Reading Program
- Kinder Reading- 98% have started 1<sup>st</sup> grade Reading Program
- 1<sup>st</sup> Reading- 60% have started 2<sup>nd</sup> grade Reading Program

#### Areas of Need

- Teacher planning time for Eureka Math grades K-2
- Focus on Special Pops
- Wit & Wisdom New program

## English Language Arts and Reading

Committee Chair: **Yvette Delgado**

### New Initiatives

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>Students should practice creative writing weekly through Morning Meeting</li> <li>Spelling words for homework weekly (sight words)</li> <li>Fluency development continued in STAAR grades</li> <li>PD on differentiated instruction</li> <li>Novel study conducted in upper grades</li> <li>Students will use reflection journals twice a week in every subject to prepare for TELPAS</li> <li>Homeroom teacher will be held accountable for AR goals (weekly points earned and percentage) of their students by using a tracker in homeroom class</li> <li>Every classroom will have a classroom library with varied genres</li> <li>SIOP strategies practiced in every classroom to assist ELLs</li> <li>NEW 2-5 Wit and Wisdom Curriculum</li> <li>NEW 2-4 Being a Writer Curriculum</li> </ul> | <ul style="list-style-type: none"> <li>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)</li> <li>Progress monitoring meetings will be conducted every three weeks to develop intervention and enrichment plans</li> <li>Daily exit ticket data by Subpopulations</li> <li>Intervention teacher assigns homework to intervention students aligned to content teacher objectives</li> <li>Track Exit tickets on white boards outside</li> <li>Writing small group instruction</li> <li>Published writing via Student Treasures Publishing</li> <li>CSI quarterly PTGs</li> </ul> |
|---|---|

### Continuing Initiatives

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>All grade levels should have open-ended responses for all Independent work</li> <li>All grade levels should have students practice writing sentences. Consistency when it comes to capitalizing beginning of sentences and ending it with a punctuation mark.</li> <li>Early start on after school tutorials</li> <li>Intervention by based on student need</li> <li>Hands on resources aligned with DI</li> <li>Bi-Weekly PTGs</li> <li>More planning time during half days/Conf. time</li> <li>IW and centers are aligned to DI</li> <li>Homework is prescriptive and aligned to DI</li> <li>Horizontal collaboration occurs bi-weekly (grade level)</li> <li>Ambitious goals are set for students and follow NIFDI/IDEA curriculum guidelines</li> <li>Backwards planning is tracked throughout the year to insure that goals are met</li> <li>DI Data is used to identify students in need and provide intervention</li> <li>Students are held accountable for their goals by using lesson trackers and thermometer charts</li> <li>Ensure BOY placement is accurate</li> <li>Provide intervention opportunities during recess, conference or after school, or intervention block (kinder)</li> <li>Offer after school tutoring and access to AR Zone for struggling readers</li> <li>Insure that struggling students are on the RTI plan and tracked</li> <li>Create a DI homework binder for grades PK-2nd</li> <li>Collect IW work and rigorous literacy center templates for grades PK-2nd and make accessible</li> <li>Collaborate vertically (PK-5<sup>th</sup>)</li> <li>Student will use individualized data trackers for the lower grades (PK-2<sup>nd</sup>) to promote further accountability</li> <li>Student portfolios will be used to track student progress and to be utilized during conferences and will include mastery tests, checkouts, weekly sample of independent work, end of modules, behavior charts.</li> <li>Writing portfolios</li> <li>Extension of Morning Message into a DO NOW</li> <li>Extension of storybook comprehension questions</li> </ul> | <ul style="list-style-type: none"> <li>STAAR Resources- Teacher planning resources</li> <li>Frequent PTGs with children needing intervention</li> <li>Provide assistance with copies</li> <li>Availability to copier supplies/paper</li> <li>Use STAAR data to provide intervention for students in need.</li> <li>Provide intervention opportunities through the use of tutoring after school and on Saturday's</li> <li>Align instruction to TEKS and STAAR objectives</li> <li>Use backward planning throughout the year to ensure all objectives and skills are taught</li> <li>Continued use of higher order thinking skills through question stems</li> <li>Continued use of exit tickets to ensure students are at mastering and to provide further data</li> <li>STAAR students will continue to use individual data trackers</li> <li>Continue writing program using Martha Morales Consulting</li> <li>Balanced Literacy in STAAR grade levels (3-5)             <ul style="list-style-type: none"> <li>Guided reading using DI according to reading level</li> <li>Shared reading-on level</li> <li>Reading workshops-according to reading level</li> </ul> </li> <li>Renaissance Star data will be used to target students to meet a year's growth in their reading level</li> <li>AR Book testing data will be used to track student progress</li> <li>Bi-weekly data conversations will occur with appraiser to discuss data and next steps for struggling students</li> <li>Continue to motivate students to create warm learning environments where kids enjoy what they are doing</li> <li>Instructional planning time during academic block</li> <li>Incorporate HOT questions aligned to STAAR in Grades PK-5</li> <li>Teacher will incorporate Mastery Machine in classrooms</li> </ul> |
|--|---|

## Mathematics

Committee Chair: **Yvette Delgado**

### New Initiatives

- Grades 1-2 DreamBox

All Grade Levels:

- Teachers will incorporate Mastery Machine in classrooms.
- Daily exit ticket data by Subpopulations
- Envision must be supplemented with more rigorous resources like Motivation Math or Measuring Up
- Vertical Alignment with 3-5 math is paramount to maintain cohesiveness with strategies and expectations. Collaborate with Math Interventionist to track student progress and hold students accountable to ensure they meet yearly progress.

### Continuing Initiatives

**Kinder:** Teachers will align independent work activities, and homework to TEKS. DI curriculum needs to be aligned to the state standards in order to prepare students for more rigorous lessons. Target students that need intervention early at kinder level. Teachers will work with high performing students during academic block in order to introduce them to grade level TEKS

**First:** Teachers will focus on mental math and fast facts (addition and subtraction) daily. Teachers will implement an exit ticket to check for understanding of content mastery before students can move on to the next lesson. Include a reteach/intervention block at the end of every rotation to provide additional support for struggling students. Students need to be exposed to next level TEKS in ILearning HotSpot. Teachers will monitor the progress of the students on weekly basis

**Second:** Basic facts need to be implemented daily through the use of fast fact drills of multiplication and division. Teachers need to use academic vocabulary in the daily delivery of content. Teachers need to introduce problem solving strategies and STAAR formatted problems during independent practice and exit tickets. Teachers will implement a daily challenge station with rigorous word problems that can be solved with the use of manipulative for early finishers

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

- Independent Centers should be aligned with Direct Instruction and continue to be challenging and meaningful
- integrate rote counting during morning/afternoon meeting
- interactive math school wide subscriptions
- more math in-services from IMs APIs and Coaches
- Homework will be assigned weekly

**First Grade:** Continue giving fast facts for homework

- Continue setting extremely high expectations to challenge students to finish lessons and progress through the program rapidly.
- Word walls in all classrooms will continued to align with DI
- Math centers should include manipulative that they will eventually see on STAAR. Such as base ten blocks, thermometers, and shapes.
- Independent work will have STAAR formatted questions aligned to first grade TEKS

**Second Grade:** Continue extended block for intervention with small groups.

- Word wall will be aligned with DI and STAAR
- Designated STAAR block at least one thirty-minute session a week. Block should be aligned to 2<sup>nd</sup> grade TEKS.
- Independent work should include STAAR formatted questions and centers should also Include visuals and manipulative aligned to STAAR

## Family and Community Involvement

Committee Chair: **Monica Carroll**

### New Initiatives

- |  |  |
|--|--|
| <ul style="list-style-type: none"><li>• PTO committee</li><li>• Have monthly meeting with parents to keep them updated on what upcoming events will be happening</li><li>• Monthly or quarterly reading nights for parents and students</li><li>• Parent mentor (Where parents call other families to let them know about school activities.)</li><li>• 5K for IDEA Edgemere students/ families</li><li>• Bingo Nights</li></ul> | <ul style="list-style-type: none"><li>• Family carnival where kids run booths</li><li>• Career Day</li><li>• Visit Paw Center down the road</li><li>• Fly a kite with Parents</li><li>• Pizza Patrol for Perfect attendance</li><li>• Thanksgiving lunch with Parents</li><li>• Involving families with Special Olympics</li></ul> |
|--|--|

### Continuing Initiatives

- |  |   |
|--|---|
| <ul style="list-style-type: none"><li>• Report card night every quarter</li><li>• Parent weekly</li><li>• Weekly call to parents</li><li>• School messenger (about important dates/ information)</li><li>• Sports day with dad</li><li>• Muffins with mom</li><li>• Grandparents day</li><li>• Family Night at Peter Piper</li><li>• Dr. Seuss Week activities after school for parents to come and celebrate Read Across America with their child</li></ul> | <ul style="list-style-type: none"><li>• Open house to display students work</li><li>• Pre-Kinder Culture Camp</li><li>• Meet the Teacher Night</li><li>• Group Chat (Reminder App. Where parents receive messages from teacher or other parents)</li><li>• PTG Night (talk to parents about upcoming lessons to see how they will help at home)</li><li>• Facebook</li><li>• Red Ribbon Week</li><li>• Autism Awareness Month</li><li>• Down Syndrome Month</li><li>• Zero Hero Challenge</li><li>• ADA raffles</li></ul> |
|--|---|

## Staff Quality, Recruitment and Retention

Committee Chair: **Rebecca Cobian**

### New Initiatives

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

### Continuing Initiatives

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

Committee Chair: **Lakisha Belton**

### New Initiatives

#### Students

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

#### Teachers

- Teacher/Co-Teacher of the Month-designated by lead team.
- Student Council
- Solid behavior plan

### Continuing Initiatives

#### Students

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

#### Teachers

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



## Science

Committee Chair: **Lakisha Belton**

### New Initiatives

- campus-wide science project (PK-5)
- Grade 5 science fair
- partnership with local university (UTRGV) for possible school presentations or field trips
- invest in science programs/technology for enrichment with labs or campus-wide subscription (Peep and the Big Wide World, Scratch Jr, etc.)
- encourage parents to explore science through homework assignments at least once a week (PK-5)
- Science honor society to challenge top performing students
- Science Studies Weekly during academic block

- train teachers/professional development (PK-5) for science curriculum
- science lesson during Academic Block in every grade level. (science teacher can have a mobile lab and teach science to various classes once a month)
- grade 3-5 science lessons once a week, with each grade level covering a different category (exposure to vocabulary words)
- encourage students to be advocates for a better community through science (recycling, reusing, conserving, etc)
- Science educational videos to view during Fall semester MPR
- Science word of the day during announcements from Lead4ward

### Continuing Initiatives

- Align DI curriculum with science TEKS objectives
- Align Independent work activities with science TEKS
- Establish a calendar for stem scopes across grade levels
- Have a Science Blast day during intervention block with culminating project for that science skill
- Provide students with assessments and tests throughout the quarter to ensure they are learning
- Equip teachers with the proper materials needed for each science area being taught

- Create science related enrichment activities for students to use during Intervention block
- PK-4 Science support during academic block

## Social Studies

Committee Chair: **Lakisha Belton**

### New Initiatives

- |  |  |
|--|--|
| <ul style="list-style-type: none"><li>• Maps and globes throughout classrooms</li><li>• Incorporate geography lessons/projects</li><li>• Map reading skills</li><li>• Have students participate in various Historical plays- (ex.: Thanksgiving)</li><li>• Monthly Projects ex: February-Black History Month</li><li>• Monthly Projects on Parent Weekly</li></ul> | <ul style="list-style-type: none"><li>• Social Studies educational videos to view during Spring semester MPR</li><li>• Biography Projects</li><li>• Texas History- Texas first Peoples, Texas Independence etc.</li><li>• Field lessons that include Historical markers, sights, battle grounds (ex; The Alamo in San Antonio, San Jacinto, Ft. Brown- Brownsville, Palmito Ranch Battlefield in Brownsville- Civil War, Palo Alto Battlefield-Mexican-American War)</li></ul> |
|--|--|

### Continuing Initiatives

- |  |   |
|--|---|
| <ul style="list-style-type: none"><li>• Implement a rotation during the week between Science/Social Studies blocks so students can gain knowledge of the subject</li><li>• Make resources available in order to enhance students' learning</li><li>• Align Language/DI content with Social Studies TEKS</li><li>• IW and activities are aligned with Social Studies</li><li>• Homework and projects are aligned with grade appropriate TEKS</li><li>• Social Studies Journal</li><li>• Continue morning and afternoon meetings</li><li>• Send projects home to provide hands on learning</li></ul> | <ul style="list-style-type: none"><li>• Social Studies Journal</li><li>• Hands on activities</li><li>• Social Studies resources</li><li>• Social Studies will be taught during academic block</li><li>• Continue with Social Studies/Science rotations</li><li>• Continue to use Texas Studies Weekly</li><li>• Align Social Studies curriculum with grade appropriate TEKS</li></ul> |
|--|---|

## Staff Development

Date	Session Title/Topic	Session Objective(s)
9/13/2019	Direct Instruction: Backwards Planning	TWBAT identify critical groups and next steps for Closing the Achievement Gap.
9/13/2019	Direct Instruction: Tracking students	TWBAT share best practices with tracking students in college house.
10/4/2019	Direct Instruction: Writing Initiative	TWBAT report on effectiveness of writing journals and sentence prompts (IW).
10/4/2019	Direct Instruction: RTI process	TWBAT revisit RTI folders and ensure all data points are updated.
11/8/2019	Across Campus: 100% Engagement and Thinking for ELL's	TWBAT utilize strategies in the classroom that will ensure engagement of all students during the lesson cycle.
11/8/2019	Direct Instruction: HOTS within program	TWBAT incorporate HOTS into IW.
11/8/2019	Eureka/W&W Practice and Feedback on Exit Slips, Quick Check for Understanding Direct Instruction: Preparing for PTG Meetings	TWBAT design and share their exit slips. TWBAT prepare and present PTG PowerPoint to peers and manager to ensure clear message is communicated.
12/6/2019	Across Campus: Mentorship Program / Adopt an Angel	TWBAT understand the selection process of “angels” and apply criteria to select a group of candidates for participation.
1/10/2020	Across Campus: State of the School	TWBAT analyze PTG and come away with clear next steps for improvement.
1/10/2020	Across Campus: Morning Meeting	TWBAT revisit morning meeting scope and sequence. TWBAT scope out the next 2 months and prep materials
1/10/20	Across Campus: Behavior Management	TWBAT revisit SMART goals and share best trackers in maintaining student behavior trackers.
1/10/2020	Across Campus: Current POP Observation Data	TWBAT analyze POP observation data from the last month. TWBAT create and execute clear and effective next steps in their lessons.

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

# **IDEA Public Schools**

## **IDEA Edgemere CP**



## **2019 - 2020 Student Achievement Improvement Plan**

## **DISTRICT MISSION:**

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

## **DISTRICT VISION:**

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

## **DISTRICT CORE VALUES:**

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

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

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

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

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

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

## **CAMPUS MISSION:**

Preparing all students to be college ready and to become productive global citizens that will serve their surrounding communities. Edgemere students will come for the academics and stay for the joy.

# DISTRICT GOALS 2019-20

## PRIORITY #1: Students Graduate College-Ready

- 1A. % of graduates who matriculate to a college or university: 100%
- 1B. % of graduates who are accepted to a 4-year college or university: 100%
- 1C. % of grads named AP scholars: 35%
- 1D. % Level II | % Level III on STAAR/EOC: 90% | 30%
- 1E. % of Pre-K/Kindergarteners End the Year On/Above Grade Level in Reading|Language|Math (All Campuses): 90% | 90% | 90%
- 1F. % of 1st-2nd Students End the Year On/Above Grade Level in Reading|Language|Math (Year 1 Campuses): 70% | 70% | 70%
- 1G. % of 1st-2nd Students End the Year On/Above Grade Level in Reading|Language|Math (Year 2+ Campuses): 90% | 90% | 90%
- 1H. Average ACT score (Senior class): 21
- 1I. % of students graduating college in 4 | 6 years: 45% | 65%

## PRIORITY #2: Build a Strong & Sustainable Organization

- 2A. Employee Retention: 85%
- 2B. Average Daily Attendance: 97.50%
- 2C. Student Persistence: 90%
- 2D. Annual Surplus (millions): \$8.9M

## PRIORITY #3: Achieve Mission at Scale

- 3A. % of students with low socio-economic status: 80%
- 3B. Enrollment: \_\_\_\_\_
- 3C. Schools in operation: \_\_\_\_\_
- 3D. Total Funds Raised (millions): \_\_\_\_\_

Professional Campus Staff		
Administrative Staff	Counseling Staff	Elective Teachers
Rodrigo Wong, principal Troy Enriquez, PIR Jessica Jacobo, API Denise Gray, API John Marin, APO	Denise Gray	Rudy Gallardo Edgar Calderon William Murray
ELA	Math	Science
Alejandra Najera (6) Toya Coleman (7)	Sheena Gomez (6) Ana Valdez (7)	Sarah Elguea (6/7)
Social Studies	SPED	Interventionist
Cayetano Castro (6/7)	Michelle Malone (6) Limor Chavez (7) Kristen Mariscal (RISE)	Ricardo Magallanes
Physical Education	AR and Hotspot	
Rudy Gallardo Edgar Calderon William Murray	William Murray	

Para-Professionals Campus Staff		
Co-Teachers	Facilitators	Clerical/Technical
Rudy Gallardo Edgar Calderon William Murray		Delilah, Veliz
Operations Staff		
Leonard Arcos, Registrar Fernando Tapia, Facility Manager Melissa Beal, Receptionist Cindy Pacheco, Business Clerk		



**Carver College Prep**  
Campus Demographics\*

<b>Student Populations</b>	<b>Number of Students</b>	<b>Percentage of Students</b>
Enrollment	226	100
At Risk		
SPED		
F.A.R.M.		
ELL		
Male	127	56
Female	99	44
Amer. Indian		
Asian		
Black		
White		
Hispanic		

*\*As of April 2016*

## Site Based Decision Making Committee

Member (Title, Represent)	Meeting Dates:	Possible Agenda Items:
Rodrigo Wong, Principal Troy Enriquez, PIR Jessica Jacobo, API John Marin, Assistant Principal of Operations Denise Gray, Academic Counselor Cayetano Castro, 6th Grade Level Chair Sarah Elguea, 7 <sup>th</sup> Grade Level Chair Parent Representative, Eleni Moncrief	Wednesday, August 21, 2019	AP Parent Night, Parent Communication, Culture, campus safety initiative/protocol, Clubs/groups, 9/10 grade Field Lesson Planning
	Wednesday, September 25, 2019	Showcase-Science, Progress Toward Goals Night, PAC Committee, Parent College Knowledge Meetings, Halloween Dance
	Wednesday, October 23, 2019	Parent Communication, Culture Check, Fall Festival, Parent Camp, Progress toward goals, Thanksgiving Packets
	Wednesday, November 20, 2019	Showcase-ELA, Parent Camp, Winter Packets
	Wednesday, December 11, 2019	Showcase-Spanish/Art, Progress toward goals, Monthly Parent Camp
	Wednesday, January 22, 2020	STAAR tutoring program, Showcase- Humanities
	Wednesday, February 19, 2020	STAAR Tutoring UPDATE, Teacher Morale Check, Best places to work survey
	Wednesday, March 18, 2020	STAAR Tutoring UPDATE
	Wednesday, April 15, 2020	STAAR Tutoring UPDATE
	Wednesday, May 20, 2020	STAAR

## Campus Committees

Language Arts	Math
<p><b>Committee Chair(s):</b> Jessica Jacobo  <b>Committee Members:</b></p> <ol style="list-style-type: none"> <li>1. Alejandra Najera</li> <li>2. Chetollyer Coleman</li> <li>3. William Murray</li> </ol>	<p><b>Committee Chair(s):</b> Rodrigo Wong  <b>Committee Members:</b></p> <ol style="list-style-type: none"> <li>1. Sheena Gomez</li> <li>2. Ana Valdez</li> <li>3. Troy Enriquez</li> </ol>
Science (As Applicable)	School Culture and Climate
<p><b>Committee Chair(s):</b> Troy Enriquez  <b>Committee Members:</b></p> <ol style="list-style-type: none"> <li>1. Sarah Elguea</li> <li>2. Cayetano Castro</li> </ol>	<p><b>Committee Chair(s):</b> Troy Enriquez  <b>Committee Members:</b></p> <ol style="list-style-type: none"> <li>1. Sarah Elguea</li> <li>2. Cayetano Castro</li> </ol>
Staff Quality, Recruitment and Retention	Family and Community Involvement
<p><b>Committee Chair(s):</b> Rodrigo Wong  <b>Committee Members:</b></p> <ol style="list-style-type: none"> <li>1. Denise Gray</li> <li>2. Jessica Jacobo</li> <li>3. Troy Enriquez</li> </ol>	<p><b>Committee Chair(s):</b> Rodrigo Wong  <b>Committee Members:</b></p> <ol style="list-style-type: none"> <li>1. Denise Gray</li> <li>2. Jessica Jacobo</li> <li>3. Troy Enriquez</li> </ol>

## New Initiatives

- Monthly College Counseling Parent Meetings
- Grade Team Discipline Program
- Grade Team Huddle
- Student Community Service Duty

- ACT Prep
- Road to College Curriculum
- Wit & Wisdom
- Eureka Math
- AP CTL Professional Development

## Continuing Initiatives

- Daily independent reading
- Mastery Machine and tracker
- Writing workshop
- Math and Writing Boot camp
- Culture Camp
- Continue and practice core value training
- Implement weekly staff development
- Implement lesson plan (rehearsals) with core content teachers
- Incorporate data tracker
- Continue tactical meetings with lead team
- Continue lead team huddle in morning to identify priorities
- Continue Teacher Weekly contribution
- Continue GET training for teachers
- West Wing
- Athletic program
- STAAR Test maker
- High School Mentor Program

- College Prep newsletter and Parent Weekly
- After school tutoring and Saturday tutoring
- College Prep students of the week
- Showcase events for parents and staff
- Summer College Programs
- Parent/Teacher conference on half days
- Update and maintain Facebook
- AP parent meetings and showcases
- Car Pooling Map
- Teachboost
- DUKE TIP- 6<sup>th</sup> grade-7<sup>th</sup> grade
- Counseling Department Weekly Tactical Meetings
- National Junior/Honor Society
- Peer Mediation
- Remind App for communication

## Staff Development

Date	Session Title/Topic	Session Objective(s)
8/5/2019	Culture: Lesson Plan Expectations	Teachers will learn/practice student culture expectations.
8/6/2019	Culture: Behavior Management/Discipline System	Teachers will understand and practice the new discipline system. Teachers will understand best practices for effective teaching and other culture expectations on campus.
8/7/2019	Culture: GTL and Content Planning	Grade Team Level, Content Team Meeting
8/8/2019	Special Education	Teachers will receive SPED binders and Professional Development
8/9/2019	Operations/Back to School Bash	PowerSchool, Nurse, ADA, Drills, Lunch, Gradebook, other school protocols

**IDEA Public Schools**

**IDEA College Prep Edinburg**



**2019 – 2020 Student Achievement Improvement Plan**

## **DISTRICT MISSION:**

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

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

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

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

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

## **CAMPUS MISSION:**

IDEA College Prep Edinburg is committed to offering a rigorous college preparatory education to all students ensuring they matriculate into top universities and develop into successful, productive citizens.

## **DISTRICT GOALS 2019-20:**

### **PRIORITY #1: Students Graduate College-Ready**

- 1A. 100% Graduates Matriculate to a College or University
- 1B. 25% Graduates Matriculate to a Tier I/II College or University
- 1C. 100% Graduates Accepted to a College or University
- 1D. 30% | 25% of Graduates Named AP Scholars | Earn IB Diploma
- 1E. 90% | 30% Approaches | Masters on STAAR/EOC
- 1F. 70% | 70% | 70% of Pre-K/Kindergarteners End the Year On/Above Grade Level in Reading | Language | Math (all campuses)
- 1G. 85% | 85% | 85% of 1st-2nd Grade Students End Year On/Above Grade Level in Reading | Language | Math (Year 1 Campuses)
- 1H. 90% | 90% | 90% of 1st-2nd Grade Students End Year On/Above Grade Level in Reading | Language | Math (Year 2+ Campuses)
- 1I. 50% | 50% of Students in CSI Achieve 2 Years Growth in Reading | Math (measured by Ren STAR)
- 1J. 21 Average ACT Score (Class of 2020, September 2019)
- 1K. 25% | 55% 4 | 6 Year College Graduation

### **PRIORITY #2: Build a Strong & Sustainable Organization**

- 2A. 85% Teacher Retention
- 2B. 97.5% ADA
- 2C. 90% Student Persistence
- 2D. \$71MM EBIDA

### **PRIORITY #3: Achieve Mission at Scale**

- 3A. 80% of Students with Low Socioeconomic Status
- 3B. 45,470 Student enrollment by 2019-20
- 3C. 79 schools in operation in 2019-20
- 3D. \$28MM Total Funds Raised



## Professional Campus Staff

Professional Campus Staff		
Administrative Staff	Counseling Staff	Specialty Teachers
Ramiro Gomez Jr. - Principal Erik Humphrey - Assistant Principal of Operations Melissa Laurel - Assistant Principal of Instruction Yuridia Garza - Assistant Principal of Instruction	Jennifer Martinez - Director of College Counseling Cynthia Vasquez - College Counselor Justin Garcia - College Counselor Sonia Cantu - Academic Counselor	Carlos Garza - AR Zone Teacher Kevin Saenz - Math Interventionist Azucena Trevino - MS Interventionist Kim Gonzalez - RTTC III Amy Castellanos - MS Special Education Teacher Samantha Garcia - MS Special Education Teacher Maria Arrambide - HS Special Education Teacher Nicole Guerrero - RISE Unit I Alvin Garza - Technology Applications Danielle Delgado - Journalism Jennifer Mora - RTTC IV Alejandro Rodriguez - RTTC I & II Victoria Nava - Music Appreciation Lizeth Grajeda - Engineering Jackeline Castellanos - RISE Unit II
6th Grade	7th Grade	8th Grade
Maria Gomez - Math (Grade Team Leader) Magda Gonzalez - Reading Antonio De La Rosa - Hybrid Science	Jacqueline Alferez - Math Olivia Palacios - Reading Naomi Orozco - Hybrid Humanities Carlos Garza - (Team Leader) Veronica Salinas - Writing	Jacqueline De Leon - ELA Hilda Altamirano - Alg. I Monica Garza - Science (Grade Team Leader) Diana De Jesus - Humanities Sandra Garza - Spanish I
9th Grade	10th Grade	11th Grade
Priscilla Barrera - Eng. I (Grade Team Leader) Amanda Calderon - AP Human Geography Anthony Ortega - Geometry Amanda Rodriguez - Biology	Breona Perez - Eng. II Iris Zamora - AP World History (Grade Team Leader) Sofia Velazquez - Alg. II Amadita Herevia - Spanish II/AP Span. Lang. Kendra Quintanilla - Chemistry	Lara Diallo - AP US History Nicole Martinez - AP Physics Julissa Rodriguez - AP Eng. Lang. (Grade Team Leader) Toribio Trujillo - Span. III/AP Span. Lit.
12th Grade	Physical Education	

Nadya Zamarripa - Pre-Cal/Cal (Grade Team Leader Vidal Hernandez - Cal/AP Stats Victoria Valdez - AP Eng. Lit Mark Anzaldua - AP Microecon/AP Govt.	Aida Gonzalez - HS PE Tomas Martinez - MS PE	
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\*Bilingually Certified

## Para-Professionals Campus Staff

Co-Teachers	Facilitators	Clerical/Technical
Natalicia Hernandez - Life Skills Co-Teacher Adrianna Castro - Life Skills Co-Teacher Kristen Moreno - Life Skills - Co-Teacher	Elizabeth Garza - AR Facilitator	Olivia De Luna - Admin. Assistant Priscilla Mendoza - Receptionist Sabrina Molina - Business Clerk Cynthia Gallardo - Registrar
Operations Staff	Temporary Staff	
Rosie Salazar - Custodian Reyes Alvarez - Custodian Ruben Ortiz- Custodian		

## Site Based Decision Making Committee

Member (Title, Represent)	Meeting Dates:	Possible Agenda Items:
Ramiro Gomez Jr. (Principal, Administration)	Monday, September 9, 2019	1. Parent Communication strategies 2. Field Lessons and Fundraising 3. SMART Goals 4. Tutoring List 5. Parental Involvement
Yuridia Garza (Assistant Principal of Instruction, Administration)		
Melissa Laurel (Assistant Principal of Instruction, Administration)	Monday October 14, 2019	1. Gear Up Review 2. Fall Festival Plans 3. Upcoming Benchmarks 4. Field Lesson Updates 5. Red Ribbon Week
Eric Humphrey (Assistant Principal of Operations, Administration)		
Jennifer Martinez (Director College Counseling, Administration)	Monday November 11, 2019	1. Fall Festival 2. Grades/ Progress Reports 3. Priority Student Parent Meetings 4. December Field Lessons
Cynthia Vasquez (College Counselor)	Monday December 9, 2019	1. Holiday Celebration 2. Fundraiser Updates 3. Saturday School Tutoring 4. SBAA Review
Justin Garcia (College Counselor)		
Sonia Cantu (Academic Counselor, Administration)	Monday January 13, 2020	1. Persistence Review 2. Saturday School Procedures/Expectations 3. Review First Semester Failure Rate 4. Parental Involvement Progress
Maria Gomez (Grade Level Chair, 6 <sup>th</sup> Grade)		
Carols Garza (Grade Level Chair, 7 <sup>th</sup> Grade)	Monday February 10, 2020	1. Attendance Goal 2. Culture On Campus Reset 3. Career Day 4. Progress Towards Goals 5. STAAR Plan/Mastery Machine
Monica Garza (Grade Level Chair, 8 <sup>th</sup> Grade)		
Priscilla Barrera (Grade Level Chair, 9 <sup>th</sup> Grade)		
Iris Zamora (Grade Level Chair, 10th Grade)	Monday March 9, 2020	1. Spring Break Tutoring 2. STAAR Plan Possible Retention Parent Meetings 3. Possible Retention Parent Meetings
Julissa Rodriguez (Grade Level Chair, 11th Grade)	Monday April 13, 2020	1. Field Lessons Fundraising 2. Family Night 3. Master Schedule 2019-2020 School Year 4. Persistence
Nadya Martinez (Grade Level Chair, 12th Grade)		

Roxanne Matamoros (Parent Representative)	Monday May 11, 2020	<div>5. College Signing Day</div> <div>1. Graduation</div> <div>2. Senior Banquet</div> <div>3. IA4/Finals</div> <div>4. EOY Celebration</div> <div>5. Culture Camp</div> <div>6. Summer School Program</div> <div>7. Registration of New Students</div> <div>8. Campus Visit Incoming 6<sup>th</sup> Graders</div>
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## IDEA College Prep Edinburg

### Campus Demographics\*

Student Populations	Number of Students	Percentage of Students
Enrollment	701	100%
At Risk	270	39%
SPED	41	6%
F.A.R.M.	571	82%
ELL	203	29%
Male	346	49%
Female	355	51%
Amer. Indian	11	2%
Asian	3	.4%
Black	13	2%
White	95	14%
Hispanic	491	70%

## Campus Committees

English Language Arts	Math
<p><b>Committee Chair(s):</b> Julissa Rodriguez</p> <p><b>Committee Members:</b></p> <ol style="list-style-type: none"> <li>1. Magda Gonzalez</li> <li>2. Olivia Palacios</li> <li>3. Jacqueline De Leon</li> <li>4. Priscilla Barrera</li> <li>5. Breona Perez</li> <li>6. Julissa Rodriguez</li> <li>7. Victoria Valdez</li> </ol>	<p><b>Committee Chair(s):</b> Vidal Hernandez</p> <p><b>Committee Members:</b></p> <ol style="list-style-type: none"> <li>1. Maria Gomez</li> <li>2. Jacqueline Alferez</li> <li>3. Hilda Altamirano</li> <li>4. Antonio Ortega</li> <li>5. Sofia Velazquez</li> <li>6. Nadya Martinez</li> <li>7. Vidal Hernandez</li> </ol>
Science (As Applicable)	School Culture and Climate
<p><b>Committee Chair(s):</b> Lopamudra Chakraborty</p> <p><b>Committee Members:</b></p> <ol style="list-style-type: none"> <li>1. Antonio De La Rosa</li> <li>2. Monica Garza</li> <li>3. Amanda Rodriguez</li> <li>4. Kendra Quintanilla</li> <li>5. Nicole Martinez</li> <li>6. Lopamudra Chakraborty</li> </ol>	<p><b>Committee Chair(s):</b> Melissa Laurel/Norma Mendoza</p> <p><b>Committee Members:</b></p> <ol style="list-style-type: none"> <li>1. Amy Castellanos</li> <li>2. Alvin Garza</li> <li>3. Carlos Garza</li> <li>4. Aida Gonzalez</li> <li>5. Jennifer Mora</li> <li>6. Nicole Guerrero</li> <li>7. Danielle Delgado</li> <li>8. Kevin Saenz</li> <li>9. Victoria Nava</li> <li>10. Tomas Martinez</li> </ol>
Staff Quality, Recruitment and Retention	Family and Community Involvement

**Committee Chair(s): Ramiro Gomez**

**Committee Members:**

1. Melissa Laurel
2. Yuridia Garza
3. Sonia Cantu
4. Jennifer Martinez
5. Justin Garcia
6. Cynthia Vasquez
7. Olivia De Luna
8. Erik Humphrey

**Committee Chair(s): Sonia Cantu/Erik Humphrey**

**Committee Members:**

1. Priscilla Barrera
2. Maria Gomez
3. Melissa Franklin
4. Sandra Garza
5. Iris Zamora
6. Julissa Rodriguez
7. Nadya Martinez
8. Amadita Herevia

## New Initiatives

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|--|--|
| <ul style="list-style-type: none"><li>● <b>Implementation of an Engineering Program (Civil Engineering &amp; Architecture Design)</b></li><li>● <b>Partnership with Project Lead The Way (Support Engineering Program, Computer Science &amp; Biomedical Sciences)</b></li><li>● <b>Implement Biomedical Science Pathway (Biomedical Principles, Human Body Systems, Medical Interventions)</b></li><li>● <b>Add AP Research Course</b></li><li>● <b>Add Cybersecurity Course to the Computer Science Pathway</b></li><li>● <b>Add the 18+ Program to our curriculum for LS/Sp. Ed.</b></li><li>● <b>Implement New Curriculum in 6th Gr.: Eureka Math and Wit &amp; Wisdom</b></li></ul> | <ul style="list-style-type: none"><li>● <b>Aligning Writing across all AP Courses</b></li><li>● <b>Microsoft Office Excel Certifications</b></li><li>● <b>T-STEM Work-Based Experiences</b></li><li>● <b>Project-Based Learning Across Campus</b></li><li>● <b>Implement an effective Anatomy &amp; Physiology Course</b></li><li>● <b>Implement AP Psychology</b></li><li>● <b>Implement AP Computer Science</b></li><li>● <b>Implement AP European History</b></li></ul> |
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## Continuing Initiatives



- |  |  |
|--|--|
| <ul style="list-style-type: none"><li>• <b>Continue with T-STEM Designation</b></li><li>• <b>Continue with AP Capstone Program</b></li><li>• <b>Continue to implement Get Better Faster Coaching Program</b></li><li>• <b>Implement Accelerated Math Programs: Geometry</b></li><li>• <b>Adding Music and Media Communications/Art and Media Communications</b></li><li>• <b>Partnership with Project Lead The Way (Support Engineering Program, Biomedical Sciences and Computer Science)</b></li><li>• <b>Continue With Academic UIL Participation</b></li><li>• <b>Implement De Alba Math</b></li><li>• <b>Continue with Student Council (MS/HS), National Honor Society and National Junior Honor Society</b></li><li>• <b>Celebrate the Top Scholar Banquet</b></li><li>• <b>Celebrate the Student of the Month/Core Values</b></li><li>• <b>Celebrate Senior Banquet</b></li><li>• <b>Celebrate A/B Honor Roll</b></li><li>• <b>Continue with Athletic Competitions (powerlifting, etc.)</b></li><li>• <b>Continue supporting Model UN, NHS, StuCo, Robotics, PAWS, Dance, Cheer, Drumline</b></li></ul> |  |
|--|--|

## Staff Development

Date	Session Title/Topic	Session Objective(s)
7/23 - 8/2 2019	New Teacher Institute	Introduce teachers to IDEA methodologies & IDEA culture
7/17-19/2020	New Leader Institute	Content leader or team leaders will learn how to manage other to deliver results and how to conduct team meetings throughout the school year.
7/24/2019	504/RtI Training	Teachers will learn how to implement student accommodations based on academic needs. Teachers will also learn how to develop an RtI plan for students who are struggling academically.
8/05-9/2019	BOY Campus Professional Development	<ul style="list-style-type: none"> <li>· Develop strong bonds between teachers that will translate to the classroom</li> <li>· Student/Parent Investment</li> <li>· District Core Values</li> <li>· Vision and Mission</li> <li>· SOAR, CHAMPS, Merit/Demerit System</li> <li>· Goal Setting</li> <li>· Master Schedule</li> <li>· Student/Teacher Handbook</li> <li>· Kagan Strategies</li> </ul>
9/26/2019	Lesson Planning Setback (Objective Writing); Differentiated PD	<ul style="list-style-type: none"> <li>· Reset Culture using CHAMPS</li> <li>· No Opt Out</li> <li>· 100% Every time</li> <li>· Wait Time</li> <li>· Cold Calling</li> <li>· Writing objectives using Blooms Taxonomy</li> <li>· ELPS Training</li> </ul>
10/7/2019	Introduce Data Conversation/ RtI Process/ Special Pops Training	<ul style="list-style-type: none"> <li>· Data Conversation Practice</li> <li>· Teacher will be guided on how to track students who are struggling using the RtI process.</li> <li>· Teachers will be provided with strategies to use in the classroom to ensure that we are meeting the needs of all special populations. (foldables, interactive journals, etc.)</li> </ul>
11/11/2019	Preparing for a data conversation and a PTG	<ul style="list-style-type: none"> <li>· PTG slide Template</li> <li>· Data Tracker</li> <li>· Data Conversation Template</li> <li>· Review Tutorial List</li> <li>· Priority Students (Special Pops)</li> </ul>

1/7/2020	Saturday School Protocol/ Progress Towards Goals/ Content Meeting	Teacher will review students' progress towards goals using IA trackers and index II tracker which will determine rosters for Saturday school. Teacher will then attend breakout sessions with content leader to discuss curriculum and mastery machine.
2/11/2020	Mastery Machine	Teacher will prepare mastery machine that will be implemented 6 weeks before STAAR testing.
3/18/2020	STAAR Testing Protocol and TELPAS	Teacher will receive training on classroom setup, roster, seating arrangements, and rating procedures.
Summer TBA	NMSI Training	Teachers will receive training on AP Science, AP Math, AP Computer Science and AP ELA curriculum and implementation in the classroom.
Summer TBA	AP Institute	AP teachers will learn AP curriculum for their assigned AP course.

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

**IDEA Public Schools**

**IDEA Ewing Halsell College Preparatory**



# 2019 – 2020 Student Achievement Improvement Plan

## DISTRICT MISSION:

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

## DISTRICT VISION:

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

## DISTRICT CORE VALUES:

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

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

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

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

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

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

## CAMPUS MISSION:

IDEA Ewing Halsell College Prep will be the leader in scholars passing their AP test as well having the highest percentage of scholars get into tier 1 and tier 2 universities/colleges in the nation through focusing on the the three pillars of a well rounded learner: knowledge, community, and leadership.

## **DISTRICT GOALS 2018-19:**

### **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 grads named AP scholars | Earn IB diploma: 30% | 25%
- 1E. % Approaches | Meets | % Masters on STAAR/EOC: 90% | 60% | 30%
- 1F. % Basic | Mastery | Advanced on LEAP: 82% | 44% | 11%
- 1G. % of Pre-K/Kindergarteners End The Year On/Above Grade Level in Reading | Language | Math (All Campuses): 90% | 90% | 90%
- 1H. % of 1st-2nd Students End The Year On/Above Grade Level in Reading | Language | (Year 1 Campuses): 70% | 70%
- 1I. % of 1st-2nd Students End The Year On/Above Grade Level in Reading | Language | Math (Year 2+ Campuses): 85% | 85%
- 1J. % of students in CSI achieve 2 years growth in Reading | Math (measured by Ren STAR) 50% | 60%
- 1K. Average ACT score (Class of 2019, September 2018): 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. %Average Daily Attendance | # Average Daily Attendance: 97.50% | 38,141
- 2C. Student Persistence: 90%
- 2D. Operating Income: \$87M

### **PRIORITY #3: Achieve Mission at Scale**

- 3A. % of students with low socio-economic status: 80%
- 3B. Enrollment in August 2019: 53,115
- 3C. Schools in operation in August 2019: 97
- 3D. Total Funds Raised (millions): \$55M

Professional Campus Staff		
Administrative Staff	6th/7th Teachers	Physical Education
William Chermak Ramses Escobedo Darlene Garza Annette Hernandez-Rangel	Kristie McClelland	Susan Burger Sidney Lewis
Sixth Grade	Seventh Grade	Eighth Grade
Jennifer Pantoja Megan Molano Jillian Trejo	Stephanie Cintron Karina Zavala Araceli Estrada Hannah Webb	James Spencer Luis Vasquez Suzette Jimenez Crystal Olivo Grecia Ramirez
Special Ed	Interventionist	
Clarissa Garza Melanie Kaesberg	Arled Solis	

\*Bilingually Certified

## Operational Staff

Front Office Staff	Facilities	Child Nutrition Program
Monica Alvarez Renee Escobedo Gloria-Capri Hernandez	Javier Calderon Jeremiah Durian John DeLeon Santiago	Natele Hagee-Ortiz Rebecca Martinez
Asisstant Principal of Operations	CP Lunch Monitors	
Primo Garza	Criselda Martinez Audrey	



Site Based Decision Making Committee		
Member (Title, Represent)	Meeting Dates:	Possible Agenda Items:
Natalie Rubio, VP		
William Chermak, Principal		
Ramses Escobedo, API		
Darlene Garza, AC		
Annette Hernandez-Rangel, AA		
Jennifer Pantoja, Araceli Estrada, Grecia Ramirez,		
GTLs		
Hannah Webb, Luis Vasquez, Karina Zavala, CTLs		

Member (Title, Represent)	Meeting Dates:	Possible Agenda Items:
Natalie Rubio, VP		
William Chermak, Principal		
Ramses Escobedo, API		
Darlene Garza, AC		
Annette Hernandez-Rangel, AA		
Jennifer Pantoja, Araceli Estrada, Grecia Ramirez, GTLs		
Hannah Webb, Luis Vasquez, Karina Zavala, CTLs		

## Campus Budget Summary

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

### *Funding Sources – Local*

199      General Fund

### *Funding Sources - State*

161	State Gifted & Talented	\$413.00
163	State Special Education	\$8,000
164	State Compensatory	NA
404	Accelerated Reader/Math	\$34,000
165	State Bilingual	NA
411	Technology Allotment	\$30,000
192	Technology Sp. Fund	\$52,000

### *Funding Sources - Federal*

204	Title IV Drug Free School	\$53,434
211	Title I Regular	\$46,413
212	Title I Migrant	
224	IDEA-B Formula	\$9,725
255	Title II, Part A, Classroom Size Red./Eisenhower	\$0
262	Title II, Part D, Technology	NA
263	Title III – Bilingual	\$9,923

***Total: 243,908***

**Ewing Halsell College Prep**  
Campus Demographics\*

<b>Student Populations</b>	<b>Number of Students</b>	<b>Percentage of Students</b>
Enrollment	246	100%
At Risk	41	17%
SPED	17	7%
Economically Disadvantaged	192	78%
ESL	39	16%
Male	107	43%
Female	139	57%
Amer. Indian	0	0%
Asian	0	0%
Black	4	2%
White	15	6%
Hispanic	227	92%

*\*As of April 2019*

## Campus Committees

English Language Arts	Math
<p><b>Committee Chair(s):</b> Ramses Escobedo</p> <p><b>Committee Members:</b></p> <ol style="list-style-type: none"> <li>1. Karina Zavala</li> <li>2. Crystal Olivo</li> <li>3. Megan Molano</li> </ol>	<p><b>Committee Chair(s):</b> William Chermak</p> <p><b>Committee Members:</b></p> <ol style="list-style-type: none"> <li>1. Jennifer Pantoja</li> <li>2. Stephanie Cintron</li> <li>3. Suzette Jimenez</li> </ol>
Science (As Applicable)	School Culture and Climate
<p><b>Committee Chair(s):</b> Luis Vasquez</p> <p><b>Committee Members:</b></p> <ol style="list-style-type: none"> <li>1. TBA</li> </ol>	<p><b>Committee Chair(s):</b> Darlene Garza</p> <p><b>Committee Members:</b></p> <ol style="list-style-type: none"> <li>1. Jennifer Pantoja</li> <li>2. Araceli Estrada</li> <li>3. Suzette Jimenez</li> </ol>
Staff Quality, Recruitment and Retention	Family and Community Involvement
<p><b>Committee Chair(s):</b> William Chermak</p> <p><b>Committee Members:</b></p> <ol style="list-style-type: none"> <li>1. Ramses Escobedo</li> <li>2. Darlene Garza</li> <li>3. Jennifer Pantoja</li> <li>4. Araceli Estrada</li> <li>5. Grecia Ramirez</li> <li>6. Luis Vasquez</li> <li>7. Karina Zavala</li> <li>8. Hannah Webb</li> </ol>	<p><b>Committee Chair(s):</b> Darlene Garza</p> <p><b>Committee Members:</b></p> <ol style="list-style-type: none"> <li>1. Annette Hernandez-Rangel</li> <li>2. Jennifer Pantoja</li> <li>3. Araceli Estrada</li> <li>4. Suzette Jimenez</li> </ol>

## New Initiatives

- CMC Snapshot
- Daily Lesson Rehearsals
- Scoreboard
- Tutoring

- Math Pilot in 7<sup>th</sup> & 8<sup>th</sup>
- 7<sup>th</sup> Math Intervention
- 7<sup>th</sup> Reading Intervention
- 5 High School Credits in 8<sup>th</sup> Grade

## Continuing Initiatives

- Eureka Math
- Wit & Wisdom
- 7<sup>th</sup> Writing Curriculum

- 6th Hotspot
- Grade Level Admins
- ADA Matrix
- ADA incentives

Staff Development		
Date	Session Title/Topic	Session Objective(s)
8/13/19	Grade Team Meeting	TWBAT name grade level ADA and Persistence. TWBAT name scholars with absences. TWBAT hold a tactical to address any concerns and create next steps to solve the problem.
8/20/19	Content Team Meeting	TWBAT breakdown the standards in the unit. TWBAT create the exemplar, knowledge/skills, and identify any misconceptions for upcoming assessments. TWBAT create key points that are vertically aligned.
8/27/19	Faculty Meeting	TWBAT name the LSSP and how teachers will work with them throughout the year. TWBAT name the SLP and how teachers will work with them throughout the year.
9/3/19	No Meeting (Grade Team Meetings)	
9/10/19	Grade Team Meeting	TWBAT name grade level ADA and Persistence. TWBAT name scholars with absences. TWBAT hold a tactical to address any concerns and create next steps to solve the problem.

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

**IDEA Public Schools**

**IDEA Frontier College Prep**



# 2019 – 2020 Student Achievement Improvement Plan

## DISTRICT MISSION:

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

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



## CAMPUS MISSION:

“The International Baccalaureate 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 organization 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.”

## DISTRICT GOALS 2019-2020:

### PRIORITY #1: Students Graduate College-Ready

<div> <div>2019-20</div> <div>ORGANIZATIONAL GOALS</div> <div>  </div> </div>		
MEASURE	2018-19 RESULT	2019-20 GOAL
<b>Students Graduate College Ready</b>		
% Graduates Matriculate to a College or University	100%	100%
% of Graduates Matriculate to a Tier I/II College or University	22%	25%
% of Seniors Accepted to a College or University	100%	100%
% of Seniors Named AP Scholars   Earn IB Diploma	26%   Projection pending	30%   25%
Earned State Rating	B: TX   C: LA	A
% of Pre-K-2nd Grade Students End the Year On/Above Grade Level in Reading   Language   Math (Year 1 Campuses)	69%   86%   99%	80%   80%   80%
% of 2nd Grade Students End the Year On/Above Grade Level in Reading (Year 2+ Campuses)	87%	90%
% of Students in CSI Achieve 2 Years Growth in Reading   Math (measured by Ren STAR)	47%   62%	50%   60%
Average ACT Score (Class of 2020, September 2019)	20.86 (Class of 2019)	21
% 4   % 6 Year College Graduate (Class of 2016   2014)	22%   52%	25%   55%

## PRIORITY #2: Build a Strong & Sustainable Organization

Build a Strong & Sustainable Organization		
% Teacher Retention   % Employee Retention	83%   84%	85%   85%
80% composite score on GPTW	78%	80%
% Average Daily Attendance   # ADA	97.58%   40,164	97.5%   48,817
% Student Persistence	87.18%	90%
Operating Income	\$89MM	\$101MM
FIRST Rating	A	A

## PRIORITY #3: Achieve Mission at Scale

Achieve Mission at Scale		
% of Students with Low Socioeconomic Status	89%	80%
Enrollment in August 2020	52,615	64,455
Schools in Operation in August 2020	96	125
Total Funds Raised (Millions)	\$175-200MM	\$70 MM

## Professional Campus Staff

Administrative Staff		Counseling Staff	Specialty Teachers
Ana Villanueva Yadhira Flores Carlos Coronado Carolina Rodriguez Jessica Hinojosa Rebecca Jeffries Stephen Lopez	(Administrative Assistant) Principal Assistant Principal of Instruction Assistant Principal of Instruction Assistant Principal of Instruction Principal in Residence Principal in Residence	Humberto Valdez Marisol Melgoza Juan Gracia	Director of College Counseling College Counselor College Counselor
			Belinda Carreon Christina Carreon Ana De Leon Veronica Carpio
6 <sup>th</sup> Grade		7 <sup>th</sup> Grade	8 <sup>th</sup> Grade
Cynthia Alaniz Amanda Campos Carmen Jimenez Jesus Figueroa		Cindy De Los Santos Mayra Delgado Christopher Aguilar Emmanuel Trevino	Elva Rodriguez Elvis Delgado Ashley Sierra Naville Torres-Rodriguez
9 <sup>th</sup> Grade		10 <sup>th</sup> Grade	11 <sup>th</sup> Grade
Abigil Chavez Bianca Arizpe Jose Coronado Justin Torres		Alma Blanco Ivan Velasco Brittany Hernandez Jaime Barrera Juan Hernandez	JoAnn Alanis Kyle Neubauer Steven Martinez Stephanie Martin Hermelinda Kaney Carlos Castrellon
12 <sup>th</sup> Grade		Elective Teachers	Elective Teachers
Evelyn Lara Scott Frank Daniela Salazar Margarita Martinez Manuel Rivera		Alberto Alanis Jerry De La Garza Victor Leija Teresa Mendez Adriana Garza Irma Jimenez	Denise Gomez Veronica Chevaili Guillermo Pelayo

\*Bilingually Certified

Para-Professionals Campus Staff		
Co-Teachers	Facilitators	Technical
Kevin Guillen Stacy Rodriguez	None	None
Operations Staff/ Clerical	Temporary Staff	
Luis Larrazolo Nerieda Arguelles Vanessa Gonzalez Dolores Pena Isis Martinez Juan Alejandro		

## Site Based Decision Making Committee

Member (Title, Represent)	Meeting Dates:	Possible Agenda Items:
Carolina Rodriguez API/ Parent/Admin Rep for 8-9 <sup>th</sup> grade Jessica Hinojosa Parent/Admin Rep for 6 <sup>th</sup> grade Steven Lopez Parent/Admin Rep for 7 <sup>th</sup> grade Carlos Coronado Parent/Admin Rep for 10-12 <sup>th</sup> grade Cynthia Ibarra Academic Counselor Marisol Melgoza College Counselor Amanda Campos 6th Grade Rep Emmanuel Trevino 7th Grade Rep Elvis Delgado 8th Grade Rep Bianca Arizpe 9th Grade Rep Jaime Barrera 10th Grade Rep Kyle Neubauer 11th Grade Rep 12th Grade Rep Alberto Alanis Parent/Elective Rep	July 15-17, 2019	1. Grade Level Leadership Roles & Responsibilities 2. 2019-2020 Driving Goals/ Priorities 3. Lead Team Charge up
	Aug 2, 2019	1. GTL and Content Leaders Priorities and Responsibilities
	August 5-9	1. BOY PD for teachers 1. Meet the teacher Night (August 9 <sup>th</sup> )
	October 16	1. Priority Step back with Lead team
	January 15, 2020	1. Priority Step back for Q2
	April 1, 2020	1. Priority Step back for Q3
	School year 19-20 TBD	1. Content/GTL Step back 2. Report Card pick up nights 3. EOY Ceremonies 4. Grade Level Student Team meeting
	EOY	1. Charger Wars

**Campus Name: IDEA Frontier****Campus Demographics\***

<b>Student Populations</b>	<b>Number of Students</b>	<b>Percentage of Students</b>
Enrollment	787	100
At Risk	452	57.43%
SPED	50	5.08%
F.A.R.M.	705	89.58%
ELL	176	22.36%
Male	352	44.73%
Female	435	55.27%
Amer. Indian	0	0
Asian	4	.51%
Black	0	0%
White	13	1.65
Hispanic	768	97.59%

*\*As of* **2018 Accountability Ratings Overall Summary: 2019 will be update on Aug 15, 2019**

## Campus Committees

English Language Arts	Math
<p><b>Committee Chair(s):</b> Alma Blanco</p> <p><b>Committee Members:</b></p> <ol style="list-style-type: none"> <li>1. Cindy Alaniz</li> <li>2. Cindy De Los Santos</li> <li>3. Navile Rodriguez</li> <li>4. Abigail Chavez</li> <li>5. Stephanie Martin</li> <li>6. Evelyn Lara</li> <li>7. Yadhira Flores</li> <li>8. Jessica Hinojosa</li> </ol>	<p><b>Committee Chair(s):</b> Elva Rodriguez</p> <p><b>Committee Members:</b></p> <ol style="list-style-type: none"> <li>1. Amanda Campos</li> <li>2. Christopher Aguilar</li> <li>3. Jose Coronado</li> <li>4. Juan Hernandez</li> <li>5. Carlos Castrellon</li> <li>6. Steven Macapagal</li> <li>7. Carlos Coronado</li> </ol>
Science (As Applicable)	School Culture and Climate
<p><b>Committee Chair(s):</b> Hermelinda Kaney</p> <p><b>Committee Members:</b></p> <ol style="list-style-type: none"> <li>1. Mayra Delgado</li> <li>2. Ashley Sierra</li> <li>3. Bianca Arizpe</li> <li>4. Ivan Velasco</li> <li>5. Daniela Salazar</li> <li>6. Carolina Rodriguez</li> </ol>	<p><b>Committee Chair(s):</b> Cynthina Ibarra</p> <p><b>Committee Members:</b></p> <ol style="list-style-type: none"> <li>1. Humberto Valdez</li> <li>2. Yadhira Flores</li> <li>3. Jessica Hinojosa</li> <li>4. Carolina Rodriguez</li> <li>5. Stephen Lopez</li> <li>6. Carlos Coronado</li> <li>7. Rebecca Jeffries</li> </ol>
Staff Quality, Recruitment and Retention	Family and Community Involvement

**Committee Chair(s):** Yadhira Flores

**Committee Members:**

1. Ana Villanueva
2. Luis Larrazolo

**Committee Chair(s):** Cynthia Ibarra

**Committee Members:**

1. Luis Larrazolo
2. **Marisol Melgoza**

### New Initiatives

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|--|--|
| <ul style="list-style-type: none"><li>• <b>Increase Reading and Writing literacy for all students in 6<sup>th</sup> and 7<sup>th</sup> grade</b></li><li>• <b>Increase ADA and joy factor in students.</b></li><li>• <b>Instructional Rounds focused on AR class time</b></li><li>• <b>Student Code of Conduct Review During Culture Camp and throughout the year.</b></li><li>• <b>We increase 8<sup>th</sup> grade Reading and writing instruction to 30 min/day.</b></li><li>• <b>Specific support to special populations by our SPED team</b></li><li>• <b>Improve Team &amp; Family (Teacher retention) by increasing professional growth and joy factor.</b></li></ul> | <ul style="list-style-type: none"><li>• <b>Teacher Timeline for GET Development and Rating</b></li><li>• <b>Character Development by Grade level</b></li><li>• 10th grade ACT Prep class</li><li>• 11th Grade Teacher Letter of Recommendation Student Selection Meeting Rollout by September 15</li><li>• Scholarship Workshops for 12th grade students</li></ul> |
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### Continuing Initiatives



- Literacy strategies across grade Levels.
- Independent Studies in Reading Classes for High School
- 504/SPED training for staff
- Yearlong Team Meeting time built in to Faculty Monday
- Campus Communication Requests/Tracker
- Discipline Folder and Tracker
- 10th Grade ACT testing
- TSI 9th-11th Testing
- SPED supplemental Aids folders
- Implementation of Aggressive Monitoring Codes for All Contents
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- Field Lessons will be completed earlier in the year during the 2019-2020 school year.
- ADA challenges
- 9th Grade ACT Benchmarks
- Saturday school for ACT and Re-testers
- Each lead team member will be responsible for verifying grades for one grade level, every three weeks, to ensure 100% of students are on track to graduate.
- Saturday School will be offered during the 2019-2020 school year during the 1st semester to help struggling students earlier in the year.
- Rice Youth Leadership Conference
- Assigned counselors to lower grade levels for additional support
- **Parent Participation events during Report Card Pick up night**
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## Staff Development for 2019-2020 School Year

Date	Session Title/Topic	Session Objective(s)
8/5-9	BOY Professional Development	<p>TWBAT share campus vision, mission, goals and learning 2019-2020 operating mechanisms to have a successful BOY with our students.</p> <p>Operations</p> <p>Grade Book system</p> <p>Knowing your Students (ALL, Special education, RTI, 504, and ELL)</p> <p>Culture and Climate training</p> <p>Work time for classroom</p> <p>Strength Interviews with Instructional Coach</p> <p>Grade Policy, Academic and professional expectations</p> <p>Tutorials</p> <p>Communication Protocols</p> <p>Content and Grade level expectations</p> <p>Crisis Prevention</p>
8/12	Grade Team meetings	TWBAT collaborate to identify team's priorities and next steps with follow up dates.
8/19	Faculty PD	TWBAT Internalize Staff and student code of conduct.
8/26	Grade Team meetings	TWBAT collaborate to identify team's priorities and next steps with follow up dates.
9/9	Faculty PD	TWBAT Staff benefits updates and keeping our families
9/16	Grade Team meetings	TWBAT collaborate to identify team's priorities and next steps with follow up dates.
9/23	Grade Team meetings	TWBAT collaborate to identify team's priorities and next steps with follow up dates.
9/30	Faculty PD	TWBAT conduct a data analysis and swam conversations with coach
10/28	Grade Team meetings	TWBAT collaborate to identify team's priorities and next steps with follow up dates.
11/11	Grade Team meetings	TWBAT collaborate to identify team's priorities and next steps with follow up dates.
11/22	Faculty PD ½ day	TBD
12/2	Grade Team meetings	TWBAT collaborate to identify team's priorities and next steps with follow up dates.
12/9	Grade Team meetings	TWBAT collaborate to identify team's priorities and next steps with follow up dates.
12/16	Faculty PD	TWBAT operation updates

1/21	Faculty PD	TWBAT prepare for 2x2 conversations and update expectations for grade verifications
2/3	Faculty PD	TWBAT train on TELPAS, writing samples plan and conduct leader trust survey
2/10	Grade Team meetings	TWBAT collaborate to identify team's priorities and next steps with follow up dates.
2/24	Professional development	TWBAT know HQ curriculum updates
3/2	Faculty PD	TWBAT update accommodations and supplemental aid folder for testing
3/9	Faculty PD	TWBAT know campus STAAR testing logistics and train on STAAR
3/23, 3/30, 4/13,	Grade Team meeting	TWBAT collaborate to identify team's priorities and next steps with follow up dates.
4/20	Faculty PD	STAAR/AP Testing TRAINING
4/27	Faculty PD	IB Training and testing logistics overview
5/4, 5/11	Faculty PD/Grade Team	Review STAAR testing logistics and communication
5/18	Grade Team	Prepare for Student Awards Ceremonies

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

## Grade Team Leader Scope & Sequence

In service of supporting a strong Culture of Achievement, Average Daily Attendance, and Student Persistence, grade team leaders (GTLs) facilitate three recurring meetings with their teams (below). Grade team meeting objectives will be both backwards planned and data-responsive, focusing on building strong teacher teams to support students meeting their academic goals. In addition, GTLs will drive the logistics and expectations for field lessons that provide students with opportunities to explore college campuses that change lives, participate in community service projects, and build cultural capital.

### Driving Goals for this year:

1. 97.5% Average Daily Attendance (eligible for \$250 incentive pay)
2. 90% Grade Level Student Persistence (eligible for \$250 incentive pay)
3. 100% of FCP teachers will rate “proficient” or higher in GET Row 2E (Climate & Culture: Rules & Consequences) by the end of BOY PD
4. 98% of Grade Level Students Attend Field Lesson

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**Big Picture Objective:** GTLs will develop proficiency in the School Leadership Levers (SLLs) below with campus-level training, in-the-field coaching, and ratings in TeachBoost...

- 2) Observation & Feedback
  - (A) Observe classroom instruction
- 4) Student Culture
  - (D) Continually model, monitor, and manage student culture
- 5) Staff Culture and Development
  - (F) Build trust and team with and among those you lead
- 6) Leading Other [Teachers]
  - (C) Facilitate daily huddles
  - (D) Facilitate weekly tactical meetings
- 7) Communication with Key Stakeholders
  - (C) Hold crucial (high stakes) conversations with parents and staff
- 8) Time Management & Organization
  - (B) Organize time and tasks

Type of Meeting	Frequency	Objectives
Morning Huddle	Daily (7:15 - 7:20 AM)	Keep team in the loop by updating the information below in the shared Outlook Invite: <ul style="list-style-type: none"><li>- Homework (calibrate minutes: 10 x grade)</li><li>- Announcements</li><li>- Follow-up from yesterday's next steps</li><li>- Team Focus (one focus for the team!)</li></ul>
Weekly Lunch	Once a week - TBD by GTLs	Informal opportunity to build interpersonal relationships (#Trust) and to provide a space for upwards feedback.
		Facilitate a tactical meeting to drive towards team goals: <ul style="list-style-type: none"><li>- Share priorities and data updates</li></ul>

<b>Grade Team Meetings</b>	18 times during Faculty Monday PD	<ul style="list-style-type: none"> <li>- Share JOY!</li> <li>- Propose and tackle tactical items (Including discussing struggling students)</li> <li>- Schedule strategy meetings as needed</li> <li>- Collect feedback from the team</li> </ul>
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## Team & Family Meetings...

GTLs will also drive several parent meetings this year to ensure we are keeping our parents in the loop and celebrating achievements!

Type of Meeting	Frequency	Objectives
<b>Meet the Teacher</b>	Friday, Aug. 9 5:30PM - 6:30PM	<ul style="list-style-type: none"> <li>- CLASSROOM TEACHERS: Welcome families to the new school year with a meet and greet (NO presentations)</li> <li>- Additional Academic and Extracurricular Program Owners: Booths/Tables set up outside for FYI + Q&amp;A</li> <li>- Lead Team and Ops Team: Booths/Tables set up outside for FYI + Q&amp;A</li> </ul>
<b>Field Lesson Info Sessions</b>	Scheduled per Grade Team 5:30PM - 6:30PM	<ul style="list-style-type: none"> <li>- Share at-a-glance itinerary of the trip</li> <li>- Share fundraising opportunities</li> <li>- Share payment logistics</li> </ul>
<b>Report Card Pick-up Night</b>	Tuesdays, 5:30 - 6:30 PM  Q1: Oct. 22 Q2: Jan. 28 Q3: Apr. 1 Q4: Mailed Home	<ul style="list-style-type: none"> <li>- Parents pick up student report cards</li> <li>- Students share progress with parents towards individual goals</li> <li>- Parents have quick 3 minute conferences with teachers</li> <li>- Parents sign up for "Escuela para Padres" sessions</li> <li>- FYI + Q&amp;A Stations from Leaders, Ops, and Academic/Extracurricular Programs</li> </ul>
<b>EOY Awards Ceremony</b>  <i>5:30 - 7:00 PM in the FCP Gym, with the exception of the Senior Banquet</i>	TBD : 8th Ceremony  TBD: Senior Banquet (6-7:30)  TBD : 9/10/11th Awards  TBD: 6/7 Awards	<ul style="list-style-type: none"> <li>- Celebrate student performance: <ul style="list-style-type: none"> <li>- AR/Hotspot</li> <li>- Core Value Awards</li> <li>- Perfect Attendance</li> <li>- Course Awards</li> </ul> </li> <li>- Ensure all students leave with at least one award (Superlatives)</li> </ul>
<b>Pep Rallies</b>  <i>and Student Team Meetings for 6/7th</i>	Aug. 16 Oct. 11 Jan. TBD Feb. TBD Apr. TBD May TBD	<ul style="list-style-type: none"> <li>- Recognize student athletes</li> <li>- Recognize student achievement in competitions</li> <li>- Share progress towards student-centered goals</li> <li>- Honor quarterly academic achievement</li> <li>- Honor quarterly character strength awards</li> <li>- Participate in grade level competitions</li> <li>- Display school spirit and pride :)</li> </ul>

<b>Student Team Meetings</b>	Aug. 30 Sept. 20 Oct. 10 Nov. 22 Dec. 13 Jan. TBD Mar. TBD Mar. TBD Apr. TBD	- Celebrate student performance: <ul style="list-style-type: none"> <li>- Core Values</li> <li>- Character Strengths</li> <li>- Academic Data</li> </ul> - Participate in team building and reflection opportunities to build character strengths
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## BOY PD

Date	Objective(s)	School Leadership Lever(s)	Pre-work
<b>June 12 - 14</b> <i>PPT (with notes) and Exit Ticket</i>	<b>Identify where we are and where we are going:</b> <ol style="list-style-type: none"> <li>1. Review 18-19 data, 19-20 campus priorities, and GTL goals.</li> <li>2. Preview GTL Scope &amp; Sequence, Recurring Meetings + Parent Meetings, and Target SLLs</li> <li>3. Review FCP Culture Vision &amp; Rubric + School-wide Behavior Management System</li> </ol> <b>Start on BOY Tasks...</b> <ul style="list-style-type: none"> <li>● Revise Consequence Ladder for your Building.</li> <li>● Create a shared Assessment Calendar</li> </ul>	(4D) Continually model, monitor, and manage student culture (8B) Organize time and tasks	None.
<b>Aug. 2</b> 8:00AM - 12:00PM	<b>Required Attendees: GTLs &amp; GLAs</b> <ol style="list-style-type: none"> <li>1) Reflect on leader strengths as a cohort.</li> </ol>	(4D) Continually model, monitor, and manage student culture (6C) Facilitate daily huddles (6D) Facilitate weekly tactical meetings	<b>Interpersonal</b> <ol style="list-style-type: none"> <li>1. Self-rate on the 7 <a href="#">SLLs</a> for GTLs.</li> <li>2. MBTI Personality Assessment (Bring results and the Wikipedia description)</li> </ol>

	2) Participate in a Strengths Interview with your CTA (30 min) 3) Review and practice operating mechanisms: Morning Huddle & Tactical Meeting. 4) Send Outlook Calendar Invites for all Semester 1 team meetings. 5) Create a group text for your team and welcome them to the new school year. 6) Practice facilitating the PD for your building's consequence ladder with your GTA. 7) Prepare to facilitate getting teams ready for Culture Camp.	(8B) Organize time and tasks	<p><b><u>Deliverables</u></b> Using our campus Culture Vision/Rubrics as a guide...</p> <p>2. Create your Vision for your grade team, incorporating at least one of the character strengths. Click <a href="#">here</a> for resources on how to create a vision statement.</p> <p>3. Work with your GTA and GTLs in your building (G/C/D) to draft a shared Consequence Ladder <a href="#">here</a>.</p>
<b>Quarter 1</b>			
Date	Objective(s)	School Leadership Lever(s)	Pre-work
<b>Aug. 15</b>	1. Identify 1-2 key takeaways from the reading. 2. Identify 1-2 next steps to put key takeaways into practice.	5F) Build trust and team with and among those you lead.	1. Read pages ____ in <i>The Ideal Team Player</i> 2. Identify one quote that really stood out to you. 3. Create one discussion question.
<b>Aug. 27</b>	1) Conduct Walkthroughs and send teams feedback for: ADA Homeroom Tracker; Transitions; GET2E; and Culture of Achievement. 2) Revise Student Team Meeting Agendas - including goals, roles, and rules.	(2A) Observe classroom instruction (4D) Continually model, monitor, and manage student culture	None

	3) Identify and complete Field Lesson next steps.		
<b>Sept. 5</b>	<ol style="list-style-type: none"> <li>1. Identify 1-2 key takeaways from the reading.</li> <li>2. Identify 1-2 next steps to put key takeaways into practice.</li> </ol>	5F) Build trust and team with and among those you lead.	<ol style="list-style-type: none"> <li>1. Read pages _____ in <i>The Ideal Team Player</i>.</li> <li>2. Identify one quote that really stood out to you.</li> <li>3. Create one discussion question.</li> </ol>
<b>Sept. 24</b>	<ol style="list-style-type: none"> <li>1) Conduct Walkthroughs and send teams feedback for: ADA Homeroom Tracker; Transitions; GET2E; and Culture of Achievement.</li> <li>2) Revise Student Team Meeting Agenda - including goals, roles, and rules.</li> <li>3) Identify and complete Field Lesson next steps.</li> <li>4) Review TeachBoost Ratings for SLLs and action plan your development towards proficiency+.</li> </ol>	(2A) Observe classroom instruction (4D) Continually model, monitor, and manage student culture	
<b>Oct. 3</b>	<ol style="list-style-type: none"> <li>1. Identify 1-2 key takeaways from the reading.</li> <li>2. Identify 1-2 next steps to put key takeaways into practice.</li> </ol>	5F) Build trust and team with and among those you lead.	<ol style="list-style-type: none"> <li>1. Read pages _____ in <i>The Ideal Team Player</i>.</li> <li>2. Identify one quote that really stood out to you.</li> <li>3. Create one discussion question.</li> </ol>
<b>Quarter 2</b>			
<b>Date</b>	<b>Objective(s)</b>	<b>School Leadership Lever(s)</b>	<b>Pre-work</b>



<b>Oct. 24</b>	<ol style="list-style-type: none"> <li>1. Analyze 5F (trust) survey results and determine next steps.</li> <li>2. Identify 1-2 key takeaways from the reading.</li> <li>3. Identify 1-2 next steps to put key takeaways into practice.</li> </ol>	5F) Build trust and team with and among those you lead.	<ol style="list-style-type: none"> <li>1. Read pages _____ in <i>The Ideal Team Player</i>.</li> <li>2. Identify one quote that really stood out to you.</li> <li>3. Create one discussion question.</li> </ol>
<b>Oct. 29</b>	<ol style="list-style-type: none"> <li>1. Determine next steps after participating in an OCS analysis of Q1 GET2E, Student Persistence, and ADA data.</li> <li>2. Backwards plan Q2 using the school, district, and assessment calendars.</li> <li>3. Strategically plan for building informal relationships amongst teams.</li> <li>4. Conduct Culture Walkthroughs and share feedback with team.</li> </ol>	(5F) Build trust and team with and among those you lead  (8B) Organize Time and Tasks	None.
<b>Nov. 14</b>	<ol style="list-style-type: none"> <li>1. Identify 1-2 key takeaways from the reading.</li> <li>2. Identify 1-2 next steps to put key takeaways into practice.</li> </ol>	5F) Build trust and team with and among those you lead.	<ol style="list-style-type: none"> <li>1. Read pages _____ in <i>The Ideal Team Player</i>.</li> <li>2. Identify one quote that really stood out to you.</li> <li>3. Create one discussion question.</li> </ol>
<b>Quarter 3</b>			
<b>Date</b>	<b>Objective(s)</b>	<b>School Leadership Lever(s)</b>	<b>Pre-work</b>
<b>Jan. 14</b>	<b>Required Attendees: GTLs &amp; GLAs</b> <ol style="list-style-type: none"> <li>1) Determine next steps after participating in an OCS analysis of Q2 ADA and Student Persistence data.</li> </ol>	(5F) Build trust with and amongst those you lead  (8B) Organize time and tasks  (6D) Facilitate tactical meetings	Self-assess on your target SLLs as a CTL by annotating for glows and grows AND select a rating.  (2A, 4D, 5F, 6CD, 7C, 8B)

	<ol style="list-style-type: none"> <li>2) Backwards plan Q3 using the school, district, and assessment calendars.</li> <li>3) Refresh Outlook Invites for Morning Huddles &amp; Grade Team Tacticals)</li> <li>4) Determine high leverage action steps based on your SLL self-assessment.</li> <li>5) Conduct building culture walkthroughs and share feedback with your team.</li> <li>6) Create or refine culture resets as needed.</li> </ol> <p><u>Grades 6,7,11,12:</u></p> <ol style="list-style-type: none"> <li>7) Prepare for upcoming field lessons.</li> </ol>		
<b>Jan. 16</b>	<ol style="list-style-type: none"> <li>1. Identify 1-2 key takeaways from the reading.</li> <li>2. Identify 1-2 next steps to put key takeaways into practice.</li> </ol>	5F) Build trust and team with and among those you lead.	<ol style="list-style-type: none"> <li>1. Read pages _____ in <i>The Ideal Team Player</i>.</li> <li>2. Identify one quote that really stood out to you.</li> <li>3. Create one discussion question.</li> </ol>
<b>Feb. 18</b>	<ol style="list-style-type: none"> <li>1. Conduct Building Culture Walkthroughs and share results with your team.</li> <li>2. Revise Student Team Meeting Minute-by-Minute Agendas</li> <li>3. Prepare for upcoming field lessons.</li> <li>4. FLEX OBJ</li> </ol>	(2A) Observe Classroom Instruction (4D) Continually model, monitor, and manage student culture	None
<b>Feb. 27</b>	<ol style="list-style-type: none"> <li>1. Analyze 5F (trust) survey results and determine next steps.</li> </ol>	5F) Build trust and team with and among those you lead.	<ol style="list-style-type: none"> <li>1. Read pages _____ in <i>The Ideal Team Player</i>.</li> </ol>

	<ol style="list-style-type: none"> <li>Identify 1-2 key takeaways from the reading.</li> <li>Identify 1-2 next steps to put key takeaways into practice.</li> </ol>		<ol style="list-style-type: none"> <li>Identify one quote that really stood out to you.</li> <li>Create one discussion question.</li> </ol>
<b>Quarter 4</b>			
Date	Objective(s)	School Leadership Lever(s)	Pre-work
<b>Mar. 12</b>	<ol style="list-style-type: none"> <li>Identify 1-2 key takeaways from the reading.</li> <li>Identify 1-2 next steps to put key takeaways into practice.</li> </ol>	5F) Build trust and team with and among those you lead.	<ol style="list-style-type: none"> <li>Read pages _____ in <i>The Ideal Team Player</i>.</li> <li>Identify one quote that really stood out to you.</li> <li>Create one discussion question.</li> </ol>
<b>March 31</b>	<ol style="list-style-type: none"> <li>Create homeroom rosters for the 19 -20 school year</li> <li>FLEX OBJ</li> <li>Conduct building walkthroughs and provide feedback to teams</li> <li>Conduct open observations</li> <li>Revise Grade Level Awards Assembly Script</li> <li><i>Revise list of fundraisers without food.</i></li> <li>Review 19-20 Field Lesson Previews</li> </ol>	(2A) Observe classroom instruction  (4D) Continually model, monitor, and manage student culture	None
<b>Apr. 16</b>	<ol style="list-style-type: none"> <li>Identify 1-2 key takeaways from the reading.</li> <li>Identify 1-2 next steps to put key takeaways into practice.</li> </ol>	5F) Build trust and team with and among those you lead.	<ol style="list-style-type: none"> <li>Read pages _____ in <i>The Ideal Team Player</i>.</li> <li>Identify one quote that really stood out to you.</li> <li>Create one discussion question.</li> </ol>

<b>March 21</b>	3. FLEX OBJS 4. Conduct building walkthroughs and provide feedback to teams 5. Conduct open observations	(2A) Observe classroom instruction  (4D) Continually model, monitor, and manage student culture	4. None
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## Content Team Leader Scope & Sequence

In service of driving campus priorities and developing teacher teams, content team leaders (CTLs) will facilitate 18 professional development sessions throughout the year for their teams. Sessions will occur on Tuesdays for 50 minutes per the calendared dates below. 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.

Common Planning Period	Quarter 1 CTMs	Quarter 2 CTMs	Quarter 3 CTMs	Quarter 4 CTMs
RTTC - 2nd period	Aug 20	Oct 22	Jan 14	Mar 31
Humanities & Science - 3rd period	Aug 27	Nov 5	Jan 28	Apr 14
ELA & Math - 4th period	Sept 10	Nov 19	Feb 11	Apr 28
Spanish - 5th period	Sept 24	Dec 10	Feb 25	May 19
ATT - 7th period	Oct 8		Mar 10	

## Driving Goals for this year:

1. 90% of campus students pass the EOY Exam (STAAR/IA4) *(eligible for incentive pay)*
2. All AP/IB teachers reach level 3+ on the TCP student achievement rubrics *(eligible for incentive pay)*
3. 100% of content team teachers successfully execute the implementation of an IB and/or Learning Habit skill that students need to be successful in your content area in college.
4. (CORE) 100% of content team teachers successfully execute the implementation of two anchor charts for consistent use across all grade levels of the content team for:
  - a. Aggressive Monitoring Codes
  - b. Annotating texts/problems
  - .

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**School Leadership Levers:** CTLs will develop proficiency in the School Leadership Levers (SLLs) below with campus-level training, in-the-field coaching, and ratings in TeachBoost...

- 1) Data Driven Instruction
  - (A) Make [content team] data driven decisions
  - (D) Lead student work analysis meetings

- 2) Observation & Feedback
  - (A) Observe classroom instruction
- 5) Staff Culture and Development
  - (E) Lead effective professional development
  - (F) Build trust and team with and among those you lead
- 7) Communication with Key Stakeholders
  - (C) Hold crucial (high stakes) conversations with parents and staff
- 8) Time Management & Organization
  - (B) Organize time and tasks

## BEFORE BOY PD

Date	Objective(s)	School Leadership Lever(s)	Pre-work
<b>Aug. 2</b> 8:30AM - noon	<ol style="list-style-type: none"> <li>1. Reflect on Leaders Strength as a Cohort</li> <li>2. Review CTL Scope and Sequence</li> <li>3. Finalize Goals and Semester 1 Scope and Sequence for CTL Meetings</li> <li>4. Calendar recurring bi-weekly meetings with your Content Team Administrator</li> <li>5. Establish Communication Systems with Content Team (send recurring invites, group emails)</li> </ol>	(5E) Lead effective professional development (5F) Build trust and team with and among those you lead	1. Self-rate on the 7 <a href="#">SLLs</a> for CTLs.

## Quarter 1

Date	Objective(s)	School Leadership Lever(s)	Pre-work
<b>Aug. 29</b> Half Day	<ol style="list-style-type: none"> <li>1. Identify 1-2 key takeaways from the reading.</li> <li>2. Identify 1-2 next steps to put key takeaways into practice.</li> </ol>	(2A) Observe classroom instruction	<ol style="list-style-type: none"> <li>1. Read pages ....</li> <li>2. Identify one quote that really stood out to you &amp; Create one discussion question.</li> </ol>

	<ol style="list-style-type: none"> <li>3. Conduct content team observations in grades 6-12 using the IB Learner Profile and share feedback with your team.</li> <li>4. Share 18-19 Deliverables and receive feedback.</li> </ol>	<p>(5F) Build trust and team with and among those you lead (8B) Or</p>	<ol style="list-style-type: none"> <li>3. Draft how your team will make decisions as you move through your work together this year.</li> <li>4. Bring hard copies of: Annotations Anchor Chart; Aggressive Monitoring Codes; Exemplar of Vertically Aligned Skill with criteria for success.</li> </ol>
<b>Sept. 26</b> <i>Half Day</i>	<ol style="list-style-type: none"> <li>1. Identify 1-2 key takeaways from the reading.</li> <li>2. Identify 1-2 next steps to put key takeaways into practice.</li> <li>3. Plan and practice to lead effective student work analysis meetings. (Unpack Exemplar)</li> <li>4. Prepare to lead a SWAM CTM</li> <li>5. Conduct content team observations in grades 6-12 and share feedback with your team.</li> </ol>	<p>(1D) Lead student work analysis meetings. (2A) Observe classroom instruction</p> <p>(5E) Lead effective professional development 5F) Build trust and team with and among those you lead. (8B) Organize time and tasks</p>	<ol style="list-style-type: none"> <li>1. Read pages ...</li> <li>2. Identify one quote that really stood out to you &amp; Create one discussion question.</li> </ol> <p>For your team's SWAM bring:</p> <ul style="list-style-type: none"> <li>• Student Exemplar</li> <li>• Teacher Exemplar</li> <li>• Rubric</li> </ul>

## Quarter 2

Date	Objective(s)	School Leadership Lever(s)	Pre-work
<b>Oct. 24</b> <i>Half Day</i>	<ol style="list-style-type: none"> <li>1. Identify 1-2 key takeaways from the reading.</li> <li>2. Identify 1-2 next steps to put key takeaways into practice.</li> <li>3. Analyze 5F (trust) survey results and determine next steps.</li> <li>4. Conduct content team observations in grades 6-12 and share feedback with your team.</li> <li>5. Identify exemplary teaching strategies through open observations</li> </ol>	<p>(2A) Observe classroom instruction (5F) Build trust and team with and among those you lead</p>	<ol style="list-style-type: none"> <li>1. Read pages ...</li> <li>2. Identify one quote that really stood out to you.</li> <li>3. Create one discussion question.</li> </ol>
<b>Nov. 14</b> <i>Half Day</i>	<ol style="list-style-type: none"> <li>1. Identify 1-2 key takeaways from the reading.</li> <li>2. Identify 1-2 next steps to put key takeaways into practice.</li> <li>3. Reflect on Q1 data and prepare to analyze critical student work on Unit Exams/Module Assessments.</li> <li>4. Revise Q2 objectives for your CTMs.</li> </ol>	<p>(1D) Lead student work analysis meetings (2A) Observe classroom instruction (5E) Lead effective professional development</p>	<ol style="list-style-type: none"> <li>1. Read pages ...</li> <li>2. Identify one quote that really stood out to you &amp; Create one discussion question.</li> </ol> <p>For your team's SWAM bring:</p> <ul style="list-style-type: none"> <li>• Student Exemplar</li> <li>• Teacher Exemplar</li> <li>• Rubric</li> </ul>

	<ol style="list-style-type: none"> <li>5. Conduct content team observations in grades 6-12 and share feedback with your team.</li> <li>6. Identify exemplary teaching strategies through open observations</li> <li>7. Plan and practice to lead effective student work analysis meetings. (Unpack Exemplar)</li> <li>8. Prepare to lead a SWAM CTM</li> </ol>	<p>(5F) Build trust and team with and among those you lead</p> <p>(8B) Organize time and tasks</p>	
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### Quarter 3

Date	Objective(s)	School Leadership Lever(s)	Pre-work
<b>Jan. 16</b> <i>Half Day</i>	<ol style="list-style-type: none"> <li>1. Identify 1-2 key takeaways from the reading.</li> <li>2. Identify 1-2 next steps to put key takeaways into practice.</li> <li>3. Create/Refine Q3 Scope &amp; Sequence for Content Team Meetings and prepare to share with your team!</li> <li>4. Conduct content team observations in grades 6-12 and share feedback with your team.</li> <li>5. Identify exemplary teaching strategies through open observations</li> </ol>	<p>(2A) Observe classroom instruction</p> <p>(5E) Lead effective professional development</p> <p>(5F) Build trust and team with and among those you lead</p> <p>(8B) Organize time and tasks</p>	<ol style="list-style-type: none"> <li>1. Read pages ....</li> <li>2. Identify one quote that really stood out to you.</li> <li>3. Create one discussion question.</li> </ol> <p>Bring draft of Q3 Content Team Meeting Scope &amp; Sequence.</p>
<b>Feb. 20</b> (Half Day)	<ol style="list-style-type: none"> <li>1. Analyze 5F (trust) survey results and determine next steps.</li> <li>2. Identify 1-2 key takeaways from the reading.</li> <li>3. Identify 1-2 next steps to put key takeaways into practice.</li> <li>4. Create Q4 Scope &amp; Sequence for Content Team Meetings and prepare to share with your team!</li> <li>5. Provide feedback to each other on deliverables.</li> <li>6. Conduct content team observations in grades 6-12 and share feedback with your team.</li> <li>7. Identify exemplary teaching strategies through open observations</li> </ol>	<p>(2A) Observe classroom instruction</p> <p>(5E) Lead effective professional development</p> <p>(5F) Build trust and team with and among those you lead</p> <p>(8B) Organize time and tasks</p>	<ol style="list-style-type: none"> <li>1. Read pages....</li> <li>2. Identify one quote that really stood out to you.</li> <li>3. Create one discussion question.</li> </ol>

### Quarter 4

Date	Objective(s)	School Leadership Lever(s)	Pre-work
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<b>Mar. 21</b> <i>Half Day</i>	<ol style="list-style-type: none"> <li>1. Identify 1-2 key takeaways from the reading.</li> <li>2. Identify 1-2 next steps to put key takeaways into practice.</li> <li>3. Plan and practice to lead effective student work analysis meetings. (Unpack Exemplar)</li> <li>4. Prepare to lead a SWAM CTM</li> <li>5. Conduct content team observations in grades 6-12 and share feedback with your team.</li> </ol>	(1D) Lead student work analysis meetings. (2A) Observe classroom instruction (5E) Lead effective professional development (5F) Build trust and team with and among those you lead. (8B) Organize time and tasks	<ol style="list-style-type: none"> <li>1. Read pages ...</li> <li>2. Identify one quote that really stood out to you &amp; Create one discussion question.</li> </ol> <p>For your team's SWAM bring:</p> <ul style="list-style-type: none"> <li>• Student Exemplar</li> <li>• Teacher Exemplar</li> <li>• Rubric</li> </ul>
<b>Apr. 2</b> <i>Half Day</i>	<ol style="list-style-type: none"> <li>1. Identify 1-2 key takeaways from the reading.</li> <li>2. Identify 1-2 next steps to put key takeaways into practice.</li> <li>3. Reflect on Q3 data and prepare to analyze critical student work on Unit Exams/Module Assessments.</li> <li>4. Conduct content team observations in grades 6-12 and share feedback with your team.</li> <li>5. Identify exemplary teaching strategies through open observations</li> </ol>	(2A) Observe classroom instruction (5E) Lead effective professional development (5F) Build trust and team with and among those you lead (8B) Organize time and tasks	<ol style="list-style-type: none"> <li>1. Read pages ...</li> <li>2. Identify one quote that really stood out to you &amp; Create one discussion question.</li> <li>3. Bring your content team data and assessments</li> </ol>
<b>Apr. 23</b> <i>Half Day</i>	<ol style="list-style-type: none"> <li>1. Identify 1-2 key takeaways from the reading.</li> <li>2. Identify 1-2 next steps to put key takeaways into practice.</li> <li>3. Plan and practice to lead effective student work analysis meetings. (Unpack Exemplar)</li> <li>4. Prepare to lead a SWAM CTM</li> <li>5. Conduct content team observations in grades 6-12 and share feedback with your team.</li> </ol>	(1D) Lead student work analysis meetings. (2A) Observe classroom instruction (5E) Lead effective professional development (5F) Build trust and team with and among those you lead. (8B) Organize time and tasks	<ol style="list-style-type: none"> <li>1. Read pages ....</li> <li>2. Identify one quote that really stood out to you &amp; Create one discussion question.</li> </ol> <p>For your team's SWAM bring:</p> <ul style="list-style-type: none"> <li>• Student Exemplar</li> <li>• Teacher Exemplar</li> <li>• Rubric</li> </ul>



**IDEA Public Schools**

**IDEA Academy Brownsville**



**2019 – 2020 Student Achievement Improvement Plan**

## **DISTRICT MISSION:**

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

## **DISTRICT VISION:**

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

## **DISTRICT CORE VALUES:**

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

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

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

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

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

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

## **CAMPUS MISSION:**

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

## **DISTRICT GOALS 2019-20:**

### **PRIORITY #1: Students Graduate College-Ready**

- 1A. 100% Graduates Matriculate to a College or University
- 1B. 25% Graduates Matriculate to a Tier I/II College or University
- 1C. 100% Graduates Accepted to a College or University
- 1D. 30% | 25% of Graduates Named AP Scholars | Earn IB Diploma
- 1E. 90% | 60% | 30% Approaches | Masters on STAAR/EOC
- 1F. 70% | 70% | 70% of Pre-K/Kindergarteners End the Year On/Above Grade Level in Reading | Language | Math (all campuses)
- 1G. 80% | 80% | 80% of 1st-2nd Grade Students End Year On/Above Grade Level in Reading | Language | Math (Year 1 Campuses)
- 1H. 90% | 90% | 90% of 1st-2nd Grade Students End Year On/Above Grade Level in Reading | Language | Math (Year 2+ Campuses)
- 1I. 50% | 60 % of Students in CSI Achieve 2 Years Growth in Reading | Math (measured by Ren STAR)
- 1J. 21 Average ACT Score (Class of 2018, September 2017)
- 1K. 25% | 55% 4 | 6 Year College Graduation

### **PRIORITY #2: Build a Strong & Sustainable Organization**

- 2A. 85% Teacher Retention
- 2B. 97.5% ADA
- 2C. 90% Student Persistence
- 2D. \$87 MM EBIDA

### **PRIORITY #3: Achieve Mission at Scale**

- 3A. 80% of Students with Low Socioeconomic Status
- 3B. 53,115 Student enrollment by 2019-2020
- 3C. 97 schools in operation in 2019-2020
- 3D. \$55MM Total Funds Raised

## **CAMPUS PRIORITIES 2019-20:**

- 1) PRIORITY #1: Data Driven Culture**
- 2) PRIORITY #2: Student Culture**
- 3) PRIORITY #3: Literacy Across the Curriculum**

### **1) PRIORITY #1          Data Driven Culture**

- a. Weekly Data Meetings
  - b. Coaching Conversations
  - c. Data Boards
- ☐ IAB will meet or exceed 90|60|30 or A rating for STAAR

### **2) PRIORITY #2          Student Culture**

- a) PBIS Matrix for Expectations
  - b) Kickboard for positivity ratio
- ☐ IAB Increase teacher and student relations

### **3) PRIORITY #3          Literacy Across the Curriculum**

- a) Writing Lab K-5
  - b) Daily Journal Writing K-5
  - c) Science and Social Studies alignment in AR to W&W
- ☐ 2<sup>nd</sup>-5<sup>th</sup> of our students will receive individualized, systematic, and intensive instruction based on academic needs through Exact Path.

## Professional Campus Staff

Administrative Staff	Counseling Staff	Special Ed. Teachers
Luz Zuniga (Principal) Jacklyn Verdin (Principal in Residence) Carmina Rodriguez (Assist. Principal of Instruction) Elizabeth Rodriguez (Assist. Principal of Instruction) Carlos Montero (Assistant Principal of Operations)	Clarisa Zamora	Deborah Braungart (RISE) Erika Lopez (SPED K-2) Liliana Flores (SPED 3-5)
Kindergarten	First Grade	Second Grade
Regina Santoy (ELA) Cynthia Mandujano (Math) Claudia Zuniga (ELA) Lalis Lopez (ELA)	Martha Hinojosa (ELA) Perla Alvarado (ELA)	Jorge Longoria (Math) Jonathan Salas (Reading) Erica Santamaria Lopez (DI)
Third Grade	Fourth Grade	Fifth Grade
Ana Duran (Math) Sarah Galvan (Reading) Christabelle Leyva (Writing)	Juan Saucedo (Reading) Francisco Vasquez (Math) Roger Reyna (Writing)	Laura Giron (Math) Sara Stumbaugh (Reading) Sophia Hoekema-Perez (Science)
Physical Education	Interventionist	
Nalani Gonzalez (PE)	Dawn Garza I K-2 Cristina Tovar 3-5 Sandra Sanchez Math 3-5	

\*Bilingually Certified

Para-Professionals Campus Staff		
Co-Teachers	Facilitators	Clerical/Technical
Ana Singlaterry (KG ELA) Veronica Benavides (KG ELA) Alyx Merickel (KG Math)  Keila Benavides (1 <sup>st</sup> ELA) Michelle Delgadillo (1 <sup>st</sup> ELA)  Sandra Paredes (RISE) San Juana Rico (RISE)  Alejandra Caballero (Math Intervention K-2) Graciela Munoz (Science Elective)  Andres Alaniz (PE)	Andrew Crum(AR) Maria Cano (Hotspot)	Sandra Garza (Administrative Assistant)
Operations Staff	Temporary Staff	
Veronica Alvear (SIS) Andrea Padilla (Receptionist) Juan Ramirez (Business Clerk) Carlos de la Pena (Facilities Manager) Lorena Garcia (Registrar) Ana Lozano (Cafeteria and Nutrition Program Mgr) Gerardo Ramirez (Transportation Mgr) Yolanda Herrera (Health Aide)		

## Site Based Decision Making Committee

Member (Title, Represent)	Meeting Dates:	Possible Agenda Items:
<b>Luz Zuniga</b> (Principal, Administration)  <b>Jacklyn Verdin</b> (Principal in Residence, Administration)  <b>Clarisa Zamora</b> (Academic Counselor, Administration)	8/19	1. School Culture & Climate 2. Family & Community Involvement 3. Staff Retention & Campus Communication 4. Operations 5. ELA 6. Math 7. Science / Humanities CNA Updates
<b>Elizabeth Rodriguez</b> (Assistant Principal of Instruction, Administration)  <b>Carmina Rodriguez</b> (Assistant Principal of Instruction, Administration)  <b>Carlos Montero</b> (Assistant Principal of Operations, Administration)	9/16	1. School Culture & Climate 2. Family & Community Involvement 3. Staff Retention & Campus Communication 4. Operations 5. ELA 6. Math 7. Science / Humanities CNA Updates
<b>Cynthia Mandujano</b> (K Grade Level Chair)  <b>Martha Hinojosa</b> (1 <sup>st</sup> Grade Level Chair)	9/6	1. School Culture & Climate 2. Family & Community Involvement 3. Staff Retention & Campus Communication 4. Operations 5. ELA 6. Math 7. Science / Humanities CNA Updates
<b>Jonathan Salas</b> (2 <sup>nd</sup> Grade Level Chair)  <b>Sarah Barrera</b> (3 <sup>rd</sup> Grade Level Chair)  <b>Juan Saucedo</b> (4 <sup>th</sup> Grade Level Chair)	11/11	1. School Culture & Climate 2. Family & Community Involvement 3. Staff Retention & Campus Communication 4. Operations 5. ELA 6. Math 7. Science / Humanities CNA Updates
<b>Laura Giron</b> (5 <sup>th</sup> Grade Level Chair)  <b>Erika Lopez</b> (Co-Teacher Representative)  <b>Andres Alaniz</b> (Elective Representative)	1/13	1. School Culture & Climate 2. Family & Community Involvement 3. Staff Retention & Campus Communication 4. Operations 5. ELA 6. Math 7. Science / Humanities 8. CNA Updates
	2/17	1. School Culture & Climate

Deborah Braungart (Interventionist & Sped Representative)  (Parent Representative)  (Community Representative)		2. Family & Community Involvement 3. Staff Retention & Campus Communication 4. Operations 5. ELA 6. Math 7. Science / Humanities CNA Updates
	3/30	1. School Culture & Climate 2. Family & Community Involvement 3. Staff Retention & Campus Communication 4. Operations 5. ELA 6. Math 7. Science / Humanities CNA Updates
	4/27	1. School Culture & Climate 2. Family & Community Involvement 3. Staff Retention & Campus Communication 4. Operations 5. ELA 6. Math 7. Science / Humanities Finalize CNA



## IDEA Academy Brownsville

### Campus Demographics\*

Student Populations	Number of Students	Percentage of Students
Enrollment	699	100%
At Risk	371	53%
SPED	35	.05%
F.A.R.M.	510	72%
ELL	270	38%
Male	372	53%
Female	327	47%
Amer. Indian	0	0%
Asian	4	.05%
Black	0	0%
White	8	1.5%
Hispanic	687	98%

*\*As of April 2018*

## Campus Committees

English Language Arts	Math
<p><b>Committee Chair(s):</b> Luz Zuniga</p> <p><b>Committee Members:</b></p> <ol style="list-style-type: none"> <li>1. Lalis Lopez</li> <li>2. Ana Singlaterry</li> <li>3. Regina Santoy</li> <li>4. Veronica Beanzidez</li> <li>5. Martha Hinojosa</li> <li>6. Keila Benavidez</li> <li>7. Michelle Delgadillo</li> <li>8. Erica Santamaria Lopez</li> <li>9. Jonathan Salas</li> <li>10. Sara Barrera</li> <li>11. Christabelle Leyva</li> <li>12. Juan Saucedo</li> <li>13. Roger Reyna</li> <li>14. Sara Stumbaugh</li> <li>15. Andrew Crum</li> </ol>	<p><b>Committee Chair(s):</b> Elizabeth Rodriguez</p> <p><b>Committee Members:</b></p> <ol style="list-style-type: none"> <li>1. Cynthia Mandujano</li> <li>2. Alyx Merickel</li> <li>3. Jorge Longoria</li> <li>4. Ana Duran</li> <li>5. Frank Vasquez</li> <li>6. Laura Giron</li> <li>7. Alejandra Caballero</li> <li>8. Sandra Sanchez</li> <li>9. Maria Cano</li> </ol>
Science (As Applicable)	School Culture and Climate
<p><b>Committee Chair(s):</b> Jacklyn Verdin</p> <p><b>Committee Members:</b></p> <ol style="list-style-type: none"> <li>1. Clarisa Zamora</li> <li>2. Sophia Hoekema</li> <li>3. Graciela Munoz</li> </ol>	<p><b>Committee Chair(s):</b> Jacklyn Verdin</p> <p><b>Committee Members:</b></p> <ol style="list-style-type: none"> <li>1. Cynthia Mandujano</li> <li>2. Martha Hinojosa</li> <li>3. Keila Benavidez</li> <li>4. Dawn Garza</li> <li>5. Cristina Tovar</li> <li>6. Liliana Flores</li> <li>7. Nalani Gonzalez</li> <li>8. Alejandra Caballero</li> <li>9. Andres Alaniz</li> <li>10. San Juana Rico</li> <li>11. Sandra Paredes</li> <li>12. Roger Reyna</li> </ol>

Staff Retention & Campus Communication		Operations	Family and Community Involvement	
Committee Chair(s): Luz Zuniga		Committee Chair: Karmina Rodriguez	Committee Chair(s): Liz Rodriguez	
Committee Members:		Committee Members:	Committee Members:	
1. Paola Guerrero		1. Veronica Benavidez	1. Ana Singlaterry	
2. Laura Giron		2. Sandra Sanchez	2. Regina Santoy	
3. Claudia Zuniga		3. Juan Saucedo	3. Maria Cano	
4. Ana Duran		4. Frank Vasquez	4. Jorge Longoria	
5. Lalis Lopez		5. Erica Santamaria Lopez	5. Christabelle Leyva	
6. Sara Stumbaugh			6. Sophia Perez	
7. Sarah Barrera			7. Erika Lopez	
8. Deborah Braungart			8. Perla Alvarado	

## **New Initiatives: Academics**

### Lower Grades (K-2): ELA/ Math

- K-2 Instructional Coach
- Math Interventionist(K-5)
- Kinder interventionist(Kinder)
- Exact Path (2<sup>nd</sup>)
- 45 minute Elective Rotations (AR/HS, PE/PE,WRI/SCI)
- K-5 Being a Writer

### STAAR Grades (3-4): ELA/Math

- Math Interventionist (K-5)
- Exact Path
- Study Island
- 45 minute Elective Rotations (AR/HS, PE/PE,WRI/SCI)
- K-5 Being a Writer
- Junior Coaches

## Continuing Initiatives: Academics

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>• Backwards planning is tracked throughout the year to insure that goals are met</li> <li>• DI Data is used to identify students in need and provide intervention</li> <li>• Ensure BOY placement is accurate</li> <li>• Homework is prescriptive and aligned to DI</li> <li>• Horizontal collaboration occurs weekly (grade level)</li> <li>• IW and centers are aligned to DI</li> <li>• Offer after school tutoring for struggling readers and/or summer school</li> <li>• Provide intervention opportunities during recess, conference or after school, or intervention block (Kinder)</li> <li>• RTI plan and tracked</li> <li>• Students are held accountable for their goals by using lesson trackers and thermometer charts</li> <li>• Use of Bobcat Tracker to notify progress to parents</li> <li>• Use of lesson tracker and monthly submission</li> <li>• Weekly differentiated script practice</li> <li>• ALL teachers are trained on backwards planning</li> <li>• Individualized and small group intervention conducted daily based on continuous DI instruction</li> <li>• Interactive IW centers for K (ELA and Math) and 1<sup>st</sup> (ELA)</li> <li>• Tracking of RTI students through interventionist</li> <li>• Bobcat Den (ELA &amp; Math)</li> <li>• Planning Schedule during Academic Block (2 times a week)</li> <li>• Failure Notices for ELA &amp; Math</li> <li>• <b>Blueprint</b></li> <li>• <b>Inclusion Special Education teachers &amp; Interventionists</b></li> </ul> | <ul style="list-style-type: none"> <li>• Continue to use exit tickets to assess students</li> <li>• Continue training 2<sup>nd</sup> grade teachers in TEKS based instruction</li> <li>• Continue using individualized student data trackers</li> <li>• Continue working with hybrid spaces on alignment and increasing time spent in labs</li> <li>• Differentiated professional development sessions</li> <li>• Half day PD for lesson planning work</li> <li>• Intervention, tutoring, and Saturday Academy</li> <li>• Lesson plan feedback sessions</li> <li>• Pull out teachers for data conversation after IA</li> <li>• TEKS aligned instruction and question stems</li> <li>• Advisory block to be used for writing, intervention and science</li> <li>• Balance Literacy Model</li> <li>• Co-collaborate with Hybrid Zone teachers</li> <li>• Collaborative Planning</li> <li>• Content teachers will assign students goals for hybrid spaces so they can work on it at home</li> <li>• Individualized and small group intervention conducted daily based on DI programs (3<sup>rd</sup>-5<sup>th</sup>): Corrective reading</li> <li>• Use Ipad/Surface Pro for rapid collection of exit ticket and scores</li> <li>• Purchase of STAAR Reading and Math workbooks</li> <li>• Tracking of RTI students through interventionist &amp; SpEd teachers</li> <li>• Implementation of Envision programs</li> <li>• Bobcat Den (ELA &amp; Math)</li> <li>• Planning Schedule during Academic Block (2 times a week)</li> <li>• Failure Notices for ELA &amp; Math</li> <li>• Mr. Bill MacDonald writing consultant (3<sup>rd</sup> &amp; 4<sup>th</sup>)</li> <li>• Ms. Ana Mares Science consultant (5<sup>th</sup>)</li> <li>• Inclusion of Special Education teachers &amp; Interventionists</li> </ul> |
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## New Initiatives: School Culture & Climate

### Lower Grades (K-2): ELA/ Math

- The Four Agreements SEL
- Cultural Read Alouds (theme per month)
- Lexercise software for 504/Dyslexia
- Blueprint for KG
- Compliance Forms for Uniform (K-5)
- Monday Morning Pow Wow
- Bobcat Family Report Card Night
- Winter Festival
- Mr. Amigito & Ms. Reinita
- Mother's Day Kinder Sweet Celebration
- Mother's Day Carnation sales
- K-2 Grade Level performances(Parents Welcome)
- End of Year Awards K-2
- Walking Museum 2<sup>nd</sup>
- 100<sup>th</sup> Day Celebration
- Daddy/Daughter Dance K-5
- School Theme & Grade Level Shirts
- Purchase of School Supplies (K-5)

### STAAR Grades (3-4): ELA/Math

- Junior coaches-Playworks
- Cultural Read Aloud (theme per month)
- Compliance Forms for Uniform (K-5)
- Monday Morning Pow Wow
- 3-5 Grade Level performances(Parents welcome)
- Oscar Munoz-Magician
- End of Year Awards 3-5
- Veteran's Day Program
- Pumpkin Carving 4<sup>th</sup>
- End of Year Dance 3-5
- Valentine's Day Dance 3-5
- Bobcat Patrol
- National Elementary Society
- Student Council
- Duke Tip

## Faculty Monday

Date	Session Title/Topic	Session Objective(s)
9/9	Staff Benefits Illuminate (Core Content + Interventionists) Script Rehearsals – DI Plan of Action – Electives IEP Progress Updates – RISE	<p>Staff Benefits:</p> <ul style="list-style-type: none"> <li>Explain changes to this year’s medical and supplemental plans</li> <li>Identify two sources of information about benefits and what to find in each.</li> <li>Explain 2 benefits at IDEA that are most meaningful to them.</li> </ul> <p>Illuminate:</p> <ul style="list-style-type: none"> <li>Explain their role in assessment tracking and the importance of accuracy</li> <li>Log into Illuminate, search for district-created interim and biweekly/unit assessments, print answer documents and scan answer documents into the system.</li> <li>Describe 3 additional reference tools for using Illuminate and Teacher Actionable Dashboard.</li> </ul>
9/23	Keeping Our Families	<ul style="list-style-type: none"> <li>Articulate why family engagement is important</li> <li>Articulate their role with 4 family engagement tools.</li> <li>Identify how they will personally build relationships with their students and families.</li> </ul>
10/7	GET Power Rows	<ul style="list-style-type: none"> <li>Teachers will use the GET rubric to unpack Criteria for Success for POWER ROWS</li> <li>Teachers will rate samples of classroom instruction to develop a shared understanding of what excellent teaching looks like</li> </ul>
10/21	Quarter 1 PTG	<ul style="list-style-type: none"> <li>Identify bright spots in our data to celebrate, learn from, and leverage</li> <li>Discuss data to understand current progress towards meeting big goals</li> <li>Identify campus-level trends that can be addressed at a larger scale</li> </ul>
11/4	PBIS: RtI Data Based Decision Making	<ul style="list-style-type: none"> <li>Tier I team reviews and uses discipline data and academic outcome data (e.g., Curriculum-Based Measures, state tests)</li> <li>Summarize discipline data organized by the frequency of problem behavior events by behavior, location, time of day, and by individual student.</li> </ul>
11/18	Unpacking Assessments	<ul style="list-style-type: none"> <li>Unpack Semester Exams to identify KNOW and DO</li> <li>Create exemplar responses for questions and criteria for success</li> </ul>



12/2	SE/ME/STAAR Testing Expectations	<ul style="list-style-type: none"> <li>• Explain their role in test administration and security</li> <li>• Explain testing environment expectations</li> <li>• Review the Dos and Don'ts of testing</li> </ul>
12/16	PBIS: Recognition to Increase Behavior	<ul style="list-style-type: none"> <li>• Teachers will be able to Teach, support, and encourage students to be "self-managers"</li> </ul>
1/6	GET Power Rows	<ul style="list-style-type: none"> <li>• Teachers will compare samples of classroom instruction to develop a shared understanding of what excellent teaching looks like</li> <li>• Teachers will compare Leader rating to self-rating and identify next steps for growth</li> </ul>
1/27	Quarter 2 PTG	<ul style="list-style-type: none"> <li>• Identify bright spots in our data to celebrate, learn from, and leverage</li> <li>• Discuss data to understand current progress towards meeting big goals</li> <li>• Identify campus-level trends that can be addressed at a larger scale</li> </ul>
2/10	Staff Development Cycle: 2X2 (Worktime)	<ul style="list-style-type: none"> <li>• Rate yourself on the Prescribed GET Rows or Management skills and provide evidence</li> <li>• Choose your two STRENGTHS and two AREAS OF GROWTH</li> <li>• Choose your managers two STRENGTHS and two AREAS OF GROWTH based on the Manager Feedback Framework and provide evidence</li> </ul>
2/24	TELPAS	<ul style="list-style-type: none"> <li>• Review TELPAS window and task items</li> <li>• Review TELPAS students and individual goals</li> <li>• Create Writing Assignment Prompts and deadlines</li> </ul>
3/9	STAAR Test Administration and Campus Training	<ul style="list-style-type: none"> <li>• Explain their role in test administration and security</li> <li>• Sign TEA Test Administration Oath</li> <li>• Complete Training Modules on TAMS</li> </ul>
3/23	Retention Meeting Progress (Crucial Conversations)	<ul style="list-style-type: none"> <li>• Review student documentation portfolio</li> <li>• Unpack Crucial Conversation Template</li> <li>• Practice crucial conversations</li> </ul>
4/6	Quarter 3 PTG	<ul style="list-style-type: none"> <li>• Identify bright spots in our data to celebrate, learn from, and leverage</li> <li>• Discuss data to understand current progress towards meeting big goals</li> <li>• Identify campus-level trends that can be addressed at a larger scale</li> </ul>
4/20	STAAR	<ul style="list-style-type: none"> <li>• Explain their role in test administration and security</li> <li>• Review testing environment Dos and Don'ts</li> <li>• Review and Tag STAAR Manuals</li> </ul>
5/4	EOY Awards (Worktime) Homeroom Placements (Worktime)	<ul style="list-style-type: none"> <li>• Verify grade level verification google excel</li> <li>• Verify individual student award notification letter</li> <li>• Create 2020-2021 Homerooms and submit to GLA</li> </ul>
5/18	Staff Development Cycle: APRs (Worktime)	APRs:

	EOY Check-Out	<ul style="list-style-type: none"> <li>• Explain the purpose of the Annual Performance Review</li> <li>• Effectively navigate the APR form in Cornerstone</li> <li>• Choose your two STRENGTHS and two AREAS OF GROWTH with clear NEXT STEPS and provide evidence</li> </ul>
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Grade Level Tactical		
Date	Session Title/Topic	Session Objective(s)
Semester 1: 8/26, 9/30, 10/28, 12/9  Semester 2: 2/3, 3/2, 4/13, 5/11	Grade Level Tactical	Facilitate a tactical meeting to drive towards team goals: <ul style="list-style-type: none"> <li>• Share priorities for the week</li> <li>• Share data updates</li> <li>• Propose tactical items</li> <li>• Tackle tactical items (Including discussing struggling students)</li> <li>• Schedule strategy meetings as needed</li> <li>• Collect feedback from the team</li> </ul>

Grade Level Leader Cohort
<p>In service of supporting a strong Culture of Achievement and Average Daily Attendance, grade team leaders (GLLs) facilitate three recurring meetings with their teams (below). Grade team meeting objectives will be both backwards planned and data-responsive, focusing on building strong teacher teams to support students meeting their academic goals. In addition, GTLs will drive the logistics and expectations for field lessons that provide students with opportunities to explore college campuses that change lives, participate in community service projects, and build cultural capital.</p> <p><b>Driving Goals for this year:</b></p> <ol style="list-style-type: none"> <li>1. 95% of IBA teachers will rate “proficient” or higher in GET Row 2E (Climate &amp; Culture: Rules &amp; Consequences) by the end of September.</li> <li>2. 97.5% Average Daily Attendance</li> </ol>

**Big Picture Objective:** GLLs will develop proficiency in the School Leadership Levers (SLLs) below with campus-level training, in-the-field coaching, and ratings in Teach Boost...

- Student Culture
  - (D) Continually model, monitor, and manage student culture
- Staff Culture and Development
  - (F) Build trust and team with and among those you lead
- Leading Other [Teachers]
  - (C) Facilitate daily huddles
  - (D) Facilitate weekly tactical meetings
- Communication with Key Stakeholders
  - (C) Hold crucial (high stakes) conversations with parents and staff

Type of Meeting	Frequency	Objectives
<b>Morning Huddle</b>	Daily (7:20 - 7:25AM)	Keep team in the loop by updating the information below in the shared Outlook Invite: <ul style="list-style-type: none"> <li>• Homework (calibrate minutes: 10 x grade)</li> <li>• Announcements</li> <li>• Follow-up from yesterday's next steps</li> <li>• Team Focus (one focus for the team!)</li> </ul>
<b>Weekly Lunch</b>	Once a week - TBD by GLLs	Informal opportunity to build interpersonal relationships (#Trust) and to provide a space for upwards feedback.
<b>Grade Team Meetings</b>	8 times during Faculty Monday PD	Facilitate a tactical meeting to drive towards team goals: <ul style="list-style-type: none"> <li>• Share priorities for the week</li> <li>• Share data updates</li> <li>• Propose tactical items</li> <li>• Tackle tactical items (Including discussing struggling students)</li> <li>• Schedule strategy meetings as needed</li> <li>• Collect feedback from the team</li> </ul>

Date	Session Title/Topic	Session Objective(s)
7/25	GLL Kick-Off	Review and practice operating mechanisms: Morning Huddle and Tactical Meeting Send outlook calendar invites for all Semester 1 team Meetings Create a group text or teams for your team and welcome them to the new school year Practice facilitating the PD for your grade level behavior ladder with GTA
8/19	Parent Communication	Review parent communication tree and call log
9/16	Student Behavior Tier and Intervention	Review and refine student behavior system and behavior documentation

11/11	ADA OCS Q2 Culture Reset Building Trust with Teams	Determine next steps after participating in an OCS analysis of Q1 GET2E and ADA data. Backwards plan Q2 using the school, district, and assessment calendars. Strategically plan for building informal relationships amongst teams.
1/13	ADA OCS Q3 Culture Reset SLL MidYear Reflection	Determine next steps after participating in an OCS analysis of Q2 ADA data. Backwards plan Q3 using school, district and assessment calendars Review and refine culture resets as needed Prepare for upcoming field lessons Self-rate and identify action steps on SLLs
2/17	Field Lessons	Prepare for upcoming field lessons
3/30	Crucial Conversations	Unpack SLL 7C with lookfors Script crucial conversation for retentions
4/27	Awards Assembly SLL Self-Reflection EOY Events	Create homeroom rosters for the 20-21 school year Finalize Grade Level Awards Assembly Log and Student Notifications Self-rate and identify action steps on the SLLs. Review EOY Events

Faculty Monday		
Date	Session Title/Topic	Session Objective(s)
9/9	Staff Benefits Illuminate (Core Content + Interventionists) Script Rehearsals – DI Plan of Action – Electives IEP Progress Updates – RISE	<p>Staff Benefits:</p> <ul style="list-style-type: none"> <li>Explain changes to this year’s medical and supplemental plans</li> <li>Identify two sources of information about benefits and what to find in each.</li> <li>Explain 2 benefits at IDEA that are most meaningful to them.</li> </ul> <p>Illuminate:</p> <ul style="list-style-type: none"> <li>Explain their role in assessment tracking and the importance of accuracy</li> <li>Log into Illuminate, search for district-created interim and biweekly/unit assessments, print answer documents and scan answer documents into the system.</li> <li>Describe 3 additional reference tools for using Illuminate and Teacher Actionable Dashboard.</li> </ul>
9/23	Keeping Our Families	<ul style="list-style-type: none"> <li>Articulate why family engagement is important</li> <li>Articulate their role with 4 family engagement tools.</li> </ul>

		<ul style="list-style-type: none"> <li>Identify how they will personally build relationships with their students and families.</li> </ul>
10/7	GET Power Rows	<ul style="list-style-type: none"> <li>Teachers will use the GET rubric to unpack Criteria for Success for POWER ROWS</li> <li>Teachers will rate samples of classroom instruction to develop a shared understanding of what excellent teaching looks like</li> </ul>
10/21	Quarter 1 PTG	<ul style="list-style-type: none"> <li>Identify bright spots in our data to celebrate, learn from, and leverage</li> <li>Discuss data to understand current progress towards meeting big goals</li> <li>Identify campus-level trends that can be addressed at a larger scale</li> </ul>
11/4	PBIS: RtI Data Based Decision Making	<ul style="list-style-type: none"> <li>Tier I team reviews and uses discipline data and academic outcome data (e.g., Curriculum-Based Measures, state tests)</li> <li>Summarize discipline data organized by the frequency of problem behavior events by behavior, location, time of day, and by individual student.</li> </ul>
11/18	Unpacking Assessments	<ul style="list-style-type: none"> <li>Unpack Semester Exams to identify KNOW and DO</li> <li>Create exemplar responses for questions and criteria for success</li> </ul>
12/2	SE/ME/STAAR Testing Expectations	<ul style="list-style-type: none"> <li>Explain their role in test administration and security</li> <li>Explain testing environment expectations</li> <li>Review the Dos and Don'ts of testing</li> </ul>
12/16	PBIS: Recognition to Increase Behavior	<ul style="list-style-type: none"> <li>Teachers will be able to Teach, support, and encourage students to be "self-managers"</li> </ul>
1/6	GET Power Rows	<ul style="list-style-type: none"> <li>Teachers will compare samples of classroom instruction to develop a shared understanding of what excellent teaching looks like</li> <li>Teachers will compare Leader rating to self-rating and identify next steps for growth</li> </ul>
1/27	Quarter 2 PTG	<ul style="list-style-type: none"> <li>Identify bright spots in our data to celebrate, learn from, and leverage</li> <li>Discuss data to understand current progress towards meeting big goals</li> <li>Identify campus-level trends that can be addressed at a larger scale</li> </ul>
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Semester 2: 2/3, 3/2, 4/13, 5/11		<ul style="list-style-type: none"> <li>Schedule strategy meetings as needed</li> <li>Collect feedback from the team</li> </ul>
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**IDEA Public Schools**

**IDEA Academy Donna**



**IDEA**  
Public Schools



# 2019 - 2020 Student Achievement Improvement Plan

## DISTRICT MISSION:

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

## DISTRICT VISION:

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

## DISTRICT CORE VALUES:

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

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

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

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

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

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

## CAMPUS Vision:

IDEA Academy Donna will build life-long learners by establishing a safe, welcoming, and rigorous environment for students, parents, and staff. Together we will ensure academic achievement on the path to and through college!

## **DISTRICT GOALS 2019-20:**

### **PRIORITY #1: Students Graduate College-Ready**

- 1A. 100% of Graduates Matriculate to a college or university
- 1B. Average ACT score: 21
- 1C. % of students in CSI achieve 2 years growth in reading/math: 50%/60%
- 1D. Earned state rating: A
- 1E. % of K-2 students who end year on/above grade level in reading | language | math: 90%
- 1F. % of students graduating college in 4 | 6 years: 25% | 55%
- 1G. % of students who get accepted to college: 100%

### **PRIORITY #2: Build a Strong & Sustainable Organization**

- 2A. Teacher Retention: 85%
- 2B. % of employees who net agree | strongly agree with IDEA's organizational strength measure: 80%
- 2C. Average Daily Attendance: # | %: 48,817 | 97.50%
- 2D. Student Persistence: 90%
- 2E. First Rating: A
- 2F. Operating income: 101MM

### **PRIORITY #3: Achieve Mission at Scale**

- 3A. % of students with low socio-economic status: 80%
- 3B. Enrollment: 64,455
- 3C. Schools in operation: 125
- 3D. Total Funds Raised: %70MM

## Professional Campus Staff

Professional Campus Staff		
Administrative Staff	Counseling Staff	Pre-K
Sylvia Verdooren    Principal Freddie Martinez    AP Belinda Gonzales    AP Marycarmen Quintanilla AP Alberto Castillo    AP of operations	Anahi Gonzalez Academic Counselor	Rose Ruiz Ylissa Garza
Kindergarten	First Grade	Second Grade
Dulce Ramirez Gabrielle Zuniga Jessica Olivo Ashley Garza April Longoria	*Yezenia Ramirez Jasmin Villarreal *Polette Perez *Rogelio Huerta	Anakaren Solano Lizette Garcia Cynthia Alonso
Third Grade	Fourth Grade	Fifth Grade
Justine Saldana Esmer Torres Efrain Madrigal Roxanne Gaona	Nelly Yap Fernando Fuentes Elissa Perez Victoria Ramirez	Cesia Bandala Esteban Gonzalez Cynthia Varela
Physical Education	Specialty Teachers	
Randy Flores	Gigi Loresco Ligaya Roa Erica Garza Emily Zuniga	

\*Bilingually Certified

Para-Professionals Campus Staff	
Co-Teachers	Office Staff
Irma Ortiz SpEd Magdalena Leal K Veronica Garza AR Stephany Tijerina PE Rosalinda Magana SpEd Wanda Deiter SpEd Mercedes Salinas SpEd Nallely Berumen SpEd Valerie Guzman PK Miranda Gonzalez K David Martinez K Marissa Valdez K Selina Moreno HS Yolanda Garza AR Christina Pina 2 <sup>nd</sup> Jasmine Ramos 1st Adriana Lozano 1st Stephanie Segura K Edna Parra K Jessica Jara 2 <sup>nd</sup>	Rosa Gonzalez, Testing Coordinator Ashley Ozuna, Admin Assistant Stephanie Brouwen, 21 <sup>st</sup> Century
Operations Staff	
Name, Position	

## Site Based Decision Making Committee

Member (Title, Represent)	Meeting Dates:	Possible Agenda Items:
Sylvia Verdooren (Principal, Administration)  Anahi Gonzalez (Academic Counselor, Administration)  Freddie Martinez (Assistant Principal of Instruction, Administration)  Belinda Gonzalez (Assistant Principal of Operations, Administration)  Marycarmen Quintanilla (Assistant Principal of Operations, Administration)  Rose Ruiz, (Grade Level Teacher, Pre Kinder) Dulce Ramirez (Grade Level Teacher, K) Yezenia Ramirez (Grade Level Chair, 1 <sup>st</sup> Grade) Anakaren Solano (Grade Level Chair, 2 <sup>nd</sup> Grade) Justine Saldana (Teacher, 3 <sup>rd</sup> Grade) Nelly Yap (Grade Level Chair, 4 <sup>th</sup> Grade) Cynthia Varela (Grade Level Chair, 5 <sup>th</sup> Grade) Ligaya Roa (Grade Level Chair, RISE)  (Parent Representative) #NAME# (Community Representative)	Thursday September 19, 2019	1. Parent Involvement Committee/Parent University 2. Culture
	Thursday October 3, 2019	1. Fall festival 2. Red Ribbon Week 3. Bully Prevention Month 4. Core Value Awards 5. Data Review
	Thursday November 7, 2019	1. Can drive 2. Data Review 3. Budget Review
	Thursday December 5, 2019	1. Toy Drive 2. Christmas celebration for students & staff 3. Data review
	Thursday February 6, 2020	1. Career week 2. Data review 3. Field Lessons
	Thursday March 5, 2020	1. Dia de los Ninos festival 2. Data review 3. Campus Culture 4. Commitment to College
	Thursday April 2, 2020	1. Earth month 2. Budget review 3. Data review
	Thursday May 1, 2020	1. EOY celebrations 2. Family picnic 3. 5 de Mayo 4. Millionaire club AR 5. Parent Satisfaction

## Campus Budget Summary

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

### *Funding Sources – Local*

199	General Fund	\$0
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### *Funding Sources - State*

191	State Gifted & Talented	\$ 0
193	State Special Education	\$ 0
194	State Compensatory	\$0
404	Accelerated Reader/Math	0
195	State Bilingual	\$ 0
411	Technology Allotment	0
192	Technology Sp. Fund	0

### *Funding Sources - Federal*

204	Title IV Drug Free School	0
211	Title I Regular	\$50,811
212	Title I Migrant	0
224	IDEA-B Formula	\$ 1,500
255	Title II, Part A, Classroom Size Red./Eisenhower	\$4,211
262	Title II, Part D, Technology	0
263	Title III – Bilingual	\$ 26,000

**Total:      \$909,815**

**IDEA Academy Donna**  
Campus Demographics\*

<b>Student Populations</b>	<b>Number of Students</b>	<b>Percentage of Students</b>
Enrollment	889	100%
At Risk	606	68%
SPED	52	5.85%
F.A.R.M.	852	95.84%
ELL	424	47.69%
Male	459	51.63%
Female	430	48%
Amer. Indian	0	0%
Asian	2	0.22%
Black	1	0%
White	15	01.69%
Hispanic	871	9.98%

*\*As of 10/25/2013*



## Campus Committees

English Language Arts	Math
<p><b>Committee Chair(s):</b> Nelly Yap</p> <p><b>Committee Members:</b></p> <ol style="list-style-type: none"> <li>1. Cynthia Varela</li> <li>2. Justine Saldana</li> <li>3. Jasmin Villarreal</li> <li>4. Elissa Perez</li> </ol>	<p><b>Committee Chair(s):</b> Esteban Gonzalez</p> <p><b>Committee Members:</b></p> <ol style="list-style-type: none"> <li>1. Fernando Fuentes</li> <li>2. Efrain Madrigal</li> <li>3. Cynthia Alonso</li> <li>4. Rogelio Huerta</li> </ol>
Science (As Applicable)	School Culture and Climate
<p><b>Committee Chair(s):</b> Cesia Cepeda</p> <p><b>Committee Members:</b></p> <ol style="list-style-type: none"> <li>1. Polette Perez</li> <li>2. Dulce Ramirez</li> <li>3. April Longoria</li> <li>4. Gigi Loresco</li> </ol>	<p><b>Committee Chair(s):</b> Anakaren Solano</p> <p><b>Committee Members:</b></p> <ol style="list-style-type: none"> <li>1. Ashley Garza</li> <li>2. Ylissa Garza</li> <li>3. Rose Medina</li> </ol>
Staff Quality, Recruitment and Retention	Family and Community Involvement
<p><b>Committee Chair(s):</b> Rosa Gonzalez</p> <p><b>Committee Members:</b></p> <ol style="list-style-type: none"> <li>1. Grace Roa</li> <li>2. Jessica Olivo</li> <li>3. Gabrielle Zuniga</li> </ol>	<p><b>Committee Chair(s):</b> Yezenia Ramirez</p> <p><b>Committee Members:</b></p> <ol style="list-style-type: none"> <li>1. Ligaya Roa</li> <li>2. Randy Flores</li> <li>3. Lizette Garcia</li> </ol>

## New Initiatives

- |   |   |
|---|---|
| <ul style="list-style-type: none"><li>• Writing across all grade levels (student portfolios)</li><li>• Implement MTSS-B strategies from Wayne Callendar</li><li>• Incorporate planner for 3-5 students</li><li>• Implement education galaxy as part of centers in all contents</li><li>• Implement imagination learning for ELL students</li><li>• Weekly morning parade focused on student achievement</li></ul> | <ul style="list-style-type: none"><li>•</li><li>• Intense data tracking in classrooms</li></ul> |
|---|---|

## Continuing Initiatives

- |  |  |
|--|--|
| <ul style="list-style-type: none"><li>• Provide ongoing RTI Staff Development for all staff.</li><li>• Incorporate the RTI process with all students.</li><li>• Pre-K and Kinder culture camp</li><li>• Use “<i>Fours Be With You</i>” writing strategies to improve Writing.</li><li>• Implement Summer School with selected Kinder Eto E students.</li><li>• Bring Marissa Wong to train all 3-5 math teachers</li></ul> | <ul style="list-style-type: none"><li>• Provide additional curriculum resources for our bilingual population to improve student success.</li><li>• Implement team planning sessions twice a week for 30 minutes.</li></ul> |
|--|--|

## Staff Development

Date	Session Title/Topic	Session Objective(s)
8/13/19	Goal Setting/Academic block	TWBAT revisit morning meeting scope and sequence. TWBAT scope out the next 2 months and prep materials
8/27/19	GET (Guidepost 4A) Instructional Clarity	TWBAT to understand the strands that will be evaluated and plan strategies they will use.
9/3/19	Guidepost 4B student practice	TWBAT to practice applying strategies in their lesson plans to use for students to practice.
9/17/19	GET 3 Lesson Planning	TWBAT identify and apply the different parts of a lesson cycle to their planning.
10/3/19	Guidepost 4C monitor student learning	TWBAT monitor student learning throughout the lesson cycle and adjust instruction.
10/1/19	Behavior Management	TWBAT to revisit training from BOY around MTSS-B and apply new strategies and celebrate students with good behavior
10/22/19	Guidepost 5 Analyzing data	TWBAT to develop a keen understanding of their student data and how to plan for re-teaching
11/5/19	SMART Goals and Trackers	TWBAT revisit SMART goals and share best trackers in maintaining student mastery trackers.
11/19/19	RTI Follow up	TWBAT review RTI documentation and submit new students documentation
12/5/19	Lesson Internalization Review	TWBAT to prepare for second semester and plan lessons aligned to gaps identified
12/19/19	TELPAS Writing	TWBAT to understand expectations for writing samples
1/7/20	Round 2 of Staff Development Cycle	TWBAT to understand the 2x2 conversation and prepare to fill out documentation.
2/3/20	TELPAS	TWBAT to understand TELPAS and their role in supporting students
3/20/20	STAAR training	TWBAT to know the testing procedures for STAAR testing
4/10/20	Round 3 of Staff Development Cycle	TWBAT to understand how to fill out the APR and prepare for the conversation

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

**IDEA Public Schools**

**IDEA Academy Elsa**



**2019 – 2020 Student Achievement Improvement Plan**

## **DISTRICT MISSION:**

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

## **DISTRICT VISION:**

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

## **DISTRICT CORE VALUES:**

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

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

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

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

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

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

## **CAMPUS MISSION:**

At IDEA Academy Elsa, we believe that all students can succeed regardless of their social, emotional or academic background. We believe that all students can meet and exceed their academic standards by providing the necessary support to ensure all students experience success and are college ready.

## **DISTRICT GOALS 2018-19:**

### **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 grads named AP scholars | Earn IB diploma: 30% | 25%
- 1E. % Approaches | Meets | % Masters on STAAR/EOC: 90% | 60% | 30%
- 1F. % Basic | Mastery | Advanced on LEAP: 82% | 44% | 11%
- 1G. % of Pre-K/Kindergarteners End The Year On/Above Grade Level in Reading | Language | Math (All Campuses): 90% | 90% | 90%
- 1H. % of 1st-2nd Students End The Year On/Above Grade Level in Reading | Language | (Year 1 Campuses): 70% | 70%
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- 1K. Average ACT score (Class of 2019, September 2018): 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. %Average Daily Attendance | # Average Daily Attendance: 97.50% | 38,141
- 2C. Student Persistence: 90%
- 2D. Operating Income: \$87M

### **PRIORITY #3: Achieve Mission at Scale**

- 3A. % of students with low socio-economic status: 80%
- 3B. Enrollment in August 2019: 53,115
- 3C. Schools in operation in August 2019: 97
- 3D. Total Funds Raised (millions): \$55M

Professional Campus Staff		
Administrative Staff	Counseling Staff	Specialty Teachers
*Saron Mata – Principal Gracy Gomez – Assistant Principal of Instruction Damaris Perez – Assistant Principal of Instruction	Monique Zapata Academic Counselor	Alyssa Aguilar – Rise Unit-Content Leader Chanel Cruz – Special Education Amanda Velazquez – Intervention
Kindergarten	First Grade	Pre-K
Erica Borrego GTL Sabrina Sandoval Dayna Munoz Areli Alvarado	Jennifer Tamez GTL Teacher Olga Morales *Aleyda Villagomez	Arlene Magallanes GTL Teacher Martha Garcia Zulma Cavazos
Physical Education		
Andrew Diaz		

\*Bilingually Certified

Para-Professionals Campus Staff		
Co-Teachers	Facilitators	Clerical/Technical
Aaron Benavidez Melissa Carreon Adriana Ontiveros Priscilla Tamez Nattalie Noriega Leanne Rodriguez Vanessa Garcia Nallely Garza	Darlena Contreras Sayde Martinez	Monica Garcia – Amin Assistant Maribel Ruiz – Business Clerk Maria Mata- Receptionist Evelyn De Luna SIS Coordinator
Operations Staff	Temporary Staff	
Pablo Munoz- Facilities Manager Sobeida Rosales Luis Villarreal Javier Rodriguez  Cynthia Martinez- Transportation Manager Beto Mendoza Esteban Guzman Oscar Garcia Yolanda Sandoval Sam Trevino  Imelda Rojas- C.N.P. Manager Lesbia Edith Ochoa Nancy Veronica Lopez Nadia Maribel Ortiz Santi Lara De Enriquez Miguel Angel Rodriguez Rolando Villarreal	Belina Zapata Bus Monitor Claudia Casas Bus Monitor Gloria Marin Lunch Monitor Brianna Triffin- Lunch Monitor	



## Site Based Decision Making Committee

Member (Title, Represent)	Meeting Dates:	Possible Agenda Items:
Saron Mata (Principal) Damaris Perez (API) Cristal Reyes (API) Chelsea Garcia (Counselor) Olga Morales (GTL, 2 <sup>nd</sup> Grade) Jennifer Tamez (GTL, 1 <sup>st</sup> Grade) Erica Borrego (GTL, K) Martha Garcia (GTL, PK) Arlene Magallanes (GTL, Support )	September 6, 2019	1. Student Culture, Behavior plans, Persistence Event
	October 4, 2019	1. Persistence Event, Red Ribbon Week, Teacher Retention
	November 1, 2020	1. Lesson Plan eval., PTGs, 2x2s
	January 10, 2020	1. Student Persistence, Data Review for all content areas, Literacy Night
	March 6, 2020	1. Persistence and ADA strategies, writing contest, TELPAS writing and Reading Evaluation
	April 3, 2020	1. GET ratings, DIBELS Testing, DI initial testing for new students, Early registration, WTI
	May 7, 2020	1. Onboarding New Staff, EOY assemblies, Kinder graduation, Community Day, Summer School Planning, Retention conversations, Field Lessons, recruitment, TCP assessments, APR conversations

## IDEA ELSA ACADEMY

### Campus Demographics\*

Student Populations	Number of Students	Percentage of Students
Enrollment	341	
At Risk	204	59.82
SPED	14	4.11
F.A.R.M.	338	99.12
ELL	146	42.86
Male	185	54.25
Female	156	45.75
Amer. Indian	0	0
Asian	0	0
Black	0	0
White	8	2.35
Hispanic	333	97.65

*\*As of April 2019*

## Campus Committees

English Language Arts	Math
<p><b>Committee Chair(s):</b> Olga Morales <b>Committee Members:</b></p> <ol style="list-style-type: none"><li>1. Damaris Perez</li><li>2. Amanda Velazquez</li><li>3. Nallely Garza</li><li>4. Vanessa Garcia</li></ol>	<p><b>Committee Chair(s):</b> Jennifer Tamez <b>Committee Members:</b></p> <ol style="list-style-type: none"><li>1. Gracy Gomez</li><li>2. Ulises Rodriguez</li><li>3. Sabrina Sandoval</li><li>4. Areli Alvarado</li></ol>
Science (As Applicable)	School Culture and Climate
<p><b>Committee Chair(s):</b> Arlene Magallanes <b>Committee Members:</b></p> <ol style="list-style-type: none"><li>1. Aleyda Villagomez</li><li>2. Leanne Rodriguez</li><li>3. Zulma Cavazos</li><li>4. Mayra Williams</li></ol>	<p><b>Committee Chair(s):</b> Erica Borrego <b>Committee Members:</b></p> <ol style="list-style-type: none"><li>1. Alyssa Aguilar</li><li>2. Aaron Benavidez</li><li>3. Priscilla Tamez</li></ol>
Staff Quality, Recruitment and Retention	Family and Community Involvement
<p><b>Committee Chair(s):</b> Chanel Cruz <b>Committee Members:</b></p> <ol style="list-style-type: none"><li>1. Saron Mata</li><li>2. Sayde Martinez</li><li>3. Melissa Carreon</li><li>4. Nattalie Noriega</li><li>5. Dayna Munoz</li></ol>	<p><b>Committee Chair(s):</b> Martha Garcia <b>Committee Members:</b></p> <ol style="list-style-type: none"><li>1. Monique Zapata</li><li>2. Darlena Contreras</li><li>3. Adriana Ontiveros</li><li>4. Andrew Diaz</li></ol>

## English Language Arts

### Areas of Strength

- Targeting at risk students within a group by giving first initial student practice opportunity to check for mastery.
- In-class 30minute rotations within groups
- Scheduled intervention for ELL and struggling students in addition to regular instruction time.
- Support given by API- completed daily observations, on the spot coaching and gave feedback to improve first time lesson delivery.
- 1<sup>st</sup> grade students that came 2 years below level completed the RMSE K program.
- The ability to have student's fast cycle through the lessons to finish program.
- Flexibility of having different teachers to work with all groups.

### Areas of Need

- 1<sup>st</sup> grade at risk students moved earlier in the year.
- Academic Block to be scheduled in the morning to allow students that are frequently tardy to not to miss instruction.
- Intervention plan groups begin earlier in the year.
- All low groups to be serviced in the morning.
- Low groups to be divided amongst strong, experienced teachers.
- Parental support for additional student practice.
- At beginning of school year teacher did not enough teacher books and workbooks.

### Continuing Initiatives

### New Initiatives

- Intervention schedule that allows service to all critical low groups
- Close data monitoring by lead team and teachers to find regroup opportunities and mastery.
- Using a range of tools to differentiate instruction and teach to mastery.
- Student paired reading for fluency practice – Ongoing class practice
- Regrouping as needed to continue servicing students on their own level and in small groups.

- Class libraries are needed in each classroom.
- AR goals shared, tracked and communicated by teachers in the classroom as well as by the AR facilitator.

## Math

### Areas of Strength

- Teachers were provided with supplies (Eureka Kit) and workbooks before first day of instruction.
- Teachers had assigned time to practice Eureka lessons prior to delivery District Calendar allowed for teachers to backwards plan for assessments and lesson progress.
- Teachers also designated time to review difficult concepts prior to assessments. Data available on Illuminate to find and target objective gaps.
- Access to Great Minds as an additional resource for videos and teaching tips. Additional sheets that provided parent tips and student homework helpers.
- Aggressive Monitoring Laps to identify gaps & create remediation plans.
- Weekly Internalization and LP Feedback allowed teachers to have initial objective aligned lessons.

### Areas of Need

- District training should be differentiated as this year they were not specific to grade level content.
- Teacher needed additional planning time for lesson internalizations and unpacking module exams.
- Intervention time was used to prioritize reading and needed to be assigned for math as well.
- Materials/ Manipulatives took additional prep time to put together for each lesson.
- Proactive planning from teachers to order Eureka math materials and manipulatives needed for math lessons.
- Tracking student progress needed to be implemented daily and visible through trackers.

<b>Continuing Initiatives</b>	<b>New Initiatives</b>
<ul style="list-style-type: none"> <li>• Eureka Lesson Rehearsals scheduled prior to initial lesson delivery.</li> <li>• Access to Great Minds Software in order to get additional resources to improve student performance.</li> <li>• District Calendar communicated for lesson pacing, backwards planning and review prior to assessment.</li> <li>• Unpacking modules and assessments as a team to norm testing procedures and outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>• Create and use data trackers including all Mid Modules and End of Module assessment data.</li> <li>• Incentivizing student progress aligned to the tracker.</li> <li>• Intervention plans for Math in collaboration with interventionist and APIs.</li> </ul>
<b>Science</b>	
<b>Areas of Strength</b>	<b>Areas of Need</b>

<ul style="list-style-type: none"> <li>• PK-1<sup>st</sup> Grade curriculum provided by the district.</li> <li>• Designated weekly topic, scope and sequence to collaborate with team members.</li> </ul>	<ul style="list-style-type: none"> <li>• More hands-on activities</li> <li>• More time to focus on the topic.</li> <li>• Materials (Magnets, goggles, magnifying glass, food coloring, balance scale, clay, pudding, kinesthetic sand, paper clips, rulers, color tiles, measuring cups)</li> <li>• Shorter time period of curriculum (PK, 1st)</li> <li>• Interventions going on during designated science time</li> </ul>
<b>Continuing Initiatives</b>	<b>New Initiatives</b>
<ul style="list-style-type: none"> <li>• Curriculum provided helps to maximize instructional time</li> <li>• Use unit resources from the curriculum</li> <li>• Follow scope and sequence</li> </ul>	<ul style="list-style-type: none"> <li>• Designated room “lab” for activities</li> </ul>
<b>School Culture &amp; Climate</b>	
<b>Areas of Strength</b>	<b>Areas of Need</b>

<ul style="list-style-type: none"> <li>• Badger Circle</li> <li>• ADA incentives</li> <li>• Family events</li> <li>• Parent teacher weekly</li> <li>• Weekly student celebrations</li> <li>• Joy factor</li> <li>• Dress up days</li> <li>• Badger of the month</li> <li>• Field trips</li> <li>• Monthly Persistence Events</li> </ul>	<ul style="list-style-type: none"> <li>• Limited time on events</li> <li>• Bus safety</li> <li>• Duty inconsistency</li> <li>• Uniform inconsistency</li> <li>• Career Day</li> <li>• Organizing fundraisers at beginning of the year</li> <li>• Inconsistent consequences for behavior</li> </ul>
<b>Continuing Initiatives</b>	<b>New Initiatives</b>
<ul style="list-style-type: none"> <li>• Badger circle</li> <li>• Idea 55 on announcements</li> <li>• Parent &amp; Teacher weekly</li> <li>• Class dojo</li> <li>• School wide events</li> <li>• Parental involvement</li> </ul>	<ul style="list-style-type: none"> <li>• Recces/Lunch monitors</li> <li>• West wing</li> <li>• Consistent consequences for behavior</li> <li>• 2 field lessons</li> <li>• Follow student code of conduct for behavior issues</li> <li>• Hall pass</li> </ul>
<b>Staff Quality, Recruitment &amp; Retention</b>	



Areas of Strength	Areas of Need
<ul style="list-style-type: none"> <li>• Application was extremely thorough.</li> <li>• Immediate communication from recruiter throughout the entire hiring process.</li> <li>• Benefits-medical, dental, vision, Ameri Flex</li> <li>• Campus tours for potential hires.</li> <li>• Job Fair/Mixer for any potential hires.</li> <li>• Teacher Career Pathway</li> <li>• Onboarding meetings that discusses future meetings/trainings for all the staff.</li> <li>• Fair compensation</li> </ul>	<ul style="list-style-type: none"> <li>• Video interview should be allowed to be redone if errors arise.</li> <li>• Transfer applicants having to interview all over again.</li> <li>• Internships should be available for upcoming graduates.</li> <li>• More social gatherings.</li> <li>• Ice breakers for trainings.</li> <li>• Communication throughout the entire grade levels.</li> <li>• Staff Chat for all grade levels either to celebrate or share important information</li> </ul>
Continuing Initiatives	New Initiatives

- Fun Staff Fridays
- Ameri Flex Card
- Celebrating birthdays
- Teacher of the Month

- Raffles for perfect attendance for teachers
- Shout outs from teacher to teacher on doors, or surprise shout outs.
- Co-Teacher of the Month
- Campus Events that involve the entire family

### **Family and Community Involvement**

#### **Areas of Strength**

- Class Dojo Communication from teachers
- Remind from Administration
- 66 Parent and Student events that show the community involvement on our campus.
- Parents are willing to volunteer and lend a hand in any event.
- Families willing to assist with fundraisers.
- Monthly Persistence Events

#### **Areas of Need**

- PreK AM has limited participation in Community events.
- PTA presence is very limited.

#### **Continuing Initiatives**

#### **New Initiatives**

- Parent Communication through class dojo.
- Community events monthly that involve our families and build community.
- Campus Family Tours to invest all parents in our Mission.

- Report Card Pick up night Quarterly.
- Off Campus parent events, for example report card pick up at Peter Piper Pizza.
- A Fall/Spring Festival that allows for parents to assist with booths of their student.
- Morning events for PreK AM.
- Elect a PTA Chair member for the campus.

## Staff Development

Date	Session Title/Topic	Session Objective(s)
8/5/19	STATE of the school, Goals, & Priorities for 2019-2020 school year	TWBAT- <ul style="list-style-type: none"> <li>understand the state of the school and will identify the schools' priorities and goals.</li> </ul>
8/5/19	Morning Meeting – Project Wisdom	TWBAT- understand and plan with the scope and sequence of character lessons by project wisdom to implement in the classroom.
8/6/19	Student Culture Expectations, Behavior Management Plan	TWBT- <ul style="list-style-type: none"> <li>Understand their and responsibility in the behavior management system</li> <li>Identify behavior offense level</li> <li>Familiarize self with reflection forms</li> <li>Create calendar for celebrations and plan of behavior intervention (communication flow chart)</li> </ul>
8/6/19	Joy in the Classroom	TWBAT- describe the importance of student relationships and implementing engaging activities
8/7/19	Campus Crisis Management	TWBAT- <ul style="list-style-type: none"> <li>Identify the campus crisis response Team and gain an understanding of their role</li> <li>Execute the teacher actions required in the event of a crisis</li> <li>Norm on drill procedures</li> </ul>
8/8/19	Special Pops: Getting to know your ELL, SpEd, and 504 students	TWBAT- <ul style="list-style-type: none"> <li>Describe the special programs that students may be in our campus</li> <li>State role and responsibilities involving students in these special programs</li> <li>Interact with a binder of critical information on students in special programs to be able to differentiate instruction for them</li> </ul>
8/9/19	DI Show off Lesson DI, Lesson Internalization and Lesson Planning	TWBAT- <ul style="list-style-type: none"> <li>understand what a complete DI lesson contains in order to obtain student engagement and mastery</li> <li>Navigate through h DI online and will learn how to input data</li> </ul>
10/11/19	Literacy in all Classrooms, Engaging all Learners	TWBAT- <ul style="list-style-type: none"> <li>Become familiar with being a writer curriculum,</li> <li>Implement reading and writing activities within all content areas</li> <li>Plan for writing extension activities</li> </ul>
1/6/20	Check for understanding, Aggressive Monitoring 1	TWBAT-

		<ul style="list-style-type: none"> <li>Understand and plan to use strategies to check for understanding during the lesson delivery</li> <li>Create a monitoring pathway and strategies to monitor student learning during Independent work</li> </ul>
2/24/20	Aggressive Monitoring 2, Habits of Evidence	TWBAT- <ul style="list-style-type: none"> <li>Implement and discuss aggressive monitoring strategies as students are working independently</li> <li>Create opportunities in the lesson to monitor student responses and provide immediate feedback</li> </ul>
3/10/20	Exemplar Response- Monitor quality of student work	TWBAT to identify and monitor students' answers to the exemplar response.
3/27/20	Responding to End of Module Data	TWBAT- <ul style="list-style-type: none"> <li>Analyze student work and create a plan of action to address gaps revealed in the EOM data</li> </ul>
4/13/20	Student Work Analysis meetings	TWBAT- Analyze, identify and create a plan to remediate conceptual and procedural gaps
4/27/20	SAIP/CNA	TWBAT- Form and join committees to initiate reflection and plans for the upcoming year when working with the CAN and SAIP
5/11/20	EOY expectations and assembly logistics	TWBAT- understand expectations for the remaining of the year and will understand logistics roles and responsibilities for EOY assemblies.

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

**IDEA Public Schools**

**IDEA Elsa College Prep**



**2019 – 2020 Student Achievement Improvement Plan**

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# CAMPUS MISSION:

**Our mission is to get 100% of our students to and through college.** Therefore, we will make a significant difference in the lives of the students whom we will have the privilege of serving. We will provide them with a world class education and prepare them for college. We will instill in them a love for learning and provide them life changing experiences. We will love and care for each and every one of them.

## DISTRICT GOALS 2019-20:

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- 3C. Schools in operation in August 2019: 97
- 3D. Total Funds Raised (millions): \$55M



Professional Campus Staff		
Administrative Staff	Counseling Staff	Special Education / CSI / DI
Tony Garza Monique Zapata Alifonso Arredondo Maria Celeste Vazquez	Monique Zapata	Viviana Rendon Josette Jauregui Amanda Velazquez
Sixth Grade	Co-Teachers	Physical Education
Stephanie Soto Angela Garza Stefany Strickland	Sayde Martinez Darlena Contreras Erica Casarez Cherie Vallejo	Andrew Diaz

**\*Bilingually Certified:**  
 Angela Garza  
 Viviana Rendon  
 Antonio Garza

Para-Professionals Campus Staff		
Co-Teachers	Facilitators	Clerical/Technical
Sayde Martinez Darlena Contreras Erica Casarez Cherie Vallejo	N/A	Maria Celeste Vazquez
Operations Staff	Temporary Staff	
Alifonso Arredondo Maria Mata Maribel Ruiz Samantha Orozco Evelynn De Luna	N/A	

## Site Based Decision Making Committee

Member (Title, Represent)	Meeting Dates:	Possible Agenda Items:
Principal - Tony Garza Counselor – Monique Zapata Teacher – Norma Ojeda Teacher – Stephanie Soto Parent – Sandra Parra	September 3, 2019	1. Discussion of BOY Glows & Grow 2. Field Lesson Destinations and Financing 3. Parent Teacher Organization Creation
	November 5, 2019	1. Parental Involvement Events 2. Participation in Community Events 3. Phase II and logistics
	February 4, 2020	1. Teacher of Year Nomination Requirements 2. Possible Capital Expenditure Projects for campus 3. Discussion on possible Elective classes for 20-21 school year 4. Strategize summer recruitment and retention activities
	May 19, 2020	1. Review new initiatives that we implemented in the 19-20 school year 2. Discuss Summer School employment and course offerings 3. Review progress on Recruitment plan

**IDEA Elsa College Prep**  
Campus Demographics\*

<b>Student Populations</b>	<b>Number of Students</b>	<b>Percentage of Students</b>
Enrollment	115	100%
At Risk	41	36%
SPED	11	10%
F.A.R.M.	113	98%
ELL	39	34%
Male	58	50%
Female	57	50%
Amer. Indian	0	0%
Asian	0	0%
Black	0	0%
White	2	2%
Hispanic	113	98%

*\*As of April 2019*

## Campus Committees

English Language Arts	Math
<p><b>Committee Chair(s):</b> Angela Garza</p> <p><b>Committee Members:</b></p> <ol style="list-style-type: none"><li>1. Angela Garza</li><li>2. Viviana Rendon</li><li>3. Sayde Martinez</li></ol>	<p><b>Committee Chair(s):</b> Stephanie Soto</p> <p><b>Committee Members:</b></p> <ol style="list-style-type: none"><li>1. Stephanie Soto</li><li>2. Darlena Contreras</li><li>3. Andrew Diaz</li></ol>
Science (As Applicable)	School Culture and Climate
<p><b>Committee Chair(s):</b> Stefany Strickland</p> <p><b>Committee Members:</b></p> <ol style="list-style-type: none"><li>1. Stefany Strickland</li><li>2. Erica Casarez</li><li>3. Amanda Velazquez</li></ol>	<p><b>Committee Chair(s):</b> Alifonso Arredondo</p> <p><b>Committee Members:</b></p> <ol style="list-style-type: none"><li>1. Alifonso Arredondo</li><li>2. Monique Zapata</li><li>3. Josette Jauregui</li></ol>
Staff Quality, Recruitment and Retention	Family and Community Involvement
<p><b>Committee Chair(s):</b> Tony Garza</p> <p><b>Committee Members:</b></p> <ol style="list-style-type: none"><li>1. Tony Garza</li><li>2. Viviana Rendon</li><li>3. Maria Celeste Vasquez</li></ol>	<p><b>Committee Chair(s):</b> Monique Zapata</p> <p><b>Committee Members:</b></p> <ol style="list-style-type: none"><li>1. Monique Zapata</li><li>2. Maria Celeste Vazquez</li><li>3. Cherie Vallejo</li></ol>

## New Initiatives

- |   |  |
|---|--|
| <ul style="list-style-type: none"><li>• Badger Showcase</li><li>• Humanities Project Based Learning Night</li><li>• Writing class</li><li>• Provide incentives for students attending tutorials</li><li>• Homeroom Reading Challenges for Math &amp; Reading (provide incentives)</li><li>• Weekly Math Exemplars for parents via Classdojo app.</li><li>• MATH Problem of the week Challenge (points for House Cup)</li><li>• Parent Conference at BOYMOY, and EOY to discuss STAAR Results, set goals and progress toward goal.</li><li>• Provide a student survey to see what activities students are interested in joining.</li><li>• Provide Student Hall Passes and tracking system</li><li>• Hold Bi-Weekly Faculty Tuesdays</li></ul> | <ul style="list-style-type: none"><li>• Provide Weekly/Monthly shout outs or recognitions of all Teachers</li><li>• Provide teachers with an itemized list of things to consider when planning for their classroom (trackers, behavior management, schedule/time stamps etc...)</li><li>• Practice Lesson deliveries with Peer and under administration supervision.</li><li>• Incorporate more student presentations / performances during parent meetings</li><li>• Create a PTO (Parent Teacher Organization) to help promote our events and school.</li><li>• Actively seek out events in which our students can get involved with in our community.</li><li>• Sponsor a 5K (The Badger Run) and invite the community.</li></ul> |
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## Continuing Initiatives

- |  |  |
|--|--|
| <ul style="list-style-type: none"><li>• IDEA Elsa Family Picnic</li><li>• IDEA Elsa College Prep “Tamalada” / Meet The Teacher Night</li><li>• Badger Games</li><li>• Monthly Pep Rallies</li><li>• Saturday STEM Camps</li><li>• Saturday Schools</li><li>• Report Card Pick up Night</li><li>• Literacy Night (Math, Reading, Science)</li><li>• Hispanic Heritage Celebration</li><li>• Texas Slithering Snakes Day</li><li>• Science Discovery Day</li></ul> | <ul style="list-style-type: none"><li>• Paleontology Day</li><li>• Holiday student dances</li><li>• Super Learning Camp</li><li>• ADA Incentives Fall Festival / Fright House and Dance</li><li>• Veterans Day Assembly</li><li>• Thanksgiving Can food Drive</li><li>• Thanksgiving Basket Delivery</li><li>• After School Tutorials</li><li>• Intervention Periods</li><li>• CSI</li><li>• Parent Night / Chalupa Nigh</li></ul> |
|--|--|

## Staff Development

Date	Session Title/Topic	Session Objective(s)
Week of 8/5/19	SIOP / ELL strategies Training	TWBAT implement research based strategies to help our English Language Learners.
Week of 8/5/19	Dinah Zikes Training	TWBAT Utilize a variety of graphic organizers to help students learn the various contents.
Week of 8/5/19	SMART Goals (GET 1A)	TWBAT Set Specific, Measurable, Ambitious, Relevant and Time bound Goals.
Week of 8/5/19	Physical Environment (GET 2A)	TWBAT Design and effective classroom layout, Create strategic seating and Provide a print rich environment to help student achievement.
Week of 8/5/19	Rules & Consequences (GET 2E)	TWBAT Design a classroom behavior plan, Project a strong and calm presence, Anticipate and prevent misbehavior, Respond to misbehavior and Have students self monitor and reflect.
Week of 8/5/19	Tracking (GET 5B)	TWBAT Create a tracking system for student achievement, Use the tracking system consistently over time and Create student ownership of their own tracking.
Week of 8/5/19	Planning Lesson Vision (GET 3C)	TWBAT Follow the lesson plan feedback cycle, write clear Objectives, Create assessments aligned to rigor of assessments, Write exemplar responses, and clearly state Key points.
Week of 8/5/19	Lesson Planning (GET 3D)	TWBAT Plan for lesson opening, Plan for introduction of Key Points, Plan for gradual release to students and Plan to monitor student learning
Week of 8/5/19	Systems & Procedures (GET 2D)	TWBAT Plan and teach systems and procedures, Create procedures that save time, Have students practice to mastery and Uphold school wide systems.
Week of 8/5/19	Culture Of Achievement (GET 2C)	TWBAT Set Clear classroom expectations, Engage students in the days lesson, Respond to the lack of student engagement and Communicates that what they are learning is important and can be done with hard work.
Week of 8/19/19	Instructional Clarity (GET 4A)	TWBAT Create powerful lesson openings, Highlight key points of lesson, Vary the methods of delivery to meet student needs and Plan well crafted questions with appropriate think time.
Week of 9/2/19	Student Practice (GET 4B)	TWBAT Set clear academic expectations, Monitor academic expectations, Pace lessons appropriately and Facilitate sufficient independent practice time.
Week of 9/23/19	Monitor Student Learning (GET 4C)	TWBAT Monitor student learning at key checkpoints, Monitor student learning throughout class, Determine student understanding via questioning and Select from a range of students.
Week of 10/7/19	Respond To Gaps in Student Learning (GET 4D)	TWBAT Identify and track trends in gaps of student learning, Probe to identify causes of gaps, Reteach based on gap, and Give additional “at-bat” to reassess student learning
Week of 10/21/19	Remediation & Re-Teaching (GET 5D)	TWBAT Identify 1-2 daily gaps, Use IA, Unit, MMA, EMA, BWA and other assessment data, Have an understanding of a students’ long term foundational gaps and Use data to drive reteach.

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

## Staff Development

Date	Session Title/Topic	Session Objective(s)
Week of 11/4/19	Unpacking The Unit Plan (GET 3B)	TWBAT Use the district curriculum, Backwards plan from assessments, Calendar for units and Plan for student investment in relevance.
Week of 1/7/20	Aggressive Monitoring	TWBAT Create a monitoring Pathway, Create strategic seating, Monitor the fastest writers first, Monitor student responses for accuracy and allows for on the spot reteaching.
Week of 2/10/20	TELPAS Training	TWBAT Become TELPAS Raters and will be able to rate students proficiently, Will be prepared to rate student writing samples.
Week 3/2/19	STAAR Testing Training	TWBAT Understand all rules and expectations in reference to the state administration of the STAAR Tests and will understand the expectation set forth by the Texas Education Agency.

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

# IDEA Public Schools



## Ewing Halsell Academy





# 2019 – 2020 Student Achievement Improvement Plan

## DISTRICT MISSION:

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

## DISTRICT VISION:

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

## DISTRICT CORE VALUES:

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

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

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

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

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

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

## CAMPUS MISSION:

Prepare Pre K-3<sup>rd</sup> grade scholars who demonstrate academic and socioemotional readiness for the next grade level, ultimately having the skills to access College Prep content needed to be college ready.

## **DISTRICT GOALS 2018-19:**

### **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 grads named AP scholars | Earn IB diploma: 30% | 25%
- 1E. % Approaches | Meets | % Masters on STAAR/EOC: 90% | 60% | 30%
- 1F. % Basic | Mastery | Advanced on LEAP: 82% | 44% | 11%
- 1G. % of Pre-K/Kindergarteners End The Year On/Above Grade Level in Reading | Language | Math (All Campuses): 90% | 90% | 90%
- 1H. % of 1st-2nd Students End The Year On/Above Grade Level in Reading | Language | (Year 1 Campuses): 70% | 70%
- 1I. % of 1st-2nd Students End The Year On/Above Grade Level in Reading | Language | Math (Year 2+ Campuses): 85% | 85%
- 1J. % of students in CSI achieve 2 years growth in Reading | Math (measured by Ren STAR) 50% | 60%
- 1K. Average ACT score (Class of 2019, September 2018): 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. %Average Daily Attendance | # Average Daily Attendance: 97.50% | 38,141
- 2C. Student Persistence: 90%
- 2D. Operating Income: \$87M

### **PRIORITY #3: Achieve Mission at Scale**

- 3A. % of students with low socio-economic status: 80%
- 3B. Enrollment in August 2019: 53,115
- 3C. Schools in operation in August 2019: 97
- 3D. Total Funds Raised (millions): \$55M

## Professional Campus Staff

Professional Campus Staff		
Administrative Staff	Counseling Staff	Specialty Teachers
Pamela Ray – Principal Krystal Bueno-Perez – API Kathleen Deleon – API Primitivo Garza – APO	Mary Henderson – AC	Aaron Botello – Expository writing Emily Maxberry – RISE Janna Salazar – SPED Casey Robertson – Reading Interventionist Angelina Martinez – Math Interventionist
Kindergarten	First Grade	Second Grade
Karen Gonzalez – GTL Alexis Botello Diana Leos Christiana Segura Amelia Villareal	Deandra Rodriguez – GTL Erica Molina Zachary Garza	Luis Arreola – GTL Oralia Vasquez
Third Grade	Fourth Grade	Fifth Grade
Valarie Alvarado – GTL Marc Chezem Norma Rodriguez Diana Perez		
Physical Education	Pre - K	
TBD	April Burley – GTL Laura Rios Vianey Pichola	

\*Bilingually Certified

Para-Professionals Campus Staff		
Co-Teachers	Facilitators	Clerical/Technical
2 <sup>nd</sup> Grade – TBD Maria Garcia - PLC Carmen Garcia – Pre-k Ashley Raab – Pre-K Melissa Reyes -Pre-K Tabitha Mascorro – K Claude Reynolds – K Yolanda Meza – K Mikayla Phoenix - Solace Smith – 1st Vanessa Camacho – 1 <sup>st</sup> Nichole Cook – 1 <sup>st</sup> Victoria Rodriguez – SPED	Claudia Lerma – Testing Coordinator Zenzali Jefferson – AR Zone Britney Roger – Hotspot	Connie Perez – Admin. Assistant
Operations Staff	Temporary Staff	
Primitivo Garza – APO Javier Calderon – FM Gloria Hernandez – BC Angelica Wolf – SIS/Registrar John Deleon – Custodian Jeremiah Duran – Custodian Arturo Rodriguez – Custodian Santiago Calderon – Custodian Natele Hagee-Ortiz – CNP Manager Monica Alvarez – Receptionist Jennifer Hernandez – Health Aide Renee Escobedo – SIS/Registrar		

## Site Based Decision Making Committee

Member (Title, Represent)	Meeting Dates:	Possible Agenda Items: Repeating Items
Pam Ray, Principal Krystal Perez, Assistant Principal of Instruction Primo Garza, Assistant Principal of Instruction Mary Henderson, Academic Counselor Casey Robertson, Interventionist Laura Rios, Pre K Teacher Amelia Villarreal, K Teacher Deandra Rodriguez, 1 <sup>st</sup> grade Teacher Marc Chezem, 2 <sup>nd</sup> grade Teacher Norma Rodriguez, 3 <sup>rd</sup> grade Teacher  Sarah Flores, Parent Kristine Alvarez, Parent	September 19th	1. Progress to goals- DI, Eureka, Wit and Wisdom 2. Parent Engagement Events
	October 17th	1. Culture- drop off and pick up 2. Attendance 3. Parent Volunteer Opportunities
	November 21st	1. (Fall Festival) 2. Red Ribbon Week- Safe and Drug Free 3. Bullying Prevention
	December 19th	1. Team and Family Survey 2. Elective Spaces Update- Individualized Learning 3. (Pumpkin Pie with your Cutie Pie) 4. ADA
	February 20th	1. (Christmas/Holiday concerts) 2. Celebrating staff and scholars 3. Spring after school programs
	March 19th	1. Field Lessons 2. STAAR 3. Interventions
	April 23th	1. Parent communication 2. Budget Review and Needs Assessment
	May 14th	1. Parent Volunteer Luncheon 2. (Fiesta Parade) 3. Summer School/Summer extensions
		1. Award Ceremonies/Graduation 2. EOY goals 3. Review of instructional programs

## Campus Budget Summary

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

### *Funding Sources – Local*

199      General Fund

### *Funding Sources - State*

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

### *Funding Sources - Federal*

204	Title IV Drug Free School	
211	Title I Regular	
212	Title I Migrant	
224	IDEA-B Formula	
255	Title II, Part A, Classroom Size Red./Eisenhower	
262	Title II, Part D, Technology	
263	Title III – Bilingual	\$3,978

*Total*

## Campus Committees

English Language Arts	Math
<p><b>Committee Chair(s):</b> Kathleen DeLeon</p> <p><b>Committee Members:</b></p> <ol style="list-style-type: none"> <li>1. Karen Gonzalez</li> <li>2. Norma Rodriguez</li> <li>3. Oralia Vasquez</li> <li>4. Diana Perez</li> <li>5. Casey Robertson</li> </ol>	<p><b>Committee Chair(s):</b> Pam Ray</p> <p><b>Committee Members:</b></p> <ol style="list-style-type: none"> <li>1. Diana Leos</li> <li>2. Luis Arreola</li> <li>3. Valarie Alvarado</li> <li>4. Deandra Rodriguez</li> </ol>
Science (As Applicable)	School Culture and Climate
<p><b>Committee Chair(s):</b> Aaron Botello</p> <p><b>Committee Members:</b></p> <ol style="list-style-type: none"> <li>1. Claude Reynolds</li> <li>2. Tabitha Mascarro</li> </ol>	<p><b>Committee Chair(s):</b> Mary Henderson</p> <p><b>Committee Members:</b></p> <ol style="list-style-type: none"> <li>1. Christiana Segura</li> <li>2. Erica Molina</li> <li>3. Vianey Pichola</li> <li>4. Amelia Villarreal</li> </ol>
Staff Quality, Recruitment and Retention	Family and Community Involvement
<p><b>Committee Chair(s):</b> Pam Ray</p> <p><b>Committee Members:</b></p> <ol style="list-style-type: none"> <li>1. Alexis Botello</li> <li>2. Nichole Cook</li> <li>3. Marc Chezem</li> </ol>	<p><b>Committee Chair(s):</b> Mary Henderson</p> <p><b>Committee Members:</b></p> <ol style="list-style-type: none"> <li>1. Mikayla Phoenix</li> <li>2. Angelina Martinez</li> <li>3. Laura Rios</li> <li>4. Janna Salazar</li> </ol>



## New Initiatives

- Writing across all grade levels with student portfolios
- Sustained reading/read aloud blocks daily for Pre K-3<sup>rd</sup> grade
- Saturday school implementation to respond to attendance/tardy data
- ELL advocate, Sara Garcia to monitor progress, intervene, and engage parents
- Increased data visibility with TV and posted trackers for all programs
- TEKS aligned Student Exit Ticket Trackers
- Implementation of Second Step Socioemotional Curriculum
- After School West Wing for homework accountability and support
- Novel studies in 2<sup>nd</sup> and 3<sup>rd</sup> grade during read aloud/sustained reading/AR Zone spaces
- Science journals to increase writing opportunities
- Monthly staff engagement events
- Grade team leader monthly tactical meetings

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## Continuing Initiatives

- Campus Tier 1 Behavior plan with Pioneer Coins as incentives
- PM Meeting time daily with mood meter/class charter
- REMIND weekly parent communication and biweekly content newsletters to parents.
- Curriculum nights for parents, Coffee with Counselor, and monthly opportunities to volunteer
- Individualized behavior contracts and monthly special populations PD
- EXIT ticket trackers for scholars to monitor progress and learning
- NO EXCUSES folder to monitor behavior, academics, and parent communication
- Weekly coaching for staff and semester 1:1 with principal
- Write personal notes to all staff each semester
- Shout Outs and weekly newsletters to staff.
- Respond to data and adjust instructional staff to meet the needs

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## Staff Development

Date	Session Title/Topic	Session Objective(s)
Week of 8.5	Team and Family- District and Campus goals Read Aloud/Sustained Reading Literacy and Writing Culture-routines and procedures Special Populations Socioemotional Development Safety Drills and Operational procedures Clear Expectations/CMC Snapshots Behavior Management- Tier I campus plan	SWBAT communicate district literacy priorities and campus tactics to increase writing opportunities and create student portfolios. SWBAT lead effective read aloud spaces and communicate the rational to scholars and parents. SWBAT engage in sustained reading blocks to model and invest scholars and increase literacy skills and stamina. SWBAT lead and monitor campus and classroom routines and procedures and manage a culture of high expectations in all spaces. SWBAT communicate and engage in safety drills and manage those drills with classrooms. SWBAT communicate district and campus goals and identify best practices to engage to achieve goals. SWBAT identify scholars who are in special populations and understand their personal learning plans aligned to their individualized needs. SWBAT write and delivery clear, concise expectations for all routines and spaces and understand the value of the practice as part of the campus behavior plan. SWBAT manage and respond to student behaviors to ensure focus is on learning. SWBAT form trusting relationships with colleagues and make personal connections.
2-3X weekly	Returning DI staff to same program ( 2X)- topics to respond to student data and observations Correction procedures, teaching to mastery, T/S game, monitoring independent work, giving feedback, DI online New Staff to program (3X)	SWBAT increase proficiency with Direct Instruction practices for lesson delivery, student feedback, data tracking, student investment, student celebrations, and other skills in response to individual, college house, and grade level trends.
Weekly	Lesson Rehearsals for effective 1 <sup>st</sup> time instruction	SWBAT deliver 1 <sup>st</sup> time instruction with engaging and aligned key points.
2 <sup>nd</sup> Tuesday of the Month	Special Populations Address and respond to special populations data Topics could include: Special Education documentation/forms RtI ELPs and IEPs SIOP strategies	SWBAT engage in practices to support special populations, track progress, and respond to data. SWBAT engage in researched based practices.
August 26th	Culture of Achievement and CMC snapshots	SWBAT create a culture of achievement with clear expectations, responses to off task behaviors and increase engagement.
September 17th	Goal setting (staff goals) staff development cycle	SWBAT embrace goals aligned to their core work and identify key practices and tactics to meet their goals.

October 15th	Progress to goals	SWBAT engage in practice to measure progress to goals, identify teacher actions or inactions that contributed to gaps and successes.
October 22nd	Instructional Clarity/Lesson Planning	SWBAT internalize lesson objectives and create lessons that are aligned and engage students in learning that incorporate listening, speaking, writing, and reading opportunities.
	Student practice and feedback (aggressive monitoring)	SWBAT create an aggressive monitoring pathway, identify key “look fors” for rounds, and execute with classes to give aligned and pushing feedback for students to reach mastery in skills.
November 10th	ADA Matrix	SWBAT explain our ADA matrix and their role in the matrix.
Dec. 17th	Progress to goals- Campus wide	SWBAT analyze student data from the first semester and respond with a plan for the spring semester, including individualized or college house plans.
March 24th	Organizational Health and Adult culture- socioemotional health	SWBAT engage in reflective process to give feedback to lead team to create a healthy adult culture and great place to work. SWBAT engage in “mental health” activities.
Spring Semester	Data Analysis and Reteaching plans Critical students	SWBAT engage in a student work analysis meeting and develop an aligned reteaching plan that responds to the learning gaps. SWBAT analyze critical student data and identify research based practices and programs aligned to their needs.
April 21st	2X2/ Annual Performance Review staff development cycle	SWBAT reflect on performance and potential as well as feedback on instructional practices to determine areas of strength and growth to become a more impactful teacher. SWBAT communicate upward feedback to manager to cultivate trusting relationships and strengthen collaborative work.

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**IDEA Public Schools**

**IDEA Frontier Academy**



**2019 – 2020 Student Achievement Improvement Plan**

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

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## **CAMPUS MISSION:**

Campus mission statement will be listed here.

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- 3D. Total Funds Raised (millions): \$55M

Professional Campus Staff		
Administrative Staff	Counseling Staff	Specialty Teachers
Dora Cordova- Principal Astrid Borrego- Assistant Principal Sandra Pando- Assistant Principal Jesus Paz- Assistant Principal Luis Larrazolo- Assistant Principal of Operation Judith Morrison-Academic Counselor (Insert Social Emotional Counselor) Olga Castillo- Administrative Assistant	Judith Morrison- Academic Counselor	Lydia Hernandez-Interventionist Amanda Tabares- Interventionist Carolyn Cooper- SPED
Kindergarten	First Grade	Second Grade
Nora Dimas Roshni Rama Jasmin Ruiz Diana Gutierrez Oscar Casanova	Linda Cantu Marilyn De La Paz Paloma Hernandez	Monique Benitez Heidi Rojas Chris Hite
Third Grade	Fourth Grade	Fifth Grade
Velma Lozano Myrta Yanez Marielena Romero	Zaira Hernandez Dean Garcia Claudia Garcia	Carlos De La Cerda Yvette Martinez Rebecca Villarreal
Physical Education	Pre-K	
Jaime San Miguel	Ruth Martinez Francisca Mendoza	

\*Bilingually Certified

Para-Professionals Campus Staff		
Co-Teachers	Facilitators	Clerical/Technical
<u>Pre-K</u> Adriana Torres <b>G. Vallandingham</b> <u>Kinder</u> Claudia Trevino Ana Rodriguez Griselda Ramirez Aide Monares Martha Rangel <u>First Grade</u> Veronica Gonzalez Cesia Ramirez <u>Second Grade</u> Alexandra Macias <del>Maribel Trevino</del>	AR- Loyda Espinoza AR- Cassandra Hinojosa HS-Melissa Cardenas Science Lab- Cynthia Espinoza PE- Daniel Perez	Receptionist- Nurse- Corina Martinez Registrar- Nereida Mendez SIS- Dolores Pena
Operations Staff	Temporary Staff	
Luis Larrazolo (APO) Silvia Sarmiento (CNS) Aberlerdo Cano (Transportation) Gavino Valades (Facilities Manager)		



## Site Based Decision Making Committee

Member (Title, Represent)	Meeting Dates:	Possible Agenda Items:
Dora Villegas, Administration Jesus Paz, Administration Sandra Diaz, Administration Astrid Borrego, Administration Judith Morrison, Administration Luis Larrazolo, Administration Ruth Martinez, Pre-K Nora Dimas, K Marilyn De La Paz, 1st Heidi Rojas, 2nd Velma Lozano, 3rd Dean Garcia, 4th Grade Rebecca Villarreal, 5 <sup>th</sup> Cassandra Hinojosa, Electives Carmen Hernandez, Parent	July	1. Culture Planning 2. Team Leader expectations 3. Grade Level Meeting Agendas 4. Discipline Hierarchy 5. Parent Communication
	August	1. BOY Culture Roll Out 2. Culture Observations and Priority Coaching 3. Curriculum Implementation 4. Teacher Welcome and Investment 5. BOY PD
	September	1. Data Tracking 2. Interventions 3. Field Lesson Planning and Tracking 4. Bully Prevention Week 5. Curriculum Implementation
	October	1. Teacher Morale 2. Data Conversations and Mock STAAR 3. Kickboard Progress Monitoring 4. Book Character Parade and Day
	November	1. Fundraiser/Field Lesson Updates 2. MOY Grade Level Team PTG 3. Thanksgiving and Christmas Break Planning 4. Thanksgiving and Christmas break celebration and activity planning
	December	1. Staff Christmas Celebration 2. January PD 3. Culture Reset
	January	1. STAAR Plans 2. Culture 3.
	February	1. Charro Days float 2. Field Lesson Updates
	March	1. Retention Candidates 2. STAAR Support 3. Field Lessons
	April	1. Field Day 2. STAAR Dates 3. Field Lesson Final Agendas

		4. Awards Assemblies 5. Electives Celebrations
	May	1. End of Year teacher check list 2. Field Lesson Expectations 3. Staff end of year celebration 4. Inventory

**Campus Name**  
Campus Demographics\*

Student Populations	Number of Students	Percentage of Students
Enrollment	856	
At Risk	639	74.65%
SPED	22	2.57%
F.A.R.M.	803	93.81%
ELL	546	69%
Male	411	48.01%
Female	445	51.99%
Amer. Indian	0	0%
Asian	3	.35%
Black	0	0%
White	28	3.27%
Hispanic	825	96.38%

*\*As of April 2019*

## Campus Committees

English Language Arts	Math
<p><b>Committee Chair(s):</b> Jesus Paz</p> <p><b>Committee Members:</b></p> <ol style="list-style-type: none"> <li>1. Linda Cantu</li> <li>2. Monique Benitez</li> <li>3. Marilena Romero</li> <li>4. Claudia Garcia</li> <li>5. Rebecca Villarreal</li> </ol>	<p><b>Committee Chair(s):</b> Lydia Hernandez</p> <p><b>Committee Members:</b></p> <ol style="list-style-type: none"> <li>1. Marilyn De La Paz</li> <li>2. Heidi Rojas</li> <li>3. Myrta Yanez</li> <li>4. Dean Garcia</li> <li>5. Yvette Martinez</li> </ol>
Science (As Applicable)	School Culture and Climate
<p><b>Committee Chair(s):</b> Dora Cordova</p> <p><b>Committee Members:</b></p> <ol style="list-style-type: none"> <li>1. Carlos De La Cerda</li> <li>2. Cynthia Espinoza</li> <li>3. Daniel Perez</li> <li>4. Jasmin Ruiz</li> </ol>	<p><b>Committee Chair(s):</b> Judith Morrison</p> <p><b>Committee Members:</b></p> <ol style="list-style-type: none"> <li>1. Velma Lozano</li> <li>2. Nora Dimas</li> <li>3. Veronica Gonzalez</li> <li>4. Zaira Hernandez</li> <li>5. Cassandra Hinojosa</li> </ol>
Staff Quality, Recruitment and Retention	Family and Community Involvement
<p><b>Committee Chair(s):</b> Sandra Pando</p> <p><b>Committee Members:</b></p> <ol style="list-style-type: none"> <li>1. Roshni Rama</li> <li>2. Cesia Ramirez</li> <li>3. Carolyn Cooper</li> <li>4. Adriana Torres</li> <li>5. Chris Hite</li> </ol>	<p><b>Committee Chair(s):</b> Astrid Borrego</p> <p><b>Committee Members:</b></p> <ol style="list-style-type: none"> <li>1. Lydia Hernandez</li> <li>2. Martha Rangel</li> <li>3. Diana Gutierrez</li> <li>4. Aide Monares</li> <li>5. Amanda Tabares</li> </ol>

## **New Initiatives**

- **Content Meetings**
- **Social Emotional Learning Curriculum-Second Step**
- **Data Tactical**
- **Science Elective**
- **Dreambox**
- **2<sup>nd</sup> Grade Being a Writer**
- **Restructuring and resetting lunch and recess culture**
- **Reading Reconsidered**
- **Leadership Team Book Studies**

## **Continuing Initiatives**

- **Kickboard**
- **Charger Store**
- **Grade Level Team Meetings**
- **After School Tutorials**
- **Saturday Academy**
- **Remind**
- **Royal Reader Celebrations**
- **Math Genius Celebration**
- **Curriculum Implementation: Wit and Wisdom, Being a Writer, Eureka Math**
- **Accelerated Reader**

## Staff Development

Date	Session Title/Topic	Session Objective(s)
8/5	BOY Professional Development	TWBAT to understand where we are as a campus recognizing our success and areas of growth
8/6	BOY Professional Development	TWBAT apply classroom structures that work
8/7	BOY Professional Development	TWBAT apply the different campus and procedures to ensure culture consistency and follow through.
8/8	BOY Professional Development	TWBAT analyze grade level special populations and create a sitting chart that prioritizes at risk students
8/9	BOY Professional Development and Meet the Teacher Social	TWBAT gain the knowledge necessary to be part of the LPAC Committee and make academic decisions for our ELL students
8/10	Teacher Work Day	TWBAT prepare classrooms for successful first day with students, including routines/procedures, materials receipt, plan for investing students and setting goals, etc.
8/12	First Day of School Reflection and Feedback Session	T/LWBAT identify first day of school successes and setbacks, planning for how to improve on opportunities
8/22	Building and Maintaining Relationships with Students	TWBAT develop skills and understanding for building relationships and prioritizing them in the classroom.
8/29	Staff Benefits Update	TWBAT familiarize themselves with updates and changes on Benefits.
9/5	Understanding the Coaching Cycle	TWBAT execute the teacher facing side of the coaching cycle and demonstrate understanding of how their growth is developed through the cycle.
9/12	Exit Ticket Analysis and Adjusting Instruction	TWBAT collect exit ticket data and identify trends to allow for modification of instruction.
9/19	Creating Strategic Student Seating	TWBAT create strategic seating charts based on student performance levels.
9/26	Aggressive Monitoring and Collecting Data	TWBAT create a monitoring lap and aggressive monitoring tool.
10/3	Whom to Monitor	TWBAT identify the order of which they will aggressively monitor students.
10/10	Reteaching and Reanalysis	TWBAT create reteach and retest plans that ensure gaps are closed.
10/11	District Led Professional Development	TBD
10/17	Quarter 1 Report Card Pick Up Night	TWBAT deliver Report Cards to parents and allow parents to sign up for conferences if necessary.
10/24	100% Engagement and Thinking for ELLs	TWBAT implement ELL strategies and practices during class instruction.
10/31	Data Analysis and Conversations: How to have a successful data conversation that produces re-teach plans	TWBAT prepare for and participate in a strong data conversation that leads to the creation of reteach and reassessment plans.

11/7	Campus Responsive PD Option	TBD
11/14	Celebrating Students and Self	TWBAT implement strategies to celebrate students and build motivation in the classroom.
11/21	Lesson Delivery- How to Scaffold Instruction to Low Performers	TWBAT scaffold instruction to low performing students while maintaining high levels of instruction for other students.
11/22	Campus Responsive PD Option-Half Day PD	TBD
12/5	Parent Communication and Being Responsive/Preventative to Student Needs	TWBAT reflect on current communication successes and setbacks, planning for how to improve as an individual and team.
12/12	Progress Report Review and Identification of Potential Retentions	TWBAT create lists of potential retentions and a plan to communicate concerns to parents.
1/6	Culture Step Back and Reflection and Culture Reset Planning	TWBAT reflect on grade level and individual culture performance, creating plans if necessary, to grow and improve.
1/10	Team PTGs	TWBAT understand and reflect on campus wide performance for the first semester.
1/16	Quarter 2 Report Card Pick Up Night	TWBAT deliver Report Cards to parents and allow parents to sign up for conferences if necessary.
1/23	Reviewing and Adjusting Grade Level Behavior Plans and Response to Misbehavior	TWBAT reflect on grade level behavior and adjust behavior plans if necessary.
1/30	Campus Responsive PD Option	TBD
2/6	Field Lesson Grade Level Team Meetings	TWBAT prioritize field lesson actions that are still pending.
2/13	STAAR Testing Training	TWBAT have an understanding of state law responsibilities & expectations for STAAR testing & learn to navigate & complete TEA STAAR training modules.
2/20	STAAR Testing Training	TWBAT familiarize themselves with the logistics testing plan.
2/24	District Led Professional Development	TBD
2/27	Campus Responsive PD Option	TBD
3/5	STAAR Success Plans and DI Intervention Plans	TWBAT develop plans to close gaps over the final three months of school.
3/12	Motivating and Investing Students in the Push Towards the End of the Year	TWBAT employ strategies that motivate, celebrate, and invest students tied to student learning outcomes.
3/26	Campus Responsive PD Option	TBD
3/27	District Led Professional Development	TBD
4/2	Quarter 3 Report Card Pick Up Night	TWBAT deliver Report Cards to parents and allow parents to sign up for conferences if necessary.
4/9	Quarter 3 Team PTGs	TWBAT understand and reflect on campus wide performance for the first semester.
4/16	Campus Responsive PD Option	TBD

4/23	CNA/SAIP for 2020/2021	TWBAT conduct a wholistic review of the grade level/subject area's successes and setbacks.
4/30	Campus Responsive PD Option	TBD
5/7	STAAR Testing Training	TWBAT familiarize themselves with the logistics testing plan.
5/14	End of Year Expectations	TWBAT receive and review EOY expectations and check out lists.
5/21	Grades Submission Work Time	TWBAT submit all grades and comments.
5/28	EOY Awards Ceremony and Celebration for Teacher	TWBAT celebrate accomplishments from the year.
5/30	Teacher Work Day	TWBAT work on classrooms to ensure they are ready for summer custodial work.

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



**IDEA Public Schools**

**IDEA Kyle Academy**



**2019 – 2020 Student Achievement Improvement Plan**

## **DISTRICT MISSION:**

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

## **DISTRICT VISION:**

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

## **DISTRICT CORE VALUES:**

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

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

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

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

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

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

## **CAMPUS MISSION:**

IDEA Kyle Academy will have 100% of scholars prepared to go to and through college by empowering them with critical thinking and problem-solving skills to produce successful life-long learners in and out of school.

## **DISTRICT GOALS 2019-20:**

### **PRIORITY #1: Students Graduate College-Ready**

- 1A. 100% Graduates Matriculate to a College or University
- 1B. 25% Graduates Matriculate to a Tier I/II College or University
- 1C. 100% Graduates Accepted to a College or University
- 1D. 30% | 25% of Graduates Named AP Scholars | Earn IB Diploma
- 1E. 90% | 30% Approaches | Masters on STAAR/EOC
- 1F. 70% | 70% | 70% of Pre-K/Kindergarteners End the Year On/Above Grade Level in Reading | Language | Math (all campuses)
- 1G. 85% | 85% | 85% of 1st-2nd Grade Students End Year On/Above Grade Level in Reading | Language | Math (Year 1 Campuses)
- 1H. 90% | 90% | 90% of 1st-2nd Grade Students End Year On/Above Grade Level in Reading | Language | Math (Year 2+ Campuses)
- 1I. 50% | 50% of Students in CSI Achieve 2 Years Growth in Reading | Math (measured by Ren STAR)
- 1J. 21 Average ACT Score (Class of 2018, September 2017)
- 1K. 25% | 55% 4 | 6 Year College Graduation

### **PRIORITY #2: Build a Strong & Sustainable Organization**

- 2A. 85% Teacher Retention
- 2B. 97.5% ADA
- 2C. 90% Student Persistence
- 2D. \$71MM EBIDA

### **PRIORITY #3: Achieve Mission at Scale**

- 3A. 80% of Students with Low Socioeconomic Status
- 3B. 45,470 Student enrollment by 2018-19
- 3C. 79 schools in operation in 2018-19
- 3D. \$28MM Total Funds Raised

Professional Campus Staff		
Administrative Staff	Counseling Staff	Specialty Teachers
Ester Polanco-Principal Tonya Gibson-Admin Assistant Sylvia Vasquez-Assistant Principal of Instruction Sonia A. Sosa-Assistant Principal of Instruction Katya Diaz Henderson-Assistant Principal of Operations	Angel Robinson-Academic Counselor	Amanda Moody-Special Education -Special Education Kelcie Cross -Interventionist
Kindergarten	First Grade	Second Grade
Krystal Garza D'kisha Rivera Anette Gomez Gloria Macias	Sandra Reyes Susana Plascencia Shannon Kelly	Amanda Flores Jerica S. Johnson Lucy Arreola
Third Grade	Fourth Grade	Fifth Grade
Emily Bentura Pierce Laura Therman Jessica Guerrero		
Physical Education	Pre-Kinder	
Nohemi Rojas		

\*Bilingually Certified

Para-Professionals Campus Staff		
Co-Teachers	Facilitators	Clerical/Technical
Claudia Ponce Joe Flowers Vanessa Guerra Karla Devooght Alondra Benavides Lizette Arechiga		Audrey Brazeel-Receptionist Rebecca Sanchez-Nurse Meghna Saha-SIS
Operations Staff	Temporary Staff	
Alfred Grant-Facility Manager Jenifer Hernandez-Business Clerk Pearl Ruiz-CNP Manager		

## Site Based Decision Making Committee

Member (Title, Represent)	Meeting Dates:	Possible Agenda Items:
Ester Polanco-Principal Tonya Gibson-Admin Assistant Sylvia Vasquez-Assistant Principal of Instruction Sonia A. Sosa-Assistant Principal of Instruction  Krystal Garza-Kinder Sandra Reyes-1 <sup>st</sup> Amanda Flores-2 <sup>nd</sup> Emily Bentura Pierce-3 <sup>rd</sup>	October 01, 2019	1. Maintaining a strong student culture
	November 5, 2019	1. STAAR PTG
	January 14,2020	1. Field Lesson Requirements/Norms
	February 11,2020	1. Data Review-Progress Toward Goals
	March 10, 2020	1. Student Persistence
	April 14, 2020	1. Staff Retention/Org Health Survey
	May 05,2020	1. Recruiting
		1. ELL Support in Classrooms 2. Mastery Machine-Student Achievement 3. Dragon Parent Association

**Campus Name**  
Campus Demographics\*

<b>Student Populations</b>	<b>Number of Students</b>	<b>Percentage of Students</b>
Enrollment	367	
At Risk	146	39.78%
SPED	22	5.99%
F.A.R.M.	256	69.75%
ELL	58	15.80%
Male	183	49.86%
Female	184	50.14%
Amer. Indian	1	.27%
Asian	1	.27%
Black	17	4.63%
White	69	18.80%
Hispanic	256	73.30%

## Campus Committees

English Language Arts	Math
<p><b>Committee Chair(s):</b> Amanda Flores</p> <p><b>Committee Members:</b></p> <ol style="list-style-type: none"> <li>1. Jessica Guerrero</li> <li>2. Sandra Reyes</li> <li>3. Krystal Garza</li> <li>4. Gloria Macias</li> </ol>	<p><b>Committee Chair(s):</b> Laura Thurman</p> <p><b>Committee Members:</b></p> <ol style="list-style-type: none"> <li>1. Lucy Arreola</li> <li>2. Shannon Kelly</li> <li>3. Anette Gomez</li> <li>4. D’kisha Rivera</li> </ol>
Science (As Applicable)	School Culture and Climate
<p><b>Committee Chair(s):</b></p> <p><b>Committee Members:</b></p> <ol style="list-style-type: none"> <li>1.</li> </ol>	<p><b>Committee Chair(s):</b> Angel Robinson</p> <p><b>Committee Members:</b></p> <ol style="list-style-type: none"> <li>1. Krystal Garza</li> <li>2. Sandra Reyes</li> <li>3. Emily Bentura Pierce</li> <li>4. Amanda Flores</li> </ol>
Staff Quality, Recruitment and Retention	Family and Community Involvement
<p><b>Committee Chair(s):</b> Ester Polanco</p> <p><b>Committee Members:</b></p> <ol style="list-style-type: none"> <li>1. Katya Diaz Henderson</li> <li>2. Anette Gomez</li> <li>3. Susana Plascencia</li> <li>4. Jessica Guerrero</li> </ol>	<p><b>Committee Chair(s):</b> Angel Robinson</p> <p><b>Committee Members:</b></p> <ol style="list-style-type: none"> <li>5. Krystal Garza</li> <li>6. Sandra Reyes</li> <li>7. Emily Bentura Pierce</li> <li>8. Amanda Flores</li> </ol>



## New Initiatives

- |  |  |
|--|--|
| <ul style="list-style-type: none"><li>• One on one conversations with scholars during first month of school</li><li>• Principal's Award to top 5 scholars in each grade level at the end of the year</li><li>• Daily Lesson Rehearsals for teachers teaching Wit and Wisdom and Eureka Math</li><li>• GET Rubric Rating Walkthroughs</li><li>• End of Year Banquet for Students with Perfect Attendance</li><li>• Reading curriculum will be using Wit and Wisdom in grades 2<sup>nd</sup> – 3<sup>rd</sup> and Math will be using Eureka Math in Kinder-3<sup>rd</sup> grades</li></ul> | <ul style="list-style-type: none"><li>• Mentors for New Teachers to IKA to help build a partnership for support</li><li>• Summer Persistence Events</li><li>• STAAR Nights and Curriculum Nights for Parents to introduce the new curriculum</li><li>• Grade Level Tacticals each week to discuss data</li></ul> |
|--|--|

## Continuing Initiatives

- |  |   |
|--|---|
| <ul style="list-style-type: none"><li>• The lead team will be utilizing TeachBoost to track teacher observations, norm on rubric ratings and communicate daily with teachers regarding areas of strength and growth</li><li>• Will utilize Whole Brain Teaching and Teach like a Champion 2.0 strategies to ensure that our LEP scholars are meaningfully interacting with content and being lead to mastery.</li><li>• Teachers will continue to use novels to teach skills in reading by utilizing open response comprehension questions and socratic seminars in class</li><li>• Instructional Rounds to see gaps in classroom instruction to provide feedback and on the spot coaching</li></ul> | <ul style="list-style-type: none"><li>• Consistent culture observations and immediate feedback and follow-through each week</li><li>• 90 minutes in every content area for maximum instructional time</li><li>• 2<sup>nd</sup>-3<sup>rd</sup> teachers will be tracking daily averages and percentages passing and commended daily in order to drop data weekly to the campus lead team</li><li>• Weekly data drops for 3<sup>rd</sup> will emphasize intentional tracking of our LEP and SPED populations, which are underperforming in these grade levels</li></ul> |
|--|---|

## Staff Development

Date	Session Title/Topic	Session Objective(s)
9.5.19	<b>Culture Consistency at ISBSA</b>	Identify the mechanisms that will be used to consistently monitor culture and commit to 2-3 things each grade level will do to ensure student culture stays strong all year.
9.26.19	<b>Effective Parent Communication</b>	Utilize the LTNVRC framework to ensure parent conversations lead towards solutions
10.3.19	<b>Staff and Student Safety</b>	<ul style="list-style-type: none"> <li>- differentiate between bullying and conflict.</li> <li>- identify child abuse and/or neglect.</li> <li>- distinguish between inappropriate and normal student-teacher relationships</li> </ul>
10.18.19 (PD Day)	<b>Monitoring and Feedback</b>	Explain the purpose of monitoring and reflect on how they will monitor and respond to student learning.
11.7.19	<b>Student Performance Analysis Meetings</b>	Identify the areas in each content area that need intervention and what will be done to increase academic achievement.
1.6.20 (PD Day)	<b>Student Practice and Tracking</b>	Identify and commit to strategies to use to accommodate our ELL and Sped scholars; identify all the ways teachers and scholars should be consistently tracking progress toward goals.
2.17.20 (PD Day)	<b>Magic in the Classrooms-Teach Like a Pirate</b>	Identify 3-4 different ways they can bring magic to their classroom during the second half of the year to keep scholars motivated.
3.13.20(PD Day)	<b>Lost at School-Compassion during the last Months of School</b>	Practice different scenarios where teachers react to situations that may occur during the last months of school.
4.19.20	<b>Remediation and Reteaching</b>	Identify different strategies to ensure scholars are being remediated and retaught to ensure mastery on STAAR exam.

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

# **IDEA Public Schools**

## **IA Mission**



## **2019 – 2020 Student Achievement Improvement Plan**

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

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

## **CAMPUS MISSION:**

Campus mission statement will be listed here.

## **DISTRICT GOALS 2019-20:**

### **PRIORITY #1: Students Graduate College-Ready**

- 1A. 100% Graduates Matriculate to a College or University
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- 3D. \$28MM Total Funds Raised

Professional Campus Staff		
Administrative Staff	Counseling Staff	Specialty Teachers
Christina Cavazos-Escamilla- Principal Tania Morales-APO Ann Fuentes, Jackie Herrera, Maria Mejia- API	Jessica Garcia- Academic Counselor	Karen Ramos – RISE/Life Skills Monica Escott- Life Skills Maria Gonzalez- SPED William Azucena-SPED
Kindergarten	First Grade	Second Grade
Christian Menendez Christina Olivarez Brenda Alaniz Natasha Ojeda Diana Alvarado	Ana Gonzalez Elsica Zuniga Betsy Hinojosa Marely Garza Alma Guerrero	Martha Manjarrez Aidin Lopez Elisa Casas
Third Grade	Fourth Grade	Fifth Grade
Stephanie Puente Anita Bermea Victoria Perez	Sara McCormick Karen Sosa Ruben Mesa	Nayla Villanueva Venessa Perez Andrea Perez
Physical Education		
Hugh Flavin		

Para-Professionals Campus Staff		
Co-Teachers	Facilitators	Clerical/Technical

<p> Kelly Chapa  Rebecca Salinas  Cynthia Martinez  Dulce Resendez  Patricia Gonzalez  Karla Aguirre  Yessica Garcia  Giovanna Garza </p>		
<b>Operations Staff</b>	<b>Temporary Staff</b>	
<p> Cesar Rodriguez, CNP  Ricardo Morales, Facilities Manager  Maria Lopez, Transportation Manager  Cesar Rodriguez, Cafeteria Manager  Maria Alanis -Cafeteria Assistant Manager  Silvia Rodriguez – Food Service specialist  Carmen Olvera – Food Service specialist  Angelina Gonzalez- Food Service specialist  Elva Guzman- Food Service specialist  Rosalinda Reyes- Food Service specialist  Nora Ponce- Food Service specialist  Florinda Gonzalez- Food Service specialist  Maria Salazar- Food Service specialist  Maria Diaz- Food Service specialist  Maria Garibaldi- Food Service specialist  Sandra Zamora- Food Service specialist  Melchor Quintero- Food Service specialist  Elena Abrego- Food Service specialist </p>		

## Site Based Decision Making Committee

### Member (Title, Represent)

<p>Christina Cavazos-Escamilla – Principal                      Maria Mejia – API                      Ann Fuentes -- API                      Jackie Herrera – API                      Tania Morales – APO                      Jessica Garcia - AC</p>	8/5/19	<ol style="list-style-type: none"> <li>1. Campus Priority: Aggressive Monitoring: Exemplars</li> <li>2. Cultural Rounds: GTL, CTL and SPED teams</li> <li>3. Operations: Escalation Matrix implementation</li> <li>4. Annual Calendar Review</li> </ol>
	10/4/19	<ol style="list-style-type: none"> <li>1. Campus Priority: Aggressive Monitoring: Scanning for Compliance</li> <li>2. Tracking Culture: Rubric Implementation and ADA tracking</li> <li>3. Homecoming Week</li> <li>4. Annual Calendar Review</li> </ol>
	11/1/19	<ol style="list-style-type: none"> <li>1. PTG Q1</li> <li>2. Campus Priority: Aggressive Monitoring: Hunting for the Gap and How &amp; When to reteach</li> <li>3. Talent Review</li> </ol>
	12/6/19	<ol style="list-style-type: none"> <li>1. PTG Q2</li> <li>2. Middle of Year Step Back and Step Forward</li> <li>3. Talent Review</li> </ol>
	1/10/20	<ol style="list-style-type: none"> <li>1. Ensuring Data Driven Instruction is a Reality</li> <li>2. Cultural Rounds: MS</li> <li>3. Drafting 18-19 budget</li> </ol>
	2/7/20	<ol style="list-style-type: none"> <li>1. PTG Q3</li> <li>2. Cultural Rounds: HS</li> </ol>
	3/6/20	<ol style="list-style-type: none"> <li>1. Campus Priority: Small Group Instruction and supporting Data Driven Instruction methods</li> </ol>
	4/3/20	<ol style="list-style-type: none"> <li>1. Final Review Calendars</li> <li>2. Planning and coordinating for EOY ceremonies- Graduation, Awards, etc.</li> </ol>
	5/1/20	<ol style="list-style-type: none"> <li>1. Pre-work and expectations for Step Back and Step Forward.</li> <li>2. EOY logistics- Operations and Summer School</li> </ol>
	6/11/20-6/13/20	<ol style="list-style-type: none"> <li>1. Step Back and Step Forward</li> <li>2. PTG 4-EOY Evaluation</li> <li>3. Planning the 2018-19 year</li> </ol>



**IA Mission**  
Campus Demographics\*

<b>Student Populations</b>	<b>Number of Students</b>	<b>Percentage of Students</b>
Enrollment	909	100%
At Risk	585	64.36%
SPED	29	3.19%
F.A.R.M.	843	92.74%
ELL	501	55.2%
Male	471	51.82%
Female	438	48.18%
Amer. Indian	0	0
Asian	4	0.44%
Black	0	0
White	25	2.75%
Hispanic	879	96.70%

*\*As of July 2019*

## Campus Committees

English Language Arts	Math
<b>Committee Chair(s):</b> Sara McCormick <b>Committee Members:</b> Karen Sosa Venessa Perez	<b>Committee Chair(s):</b> Jacquelyn Herrera <b>Committee Members:</b> Ruben Mesa Any Gonzalez Elsica Zuniga Stephanie Puente Nayla Villanueva
Science (As Applicable)	School Culture and Climate
<b>Committee Chair(s):</b> Maria Mejia <b>Committee Members:</b> 1. Andrea Salinas	<b>Committee Chair(s):</b> Eunice Canales <b>Committee Members:</b> 1. Alessandra Trevino 2. Christian Menendez 3. Martha Manjarrez
Staff Quality, Recruitment and Retention	Family and Community Involvement
<b>Committee Chair(s):</b> Deirdre Medina <b>Committee Members:</b> 1. Marisol Flores 2. Christina Cavazos-Escamilla	<b>Committee Chair(s):</b> Jessica Garcia <b>Committee Members:</b> 1. Filo Sanchez 2. Tania Morales

## New Initiatives

- Writing Portfolios for all grades in Reading, Writing, and Social Studies
- Emphasis on TELPAS and a balanced literacy program
- Creation of exemplars included into lesson plans
- 21<sup>st</sup> Century Arts Program: Little Medical, Mariachi, Drum Line
- Field Lesson Alignment

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## Continuing Initiatives

- Assemblies
- What Would You Do Character Building
- Playworks in Recess
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## Staff Development

Date	Session Title/Topic	Session Objective(s)
7/22/19-7/27/19	New Teacher Institute	<p>These sessions will be campus specific to IDEA Mission and designed for new teachers. The sessions will address all of the following:</p> <ul style="list-style-type: none"> <li>- Lesson Planning</li> <li>- Physical Environment/Classroom Setting expectations</li> <li>- Data Tracking and Data Driven Instruction</li> <li>- Deadlines: Data and Lesson Plan submissions</li> <li>- Software systems</li> <li>- Coaching and Feedback: the cycle and expectations</li> </ul> <p>School Culture</p> <p>These sessions will be district-wide and led by various representatives of IDEA Public Schools. The sessions primarily are focused on:</p> <ul style="list-style-type: none"> <li>- Content and Pedagogy</li> <li>- Lesson Planning</li> <li>- Instructional Clarity</li> <li>- First Week of School</li> </ul>
8/5/19-8/9/19	State of the School and Beginning of Year PD	<p>This session is to inform teachers and staff about progress the school has made in reaching its goals including:</p> <ul style="list-style-type: none"> <li>- 90% of students passing STAAR and EOC exams</li> <li>- 30% of students scoring a Level III or Accelerated level on STAAR and EOC exams</li> <li>- 35% of students becoming AP Scholars</li> <li>- 97.5% ADA for the entire school- focus on certain grade levels</li> <li>- 90% Persistence for 6-12</li> <li>- Average ACT score of 21</li> <li>- Staff Retention of 85% or higher</li> <li>- Org Health scores of 85% or higher</li> </ul>
8/5/19-8/9/19	School Vision	Principal will deliver school vision including being ranked the #1 High School in America, Campus of the Year, School of the Year, Ops Team of the Year.
8/5/19-8/9/19	Outlook Calendaring	<p>Staff and teachers will be trained and informed on how to use Outlook calendaring.</p> <p>Staff will be provided time to input “big rocks” of commitment into their Outlook Calendars</p> <p>Staff will also be give copy of annual school calendar in order to make necessary adjustments.</p>
8/5/19-8/9/19	School Operations: Staff and Student Safety	<p>This session is designed to inform, educate and train staff on school operations including:</p> <ul style="list-style-type: none"> <li>- Duty Assignment, rotations and expectations</li> </ul>

		<ul style="list-style-type: none"> <li>- Drop Off and Pick Up expectations and safety</li> <li>- School Safety Mechanisms: Fire Drills, Lockdowns, etc.</li> <li>- Master Schedule and teacher work day</li> </ul>
8/5/19-8/9/19	Planning for Special Populations	<p>This session is designed for teachers to review accomodations needed for students that will be included in their classes.</p> <ul style="list-style-type: none"> <li>- SPED binders provided to teachers</li> <li>- Information on SPED team follow up procedures</li> <li>- Seating Chart design</li> <li>- ARD expectations</li> </ul>
8/5/19-8/9/19	Teacher Goal Setting and Student Goal Setting	<p>This session is designed for Teachers to set Beginning of Year Goals for class and grade level data metrics:</p> <ul style="list-style-type: none"> <li>- EOY exam results (including quarterly goals)</li> <li>- GET evaluation/TCP placement</li> <li>- ADA goals</li> <li>- Persistence goals</li> <li>- College Matriculation Goals</li> <li>- Index 2 Goals</li> </ul> <p>Teachers will also be able to create and implement individual student goals as well as individual student goal trackers.</p>
8/5/19-8/9/19	Powerschool and Gradebook	<p>This session is designed to familiarize staff and teachers with Powerschool and Gradebook.</p> <ul style="list-style-type: none"> <li>- Set up classes in Gradebook</li> <li>- Familiarizing on how and when to take attendance</li> <li>- Attendance expectations</li> <li>- Escalation matrix</li> </ul>
8/5/19-8/9/19	Introduction to Illuminate	<p>This session is designed to familiarize and train staff on how to properly use Illuminate and how to create and grade tests on this system.</p>
8/5/19-8/9/19	Student Persistence	<p>This session is designed to familiarize staff on role of each individual in promoting persistence and also to provide a staff reflection and brainstorm on how to increase persistence at IDEA Mission.</p>
8/5/19-8/9/19	School Culture	<p>This session is designed to educate and coach staff members on upholding certain pieces of school culture:</p> <ul style="list-style-type: none"> <li>- Traditions</li> <li>- Uniforms</li> <li>- Transitions</li> <li>- Lunch/Breakfast</li> <li>- Greeting Students</li> <li>- In class expectations</li> <li>- Positive Narration</li> </ul>
8/5/19-8/9/19	Aggressive Monitoring: The One Thing	<p>This session is designed to educate staff on major initiative of Aggressive Monitoring in every classroom tied to Guidepost in Excellent Teaching Row 4B.</p> <ul style="list-style-type: none"> <li>- Narrowing the Focus (The One Thing)</li> </ul>

		<ul style="list-style-type: none"> <li>- Rationale for Aggressive Monitoring (Starting with Why)</li> <li>- What is Aggressive Monitoring?</li> <li>- What is not Aggressive Monitoring?</li> <li>- The benefits of Aggressive Monitoring (80/20 Rule)</li> </ul>
8/5/19-8/9/19	School Discipline and Restorative Justice: The One Thing	This session is designed to inform, educate and train teachers on the school wide behavior plan which includes West Wing and Detention. Teachers will be educated on the discipline ladder and how to input uniform violations and tardies into the school wide discipline tracker. All teachers and staff will be educated on their role in school discipline.
10/19 1/20 2/20 3/20	Course Collaboration	4 times a year teachers will be given the opportunity to meet in person with teachers of the same content at other IDEA campuses in order to collaborate, create a backwards calendar for that quarter and plan engaging lessons for students. (These are also supported with bi-weekly webinars facilitated by the District Course Leader).
9/6/19	Aggressive Monitoring- Planning the Exemplar and How Key Points	Teachers will be able to state the rationale as to why we create an exemplar for every lesson and why we have how key points or every lesson. Teachers will be able to explain how those fit into operating mechanisms at our school—exemplar posted on door; How Key Points written on the board. Teachers will be coached to mastery on these two pieces with special focus throughout September.
10/4/19	Aggressive Monitoring- Criteria for Success for the Students and Scan for Compliance Preparing for a Data Conversation	Teachers will be able to state the rationale as to why name the criteria for success before circulating. Teachers will be able to state the rationale as to why we scan for compliance before we begin circulating. Teachers will have time to practice and plan this into upcoming lessons. Teachers will be provided format and coaching on how to complete Data conversation pre-work.
11/1/19	Aggressive Monitoring- Hunting for the Gap and Tracking the Gap	Teachers will be able to state the rationale for why we have the mindset of “hunting for the gap”. Teachers will be able to name the differences between this and their current practices. Teachers will be able to track student data real time will circulating Administration will relay and communicate plan for follow up on this action step.
12/6/19	Aggressive Monitoring: How and When to Reteach	Teachers will be able to state the rationale for finding gap quickly and reteaching in that moment. Teachers will be able to identify when to stop student practice and reteach an objective Teachers will be able to create a pathway for monitoring student outcomes. (High performing followed by Low Performing)
1/10/20	2x2 Upward Feedback on Strengths and Areas of Growth	Teachers will be able to state the rationale for 2x2 conversations Teachers will be able to access Cornerstone and begin to complete their 2x2 form. Teachers will be provided work time to complete their 2x2 template.

2/7/20	Small Group Instruction- How and When to pull groups for SGI	Teachers will be able to state the rationale behind providing small group instruction in class. Teachers will be able to practice and plan how and when they will implement small group instruction in their classes.
3/6/20	ADA and Operations Initiatives	Teachers will be educated and informed on 4 <sup>th</sup> quarter ADA status and incentives to improve ADA. Teachers will know and be able to state their role in helping campus reach ADA and Persistence goals.
4/3/20	Data Driven Instruction- Best Practices for Reviews/Testing Season	Teachers will be provided training on priority data driven instruction techniques and informed on the expectations over the coming months in approaching EOY exams: <ul style="list-style-type: none"> <li>- SWAM meetings</li> <li>- Exit Ticket sorts</li> <li>- Daily Exit Ticket Tracking</li> <li>- Small Group Instruction</li> <li>- Mastery Machine</li> <li>- Detailed Reteaching Calendars</li> </ul>
5/1/20	EOY Expectations- Lessons and Operations	Teachers will be able to explain how to close out the year in terms of operations pieces to submit and any end of year documentation Teachers will be able to plan a backwards calendar for “teaching up” for the classes that students will take the following year.

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

# **IDEA Public Schools**

## **IA North Mission**



## **2019 – 2020 Student Achievement Improvement Plan**



## **DISTRICT MISSION:**

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

## **DISTRICT VISION:**

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

## **DISTRICT CORE VALUES:**

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

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

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

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

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

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

## **CAMPUS MISSION:**

Campus mission statement will be listed here.

## **DISTRICT GOALS 2019-20:**

### **PRIORITY #1: Students Graduate College-Ready**

- 1A. 100% Graduates Matriculate to a College or University
- 1B. 25% Graduates Matriculate to a Tier I/II College or University
- 1C. 100% Graduates Accepted to a College or University
- 1D. 30% | 25% of Graduates Named AP Scholars | Earn IB Diploma
- 1E. 90% | 30% Approaches | Masters on STAAR/EOC
- 1F. 70% | 70% | 70% of Pre-K/Kindergarteners End the Year On/Above Grade Level in Reading | Language | Math (all campuses)
- 1G. 85% | 85% | 85% of 1st-2nd Grade Students End Year On/Above Grade Level in Reading | Language | Math (Year 1 Campuses)
- 1H. 90% | 90% | 90% of 1st-2nd Grade Students End Year On/Above Grade Level in Reading | Language | Math (Year 2+ Campuses)
- 1I. 50% | 50% of Students in CSI Achieve 2 Years Growth in Reading | Math (measured by Ren STAR)
- 1J. 21 Average ACT Score (Class of 2018, September 2017)
- 1K. 25% | 55% 4 | 6 Year College Graduation

### **PRIORITY #2: Build a Strong & Sustainable Organization**

- 2A. 85% Teacher Retention
- 2B. 97.5% ADA
- 2C. 90% Student Persistence
- 2D. \$71MM EBIDA

### **PRIORITY #3: Achieve Mission at Scale**

- 3A. 80% of Students with Low Socioeconomic Status
- 3B. 45,470 Student enrollment by 2018-19
- 3C. 79 schools in operation in 2018-19
- 3D. \$28MM Total Funds Raised

Professional Campus Staff		
Administrative Staff	Counseling Staff	Specialty Teachers
Adriana Villarreal- Principal Irma Martinez-APO Rebecca Ornelas, Ernestina Quintanilla, Rosa Rodriguez- API	Jesus Rodriguez- Academic Counselor Roxana Barrera- Social Emotional Counselor	*Patricia Mercado- Life Skills Melissa Rivas- Life Skills Jose Ramon- SPED Liliana Contreras-SPED
Kindergarten	First Grade	Second Grade
Lusyl Ochoa Benoit Jennifer Saucedo Felix Guerra Yulianna Barrera *Veronica Flores	*Keury Flores *Tania Guerrero Arlene Garza Cecilia Rangel Gilbert Garza	Daniela Martinez Marcela Mireles Julissa Martinez Alva Gomez Iliana Sosa
Third Grade	Fourth Grade	Fifth Grade
*Daniela Martinez Leonor Ochoa Karen Cantu Casara Cruz	Sergio De leon Victor Guajardo Kasey Struysk Alexis Barrios	Karina Vergara Jason Mathers Rebecca Venec
Physical Education		
Alfredo Ramirez		

\*Bilingually Certified

Para-Professionals Campus Staff		
Co-Teachers	Facilitators	Clerical/Technical
Mayra Marquez Areli Cedillo Lissette Mondragon Eaglen Lerma Casara Cruz Ariadna Reyez Angelica Bazan Marcelino Ruiz Jorge Villarreal Yaritza Mata Eunice Solis Erica Longoria Megan Sanchez	Leticia Becerra Indira Vasquez Yadira Lopez	Nayeli Martinez Samantha Hernandez Maria Perez
Operations Staff	Temporary Staff	
Vicente Reyes, CNP Josiah Lopez, Facilities Manager Ray Martinez, Transportation Manager		

## Site Based Decision Making Committee

### Member (Title, Represent)

<p>Adriana Villarreal – Principal  Rebecca Ornelas – API  Ernestina Quintanilla -- API  Rosa Rodriguez – API  Irma Martinez – APO  Roxana Barrera-EC  Jesus Rodriguez - AC</p>	8/5/19	<ol style="list-style-type: none"> <li>1. Campus Priority: Aggressive Monitoring: Exemplars</li> <li>2. Cultural Rounds: GTL, CTL and SPED teams</li> <li>3. Operations: Escalation Matrix implementation</li> <li>4. Annual Calendar Review</li> </ol>
	10/4/19	<ol style="list-style-type: none"> <li>1. Campus Priority: Aggressive Monitoring: Scanning for Compliance</li> <li>2. Tracking Culture: Rubric Implementation and ADA tracking</li> <li>3. Homecoming Week</li> <li>4. Annual Calendar Review</li> </ol>
	11/1/19	<ol style="list-style-type: none"> <li>1. PTG Q1</li> <li>2. Campus Priority: Aggressive Monitoring: Hunting for the Gap and How &amp; When to reteach</li> <li>3. Talent Review</li> </ol>
	12/6/19	<ol style="list-style-type: none"> <li>1. PTG Q2</li> <li>2. Middle of Year Step Back and Step Forward</li> <li>3. Talent Review</li> </ol>
	1/10/20	<ol style="list-style-type: none"> <li>1. Ensuring Data Driven Instruction is a Reality</li> <li>2. Cultural Rounds: MS</li> <li>3. Drafting 18-19 budget</li> </ol>
	2/7/20	<ol style="list-style-type: none"> <li>1. PTG Q3</li> <li>2. Cultural Rounds: HS</li> </ol>
	3/6/20	<ol style="list-style-type: none"> <li>1. Campus Priority: Small Group Instruction and supporting Data Driven Instruction methods</li> </ol>
	4/3/20	<ol style="list-style-type: none"> <li>1. Final Review Calendars</li> <li>2. Planning and coordinating for EOY ceremonies- Graduation, Awards, etc.</li> </ol>
	5/1/20	<ol style="list-style-type: none"> <li>1. Pre-work and expectations for Step Back and Step Forward.</li> <li>2. EOY logistics- Operations and Summer School</li> </ol>
	6/11/20-6/13/20	<ol style="list-style-type: none"> <li>1. Step Back and Step Forward</li> <li>2. PTG 4-EOY Evaluation</li> <li>3. Planning the 2018-19 year</li> </ol>

**IA North Mission**  
Campus Demographics\*

<b>Student Populations</b>	<b>Number of Students</b>	<b>Percentage of Students</b>
Enrollment	974	
At Risk	549	56.36%
SPED	47	4.82%
F.A.R.M.	876	90%
ELL	475	48.76%
Male	498	51.12%
Female	476	48.87%
Amer. Indian	0	
Asian	7	0.71%
Black	3	0.30%
White	22	2.25%
Hispanic	942	96.71%

*\*As of July 2019*

## Campus Committees

English Language Arts	Math
<b>Committee Chair(s):</b> Karina Vergara <b>Committee Members:</b> <ol style="list-style-type: none"><li>1. Daniela Martinez</li><li>2. Kasey Struysk</li></ol>	<b>Committee Chair(s):</b> Victor Guajardo <b>Committee Members:</b> <ol style="list-style-type: none"><li>1. Jose Ramon</li><li>2. Jason Mathers</li><li>3. Karen Cantu</li></ol>
Science (As Applicable)	School Culture and Climate
<b>Committee Chair(s):</b> Rebecca Venecia <b>Committee Members:</b> <ol style="list-style-type: none"><li>1. Sergio De Leon</li></ol>	<b>Committee Chair(s):</b> Jesus Rodriguez <b>Committee Members:</b> <ol style="list-style-type: none"><li>1. Roxana Barera</li><li>2. Jackie Cisneros</li><li>3. Lusyl Benoit</li><li>4. Marcela Mireles</li></ol>
Staff Quality, Recruitment and Retention	Family and Community Involvement
<b>Committee Chair(s):</b> Jesus Rodriguez <b>Committee Members:</b> <ol style="list-style-type: none"><li>1. Samantha Hernandez</li><li>2. Sergio De leon</li><li>3. Kasey Struzyk</li></ol>	<b>Committee Chair(s):</b> Jesus Rodriguez <b>Committee Members:</b> <ol style="list-style-type: none"><li>1. Mrs. Longoria</li><li>2. Kaylee Mendoza</li><li>3. Michael More</li></ol>

## New Initiatives

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>• Implement Summer School with 3<sup>rd</sup> and 4th grade classrooms.</li> <li>• Mount projectors on ceilings and document cameras in 1-4th grade</li> <li>• Purchase and install drop-down electric screens for the library and cafeteria</li> <li>• Purchase interactive pads and response systems for student use across the contents.</li> <li>• Motivation Math computer program in Prek and K</li> <li>• Implement mentoring program to improve self-esteem and student motivation with Counselor</li> <li>• Hire outside source for guided counseling and bullying sessions</li> <li>• Implement Ruler System</li> <li>• Partner up with B&amp;G Club for extra curricular activities/sports in football and track</li> <li>• New initiatives to support socio-emotional wellness</li> <li>• Development of a student council</li> <li>• </li> <li>• </li> </ul> | <ul style="list-style-type: none"> <li>• Conduct a book study with all staff using <u>Wild card</u></li> <li>• <b>Book study with Team leaders Power of Positive Team</b></li> <li>• Train Kinder teachers on Witt and Wisdom for Academic Block</li> <li>• Implement “Comprehension Toolkit” in K-2<sup>nd</sup> grades.</li> <li>• Purchase additional PDA’s for DIBELS testing/intervention assistance.</li> <li>• Implement Science Scopes Reading Kits in Pre-K-4thGrade Science classrooms.</li> <li>• Implement Eureka math in Prek-4<sup>th</sup></li> <li>• PTO</li> </ul> |
|--|---|

## Continuing Initiatives

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>• Provide ongoing RTI Staff Development for all staff.</li> <li>• Incorporate the RTI process with all students.</li> <li>• Utilize <i>United Streaming and Brain Pop</i> for various supplemental web based lessons.</li> <li>• Kinder thru 4th grade students will utilize the Stems &amp; Scopes to increase awareness of Science concepts.</li> <li>• Feature a word of the day and a Science word of the day to expand vocabulary knowledge.</li> <li>• Incorporate <i>Hotspot</i> in grade K</li> <li>• Continue with monthly parent and student events.</li> <li>• <b>Student Warrior store and teacher warrior store</b></li> <li>• <b>Behavior Celebrations/ Culture Hours</b></li> </ul> | <ul style="list-style-type: none"> <li>• Incorporate a pull out phonics tutoring program to improve fluency.</li> <li>• Continue with extra curricular activities after school</li> </ul> |
|---|---|



## Staff Development

Date			
9/25/2019	Lesson Planning/Academic Block	TWBAT identify and apply the different parts of a lesson cycle to their planning.	
10/2/2019	Analysis of Lessons Plans/Connection of Objectives	TWBAT share lesson plans with colleagues and receive on their planning.	
10/9/2019	Data Analysis and Conversations, Indentify Standards In conversations, blue print	TWBAT analyze IA 1 data and write a clear plan for reteaching objectives with large gaps.	
10/16/2019	Lesson Planning Readiness and supporting Standards	TWBAT implement strategies and connect to readiness and supporting standards.	
10/23/2019	100% Engagement and Thinking for ELL's, TPR=Kinesthetic Reponse	TWBAT utilize strategies in the classroom that will ensure engagement of all students during the lesson cycle.	
11/13/2019	Writing an Effective Exit Slip, include explanation or how questions.	TWBAT understand the components of an effective exit slip and apply that knowledge in their lesson planning.	
11/20/2019	Practice and Feedback on Exit Slips	TWBAT design and share their exit slips. TWBAT receive feedback from their peers on exit slips.	
12/11/2019	Current POP Observation Data	TWBAT analyze POP observation data from the last month. TWBAT create and execute clear and effective next steps in their lessons.	
1/6/2020	State of the School and CKH		
1/15/2020	Morning Meeting/Ruler Method/Essestial 55	TWBAT revisit morning meeting scope and sequence. TWBAT scope out the next 2 months and prep materials	
1/22/2020	SMART Goals and Trackers	TWBAT revisit SMART goals and share best trackers in maintaining student mastery trackers.	
1/29/2020	Buddy System and Class Mentors/Mentees, Students pictures in lounge and teachers get to pick. Students get to write a little bit about themselves.	TWBAT understand the benefits of the buddy system and effectively implement that system in classroom. TWBAT understand their roles as a mentor and prepare for supporting their mentees.	

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

**IDEA Public Schools**

**IDEA Plugerville Academy**



# 2019 – 2020 Student Achievement Improvement Plan

## DISTRICT MISSION:

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

## DISTRICT VISION:

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

## DISTRICT CORE VALUES:

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

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

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

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

## **IDEA Pflugerville Academy:**

IDEA Pflugerville Academy prepares students from underserved North Austin communities for success in college and citizenship.

### **DISTRICT GOALS 2019-20:**

#### **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 grads named AP scholars | Earn IB diploma: 30% | 25%
- 1E. Earned State Rating: A
- 1F. % of Pre-K-2<sup>nd</sup> Graders End The Year On/Above Grade Level in Reading | Language | Math (Year 1 Campuses): 80% | 80% | 80%
- 1G. % of 2<sup>nd</sup> Grade 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% Composite Score on GPTW | 80%
- 2C. % Average Daily Attendance | # Average Daily Attendance: 97.50% | 48,817
- 2D. % Student Persistence: 90%
- 2E. Operating Income: \$101MM
- 2F. 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

## Professional Campus Staff

Administrative Staff	Counseling Staff	Specialty Teachers
Marie Kunthara: Principal Janet Chaparro: Academic Counselor Maya Martin: Assistant Principal of Instruction Michele McCully: Assistant Principal of Instruction Dwayne Shorter: Assistant Principal of Operations	Janet Chaparro: Academic Counselor Caitlin Riojas: Social Worker	Katie Bertrand: Life Skills Jazmin Zambrana: RISE + CSI Reading 3rd Sandra Olvera*: ELA-Intervention Asia Walker*: Science & Social Studies
Kindergarten	First Grade	Second Grade
Maria Parlatto*: Direct Instruction & Reading V. Esparza: Direct Instruction & Math N. Noman: Direct Instruction & Math N.Sanchez*: Direct Instruction & Reading	Jasmine Bracy: Direct Instruction Kaila Kelly*: Reading Stephanie Anzaldua: Math	Audre Dutton: Math Kimberly Reyes: Direct Instruction Jeffrey Brown: Reading
Third Grade		
Ana Cuellar: Reading Cheyenne Uvalle: Direct Instruction & Being a Writer Nichole Sills*: Math		

*\*Grade Team Lead*

Para-Professionals Campus Staff		
Co-Teachers	Facilitators	Clerical/Technical
Lisa Galindo (Kinder) Chloe Dolan (Kinder) Amy Phillips (Kinder) Dominique Benford (Kinder) Amanda Pena (1 <sup>st</sup> Grade) Cheryl Moynihan (2 <sup>nd</sup> Grade) Kelly Robinson (SPED RISE CO) Joshua Munoz: Physical Education	Vera Moore: AR Zone Floyd Hargrove: iLearning HotSpot	Marisol Murillo: Administrative Assistant
Operations Staff	Temporary Staff	
Crystal Garcia: Registrar Sofia Garcia: Student Information Systems Sandra Ortiz: Receptionist Dionne Alexander: Campus Operations Specialist Ron Arguello: Facilities Manager Bianca Estrada: Business Clerk Julio Arguello: Cafeteria Manager Maribel Perez: Senior Health Aide David Kelly: IT Specialist	Amber Mitchell- 1st Math Support Miraka Alridge-Williams.-2nd Math Support	

## Site Based Decision Making Committee

Member (Title, Represent)	Meeting Dates:	Possible Agenda Items:
Marie Kunthara: Principal Janet Chaparro: Academic Counselor Maya Martin: Assistant Principal of Instruction Michele McCully: Assistant Principal of Instruction Dwayne Shorter: Assistant Principal of Operations	July 15, 2019	19-20 Campus Priorities
	August 22, 2019	BOY: PD, Systems, Staff Morale Review
	September 19, 2019	Quarter 1 PTG Prep & Staff Talent Review
	October 24, 2019	Academic Systems Review
	November 21, 2019	Semester 1 Strong Close-out
	December 12, 2019	Semester 2 Planning: Campus Systems, January PD
	January 23, 2020	STAAR Support Plan
	February 20, 2020	Student & Staff Retention
	March 12, 2020	Family Engagement
	April 23, 2020	Semester 2 Strong Close-out
	May 13, 2020	EOY Prep

## Campus Budget Summary

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

### *Funding Sources – Local*

199	General Fund	
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### *Funding Sources - State*

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

### *Funding Sources - Federal*

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

*Total*



## IDEA Pflugerville Academy

### Campus Demographics\*

Student Populations	Number of Students	Percentage of Students
Enrollment	348	100%
At Risk	216	62.07%
SPED	18	5.17%
F.A.R.M.	284	81.61%
ELL	149	42.82%
Male	166	47.70%
Female	182	52.30%
Amer. Indian	0	0.00%
Asian	10	2.87%
Black	60	17.24%
White	29	8.33%
Hispanic	240	68.97%

*\*As of May 2019*

## Campus Committees

English Language Arts	Math
<p><b>Committee Chair(s):</b> Maya Martin</p> <p><b>Committee Members:</b></p> <ol style="list-style-type: none"> <li>1. Ana Cuellar</li> <li>2. Cheyenne Uvalle</li> <li>3. Jeffrey Brown</li> </ol>	<p><b>Committee Chair(s):</b> Michele McCully</p> <p><b>Committee Members:</b></p> <ol style="list-style-type: none"> <li>1. Nichole Sills</li> <li>2. Audreana Dutton</li> <li>3. Stephanie Anzaldua</li> <li>4. Vikky Esparza</li> <li>5. Noha Noman</li> </ol>
Science (As Applicable)	School Culture and Climate
<p><b>Committee Chair(s):</b> N/A</p> <p><b>Committee Members:</b> N/A</p>	<p><b>Committee Chair(s):</b> Marie Kunthara</p> <p><b>Committee Members:</b></p> <ol style="list-style-type: none"> <li>1. Norma Sanchez</li> <li>2. Maria Parlatto</li> <li>3. Kaila Kelly</li> <li>4. Sandra Olvera</li> <li>5. Nichole Sills</li> <li>6. Asia Walker</li> </ol>
Staff Quality, Recruitment and Retention	Family and Community Involvement
<p><b>Committee Chair(s):</b> Marie Kunthara</p> <p><b>Committee Members:</b></p> <ol style="list-style-type: none"> <li>1. Maya Martin</li> <li>2. Michele McCully</li> <li>3. Dwayne Shorter</li> </ol>	<p><b>Committee Chair(s):</b> Janet Chaparro</p> <p><b>Committee Members:</b></p> <ol style="list-style-type: none"> <li>1. Dwayne Shorter</li> <li>2. Dionne Alexander</li> <li>3. Sandra Ortiz</li> <li>4. Maya Martin</li> <li>5. Michele McCully</li> </ol>

## New Initiatives

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>• Second Step Curriculum for SEL support</li> <li>• Academic Counselor &amp; Social Worker to support students with: RTI-Behavior, Campus Crisis Management, Teacher Support—SEL strategies, and Parent Engagement</li> <li>• Summer Persistence Plan and with target students</li> <li>• Weekly &amp; Quarterly Awards Ceremonies</li> <li>• Campus Committees to address campus-wide initiatives: Sunshine, Culture, Vertical Alignment, GTL Support, Subpopulations' Support</li> <li>• Varied Electives curriculum for Kinder</li> <li>• 1<sup>st</sup>-3<sup>rd</sup> Grades: Science &amp; Social Studies Electives</li> </ul> | <ul style="list-style-type: none"> <li>• Separate Testing Coordinator role to focus on assessment management for campus, enabling Academic Counselor to focus on student support</li> <li>• Instructional Rounds to see gaps in individual classes, grade levels, or contents to address via: one-on-one coaching and/or PD sessions</li> <li>• Daily Data Drop System</li> <li>• Monthly Parent Engagement Events</li> <li>• Monthly Grade Level PTGs to discuss data</li> </ul> |
|---|---|

## Continuing Initiatives

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• Attendance Awards</li> <li>• All teachers receive regular Manager support with Coaching Cycle: observation, debrief, follow-up and related supports</li> <li>• Staff Evaluation: GET Rubric Rating Walkthroughs, BOY Goalsetting, 2x2 Mid-year Feedback, Annual Performance Reviews</li> <li>• Weekly Professional Development sessions</li> <li>• Weekly Grade Level Tactical Meetings</li> <li>• Weekly Celebrations &amp; Morning Meetings</li> <li>• Culture Rounds to see gaps in individual classes, grade levels, or contents to address via: one-on-one coaching and/or PD sessions</li> </ul> | <ul style="list-style-type: none"> <li>• BOY PD Training for all new staff</li> <li>• 90 minutes in every content area for maximum instructional time</li> </ul> |
|---|--|

Staff Development	
Date	Session Title/Topic
8/5/19-8/9/19	BOY PD Week: State of the School, Teambuilding, Campus Culture, Campus Operations, Campus Academics
8/20/19	GET Focus Areas/Data-Driven Instruction #1
8/27/19	Culture: Student Support #1
9/3/19	Content Teams #1
9/10/19	Campus Committees #1
9/17/19	GET Focus Areas/Data-Driven Instruction #2
9/24/19	Culture: Student Support #2
10/1/19	Content Teams #2
10/8/19	Campus Committees #2
10/15/19	GET Focus Areas/Data-Driven Instruction #3
10/22/19	Culture: Student Support #3
10/29/19	Content Teams #3
11/5/19	Campus Committees #3
11/12/19	GET Focus Areas/Data-Driven Instruction #4
11/19/19	Culture: Student Support #4
12/3/19	Content Teams #4
12/10/19	Campus Committees #4
12/17/19	Semester Close-Out

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

**IDEA Public Schools**

**IDEA Pharr Academy**



**2018 – 2019 Student Achievement Improvement Plan**

## **DISTRICT MISSION:**

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

## **DISTRICT VISION:**

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

## **DISTRICT CORE VALUES:**

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

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

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

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

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

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

## **CAMPUS MISSION:**

Campus mission statement will be listed here.

## **DISTRICT GOALS 2018-19:**

### **PRIORITY #1: Students Graduate College-Ready**

- 1A. 100% Graduates Matriculate to a College or University
- 1B. 25% Graduates Matriculate to a Tier I/II College or University
- 1C. 100% Graduates Accepted to a College or University
- 1D. 30% | 25% of Graduates Named AP Scholars | Earn IB Diploma
- 1E. 90% | 30% Approaches | Masters on STAAR/EOC
- 1F. 70% | 70% | 70% of Pre-K/Kindergarteners End the Year On/Above Grade Level in Reading | Language | Math (all campuses)
- 1G. 85% | 85% | 85% of 1st-2nd Grade Students End Year On/Above Grade Level in Reading | Language | Math (Year 1 Campuses)
- 1H. 90% | 90% | 90% of 1st-2nd Grade Students End Year On/Above Grade Level in Reading | Language | Math (Year 2+ Campuses)
- 1I. 50% | 50% of Students in CSI Achieve 2 Years Growth in Reading | Math (measured by Ren STAR)
- 1J. 21 Average ACT Score (Class of 2018, September 2017)
- 1K. 25% | 55% 4 | 6 Year College Graduation

### **PRIORITY #2: Build a Strong & Sustainable Organization**

- 2A. 85% Teacher Retention
- 2B. 97.5% ADA
- 2C. 90% Student Persistence
- 2D. \$71MM EBIDA

### **PRIORITY #3: Achieve Mission at Scale**

- 3A. 80% of Students with Low Socioeconomic Status
- 3B. 45,470 Student enrollment by 2018-19
- 3C. 79 schools in operation in 2018-19
- 3D. \$28MM Total Funds Raised

Professional Campus Staff		
Administrative Staff	Counseling Staff	Specialty Teachers
Sonia Aguilar – Principal Dina Cano – Assistant Principal Brianda Martinez Assistant Principal Kelly Rodrigues Assistant Principal Claudia Martinez Assistant Principal	Brenda Gracia Academic Counselor	Edna Cantu* Gerardo Garza*
Kindergarten	First Grade	Second Grade
Annia Nuno Nydia Guerrero David Loreda Ana Rios*	Georgina Gonzalez* Samantha Martinez Abigail Amador* Erika Davila*	Celia Morquecho Narcedalia Briseno Raul Reyes
Third Grade	Fourth Grade	Fifth Grade
Jocelyn Garcia Monica Trevino Emmanuel Rodriguez	Erika Salinas Yasmine Lopez Pricilla Avalos	Jorge Rodriguez Jose Reyna Maria Bronold
Physical Education	Pre kinder	
Eduardo Garza	Medalia Gonzales Jessica Balboa	

\*Bilingually Certified



Para-Professionals Campus Staff		
Co-Teachers	Facilitators	Clerical/Technical
Ana Jaime Karina Molina Karla Flores Hector Magana Abraham Garcia Marina Moreno Claudia Beltran Gladys Mejia Jessica Palomo	Jedidiah Padilla Patricia Garza	Marisela Saenz Cynthia Moreno Victoria Medrano
Operations Staff		
Uriel Medellin Javier Carreon Ernesto Campos		

## Site Based Decision Making Committee

Member (Title, Represent)	Meeting Dates:	Possible Agenda Items:
Sonia Aguilar Principal Dina Cano Assitant principal Kelly Rodriguez Assistant principal Gerardo Garza Math interventionis Jessica Balboa PK Celia Morquecho 2 <sup>nd</sup> Jocelyn Garcia 3 <sup>rd</sup>	8/26/2019	First month of school playbook over view
	9/30/2019	Behavior management
	10/28/2019	Parent committees/joy committee/accountability committee
	12/16/2019	Writing porfolios across grade levels
	1/27/2020	
	2/24/2020	
	3/30/2020	
	4/27/2020	

## Campus Budget Summary

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

### *Funding Sources – Local*

199      General Fund

### *Funding Sources - State*

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

### *Funding Sources - Federal*

204	Title IV Drug Free School	
211	Title I Regular	50,811
212	Title I Migrant	
224	IDEA-B Formula	1,500
255	Title II, Part A, Classroom Size Red./Eisenhower	4,211
262	Title II, Part D, Technology	
263	Title III – Bilingual	

*Total*

**IDEA Academy Pharr**  
Campus Demographics\*

<b>Student Populations</b>	<b>Number of Students</b>	<b>Percentage of Students</b>
Enrollment	867	100%
At Risk	764	88%
SPED	52	5.85%
F.A.R.M.	855	95.84%
ELL		
Male		
Female		
Amer. Indian	0	
Asian	0	
Black	0	
White	0	
Hispanic	867	

*\*As of April 2016*

## Campus Committees

English Language Arts	Math
<p><b>Committee Chair(s):</b> Celia Morquecho</p> <p><b>Committee Members:</b></p> <ol style="list-style-type: none"> <li>1. Wendy Garcia</li> <li>2. Narcedalia Briseno</li> <li>3. Jocelyn Garcia</li> <li>4. Pricilla Avalos</li> <li>5. Jorge Rodriguez</li> </ol>	<p><b>Committee Chair(s):</b> Gerardo Garza</p> <p><b>Committee Members:</b></p> <ol style="list-style-type: none"> <li>1. Georgina Gonzalez</li> <li>2. Erika Davila</li> <li>3. Raul Reyes</li> <li>4. Monica Trevino</li> <li>5. Jose Reyna</li> </ol>
Science (As Applicable)	School Culture and Climate
<p><b>Committee Chair(s):</b> Maria Bronold</p> <p><b>Committee Members:</b></p> <ol style="list-style-type: none"> <li>1. Annia Nuno</li> <li>2. Samantha Martinez</li> <li>3. Narcedalia Briseno</li> <li>4.</li> </ol>	<p><b>Committee Chair(s):</b></p> <p><b>Committee Members:</b></p> <ol style="list-style-type: none"> <li>1.</li> </ol>
Staff Quality, Recruitment and Retention	Family and Community Involvement
<p><b>Committee Chair(s):</b> Brenda Garcia</p> <p><b>Committee Members:</b></p> <ol style="list-style-type: none"> <li>1. Claudia Martinez</li> <li>2. Dina Cano</li> <li>3. Kelly Rodriguez</li> <li>4. Brianda Martinez</li> <li>5. Edna Cantu</li> </ol>	<p><b>Committee Chair(s):</b> Narcedalia Briseno</p> <p><b>Committee Members:</b></p> <ol style="list-style-type: none"> <li>1. Brenda Garcia</li> <li>2. Nydia Guerrero</li> <li>3. Ana Jaime</li> <li>4. Marina Moreno</li> </ol>

## New Initiatives

- Writing across all grade levels(student porfolios)
- Implement planner 2<sup>nd</sup> -5<sup>th</sup> students
- Implement imagination learning for ELL's
- Implement Super hero theme all year long “with in you lives a hero”
- 
- Tracking in all grade levels
- Math Intervention Curriculum

## Continuing Initiatives

- Provide ongoing RTI staff development for all staff
- Incorporate the RTI process with all students
- PK- kinder culture camp
- Continue with writing camp in summer school
- Lionville minitropolis program
- Bring Marissa wong to train all 3<sup>rd</sup> -5<sup>th</sup> math teachers
- Provide additional curriculum resources for our bilingual population to improve
- Implement team planning sessions by content

Staff Development		
Date	Session Title/Topic	Session Objective(s)
8/19/2019	Goal setting /academic block	TWBAT revisit morning scope and sequence.
9/9/2019	GET (Guideposts 4A) Instructional Clarity	TWBAT to understand the strands that will be evaluated and plan strategies
9/23/2019	Guidepost 4B student practice	TWBAT to practice applying the strategies in their lesson plans to use for students to practice
10/7/2019	Get 3 lesson planning	TWBAT identify and apply the different parts of a lesson cycle to their planning
10/21/2019	Behavior Management	TWBAT monitor student learning through out the lesson cycle and adjust instruction
11/4/2019	Guidepost 5 Analyzing Data	TWBAT to develop a keen understanding of their student data and how to plan for re teaching
11/18/2019	SMART goals and trackers	TWBAT revisit SMART goals and share best tracker in maintaining student mastery tracker
12/2/2019	RTI Follow up	TWBAT review RTI documentation and submit new students documents
1/6/2020	TELPAS writing /Round 2 staff development cycle	TWBAT to understand expectations for writing samples
1/27/2020	STAAR Training	TWBAT to know the testing procedures for STAAR testing
2/24/2020	TELPAS	TWBAT to understand TELPAS and their role supporting students
3/27/2020	Round 3 Staff Development	TWBAT to understand how to fill out the APR and prepare for the conversation

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

**IDEA Public Schools**

**IDEA Tres Lagos Academy**



**2019 – 2020 Student Achievement Improvement Plan**



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Campus mission statement will be listed here.

## **DISTRICT GOALS 2019-20:**

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- 1H. 90% | 90% | 90% of 1st-2nd Grade Students End Year On/Above Grade Level in Reading | Language | Math (Year 2+ Campuses)
- 1I. 50% | 50% of Students in CSI Achieve 2 Years Growth in Reading | Math (measured by Ren STAR)
- 1J. 21 Average ACT Score (Class of 2018, September 2017)
- 1K. 25% | 55% 4 | 6 Year College Graduation

### **PRIORITY #2: Build a Strong & Sustainable Organization**

- 2A. 85% Teacher Retention
- 2B. 97.5% ADA
- 2C. 90% Student Persistence
- 2D. \$71MM EBIDA

### **PRIORITY #3: Achieve Mission at Scale**

- 3A. 80% of Students with Low Socioeconomic Status
- 3B. 45,470 Student enrollment by 2018-19
- 3C. 79 schools in operation in 2018-19
- 3D. \$28MM Total Funds Raised

Professional Campus Staff		
Administrative Staff	Counseling Staff	PK Teachers
Benigna E. Carcano-Principal Lizet Cortez-API Graciela Suarez-API Ingedia Cantu-API Jorge Chipres-APO	Marisol Canchola-AC	Elisa Cantu Kristina Enriquez
Kindergarten	First Grade	Second Grade
Margie Kyle Priscilla Rivera Erika Lopez Noemi Garay Jennifer Garza	Crystal Luna Abigail Ruszczak Humberto Diaz	Julia Hernandez Aurelia Knight Andrea Sepulveda
Third Grade	Fourth Grade	Fifth Grade
Janie Garcia Peter Aguilar Olinda Almanza	n/a	n/a
Physical Education	Specialty Teachers	
Alfredo Martinez	*Janie Garcia-Interventionist Veronica Cardenas- Sp. Ed. Teacher Irasema Alejandro- Sp. Ed. Teacher Yazmin Garza – RISE Teacher Crystal Munoz -RISE Teacher	

\*Bilingually Certified

Para-Professionals Campus Staff		
Co-Teachers	Facilitators	Clerical/Technical
Charlene Rawlings Arlene Lopez Erica Garza Perla Avila Felicia Luna Belinda Knobloch Myra Cavazos Lilia Hernandez Julia Cisneros Alysha Quintana	Eva Martinez (HS)) Adriana Lando (AR)	Delilah Contreras- Receptionist Melissa Mendez- Admin Assistant
Operations Staff	Temporary Staff	
Olga Gomez-SIS Nydia Sanchez-Registrar Deseray Valdez- Business Clerk Kassandra Gonzalez- Health Aide Rodolfo Reyes- Facilities Manager Irma Lugo- CNP Ray Garza- Transportation Manager	Yvette Martinez-Flex Teacher 2 <sup>nd</sup> grade	

## Site Based Decision Making Committee

Member (Title, Represent)	Meeting Dates:	Possible Agenda Items:
The SBDM will meet on the days listed to review parental, instructional, operational, & community concerns on the dates listed to ensure that we are meeting monthly to discuss needs as they arise.	Sept. 18, 2019	1.
	Oct. 16, 2019	1.
	Nov. 13, 2019	1.
	Dec. 11, 2019	1.
	Jan. 15, 2020	1.
	Feb. 12, 2020	1.
	March 11, 2020	1.
	April 15, 2020	1.

## Campus Committees

English Language Arts	Math
<p>Committee Chair(s): Lizet Cortez Committee Members:</p> <ol style="list-style-type: none"> <li>1. Janie Garcia</li> <li>2. Ruth Torres</li> <li>3. Margie Kyle</li> <li>4. Abby Ruszczak</li> <li>5. Crystal Luna</li> <li>6. Aurelia Knight</li> <li>7. Julia Hernandez</li> <li>8. Arlene Lopez</li> </ol>	<p>Committee Chair(s): Grace Suarez Committee Members:</p> <ol style="list-style-type: none"> <li>1. Olinda Almanza</li> <li>2. Andrea Sepulveda</li> <li>3. Humberto Diaz</li> <li>4. Erika Lopez</li> <li>5. Veronica Cardenas</li> <li>6. Jennifer Garza</li> <li>7. Yvette Martinez</li> <li>8. Perla Avila</li> </ol>
Science (As Applicable)	School Culture and Climate
<p>Committee Chair(s): Committee Members:</p> <ol style="list-style-type: none"> <li>1.</li> </ol>	<p>Committee Chair(s): Elisa Cantu Committee Members:</p> <ol style="list-style-type: none"> <li>1. Peter Aguilar</li> <li>2. Felicia Luna</li> <li>3. Crystal Munoz</li> <li>4. Joe Arevalo</li> <li>5. Lilia Hernandez</li> <li>6. Charlene Rawlings</li> <li>7. Julian Villarreal</li> <li>8. Alysha N. Quintana</li> </ol>
Staff Quality, Recruitment and Retention	Family and Community Involvement
<p>Committee Chair(s): Ingedia Cantu &amp; Jorge Chipres Committee Members:</p> <ol style="list-style-type: none"> <li>1. Alfredo Martinez</li> <li>2. Alice Garza</li> <li>3. Myra Cavazos</li> <li>4. Noemi Garay</li> <li>5. Priscilla Rivera</li> <li>6. April Vargas</li> <li>7. Belinda Knoblach</li> <li>8. Erica Garza</li> </ol>	<p>Committee Chair(s): Ruth Torres &amp; Marisol Canchola Committee Members:</p> <ol style="list-style-type: none"> <li>1. Kristina Enriquez</li> <li>2. Adriana Lando</li> <li>3. Yazmin Garza</li> <li>4. Irasema Alejandro</li> <li>5. Sam Cavazos</li> <li>6. Eva Martinez</li> <li>7. Georgeann Goodlett</li> <li>8. Julia Cisneros</li> </ol>

## New Initiatives

- |   |   |
|---|---|
| <ul style="list-style-type: none"><li>• Home Visits for every Lobos family throughout the school year.</li><li>• Behavior Management System</li><li>• Howling Lobos Culture</li></ul> | <ul style="list-style-type: none"><li>• Building Capacity in teachers by providing peer observations and stretch leadership assignments.</li><li>• Exemplar Student Culture by including Monday Motivational Parades Weekly and Pep rallies every month.</li><li>• Student Data Driven Decisions Weekly for move ups.</li><li>• Data Visibility and Transparency across the grade levels.</li></ul> |
|---|---|

## Continuing Initiatives

- |  |  |
|--|--|
| <ul style="list-style-type: none"><li>• Student data driven results-making academic decisions that are best for the students and their academic and social progress.</li><li>• Aggressive student work monitoring to ensure that students are getting timely feedback in the teaching moment.</li><li>• Exemplar student culture by all staff monitoring and leading the Lobos pack with heart.</li><li>• Behavior management systems that allow students to address their own behavior by making better choices that advocate our team and family spirit for all.</li><li>• PTG Nights for parents every quarter so they are top and involved in their child's progress towards goal.</li><li>• Literacy Nights to share the love of reading through various themes throughout the year with hands on take away crafts &amp; artwork that our students and parents can do together.</li></ul> | <ul style="list-style-type: none"><li>• Celebration of holidays such as Veterans Day, Grandparent's Day, Memorial Day etc. to build and foster a community spirit with our stakeholders of all ages.</li></ul> |
|--|--|

## Staff Development

Date	Session Title/Topic	Session Objective(s)
8-15-19	Social Emotional Learning 101	Define what SEL is & understand why SEL for students is critical to learning process. Identify examples of promoting SEL development. Learn To track SEL data.
8-21-19	Unpacking the Standards	Define & determine how to include the standards in their lessons that includes the readiness & supporting standards.
8-22-19	SDC Round 1 & Goal Setting	Complete their round 1 Goal setting on cornerstone & identify the importance of their driver goals.
8-28-19	Unpacking the Standards & Lesson Vision	Knowing the standard and using multiple ways to teach the standard through various texts & formats.
9-5-19	GET POWER Row Review & Deep Dive	Will analyze & understand the TB Observation cycle with aligned next steps.
9-11-19	Knowing and Doing Exemplars Leads to Exemplary Results	Will review and analyze exemplars and create their own for their lessons & spar with a colleague for guidance and feedback.
9-18-19	Keypoints Importance in Lesson Planning & Delivery	Writing key points that lead to mastery and practice with key points in lesson delivery.
9-19-19 & 9-25-19	Dress Rehearsals, Practice Clinics & Lesson Internalization Purpose & Feedback Rounds	Review and understand the purpose of side by side planning and prep work for effective lesson planning.
10-2-19	Plan for Introducing Lesson Opening & Key Points	Know how to effectively write hooks & practice writing key points with staff input.
10-3-19	Student Relationships & Special Pops.	How to build & maintain student relationships with our students. Understanding your sp. Pops to move them forward academically & socially.
10-9-19	Plan for Gradual Release & Monitoring of Student Learning	Learning to have students do more of the lifting in student's daily work. Knowing how to track and monitor student's progress in guided
10-17-19	Joy Factor & Habits of Evidence	Incorporating Joy into all interactions with students through various activities & strategies. Using techniques for students to demonstrate their textual support of their answers in short answer prompts & essays.
10-24-19	Aggressive Monitoring	Capturing live time data using aggressive monitoring in the classroom to catapult students learning. Team will identify different methods of collecting data and how to track it for student's ownership of their own learning.
11-7-19	Re-teaching: Guided Discourse & Modeling	Participants will know when it is necessary to re-teach either using a model or a guided discourse for their students.
11-21-19	Tracking & Pacing in Lessons	Teachers will view exemplars from teachers that have effective tracking and pacing in their classrooms and how that allows students to take ownership of their learning. Tracking is crucial for re-teach and review opportunities.
12-5-19	Lesson Assessment & Exemplars	Participants will review upcoming lesson assessments with exemplar lesson plans to ensure that teachers understand how students can come up with the wrong answers based on the form of the questions.
1-9-20	Universal Prompting in Writing and Beyond	How to demonstrate to students that they can write on any subject given practice and time stamps to write. Analyze the difference between an effective prompt. Learning to write with purpose.
1-23-20	Culture Re-Sets	After Winter Break, staff will be able to complete culture resets with their students emphasizing the positive with classroom incentives.
2-6-20	Least Invasive Interventions	Participants will learn different strategies on how to curb behavior and impact academics through non-verbal cues and proximity. Leaders will model this and create scenarios for practices.
2-20-20	Review Habits of Discussion with Focus on Choosing Joy	TWBA to practice leading habits of discussion in their classrooms & how to include signals and praises for students that participate to include joy/celebrations n their speeches/presentations/share outs.



3-5-20	Whole Class Re-Set	Knowing when to have to conduct a whole class re-set and it's importance throughout the year.
3-12-20	What to Do Directions	Spring Break & Re-dos on what to do directions in class & transitions.
4-2-20	Aggressive Monitoring & Exit Tickets Scoring	How to have students assist with scoring and using aggressive monitoring to complete data tracking.
4-16-20	Student Celebrations	Prep, & Plan for EOY Student celebrations that celebrate academic gains.

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

**IDEA Public Schools**  
**Weslaco Academy**

**HOME OF THE  
COLTS**



**IDEA**  
Public Schools

**2019 – 2020 Student Achievement Improvement Plan**

### **DISTRICT MISSION:**

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

### **DISTRICT VISION:**

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

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### **CAMPUS MISSION:**

Weslaco Academy provides scholars with a world class education. Our commitment to our students, parents, and community is to provide a strong foundation from Kinder to 5<sup>th</sup> to prepare our scholars for Pre-AP course work.

## **DISTRICT GOALS 2018-19:**

### **PRIORITY #1: Students Graduate College-Ready**

- 1A. % of graduates who matriculate to a college or university: 100%
- 1B. % of graduates who are accepted to a 4 year college or university: 100%
- 1C. % of grads named AP scholars: 35%
- 1D. % Level II | % Level III on STAAR/EOC: 90% | 30%
- 1E. % of Pre-K/Kindergarteners End The Year On/Above Grade Level in Reading|Language|Math (All Campuses): 90% | 90% | 90%
- 1F. % of 1st-2nd Students End The Year On/Above Grade Level in Reading|Language|Math (Year 1 Campuses): 70% | 70% | 70%
- 1G. % of 1st-2nd Students End The Year On/Above Grade Level in Reading|Language|Math (Year 2+ Campuses): 90% | 90% | 90%
- 1H. Average ACT score (Junior class): 21
- 1I. % of students graduating college in 4 | 6 years: 45% | 65%

### **PRIORITY #2: Build a Strong & Sustainable Organization**

- 2A. Employee Retention: 85%
- 2B. Average Daily Attendance: 97.50%
- 2C. Student Persistence: 93%
- 2D. Annual Surplus (millions): \$8.9M

### **PRIORITY #3: Achieve Mission at Scale**

- 3A. % of students with low socio-economic status: 80%
- 3B. Enrollment: 28,444
- 3C. Schools in operation: 50
- 3D. Total Funds Raised (millions): \$12M

Professional Campus Staff		
Administrative Staff	Counseling Staff	Specialty Teachers
Sylvia Mejia- Principal Marie Kunthara-Principal in Residence Carlos Benavides- Asst. Principal of Operations Melissa Mendoza-Asst. Principal of Instruction Amy Ysquierdo- Asst. Principal of Instruction Selina Wright-Administrative Assistant	Penelope Diaz- Academic Counselor	Jackie Losoya Itzel Zepeda Imelda Bocanegra *Melissa Garcia
Kindergarten	First Grade	Second Grade
Violeta Castaneda Ashley Alvarez *Melanie Garza Sabrina Esquivel	Amy Ysquierdo Cynthia Morley Claudia Martinez	Jennifer Dominguez Eliza Huerta Crystal Rios
Third Grade	Fourth Grade	Fifth Grade
*Irma Gomez Holly Pallikan Kellie Guerra	*Anna Patricia Garcia Amanda Valdez Hipolita Zapata	*Marisa Martinez Alyssa Vela Melinda Hernandez
Physical Education		
Beatrice Villarreal		

\*Bilingually Certified

Para-Professionals Campus Staff		
Co-Teachers	Facilitators	Clerical/Technical
<p>Pablo Ortega  Melynda Camacho  Yvonne Cano  Margarita Mendoza  Maria Figueroa  Jennifer Elias  Armando Dominguez  Alexus Esquivel</p>	<p>Katherine Reyes AR Zone  Cathy Villarreal AR Zone  Christina Jimenez iLearning Hot Spot</p>	<p>Selina Wright Administrative Assistant  Amelia Silva, Receptionist  <b>Belinda Harod, Business Clerk</b>  <b>Gracie Garcia , Health Aide</b></p>
Operations Staff	Temporary Staff	
<p>Gloria Rodriguez  SIS</p> <p>Julissa Araguz  Registrar</p> <p>Rey Partida  Facilities manager</p> <p>Juan Puenelas  CNP Manager</p> <p>Emmanuel Hernandez  Transportation Clerk,</p>	<p>Betsy Barrientes 21st Century Enrichment Specialist</p>	

## Site Based Decision Making Committee

Member (Title, Represent)	Meeting Dates:	Possible Agenda Items:
<b>Sylvia Mejia, Principal</b>  <b>Marie Kunthara, Principal in Residence</b>  <b>Melissa Mendoza, API for Grades 3<sup>rd</sup>-5<sup>th</sup></b>  <b>Amy Ysquierdo, API for Grades K-2</b>  <b>Carlos Benavides, APO</b>  <b>Penelope Diaz, AC</b>  <b>Arlene Camacho, GTL Kinder</b> <b>Imelda Bocanegra, GTL Grade 1</b> <b>Jennifer Dominguez, GTL Grade 2</b> <b>Irma Gomez, GTL Grade 3</b> <b>Melissa Garcia, GTL Grade 4</b> <b>Melinda Hernandez, GTL Grade 5</b> <b>Christina Jimenez, Support Staff Representative</b>  <b>Sylvia Luna, Claudia Gomez, Parent Representatives</b>	<b>Thursday, September 26, 2019</b>	1. Parent Involvement Committee Meeting 2. Culture 3. Academics Expectations 4. Granola for Grandparents 5. Data Review 6. Report Card Pick up 7. Behavior and ADA celebrations
	<b>Thursday, October 31, 2019</b>	1. Make a Difference Week 2. Red Ribbon Week 3. Book Character Dress Up 4. Bully Prevention Month 5. Quarter 1 Awards 6. Data Review 7. Fall Festival
	<b>Thursday, November 28, 2019</b>	1. Can drive 2. Veteran's Day Project 3. Sports Day with Dad 4. PTG Meetings 5. Data Review 6. Behavior and ADA celebrations
	<b>Thursday, December 19, 2019</b>	1. Toy Drive 2. Sports Day with Dad 3. Scholastic Book Fair 4. Christmas celebration for students & staff 5. Data review 6. Behavior and ADA celebrations
	<b>Thursday, January 30, 2020</b>	1. Quarter 2 Awards 2. Career week 3. Field Lessons (5 <sup>th</sup> Grade) 4. Parent Info Session 5. Data Review
	<b>Thursday, February 27, 2019</b>	1. 100 <sup>th</sup> Day of School 2. Campus Culture 3. Parent Info Session 4. Valentine's Celebrations 5. Data Review 6. Behavior and ADA celebrations
	<b>Thursday, March 26, 2019</b>	1. Dr. Seuss Birthday Week Activities 2. Parent Info Session 3. Quarter 3 Awards 4. Data review 5. Behavior and ADA celebrations
	<b>Thursday, April 30, 2019</b>	1. Earth Day 2. Family picnic 3. Autism Awareness 4. Parent Info Session 5. Data Review

**Weslaco Academy**  
Campus Demographics\*

<b>Student Populations</b>	<b>Number of Students</b>	<b>Percentage of Students</b>
Enrollment	711	
At Risk	299	42.5%
SPED	20	2.81%
F.A.R.M.	624	87.76%
ELL	203	28.55%
Male	355	49.93%
Female	356	50.07%
Amer. Indian	1	0.14%
Asian	6	0.84%
Black	0	0.00%
White	16	2.25%
Hispanic	688	96.77%

*\*As of April 2016*



## Campus Committees

English Language Arts	Math
<p><b>Committee Chair(s):</b> Hipolita Zapata</p> <p><b>Committee Members:</b></p> <ol style="list-style-type: none"> <li>1. Brianna Flores</li> <li>2. Hipolita Zapata</li> <li>3. Ana Patricia Garcia</li> <li>4. Marisa Martinez</li> <li>5. Imelda Bocanegra</li> <li>6. Eliza Huerta</li> <li>7. Violeta Castaneda</li> </ol>	<p><b>Committee Chair(s):</b> Irma Gomez</p> <p><b>Committee Members:</b></p> <ol style="list-style-type: none"> <li>1. Amanda Valdez</li> <li>2. Alyssa Vela</li> <li>3. Jennifer Dominguez</li> <li>4. Melanie Garza</li> <li>5. Claudia Martinez</li> <li>6. Amy Ysquierdo</li> </ol>
Science (As Applicable)	School Culture and Climate
<p><b>Committee Chair(s):</b> Melinda Hernandez</p> <p><b>Committee Members:</b></p> <ol style="list-style-type: none"> <li>1. Sylvia Mejia</li> <li>2. Melissa Garcia</li> <li>3. Jessica Saenz</li> </ol>	<p><b>Committee Chair(s):</b> Sylvia Mejia</p> <p><b>Committee Members:</b></p> <ol style="list-style-type: none"> <li>1. Beatrice Villarreal</li> <li>2. Melissa Garcia</li> <li>3. Itzel Zepeda</li> <li>4. Jackie Losoya</li> <li>5. Sabrina Esquivel</li> <li>6. Ashley Alvarez</li> </ol>
Staff Quality, Recruitment and Retention	Family and Community Involvement

**Committee Chair(s): Melissa Mendoza**

**Committee Members:**

1. Holly Pallikan
2. Brianna Flores
3. Christina Jimenez
4. Selina Wright
5. Penelope Diaz

**Committee Chair(s): Penelope Diaz**

**Committee Members:**

1. Alexis Esquivel
2. Jessica Saenz
3. Maria Figueroa
4. Cathy Villarreal
- 5.

### New Initiatives

- Getting Better Faster Phase 1, 2 and 3
- School Wide Discipline Management Plan: Lagging skills
- House Cups: Campus meetings GRIT
- Ruler program : Meditation
- K-5<sup>th</sup> Monthly ADA, Royal Reader, Math Genius, Word Master and Math Master Celebrations
- 21<sup>st</sup> century end of program parent showcase
- Great Habits; Great Readers K-2<sup>nd</sup>

- Student Work Analysis Meetings
- Behavior Interventions ABC
- Grade level weekly tacticals: Mission List, ADA, Behavior
- Domain 3 : student growth
- Aggressive Monitoring
- Making Meaning K-1: Connect to DI independent work time
- Data Driven Instruction for Eureka K-2 and Wit and Wisdom 2<sup>nd</sup>
- IDEA 55 and Ron Clark Joy Factor Quarterly Celebrations

### Continuing Initiatives

- District Culture Kit
- Saturday School tutoring
- After school tutoring
- Direct Instruction curriculum in Kinder-2<sup>nd</sup> grade
- iLearning Hotspot and AR Zone labs open to students and parents after school and on Weekends
- STEMscope curriculum for Science
- STAAR “Camps” for reading, writing, math, & science
- Weekly Data conversations with all staff
- 90/60/30 30 grade level meetings 3<sup>rd</sup> & 4<sup>th</sup>
- DI Practice sessions
- Anchor Charts for ELL students and STAAR strategies
- Provide Classroom Libraries
- ‘Life” Binders and/or planners for students and parent communication
- Staff development Cycle
- Weekly STAAR Quizzes
- Dr. Seuss’ Birthday Bash
- SBDM monthly meetings
- Words of Wisdom
- Weekly Positive phone calls to parents
- Utilize Lead4ward to analyze IA data and structure intervention activities along with instructional activities.
- Culture Rounds- Culture Champions
- Lost at School- Lagging Skills ALSUP
- Playworks
- Ruler program for character education & Morale Magic
- K-5 Eureka Math
- 2<sup>nd</sup>-5<sup>th</sup> Wit and Wisdom

- Integrate STAAR stem questions into DI stories
- 3<sup>rd</sup>, 4<sup>th</sup>, & 5<sup>th</sup> grade Team analysis and planning after each IA
- Visible tracking system based on objectives for 3<sup>rd</sup> – 5<sup>th</sup> grade.
- DI Lesson progress and goals posted
- Weekly backwards planning
- Individualized homework in K – 2<sup>nd</sup> grade
- Student trackers for DI and STAAR
- Professional Development based on IA results
- West Wing
- Grade Level Meetings
- Grade level leader meetings
- End of Year Awards assemblies
- King and Queen
- Red Ribbon week
- Canned Food Drive
- Father/Daughter Dance
- Commitment to College assemblies
- DI Online (paperless data collection)
- 21<sup>st</sup> Century Grant afterschool program (After school piano lessons, Destination Imagination, Dance, Big Brothers/Big Sisters, Sylvan Learning)
- Interventionist for 3<sup>rd</sup> – 5<sup>th</sup> grade ELA
- Do Math Now program for math intervention
- LLI Reading program for reading intervention
- Recurring Special education professional development throughout the school year
- Mother/Son Dance
- Index 2 student progress
- Campus GET Instructional Rounds
- Making Meaning K-2, Being a Writer 3<sup>rd</sup> and 4<sup>th</sup>
- Colt Cash
- Class Dojo & Remind
- Westwing

### Staff Development

Date	Session Title/Topic	Session Objective(s)
8/6/2018	State of the School, Goals & Priorities for 2017-18 and Awards	TW learn about the state of the school and learn about strengths and areas of growth and priorities.
8/6/2018	Coaching Cycle: GET Rubric, GBF Scope and Sequence & Teach boost	TW review the scope and sequence for the year: GBF and GET. Teachers will unpack the first GET focus and learn how they will get observational feedback.
8/6/2018	Teacher Goal Setting	TWBAT write smart goals for the 2017-2018 school year. TWBAT develop and write strategies and tactics that will ensure goals are tracked & met.
8/6/2018	Strengths Finder: Leveraging our team's strengths	TW create human billboards with their 5 top strengths and present them to their team.
8/6/2018	How Full is your bucket: Are you a bucket filler or bucket Dipper? Fill someone's bucket today	TWBAT fill each other's bucket and it turn fill their own. TWBAT to create powerful "fill your bucket" lessons for the first week of school" using the student copy of How full is your bucket.
8/7/2018	Campus Culture Vision/ Student Code of Conduct Review	TWBAT revisit our campus culture and discipline plans to use though all the culture sessions for the day.
8/7/2018	Ruler Year 2: Time for Metacognition and Meditation	TWBAT understand phase 2 and 3 of RULER, a research-based curriculum developed for Emotional intelligence, Metacognition and teaching students how to understand themselves better.
8/7/2018	Not Just Better Students, Better People <sup>™</sup> Second Step is a program rooted in social-emotional learning (SEL) that helps transform schools into supportive, successful learning environments uniquely equipped to help children thrive	TWBAT explore the grade level kids, practice & internalize a lesson's components
8/7/2018	GBF : Culture and Routines	TWBAT deliberately practice Whole school and in class culture components such as morning arrival and transitions
8/7/2018	Grade level culture planning	TWBAT Continue to plan for RULER implementation, Behavior Colt's Cash, Colt think sheets, Ruler, Behavior, Community meetings/2nd Step, 2nd-5th West wing and Community Service
8/8/2018	Lesson Internalization: Systems and Procedures	TWBAT to use the internalization process, learn about lesson planning cycle, and Lesson Rehearsals
8/8/2018	To Do checklist: reduce failure by compensating for potential limits of human memory and attention. It helps to ensure consistency and completeness in carrying out a task.	TWBAT plan effectively for a successful start of school year and get to know their students (SpEd and 504)
8/8/2018	Lesson Rehearsals	TWBAT Rehearse a lesson with their vertical teams, get feedback and implement the feedback. Follow the one pager with team assignments.
8/10/2018	Aggressive Monitoring	TWBAT prepare for strong, immediate feedback to students through Aggressive Monitoring by: •Describing the components of Aggressive Monitoring Creating a monitoring pathway to see all students in 2-5 minutes. Increase efficiency of the monitoring quality by using an exemplar. •Use a pen-in-hand coding for strong feedback to students.

8/10/2018	Lesson Plan due week 1	Submit Final Lesson Plan for Culture Camp Days/1st week of school.
8/20/2018	GET Unpack 2A, Culture and Persistence	Culture focus of the week, Culture champs, Current state of culture
8/28/2018	Staff Survey, GET Unpack 2C , Culture, Grade book	Unpack 2C, Culture and Grade Book
9/4/2018	Vertical Alignment- Unpacking Objectives	Eureka , W&W, BBW Vertical Alignment
9/5/2018	Family Engagement	Persistence
10/8/2018	Milestone Monday	Milestone of the week, what are your 3 big steps to ensure your milestone happens successfully this week.
9/10/2018	Milestone Monday Planning	What is your new curriculum Milestone for this week? What are your 3 big steps to ensure your milestone happens successfully? How will you code and annotate your lesson plan for this week's milestone? Is there any planning or other support you would like from your manager?
9/14/2018	Vertical Alignment- Unpacking Objectives	Eureka , W&W, BBW Vertical Alignment
9/17/2018	Introduction to Illuminate	LWBAT to extract data reports for each assessment
10/1/.2018	Crisis prevention plan	Campus procedures for Crisis prevention
10/3/2018	Communicating Effectively with Parents	Effective Communication
10/16/2018	New Curriculum Planning	Eureka, W&W and BBW
10/19/2018	Course Collaboration	LWBAT identify key strategies for managing effective Eureka practice and prepare to coach teachers to implement in their classrooms
10/19/2018	Course Collaboration	LWBAT analyze written responses to literature and understand the connection to increasing reading comprehension.
10/19/2018	Course Collaboration	LWBAT coach teachers through pacing challenges to ensure the curriculum is implemented with integrity.
10/20/2018	Behavior Training	Knowledge and skills to manage challenging behavior
10/30/2018	Safe vs. Unsafe Touch Training	
11/5/2018	Vertical Team Rehearsals	Rehearse a lesson with their vertical teams, get feedback and implement the feedback.
11/12/2018	Vertical Team Rehearsals	Rehearse a lesson with their vertical teams, get feedback and implement the feedback.
11/13/2018	Behavior, Engaging Students, Re-Teach	High, Medium, Low work samples from a recent Exit Ticket, Quiz, or another in-class assessment
11/15.2018	CPR Training	Course to get CPR certified.
11/16/2018	Wit & Wisdom Lesson Prep & Customization	PWBAT describe the process for making lesson customization decisions and apply this process to several Wit & Wisdom lessons.
11/19/2018	Vertical Team Rehearsals	Rehearse a lesson with their vertical teams, get feedback and implement the feedback.
11/26/2018	Vertical Team Rehearsals	Rehearse a lesson with their vertical teams, get feedback and implement the feedback.
12/3/2018	Vertical Team Rehearsals	Rehearse a lesson with their vertical teams, get feedback and implement the feedback.
12/10/2018	Vertical Team Rehearsals	Rehearse a lesson with their vertical teams, get feedback and implement the feedback.
12/17/2018	Vertical Team Rehearsals	Rehearse a lesson with their vertical teams, get feedback and implement the feedback.
1/3/2019	Course Collaboration	District content Training
1/4/2019	Campus PD	Behavior plans, ADA Review Module Deep Dive, Homework Planning, Parent Communication, Progress Towards Goals.

1/7/2019	Vertical Team Rehearsals	Rehearse a lesson with their vertical teams, get feedback and implement the feedback.
1/14/2019	Vertical Team Rehearsals	Rehearse a lesson with their vertical teams, get feedback and implement the feedback.
1/21/2019	Vertical Team Rehearsals	Rehearse a lesson with their vertical teams, get feedback and implement the feedback.
1/28/2019	TELPAS Training	Review Telpas Plan
1/28/2019	Vertical Team Rehearsals	Rehearse a lesson with their vertical teams, get feedback and implement the feedback.
2/4/2019	Vertical Team Rehearsals	Rehearse a lesson with their vertical teams, get feedback and implement the feedback.
2/11/2019	Vertical Team Rehearsals	Rehearse a lesson with their vertical teams, get feedback and implement the feedback.
2/18/2019	ABC Behavior Session with Heather	Behavior PD
2/19/2019	Monitored Online TELPAS Calibration	TELPAS Calibration Training
2/25/2019	STAAR Security Training	Review Manual and Testing Protocols
3/4/2019	Vertical Team Rehearsals	Rehearse a lesson with their vertical teams, get feedback and implement the feedback.
3/8/2019	Course Collaboration	District content Training
3/11/2019	Vertical Team Rehearsals	Rehearse a lesson with their vertical teams, get feedback and implement the feedback.
3/18/2019	Vertical Team Rehearsals	Rehearse a lesson with their vertical teams, get feedback and implement the feedback.
3/25/2019	Vertical Team Rehearsals	Rehearse a lesson with their vertical teams, get feedback and implement the feedback.
4/1/2019	Vertical Team Rehearsals	Rehearse a lesson with their vertical teams, get feedback and implement the feedback.
4/8/2019	Vertical Team Rehearsals	Rehearse a lesson with their vertical teams, get feedback and implement the feedback.
4/15/2019	Vertical Team Rehearsals	Rehearse a lesson with their vertical teams, get feedback and implement the feedback.
4/29/2019	Vertical Team Rehearsals	Rehearse a lesson with their vertical teams, get feedback and implement the feedback.
5/6/2019	CNA Analysis	TWBAT analyze campus data within a campus based committee.
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5/6/2019	CNA Analysis	TWBAT analyze campus data within a campus based committee.
5/13/2019	Vertical Team Rehearsals	Rehearse a lesson with their vertical teams, get feedback and implement the feedback.
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5/20/2019	Vertical Team Rehearsals	Rehearse a lesson with their vertical teams, get feedback and implement the feedback.

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

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**IDEA Academy Alamo**

**2019-2020 Student Achievement Improvement Plan**

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## **CAMPUS MISSION:**



## Site Based Decision Making Committee

Member (Title, Represent)	Meeting Dates:	Possible Agenda Items:
<p>Ana Garza (Principal, Administration)</p> <p>Amanda Champion (Academic Counselor, Administration)</p> <p>Doria Gonzalez (Assistant Principal of Instruction, Administration)</p> <p>Seidy Capuchines (Assistant Principal of Instruction, Administration)</p> <p>Jocelyn Garza (Assistant Principal of Instruction, Administration)</p>	8/30	<ol style="list-style-type: none"> <li>1. Review Calendar the year or 1<sup>st</sup> two quarters</li> <li>2. School Pictures</li> <li>3. LPAC/DIBELS BOY/CELLA</li> <li>4. Start of 3<sup>rd</sup> &amp; 4<sup>th</sup> grade tutorials</li> <li>5. Saturday Academy Dates</li> <li>6. Round 1-Goal Setting</li> <li>7. Movie Nights</li> <li>8. Camp RIO</li> <li>9. Tutorial</li> <li>10. Chaperon Meeting</li> <li>11. Grade level Parent Meetings</li> <li>12. T v T Volleyball</li> <li>13. Grandparent's Day</li> <li>14. 16 de septiembre</li> <li>15. Lock In</li> </ol>
<p>Lee Garcia (Assistant Principal of Operations, Administration)</p> <p>Sara Barajas (PK Grade Level Chair)</p> <p>Mariella Lopez (K Grade Level Chair)</p> <p>Vanessa Villarreal (1<sup>st</sup> Grade Level Chair)</p> <p>Catherine Alvarez (2<sup>nd</sup> Grade Level Chair)</p> <p>Shelley De Leon (3rd Grade Level Chair)</p> <p>Claribel Garza (4th Grade Level Chair)</p>	9/30	<ol style="list-style-type: none"> <li>1. Fire Prevention Week: October</li> <li>1. Red Ribbon Week: October</li> <li>2. Custodian Appreciation day</li> <li>3. Fire Drills</li> <li>4. DIBELS BOY</li> <li>5. Bully Prevention Month</li> <li>6. Character Dress Up Day:</li> <li>7. Cafeteria Staff Day</li> <li>8. Boss' Day</li> <li>9. Little STAR</li> <li>10. Character Dress up</li> <li>11. Soccer Game T v St</li> <li>12. Pancake ADA</li> <li>13. Dojo Incentive</li> <li>14. Awards Assemblies</li> <li>15. Boo Week</li> <li>16. Report Card Night- Sessions for Parents</li> <li>17. Professional Development: PK Event</li> </ol>
<p>Marissa Gomez (5<sup>th</sup> Grade Level Chair)</p> <p>Stephanie Chapa (Co-Teacher Representative)</p>	10/31	<ol style="list-style-type: none"> <li>1. Can Food Drive</li> <li>2. Thanksgiving Feast</li> <li>3. DI Tutorial</li> <li>4. Round 2- 2X2</li> <li>5. X-Mas Party Venue</li> </ol>

Mike Gonzalez (Elective Representative)  (Parent Representative) Mrs. Villanueva		6. Veterans Day Punch and Pastries 7. PTG 8. X-Mas Pictures 9. Class Group Pictures 10. Fall Festival 11. Christmas Pictures 12. Class Group Pictures 13. Professional Development
	11/22	1. RTI 2. Org. Health Survey 3. Welcome Back Activity (January) 4. X-Mas Gift for students 5. X-Mas Parties 6. Scholastic Book Fair 7. Staff Party/Parade Revisit 8. Winter Recital 9. Staff Group Pictures 10. DIBELS MOY k-2 11. Lock- In 12. Secret Santa 13. Literacy Night
	12/20	1. Quarter 2 Behavior & STAAR Incentive 2. Mother & Father Dance: 3. Themed Attendance Week for January 4. Valentine's Day Picture 5. X-Mas Items Continued 6. Yearbook 7. Campus Culture 8. 100 <sup>th</sup> Day of School: Jan 24 <sup>th</sup> 9. AC STAAR Training in January 10. PTG 11. Course Collaboration -PD 12. Little Star MOY 13. Science Fair 14. Pancake ADA 15. Report Card Night- Sessions for Parents 16. Awards Assemblies
	1/30	1. Retention Candidates 2. Job Fair

		3. STAAR Testing Prep 4. Budget 5. Valentine Pictures: 6. LPAC 7. Counselor's Day 8. T v S soccer Game  9. Valentine's Dance  10. Dr. Seuss B-Day 11. Month of Love
	2/28	1. TELPAS 2. Lottery 3. End of tutorial (STAAR) 4. Kinder Graduation 5. Easter Hunt- 6. Welcome to IDEA Event 7. Summer School Plans 8. STAAR 9. Texas Public School Week 10. Donuts w/ Dad 11. Professional Development
	3/31	1. EOY Conversations 2. Autism Awareness 3. TOY and Co-teacher of the Year 4. DIBELS/TELPAS 5. Teacher Appreciation Week 6. Summer PD for A Coaches & Staff 7. Summer Training 8. Lottery 9. Little STAR 10. Incoming students DI testing 11. Book Fair 12. STAAR ALT 2 13. College Signing Day 14. Admin. Assistant Appreciation Day 15. WTI in April 16. Easter Egg Hunt 17. Report Card Night- Parent Sessions 18. Tea-Time with Mom 19. Earth Day Project

		20. Bus Driver Appreciation
	4/30	<ol style="list-style-type: none"> <li>1. EOY Check outs</li> <li>2. Kinder Graduation Revisit</li> <li>3. EOY Staff Party</li> <li>4. STAAR Data</li> <li>5. 5 de Mayo</li> <li>6. CNA/SAIP</li> <li>7. Muffins for Mom</li> <li>8. STAAR 3-5</li> <li>9. DI Incentives</li> <li>10. Summer PD</li> <li>11. Summer School Logistics &amp; Schedules</li> <li>12. SSI</li> <li>13. DIBELS EOY</li> <li>14. WTI</li> <li>15. Little STAR</li> <li>16. EOY LPAC</li> <li>17. Teacher Appreciation Week</li> <li>18. CPN Appreciation</li> <li>19. Nurse Appreciation</li> <li>20. STAAR Pep-Rally</li> <li>21. Awards Assemblies</li> <li>22. 5<sup>th</sup> grade Gala</li> <li>23. Splash Day</li> </ol>
	5/29	<ol style="list-style-type: none"> <li>1. Summer Trainings</li> </ol>

Campus Committees	
Language Arts	Math
R. Castaneda S. De Leon C. Garza B. Maldonado C. Cantu A Garza D. Gonzalez V. Villarreal M. Masten	M. Gomez J. Chapa L. Perez M. Guerra C. Rangel A Ferretiz L. Palomares A Garza M. Ponce

	S. Capuchines M. Masten
Science (As Applicable)	School Culture and Climate
E. Munoz A Ortiz J. Tafolla H. S. Capuchines	A Champion M. Lopez V. Villarreal K. Perez D. Partida J. Garza J. Rivas S. Chapa
Staff Quality, Recruitment	Family and Community Involvement
L. Garcia D. Gonzalez C. Garza M. Gomez	A Champion E. Munoz S. Barajas Alma Garza

Comprehensive Needs Assessment							
Data Sources: Pk-2nd							
Direct Instruction							
By Students	Subject	PK	Kinder	Pk-K Avg.	1st	2nd	1st-2nd Avg.
	Reading	NA	96%	96%	92%	89%	90.5%
	Language	100%	100%	100%	98%	NA	98%
	Math	100%	N/A	N/A	N/A	N/A	
Wit and Wisdom/ Being A Writer							
Subject	2nd	3rd	4th	5th			
Wit and Wisdom	Final 100% /77.6 % /14.3%						

	Cum. 97.2% / 67% / 7.4%			
<b><u>Being a Writer</u></b>				

### **Eureka Math**

Kinder E&E	90	60	30
EOM 1	86.7%	70.4%	86.7%
EOM 2	91.8%	75.3%	42.5%
EOM 3	96.3%	86.5%	55.2%
EOM 4	98.5%	85.9%	53.3%
EOM 5	94.1%	73.3%	38.5%
Final Exam	72.6%	50.4%	23.7%
Cumulative	90.0%	73.6%	50.0%
Cumm w/out FE	93%	78%	55%

1st E&E	90	60	30
EOM 1	89.9%	78.1%	44.5%
EOM 2	76.7%	58.6%	27.6%
EOM 3	95.8%	63.6%	15.3%
EOM 4	94.8%	85.3%	35.7%
EOM 5	98.2%	92.2%	50.0%
Final Exam	36.1%	20.1%	5.0%
Cumulative	81.9%	66.3%	29.7%
Cumm w/out FE	91%	76%	35%

2nd E&E	90	60	30
EOM 1	27.0%	16.2%	3.6%
EOM 2	38.4%	19.7%	2.7%
EOM 3	88.4%	73.2%	45.5%
EOM 4	40.2%	22.4%	4.5%
EOM 5	78.2%	67.3%	47.3%
EOM 6	89.3%	81.3%	62.5%
EOM 7	89.3%	77.7%	48.2%
Final Exam	56.3%	31.2%	11.6%
Cumulative	63.4%	48.6%	28.2%
Cumm w/out FE	64%	51%	31%

### TELPAS

Grade	Total ELL Students	Beginner Number/%	Intermediate Number/%	Advanced Number/%	Advanced High Number/%
<b>Kinder</b>	91	24 / 26%	58 / 64%	3 / 3%	14 / 15%
<b>1st</b>	100	0	22 / 22%	69 / 69%	9 / 9%
<b>2nd</b>	81	1 / 1%	40 / 49%	52 / 64%	7 / 9%
<b>3rd</b>	82	0	35 / 43%	39 / 48%	26 / 31%
<b>4th</b>	72	0	22 / 31%	56 / 78%	22 / 31%
<b>5th</b>	56	0	9 / 16%	59 /	32 / 57%

### DIBELS

#### Composite/NWF (kinder) DORF (1<sup>st</sup> & 2<sup>nd</sup>)

Grade	Well Below	Below	Benchmark	Above
<b>Kinder</b>	87/10	31/23	13/42	5/61
<b>1st</b>	12/11	15/16	28/33	66/60
<b>2nd</b>	17/15	16/16	24/19	57/64

#### Areas of Strength

- 1st grade met Dibels goal 2<sup>nd</sup> year in a row. Goal 80%, Actual 82%
- Kinder met Dibels goal for NSW fluency goal 75% Actual 76%
- 0% Composite Beginner score for 3<sup>rd</sup>-5<sup>th</sup> grade

#### Areas of Need

- Kinder composite score shows 87% at below/well below-Students do not know letter names.
- 2<sup>nd</sup> Grade did meet Dibels goal for ORF's Goal 80%, Actual 76%

#### DATA Sources: 2019-2020 3<sup>rd</sup>-5<sup>th</sup> STAAR Results

#### **Reading: STAAR:**

**3<sup>rd</sup> STAAR Results: 74/41/24%**  
**4<sup>th</sup> STAAR Results: 75/37/13%**  
**5<sup>th</sup> STAAR Results: 90/50/27%**

**3rd Reading LEP Results :**

#### **Math: STAAR:**

**3<sup>rd</sup> STAAR Results: 68/34/18%**  
**4<sup>th</sup> STAAR Results: 68/41/17%**  
**5<sup>th</sup> STAAR Results: 85/54/35%**

**3rd Math LEP Results :**

#### **Writing: STAAR:**

**4<sup>th</sup> STAAR Results: 67/23/6%**

#### **4<sup>th</sup> Writing LEP Results :**

LEP Students (Approaches): 61%  
 LEP Students (Meets): 13%

#### **Science: STAAR:**

**5<sup>th</sup> STAAR Results: 91/71/43%**

#### **5th Science LEP Results:**

LEP Students (Approaches): 85%  
 LEP Students (Meets): 55%

<p>LEP Students (Approaches): 68%</p> <p>LEP Students (Meets): 33%</p> <p>LEP Students (Masters): 20%</p> <p><b><u>3rd Reading SPED Results :</u></b></p> <p>SPED Students (Approaches): 100%</p> <p>SPED Students (Meets): 0</p> <p>SPED Students (Masters): 0</p> <p><b><u>4<sup>th</sup> Reading LEP Results :</u></b></p> <p>LEP Students (Approaches): 71%</p> <p>LEP Students (Meets): 25%</p> <p>LEP Students (Masters): 4%</p> <p><b><u>4th Reading SPED Results :</u></b></p> <p>SPED Students (Approaches): 0%</p> <p>SPED Students (Meets): 100%</p> <p>SPED Students (Masters): 0%</p> <p><b><u>5th Reading LEP Results:</u></b></p> <p>LEP Students (Approaches): 79%</p> <p>LEP Students (Meets): 33%</p> <p>LEP Students (Masters): 13%</p> <p><b><u>5th Reading SPED Results :</u></b></p> <p>SPED Students (Approaches): 75%</p> <p>SPED Students (Meets): 25%</p> <p>SPED Students (Masters): 0%</p>	<p>LEP Students (Approaches):</p> <p>LEP Students (Meets):</p> <p>LEP Students (Masters):</p> <p><b><u>3rd Math SPED Results :</u></b></p> <p>SPED Students (Approaches):</p> <p>SPED Students (Meets):</p> <p>SPED Students (Masters):</p> <p><b><u>4<sup>th</sup> Math LEP Results :</u></b></p> <p>LEP Students (Approaches):</p> <p>LEP Students (Meets):</p> <p>LEP Students (Masters):</p> <p><b><u>4th Math SPED Results :</u></b></p> <p>SPED Students (Approaches):</p> <p>SPED Students (Meets):</p> <p>SPED Students (Masters):</p> <p><b><u>5th Math LEP Results:</u></b></p> <p>LEP Students (Approaches):</p> <p>LEP Students (Meets):</p> <p>LEP Students (Masters):</p> <p><b><u>5th Math SPED Results :</u></b></p> <p>SPED Students (Approaches):</p> <p>SPED Students (Meets):</p> <p>SPED Students (Masters):</p>	<p>LEP Students (Masters): 1%</p> <p><b><u>4th Writing SPED Results :</u></b></p> <p>SPED Students (Approaches): 0%</p> <p>SPED Students (Meets): 0%</p> <p>SPED Students (Masters): 0%</p>	<p>LEP Students (Masters): 18%</p> <p><b><u>5th Science SPED Results :</u></b></p> <p>SPED Students (Approaches): 50%</p> <p>SPED Students (Meets): 0%</p> <p>SPED Students (Masters): 0%</p>
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<b>New Initiatives: Math</b>	
<p><b>Lower Grades (K-2nd) Math</b></p> <ul style="list-style-type: none"> <li>• Scope and Sequence to balance lesson planning and delivery</li> <li>• Small group intervention beginning after quarter 1</li> <li>• Data tracking for teachers and students of assessments and progress.</li> <li>• Content training from external support (Ms. Wong)</li> </ul>	<p><b>STAAR Grades (3rd-5th)/Math</b></p> <ul style="list-style-type: none"> <li>• Alignment of class practice and HW to STAAR</li> <li>• Scope and Sequence to balance lesson planning and delivery</li> <li>• Restructure data days to focus more on the how low objectives will be taught.</li> <li>• Small group intervention beginning after quarter 1</li> <li>• Data tracking for teachers and students of assessments and progress.</li> <li>• Begin CSI math intervention with external support. (Ian or Ms. Wong)</li> <li>• Content Training (Ms. Wong)</li> </ul>
<b>Continuing Initiatives: Math</b>	
<b>Lower Grades (K-2nd) Math</b>	<b>STAAR Grades (3rd-5th)/Math</b>



<ul style="list-style-type: none"> <li>• Continue to have planning times to ensure effective lessons</li> <li>• Continue lesson rehearsal times to improve quality of instruction</li> <li>• Continue to analyze data after major assessments to identify low performing objectives and students</li> <li>• Work with Hotspot facilitator to encourage student practice of math using the software</li> <li>• Continue the focus on problem solving in the math classroom</li> <li>• Continue to use accountable talk to engage students in discussion around problems</li> <li>• Continue to give exit tickets at the end of each daily lesson</li> <li>• Continue to track assessments in the classroom and use student individual trackers</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to have planning times to ensure effective lessons</li> <li>• Continue lesson rehearsal times to improve quality of instruction</li> <li>• Continue to analyze data after major assessments to identify low performing objectives and students</li> <li>• Work with Hotspot facilitator to encourage student practice of math using the software</li> <li>• Continue the focus on problem solving in the math classroom</li> <li>• Continue to use math journals in the classroom for vocabulary and notes</li> <li>• Continue to use accountable talk to engage students in discussion around problems</li> <li>• Continue to give exit tickets at the end of each daily lesson to assess mastery</li> <li>• Continue to track assessments in the classroom</li> <li>• Continue to do tutoring after school and Saturday Camps</li> </ul>
<b>New Initiatives ELA</b>	
<b>Lower Grades (K-2nd): ELA</b> <ul style="list-style-type: none"> <li>• BOY/MOY Parent Meetings on curriculum and share progress towards goals.</li> <li>• Improve Tracking of RTI with addition of triweekly meetings with RTI point person, API, Sped teacher for better progress mentoring.</li> <li>• Bring back DI Goal Celebrations for: Program completion, jump points, book jumps.</li> <li>• Quarterly report card night along with information sessions on attendance, academics (based on grade level).</li> </ul>	<b>STAAR Grades (3rd-5th)Reading</b> <ul style="list-style-type: none"> <li>• Alignment of class practice and HW to STAAR</li> <li>• Scope and Sequence to balance lesson planning and delivery</li> <li>• Restructure data days to focus more on the how low objectives will be taught.</li> <li>• Small group intervention beginning after quarter 1</li> <li>• Data tracking for teachers and students of assessments and progress.</li> </ul>
<b>Continuing Initiatives ELA</b>	
<b>Lower Grades (K-2nd): ELA</b> <ul style="list-style-type: none"> <li>• Proactive remediation (identifying skills and doing warm ups on a weekly basis)</li> <li>• Individualized and small group intervention conducted daily based on continuous DI instruction.</li> <li>• Backwards planning and tagging of presentation books for lesson delivery.</li> <li>• Weekly data conversations -DI Data is used to identify students in need and provide intervention.</li> <li>• Ensure BOY placement is accurate with completion of EOY / BOY roster verification.</li> <li>• Homework and IW is prescriptive and aligned to DI</li> <li>• Offer after school tutoring and academic block, recess/conference for struggling readers</li> <li>• Tracking of RTI</li> <li>• Students are held accountable for their goals by using lesson trackers and thermometer charts</li> </ul>	<b>STAAR Grades (3rd-5th)/Reading</b> <ul style="list-style-type: none"> <li>• Continue to have planning times to ensure effective lessons</li> <li>• Continue lesson rehearsal times to improve quality of instruction</li> <li>• Continue to analyze data after major assessments to identify low performing objectives and students</li> <li>• Continue to use accountable talk to engage students in discussion around focus question</li> <li>• Continue to give exit tickets at the end of each daily lesson to assess mastery</li> <li>• Continue to track assessments in the classroom</li> <li>• Continue to do tutoring after school and Saturday Camps</li> <li>• Continue socratic seminars</li> </ul>

<ul style="list-style-type: none"> <li>• Weekly differentiated script practice based on teacher need.</li> <li>• Celebration of goals-Weekly, monthly, thermometer celebrations done by teacher in classroom.</li> <li>• Teach Boost documentation of teacher observations to track progress of teacher development.</li> </ul>	

New Initiatives: School Culture & Climate	
<p>Students:</p> <ul style="list-style-type: none"> <li>• Quarterly Perfect Attendance Pancake Breakfast</li> <li>• 5th Grade tour of 6th grade to prep for CP transition</li> <li>• Lockdown</li> <li>• Quarterly Awards Assemblies</li> <li>• Quarterly Dojo Store during Electives</li> <li>• Principal Lunches with Students</li> <li>• Create Maternity Leave Informational Letters for Parents</li> <li>• DI Celebrations (Program Jumps, Program Completion, etc)</li> <li>• Teacher Led ADA Incentive Trackers &amp; Rewards</li> <li>• ADA Pizza Patrol</li> </ul>	<p>Teachers</p> <ul style="list-style-type: none"> <li>• Implement Educator's Handbook for Discipline Tracking</li> <li>• Griffin Staff Store</li> </ul>
Continuing Initiatives: School Culture & Climate	
<ul style="list-style-type: none"> <li>• Semester Celebrations for Teachers with Perfect Attendance</li> <li>• IA incentives</li> <li>• STAAR Field Day/Pep Rally &amp; "Adopt a Classroom"</li> <li>• AR Challenges throughout the school year</li> <li>• Hotspot Challenges throughout the school year</li> <li>• Culture Rubric Walkthroughs, Tracking, &amp; Teacher Recognition</li> <li>• Implementing intensive Culture Training during the first week of school</li> <li>• Incentives for meeting Thermometer Goals</li> <li>• Teacher Student Game Rewards</li> <li>• Transitions focus (ex. 5&amp;1)</li> <li>• Shout Outs during Faculty Meeting</li> <li>• Beginning and ending staff parties</li> <li>• Griffin Nights</li> <li>• Christmas Staff Party</li> <li>• (2F) Parent Events (Mother/Daughter, Father/Son, etc.)</li> <li>• Breakfast with Grandparents</li> <li>• (1A) STAAR Saturday Camps</li> <li>• (1A) STAAR Tutorials</li> </ul>	<ul style="list-style-type: none"> <li>• (2F) Commitment to College (Kinder Graduation)</li> <li>• (2F) Donuts for Dads</li> <li>• (2F) Muffins for Moms</li> <li>• Tea Time with Mom</li> <li>• (2F) Parent Report Card Pick-up Night</li> <li>• (2F) Parent Weekly</li> <li>• (2F) Fall Health Fair &amp; Sports Night with Dad</li> <li>• (2F) Easter Egg Hunt</li> <li>• (2F) Veteran's Day: Invite your favorite veteran</li> <li>• (2F) Valentine's Dance</li> <li>• (2F) X-Mas Secret Angel</li> <li>• (2F) 5th Grade Gala</li> <li>• (2F) Annual Field Lessons</li> <li>• (2F) Thanksgiving Food Drive</li> <li>• (2F) Fire Prevention Week &amp; Presentation</li> <li>• (2F) Drug Free Week &amp; Presentation</li> <li>• Drug Free Art Walk</li> <li>• (2F) Spirit Weeks</li> </ul>

- (1A/EE) Academic Interventions
- (1E) Implementation of Direct Instruction
- Grade Level Newsletter
- (2A) Co-teacher of the Year
- (2A) Teacher Appreciation Week
- (2A) Teacher of the Year
- (2A) Boo Week
- (2B) SBDM
- (2C) Dr. Seuss B-Day Celebration: Read Across America
- (2C) Splash Day
- (2C) Summer Welcome Back Celebration

- Teacher vs Student & Teacher vs Teacher games
- 16 de septiembre Celebration
- Character Dress-Up day & Parade
- Student Holiday Theme Pictures (Halloween, Christmas, Easter, etc)
- Thanksgiving Family Feast
- PK Performances on Early Release Days
- Literacy Night
- Science Fair
- 100<sup>th</sup> Day of School Celebrations

#### New Initiatives: Family & Community

- BOY & MOY Parent Grade Level Meetings
- Quarterly Awards Assemblies
- Quarterly Report Card Night Parent Meetings with Emphasis on Schoolwide Programs
- CP Seniors talk to students about College
- Lockdown
- Christmas Shopping Childcare Event
- Informational Parent Letters around Maternity Leave Changes
- Adherence to Parent Contact Log & Dojo Usage
- Quarterly Perfect Attendance Pancake Breakfast
- ADA Pizza Patrol
- Principal Lunches
- Science Fair

#### Continuing Initiatives: Family & Community

- (2C) Summer Welcome Back Bash
- Grandparents Day Breakfast
- (2F) Commitment to College (Kinder Graduation)
- (2F) Donuts for Dads
- Tea Time with Mom
- Fall Festival
- (2F) Valentine's Dance
- (2F) Muffins with Moms
- Donuts with Dad
- (2F) Parent Weekly
- Grade Level Weekly
- (2F) Retention Meetings
- (2F) Fall Health Fairs & Sports Night

- (2F) Easter Egg Hunt
- (2F) Student Holiday Pictures (Halloween, Christmas, Valentine's Day, etc)
- (2F) Veteran's Day: Invite your favorite veteran
- Parent Field Lesson & Fundraising Meetings
- Thanksgiving Food Drive for Griffin Families
- Thanksgiving Family Luncheon
- ADA Parent Phone Calls & Meetings
- PK Performances on Early Release Days
- PK Family Craft Nights
- Literacy Nights

• New Initiatives: Teacher Retention/ Recruitment

- Periodical talks with principal
- dinner with new staff members
- Lead team welcome notes
- Year 1 anniversary recognition
- Appreciation notes by lead team: quarterly
- Leave school by 5:30 Rule
- Team celebrations: major milestones; public or private recognition
- suggestion boxes: follow thru with requests
- Night outs: bake night; scrapbook;
- teacher lounge: TV; free fruit, snack, coffee
- promote body/mental wellness: on campus screenings; 5k/10K registrations;
- Teacher Griffin Store

Continuing Initiatives: Teacher Retention/Recruitment

- Teacher of Month with parking
- Birthday card by lead team and cupcake
- perfect attendance night out: by semester
- Griffin nights/Happy hour gatherings: quarterly
- BOY and EOY staff parties
- Christmas Party
- Teacher appreciation week: lunch, breakfast, office supplies
- Jean pass
- leave early pass
- Holiday staff gift giving

**IDEA Public Schools**

**IDEA Academy Alamo**

**2019-2020 Student Achievement Improvement Plan**

## **DISTRICT MISSION:**

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

## **DISTRICT VISIÓN:**

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

## **DISTRICT CORE VALUES:**

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

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

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

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

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

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

## **CAMPUS MISSION:**

## Site Based Decision Making Committee

Member (Title, Represent)	Meeting Dates:	Possible Agenda Items:
<p>Ana Garza (Principal, Administration)</p> <p>Amanda Champion (Academic Counselor, Administration)</p> <p>Doria Gonzalez (Assistant Principal of Instruction, Administration)</p> <p>Seidy Capuchines (Assistant Principal of Instruction, Administration)</p> <p>Jocelyn Garza (Assistant Principal of Instruction, Administration)</p>	8/30	<ol style="list-style-type: none"> <li>1. Review Calendar the year or 1<sup>st</sup> two quarters</li> <li>2. School Pictures</li> <li>3. LPAC/DIBELS BOY/CELLA</li> <li>4. Start of 3<sup>rd</sup> &amp; 4<sup>th</sup> grade tutorials</li> <li>5. Saturday Academy Dates</li> <li>6. Round 1-Goal Setting</li> <li>7. Movie Nights</li> <li>8. Camp RIO</li> <li>9. Tutorial</li> <li>10. Chaperon Meeting</li> <li>11. Grade level Parent Meetings</li> <li>12. T v T Volleyball</li> <li>13. Grandparent's Day</li> <li>14. 16 de septiembre</li> <li>15. Lock In</li> </ol>
<p>Lee Garcia (Assistant Principal of Operations, Administration)</p> <p>Sara Barajas (PK Grade Level Chair)</p> <p>Mariella Lopez (K Grade Level Chair)</p> <p>Vanessa Villarreal (1<sup>st</sup> Grade Level Chair)</p> <p>Catherine Alvarez (2<sup>nd</sup> Grade Level Chair)</p> <p>Shelley De Leon (3rd Grade Level Chair)</p> <p>Claribel Garza (4th Grade Level Chair)</p> <p>Marissa Gomez (5<sup>th</sup> Grade Level Chair)</p>	9/30	<ol style="list-style-type: none"> <li>1. Fire Prevention Week: October</li> <li>1. Red Ribbon Week: October</li> <li>2. Custodian Appreciation day</li> <li>3. Fire Drills</li> <li>4. DIBELS BOY</li> <li>5. Bully Prevention Month</li> <li>6. Character Dress Up Day:</li> <li>7. Cafeteria Staff Day</li> <li>8. Boss' Day</li> <li>9. Little STAR</li> <li>10. Character Dress up</li> <li>11. Soccer Game T v St</li> <li>12. Pancake ADA</li> <li>13. Dojo Incentive</li> <li>14. Awards Assemblies</li> <li>15. Boo Week</li> <li>16. Report Card Night- Sessions for Parents</li> <li>17. Professional Development: PK Event</li> </ol>
<p>Stephanie Chapa (Co-Teacher Representative)</p>	10/31	<ol style="list-style-type: none"> <li>1. Can Food Drive</li> <li>2. Thanksgiving Feast</li> <li>3. DI Tutorial</li> <li>4. Round 2- 2X2</li> <li>5. X-Mas Party Venue</li> </ol>

Mike Gonzalez (Elective Representative)  (Parent Representative) Mrs. Villanueva		6. Veterans Day Punch and Pastries 7. PTG 8. X-Mas Pictures 9. Class Group Pictures 10. Fall Festival 11. Christmas Pictures 12. Class Group Pictures 13. Professional Development
	11/22	1. RTI 2. Org. Health Survey 3. Welcome Back Activity (January) 4. X-Mas Gift for students 5. X-Mas Parties 6. Scholastic Book Fair 7. Staff Party/Parade Revisit 8. Winter Recital 9. Staff Group Pictures 10. DIBELS MOY k-2 11. Lock- In 12. Secret Santa 13. Literacy Night
	12/20	1. Quarter 2 Behavior & STAAR Incentive 2. Mother & Father Dance: 3. Themed Attendance Week for January 4. Valentine's Day Picture 5. X-Mas Items Continued 6. Yearbook 7. Campus Culture 8. 100 <sup>th</sup> Day of School: Jan 24 <sup>th</sup> 9. AC STAAR Training in January 10. PTG 11. Course Collaboration -PD 12. Little Star MOY 13. Science Fair 14. Pancake ADA 15. Report Card Night- Sessions for Parents 16. Awards Assemblies
	1/30	1. Retention Candidates 2. Job Fair



		3. STAAR Testing Prep 4. Budget 5. Valentine Pictures: 6. LPAC 7. Counselor's Day 8. T v S soccer Game  9. Valentine's Dance  10. Dr. Seuss B-Day 11. Month of Love
	2/28	1. TELPAS 2. Lottery 3. End of tutorial (STAAR) 4. Kinder Graduation 5. Easter Hunt- 6. Welcome to IDEA Event 7. Summer School Plans 8. STAAR 9. Texas Public School Week 10. Donuts w/ Dad 11. Professional Development
	3/31	1. EOY Conversations 2. Autism Awareness 3. TOY and Co-teacher of the Year 4. DIBELS/TELPAS 5. Teacher Appreciation Week 6. Summer PD for A Coaches & Staff 7. Summer Training 8. Lottery 9. Little STAR 10. Incoming students DI testing 11. Book Fair 12. STAAR ALT 2 13. College Signing Day 14. Admin. Assistant Appreciation Day 15. WTI in April 16. Easter Egg Hunt 17. Report Card Night- Parent Sessions 18. Tea-Time with Mom 19. Earth Day Project

		20. Bus Driver Appreciation
	4/30	<ol style="list-style-type: none"> <li>1. EOY Check outs</li> <li>2. Kinder Graduation Revisit</li> <li>3. EOY Staff Party</li> <li>4. STAAR Data</li> <li>5. 5 de Mayo</li> <li>6. CNA/SAIP</li> <li>7. Muffins for Mom</li> <li>8. STAAR 3-5</li> <li>9. DI Incentives</li> <li>10. Summer PD</li> <li>11. Summer School Logistics &amp; Schedules</li> <li>12. SSI</li> <li>13. DIBELS EOY</li> <li>14. WTI</li> <li>15. Little STAR</li> <li>16. EOY LPAC</li> <li>17. Teacher Appreciation Week</li> <li>18. CPN Appreciation</li> <li>19. Nurse Appreciation</li> <li>20. STAAR Pep-Rally</li> <li>21. Awards Assemblies</li> <li>22. 5<sup>th</sup> grade Gala</li> <li>23. Splash Day</li> </ol>
	5/29	<ol style="list-style-type: none"> <li>1. Summer Trainings</li> </ol>

Campus Committees	
Language Arts	Math
R. Castaneda S. De Leon C. Garza B. Maldonado C. Cantu A Garza D. Gonzalez V. Villarreal M. Masten	M. Gomez J. Chapa L. Perez M. Guerra C. Rangel A Ferretiz L. Palomares A Garza M. Ponce

	S. Capuchines M. Masten
Science (As Applicable)	School Culture and Climate
E. Munoz A Ortiz J. Tafolla H. S. Capuchines	A Champion M. Lopez V. Villarreal K. Perez D. Partida J. Garza J. Rivas S. Chapa
Staff Quality, Recruitment	Family and Community Involvement
L. Garcia D. Gonzalez C. Garza M. Gomez	A Champion E. Munoz S. Barajas Alma Garza

Comprehensive Needs Assessment							
Data Sources: Pk-2nd							
Direct Instruction							
By Students	Subject	PK	Kinder	Pk-K Avg.	1st	2nd	1st-2nd Avg.
	Reading	NA	96%	96%	92%	89%	90.5%
	Language	100%	100%	100%	98%	NA	98%
	Math	100%	N/A	N/A	N/A	N/A	
Wit and Wisdom/ Being A Writer							
Subject	2nd	3rd	4th	5th			
Wit and Wisdom	Final 100% /77.6 % /14.3%						

	Cum. 97.2% / 67% / 7.4%			
<b><u>Being a Writer</u></b>				

### **Eureka Math**

Kinder E&E	90	60	30
EOM 1	86.7%	70.4%	86.7%
EOM 2	91.8%	75.3%	42.5%
EOM 3	96.3%	86.5%	55.2%
EOM 4	98.5%	85.9%	53.3%
EOM 5	94.1%	73.3%	38.5%
Final Exam	72.6%	50.4%	23.7%
Cumulative	90.0%	73.6%	50.0%
Cumm w/out FE	93%	78%	55%

1st E&E	90	60	30
EOM 1	89.9%	78.1%	44.5%
EOM 2	76.7%	58.6%	27.6%
EOM 3	95.8%	63.6%	15.3%
EOM 4	94.8%	85.3%	35.7%
EOM 5	98.2%	92.2%	50.0%
Final Exam	36.1%	20.1%	5.0%
Cumulative	81.9%	66.3%	29.7%
Cumm w/out FE	91%	76%	35%

2nd E&E	90	60	30
EOM 1	27.0%	16.2%	3.6%
EOM 2	38.4%	19.7%	2.7%
EOM 3	88.4%	73.2%	45.5%
EOM 4	40.2%	22.4%	4.5%
EOM 5	78.2%	67.3%	47.3%
EOM 6	89.3%	81.3%	62.5%
EOM 7	89.3%	77.7%	48.2%
Final Exam	56.3%	31.2%	11.6%
Cumulative	63.4%	48.6%	28.2%
Cumm w/out FE	64%	51%	31%

### TELPAS

Grade	Total ELL Students	Beginner Number/%	Intermediate Number/%	Advanced Number/%	Advanced High Number/%
<b>Kinder</b>	91	24 / 26%	58 / 64%	3 / 3%	14 / 15%
<b>1st</b>	100	0	22 / 22%	69 / 69%	9 / 9%
<b>2nd</b>	81	1 / 1%	40 / 49%	52 / 64%	7 / 9%
<b>3rd</b>	82	0	35 / 43%	39 / 48%	26 / 31%
<b>4th</b>	72	0	22 / 31%	56 / 78%	22 / 31%
<b>5th</b>	56	0	9 / 16%	59 /	32 / 57%

### DIBELS

#### Composite/NWF (kinder) DORF (1<sup>st</sup> & 2<sup>nd</sup>)

Grade	Well Below	Below	Benchmark	Above
<b>Kinder</b>	87/10	31/23	13/42	5/61
<b>1st</b>	12/11	15/16	28/33	66/60
<b>2nd</b>	17/15	16/16	24/19	57/64

#### Areas of Strength

- 1st grade met Dibels goal 2<sup>nd</sup> year in a row. Goal 80%, Actual 82%
- Kinder met Dibels goal for NSW fluency goal 75% Actual 76%
- 0% Composite Beginner score for 3<sup>rd</sup>-5<sup>th</sup> grade

#### Areas of Need

- Kinder composite score shows 87% at below/well below-Students do not know letter names.
- 2<sup>nd</sup> Grade did meet Dibels goal for ORF's Goal 80%, Actual 76%

#### DATA Sources: 2019-2020 3<sup>rd</sup>-5<sup>th</sup> STAAR Results

#### **Reading: STAAR:**

**3<sup>rd</sup> STAAR Results: 74/41/24%**  
**4<sup>th</sup> STAAR Results: 75/37/13%**  
**5<sup>th</sup> STAAR Results: 90/50/27%**

**3rd Reading LEP Results :**

#### **Math: STAAR:**

**3<sup>rd</sup> STAAR Results: 68/34/18%**  
**4<sup>th</sup> STAAR Results: 68/41/17%**  
**5<sup>th</sup> STAAR Results: 85/54/35%**

**3rd Math LEP Results :**

#### **Writing: STAAR:**

**4<sup>th</sup> STAAR Results: 67/23/6%**

#### **4<sup>th</sup> Writing LEP Results :**

LEP Students (Approaches): 61%  
 LEP Students (Meets): 13%

#### **Science: STAAR:**

**5<sup>th</sup> STAAR Results: 91/71/43%**

#### **5th Science LEP Results:**

LEP Students (Approaches): 85%  
 LEP Students (Meets): 55%

<p>LEP Students (Approaches): 68%</p> <p>LEP Students (Meets): 33%</p> <p>LEP Students (Masters): 20%</p> <p><b><u>3rd Reading SPED Results :</u></b></p> <p>SPED Students (Approaches): 100%</p> <p>SPED Students (Meets): 0</p> <p>SPED Students (Masters): 0</p> <p><b><u>4<sup>th</sup> Reading LEP Results :</u></b></p> <p>LEP Students (Approaches): 71%</p> <p>LEP Students (Meets): 25%</p> <p>LEP Students (Masters): 4%</p> <p><b><u>4th Reading SPED Results :</u></b></p> <p>SPED Students (Approaches): 0%</p> <p>SPED Students (Meets): 100%</p> <p>SPED Students (Masters): 0%</p> <p><b><u>5th Reading LEP Results:</u></b></p> <p>LEP Students (Approaches): 79%</p> <p>LEP Students (Meets): 33%</p> <p>LEP Students (Masters): 13%</p> <p><b><u>5th Reading SPED Results :</u></b></p> <p>SPED Students (Approaches): 75%</p> <p>SPED Students (Meets): 25%</p> <p>SPED Students (Masters): 0%</p>	<p>LEP Students (Approaches):</p> <p>LEP Students (Meets):</p> <p>LEP Students (Masters):</p> <p><b><u>3rd Math SPED Results :</u></b></p> <p>SPED Students (Approaches):</p> <p>SPED Students (Meets):</p> <p>SPED Students (Masters):</p> <p><b><u>4<sup>th</sup> Math LEP Results :</u></b></p> <p>LEP Students (Approaches):</p> <p>LEP Students (Meets):</p> <p>LEP Students (Masters):</p> <p><b><u>4th Math SPED Results :</u></b></p> <p>SPED Students (Approaches):</p> <p>SPED Students (Meets):</p> <p>SPED Students (Masters):</p> <p><b><u>5th Math LEP Results:</u></b></p> <p>LEP Students (Approaches):</p> <p>LEP Students (Meets):</p> <p>LEP Students (Masters):</p> <p><b><u>5th Math SPED Results :</u></b></p> <p>SPED Students (Approaches):</p> <p>SPED Students (Meets):</p> <p>SPED Students (Masters):</p>	<p>LEP Students (Masters): 1%</p> <p><b><u>4th Writing SPED Results :</u></b></p> <p>SPED Students (Approaches): 0%</p> <p>SPED Students (Meets): 0%</p> <p>SPED Students (Masters): 0%</p>	<p>LEP Students (Masters): 18%</p> <p><b><u>5th Science SPED Results :</u></b></p> <p>SPED Students (Approaches): 50%</p> <p>SPED Students (Meets): 0%</p> <p>SPED Students (Masters): 0%</p>
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<b>New Initiatives: Math</b>	
<p><b>Lower Grades (K-2nd) Math</b></p> <ul style="list-style-type: none"> <li>• Scope and Sequence to balance lesson planning and delivery</li> <li>• Small group intervention beginning after quarter 1</li> <li>• Data tracking for teachers and students of assessments and progress.</li> <li>• Content training from external support (Ms. Wong)</li> </ul>	<p><b>STAAR Grades (3rd-5th)/Math</b></p> <ul style="list-style-type: none"> <li>• Alignment of class practice and HW to STAAR</li> <li>• Scope and Sequence to balance lesson planning and delivery</li> <li>• Restructure data days to focus more on the how low objectives will be taught.</li> <li>• Small group intervention beginning after quarter 1</li> <li>• Data tracking for teachers and students of assessments and progress.</li> <li>• Begin CSI math intervention with external support. (Ian or Ms. Wong)</li> <li>• Content Training (Ms. Wong)</li> </ul>
<b>Continuing Initiatives: Math</b>	
<b>Lower Grades (K-2nd) Math</b>	<b>STAAR Grades (3rd-5th)/Math</b>

<ul style="list-style-type: none"> <li>• Continue to have planning times to ensure effective lessons</li> <li>• Continue lesson rehearsal times to improve quality of instruction</li> <li>• Continue to analyze data after major assessments to identify low performing objectives and students</li> <li>• Work with Hotspot facilitator to encourage student practice of math using the software</li> <li>• Continue the focus on problem solving in the math classroom</li> <li>• Continue to use accountable talk to engage students in discussion around problems</li> <li>• Continue to give exit tickets at the end of each daily lesson</li> <li>• Continue to track assessments in the classroom and use student individual trackers</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to have planning times to ensure effective lessons</li> <li>• Continue lesson rehearsal times to improve quality of instruction</li> <li>• Continue to analyze data after major assessments to identify low performing objectives and students</li> <li>• Work with Hotspot facilitator to encourage student practice of math using the software</li> <li>• Continue the focus on problem solving in the math classroom</li> <li>• Continue to use math journals in the classroom for vocabulary and notes</li> <li>• Continue to use accountable talk to engage students in discussion around problems</li> <li>• Continue to give exit tickets at the end of each daily lesson to assess mastery</li> <li>• Continue to track assessments in the classroom</li> <li>• Continue to do tutoring after school and Saturday Camps</li> </ul>
<b>New Initiatives ELA</b>	
<b>Lower Grades (K-2nd): ELA</b> <ul style="list-style-type: none"> <li>• BOY/MOY Parent Meetings on curriculum and share progress towards goals.</li> <li>• Improve Tracking of RTI with addition of triweekly meetings with RTI point person, API, Sped teacher for better progress mentoring.</li> <li>• Bring back DI Goal Celebrations for: Program completion, jump points, book jumps.</li> <li>• Quarterly report card night along with information sessions on attendance, academics (based on grade level).</li> </ul>	<b>STAAR Grades (3rd-5th)Reading</b> <ul style="list-style-type: none"> <li>• Alignment of class practice and HW to STAAR</li> <li>• Scope and Sequence to balance lesson planning and delivery</li> <li>• Restructure data days to focus more on the how low objectives will be taught.</li> <li>• Small group intervention beginning after quarter 1</li> <li>• Data tracking for teachers and students of assessments and progress.</li> </ul>
<b>Continuing Initiatives ELA</b>	
<b>Lower Grades (K-2nd): ELA</b> <ul style="list-style-type: none"> <li>• Proactive remediation (identifying skills and doing warm ups on a weekly basis)</li> <li>• Individualized and small group intervention conducted daily based on continuous DI instruction.</li> <li>• Backwards planning and tagging of presentation books for lesson delivery.</li> <li>• Weekly data conversations -DI Data is used to identify students in need and provide intervention.</li> <li>• Ensure BOY placement is accurate with completion of EOY / BOY roster verification.</li> <li>• Homework and IW is prescriptive and aligned to DI</li> <li>• Offer after school tutoring and academic block, recess/conference for struggling readers</li> <li>• Tracking of RTI</li> <li>• Students are held accountable for their goals by using lesson trackers and thermometer charts</li> </ul>	<b>STAAR Grades (3rd-5th)/Reading</b> <ul style="list-style-type: none"> <li>• Continue to have planning times to ensure effective lessons</li> <li>• Continue lesson rehearsal times to improve quality of instruction</li> <li>• Continue to analyze data after major assessments to identify low performing objectives and students</li> <li>• Continue to use accountable talk to engage students in discussion around focus question</li> <li>• Continue to give exit tickets at the end of each daily lesson to assess mastery</li> <li>• Continue to track assessments in the classroom</li> <li>• Continue to do tutoring after school and Saturday Camps</li> <li>• Continue socratic seminars</li> </ul>

<ul style="list-style-type: none"> <li>• Weekly differentiated script practice based on teacher need.</li> <li>• Celebration of goals-Weekly, monthly, thermometer celebrations done by teacher in classroom.</li> <li>• Teach Boost documentation of teacher observations to track progress of teacher development.</li> </ul>	

New Initiatives: School Culture & Climate	
<p>Students:</p> <ul style="list-style-type: none"> <li>• Quarterly Perfect Attendance Pancake Breakfast</li> <li>• 5th Grade tour of 6th grade to prep for CP transition</li> <li>• Lockdown</li> <li>• Quarterly Awards Assemblies</li> <li>• Quarterly Dojo Store during Electives</li> <li>• Principal Lunches with Students</li> <li>• Create Maternity Leave Informational Letters for Parents</li> <li>• DI Celebrations (Program Jumps, Program Completion, etc)</li> <li>• Teacher Led ADA Incentive Trackers &amp; Rewards</li> <li>• ADA Pizza Patrol</li> </ul>	<p>Teachers</p> <ul style="list-style-type: none"> <li>• Implement Educator's Handbook for Discipline Tracking</li> <li>• Griffin Staff Store</li> </ul>
Continuing Initiatives: School Culture & Climate	
<ul style="list-style-type: none"> <li>• Semester Celebrations for Teachers with Perfect Attendance</li> <li>• IA incentives</li> <li>• STAAR Field Day/Pep Rally &amp; "Adopt a Classroom"</li> <li>• AR Challenges throughout the school year</li> <li>• Hotspot Challenges throughout the school year</li> <li>• Culture Rubric Walkthroughs, Tracking, &amp; Teacher Recognition</li> <li>• Implementing intensive Culture Training during the first week of school</li> <li>• Incentives for meeting Thermometer Goals</li> <li>• Teacher Student Game Rewards</li> <li>• Transitions focus (ex. 5&amp;1)</li> <li>• Shout Outs during Faculty Meeting</li> <li>• Beginning and ending staff parties</li> <li>• Griffin Nights</li> <li>• Christmas Staff Party</li> <li>• (2F) Parent Events (Mother/Daughter, Father/Son, etc.)</li> <li>• Breakfast with Grandparents</li> <li>• (1A) STAAR Saturday Camps</li> <li>• (1A) STAAR Tutorials</li> </ul>	<ul style="list-style-type: none"> <li>• (2F) Commitment to College (Kinder Graduation)</li> <li>• (2F) Donuts for Dads</li> <li>• (2F) Muffins for Moms</li> <li>• Tea Time with Mom</li> <li>• (2F) Parent Report Card Pick-up Night</li> <li>• (2F) Parent Weekly</li> <li>• (2F) Fall Health Fair &amp; Sports Night with Dad</li> <li>• (2F) Easter Egg Hunt</li> <li>• (2F) Veteran's Day: Invite your favorite veteran</li> <li>• (2F) Valentine's Dance</li> <li>• (2F) X-Mas Secret Angel</li> <li>• (2F) 5th Grade Gala</li> <li>• (2F) Annual Field Lessons</li> <li>• (2F) Thanksgiving Food Drive</li> <li>• (2F) Fire Prevention Week &amp; Presentation</li> <li>• (2F) Drug Free Week &amp; Presentation</li> <li>• Drug Free Art Walk</li> <li>• (2F) Spirit Weeks</li> </ul>



- (1A/EE) Academic Interventions
- (1E) Implementation of Direct Instruction
- Grade Level Newsletter
- (2A) Co-teacher of the Year
- (2A) Teacher Appreciation Week
- (2A) Teacher of the Year
- (2A) Boo Week
- (2B) SBDM
- (2C) Dr. Seuss B-Day Celebration: Read Across America
- (2C) Splash Day
- (2C) Summer Welcome Back Celebration

- Teacher vs Student & Teacher vs Teacher games
- 16 de septiembre Celebration
- Character Dress-Up day & Parade
- Student Holiday Theme Pictures (Halloween, Christmas, Easter, etc)
- Thanksgiving Family Feast
- PK Performances on Early Release Days
- Literacy Night
- Science Fair
- 100<sup>th</sup> Day of School Celebrations

#### New Initiatives: Family & Community

- BOY & MOY Parent Grade Level Meetings
- Quarterly Awards Assemblies
- Quarterly Report Card Night Parent Meetings with Emphasis on Schoolwide Programs
- CP Seniors talk to students about College
- Lockdown
- Christmas Shopping Childcare Event
- Informational Parent Letters around Maternity Leave Changes
- Adherence to Parent Contact Log & Dojo Usage
- Quarterly Perfect Attendance Pancake Breakfast
- ADA Pizza Patrol
- Principal Lunches
- Science Fair

#### Continuing Initiatives: Family & Community

- (2C) Summer Welcome Back Bash
- Grandparents Day Breakfast
- (2F) Commitment to College (Kinder Graduation)
- (2F) Donuts for Dads
- Tea Time with Mom
- Fall Festival
- (2F) Valentine's Dance
- (2F) Muffins with Moms
- Donuts with Dad
- (2F) Parent Weekly
- Grade Level Weekly
- (2F) Retention Meetings
- (2F) Fall Health Fairs & Sports Night

- (2F) Easter Egg Hunt
- (2F) Student Holiday Pictures (Halloween, Christmas, Valentine's Day, etc)
- (2F) Veteran's Day: Invite your favorite veteran
- Parent Field Lesson & Fundraising Meetings
- Thanksgiving Food Drive for Griffin Families
- Thanksgiving Family Luncheon
- ADA Parent Phone Calls & Meetings
- PK Performances on Early Release Days
- PK Family Craft Nights
- Literacy Nights

• New Initiatives: Teacher Retention/ Recruitment

- Periodical talks with principal
- dinner with new staff members
- Lead team welcome notes
- Year 1 anniversary recognition
- Appreciation notes by lead team: quarterly
- Leave school by 5:30 Rule
- Team celebrations: major milestones; public or private recognition
- suggestion boxes: follow thru with requests
- Night outs: bake night; scrapbook;
- teacher lounge: TV; free fruit, snack, coffee
- promote body/mental wellness: on campus screenings; 5k/10K registrations;
- Teacher Griffin Store

Continuing Initiatives: Teacher Retention/Recruitment

- Teacher of Month with parking
- Birthday card by lead team and cupcake
- perfect attendance night out: by semester
- Griffin nights/Happy hour gatherings: quarterly
- BOY and EOY staff parties
- Christmas Party
- Teacher appreciation week: lunch, breakfast, office supplies
- Jean pass
- leave early pass
- Holiday staff gift giving

**IDEA Public Schools**

**IDEA ACADEMY SAN JUAN**



# 2019 – 2020 Student Achievement Improvement Plan

## DISTRICT MISSION:

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

## DISTRICT VISION:

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

## DISTRICT CORE VALUES:

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

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

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

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

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

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

## **DISTRICT GOALS 2019-2020**

### **PRIORITY #1: Students Graduate College-Ready**

- 1A. 100% Graduates Matriculate to a College or University
- 1B. 25% Graduates Matriculate to a Tier I/II College or University
- 1C. 100% Graduates Accepted to a College or University
- 1D. 30% | 25% of Graduates Named AP Scholars | Earn IB Diploma
- 1E. 90% | 30% Approaches | Masters on STAAR/EOC
- 1F. 70% | 70% | 70% of Pre-K/Kindergarteners End the Year On/Above Grade Level in Reading | Language | Math (all campuses)
- 1G. 85% | 85% | 85% of 1st-2nd Grade Students End Year On/Above Grade Level in Reading | Language | Math (Year 1 Campuses)
- 1H. 90% | 90% | 90% of 1st-2nd Grade Students End Year On/Above Grade Level in Reading | Language | Math (Year 2+ Campuses)
- 1I. 50% | 50% of Students in CSI Achieve 2 Years Growth in Reading | Math (measured by Ren STAR)
- 1J. 21 Average ACT Score (Class of 2018, September 2017)
- 1K. 25% | 55% 4 | 6 Year College Graduation

### **PRIORITY #2: Build a Strong & Sustainable Organization**

- 2A. 85% Teacher Retention
- 2B. 97.5% ADA
- 2C. 90% Student Persistence
- 2D. \$71MM EBIDA

### **PRIORITY #3: Achieve Mission at Scale**

- 3A. 80% of Students with Low Socioeconomic Status
- 3B. 45,470 Student enrollment by 2018-19
- 3C. 79 schools in operation in 2018-19
- 3D. \$28MM Total Funds Raised

## Professional Campus Staff

Administrative Staff		Counseling Staff	Specialty Teachers
Melissa Finch Jessica Sylvester Aracely Villarreal Claudia Vasquez Javier Pena	Principal API – PRK-2 <sup>nd</sup> API – PRK – Kinder API – 3 <sup>rd</sup> -5 <sup>th</sup> APO	Vanessa Castro Academic Counselor	Rosalinda Alvarez Maria Roldan Jesus Alanis Tempest Crawford Yessica Sierra Angel Plata Ruth De Leon Alyssa Salas Interventionist Interventionist*
Kindergarten		First Grade	Second Grade
Sarah Alvarado Monica Gonzalez Zayra Pequeno Adriana Guzman Victoria Cano		Linda Ramos Betsaida Medrano Erica Benitez	Dawn Everson Krystal De La Garza Erica Rios
Third Grade		Fourth Grade	Fifth Grade
Lauralee Espinosa Bhatta Bisruti Khrystina Guajardo		Krystal Hernandez Debby Tapia Adan Karr	Delyla Yanez Efren Trevino Adrian Castro
Physical Education			
Gregorio Gutierrez Daniel Medrano Co T			

\*Bilingually Certified

Para-Professionals Campus Staff					
Co-Teachers		Facilitators		Clerical/Technical	
<div>April BeltranPK Co T</div> <div>Ernestina AdamePRK Co T</div> <div>Victoria CanoPRK Co T</div> <div>Erica BenitezPRK Co T</div> <div>Amanda RiosKinder Co T</div> <div>Khrystina Guajardo2<sup>nd</sup> Grade Co T</div> <div>Kristine Polanco2<sup>nd</sup> Grade Co T</div>		<div>Jennifer AlvarezAR Facilitator</div> <div>Robert ArellanoIL Hotspot</div>		<div>Deanna MorinAdmin Asst</div>	
Operations Staff		Temporary Staff			
<div>Claribel PerezReceptionist</div> <div>Tonia HaleSr. SIS Coordinator</div> <div>Crystal MendozaHealth Aide</div> <div>Gladys LunaLunch Monitor</div> <div>Edith MoyaLunch Monitor</div> <div>Yajaira RamosCNP Manager</div> <div>Randy CorenoFacilities Manager</div> <div>Dina IveyBusiness Clerk</div>		<div>Jessica GomezFlex</div>			

## Site Based Decision Making Committee

Member (Title, Represent)		Meeting Dates:	Possible Agenda Items:
Melissa Finch Jessica Sylvester Aracely Villarreal Claudia Vasquez Javier Pena	Principal API – PRK-2 <sup>nd</sup> API – PRK – Kinder API – 3 <sup>rd</sup> -5 <sup>th</sup> APO	Every Last Thursday of the Month (PTG)	❖ Culture Rubric and Trending Behavior Interventions (Sept)
			❖ Response to Intervention – Behavioral (Oct)
			❖ Response to Intervention – Academic (Nov)
			❖ Progress Monitoring – Lower Grades (Jan)
			❖ Progress Monitoring – Upper Grades (Feb)
			❖ Employee Engagement (March)
			❖ Student Led Conferencing (April)
			❖ Employee Engagement (May)



## Campus Committees

English Language Arts	Math
<p><b>Committee Chair(s):</b> Laura Lee Espinoza, Jessica Sylvester</p> <p><b>Committee Members:</b></p> <ol style="list-style-type: none"> <li>1. Krystal Hernandez</li> <li>2. Rosa Linda Alvarez</li> <li>3. Dawn Everson</li> <li>4. Sarah Alvarado</li> <li>5. Monica Gonzalez</li> <li>6. Delyla Yanez</li> </ol>	<p><b>Committee Chair(s):</b> Debby Tapia, Claudia Vasquez</p> <p><b>Committee Members:</b></p> <ol style="list-style-type: none"> <li>1. Bisruti Bhatta</li> <li>2. Erica Rios</li> <li>3. Zayra Pequeno</li> <li>4. Linda Ramos</li> <li>5. Maria Roldan</li> <li>6. Yessica Garcia – Sierra</li> <li>7. Adrian Castro</li> <li>8. Robert Arellano</li> </ol>
Science (As Applicable)	School Culture and Climate
<p><b>Committee Chair(s):</b> Efren Trevino</p> <p><b>Committee Members:</b></p> <ol style="list-style-type: none"> <li>1. Krystal De La Garza</li> <li>2. Khrystina Guajardo</li> <li>3. Gregorio Gutierrez</li> <li>4. Alyssa Salas</li> <li>5. Amanda Rios</li> </ol>	<p><b>Committee Chair(s):</b> Adan Karr</p> <p><b>Committee Members:</b></p> <ol style="list-style-type: none"> <li>1. Betsy Medrano</li> <li>2. Erica Benitez</li> <li>3. Jessica Gomez</li> </ol>
Staff Quality, Recruitment and Retention	Family and Community Involvement
<p><b>Committee Chair(s):</b> Jen Alvarez, Vanessa Castro</p> <p><b>Committee Members:</b></p> <ol style="list-style-type: none"> <li>1. Victoria Cano</li> <li>2. Kristine Polanco</li> <li>3. Daniel Medrano</li> <li>4. Cassandra Rodriguez</li> </ol>	<p><b>Committee Chair(s):</b> Jessica Lozano, Aracely Villarreal</p> <p><b>Committee Members:</b></p> <ol style="list-style-type: none"> <li>1. Ernestina Adame</li> <li>2. Adriana Guzman</li> </ol>

## MATH

**Committee Chair:** Debby Tapia/Claudia Vasquez

**Committee Members:** Bisruti Bhatta, Erica Rios, Zayra Pequeno, Linda Ramos,, Isabel Roldan, Yessica Sierra-Garcia, Adrian Castro, Robert Arellano

### New Initiatives – what would you like to see happen for 2019 -2020 in your committee area? Be specific.

#### WOW-Word of Week

Feature a word of week (WOW) to expand academic vocabulary. To be included within the Interactive math Journal.

#### Society of Mathematicians

Math Enrichment Club

Meets every Monday

Invitation based on Ren STAR

Every math teacher will meet afterschool with mastered Saints.

Mathematics is not about numbers, equations, computations or algorithms: It is about understanding.

#### Math Interactive Journals

Composition notebooks, holding WOW, Fast Facts tracker, Reference charts, Foldable, Copy of Anchor charts, Teacher exemplar with the expectation if lost must be replaced.

#### Math in Literature

Incorporate math lessons through literature.

#### Celebrating Math

Celebrations quarterly for students meeting goals: 1.5 year growth in Ren Star, Growth Goal, Hotspot accuracy, etc.

#### Multiplication Masters

1. K-1 fast facts on addition and subtractions.  
Grades 2-5 all of the facts would be fair game.  
These would be practiced daily similar to DHM 2 minutes max
2. Include Inverse operations in fast facts.
3. Quarterly, the students in each homeroom from grades 2-5 would take a timed test. Top 2 picked based on accuracy/completed from each grade level.

#### Hotspot Collaboration

Goals clearly outlined to homeroom teachers. Hotspot will send out weekly hotspot standings by homeroom for teachers to track and encourage students to meet goals.

#### Homework Help

Students struggling with homework can get help after school, Similar to West Wing.

### Continuing Initiatives – what would you like to continue to do in 2019 - 2020 in your committee area?

**Vertical Alignment-** With Teachers modeling their INM/GP, Members must provide Glows and Grows. .  
**Unpacking of standard**

Each teacher will track standards unpacked through shared google doc.

**After School Tutoring-** For at risk students not meeting growth goals.

#### Lesson Planning Support-

Support for Struggling Teachers on Lesson Planning submission.

## Family and Community Involvement:

**Committee Chair:** Jessica Lozano / Aracely Villarreal

**Committee Members:** Ernestina Adame, , Adriana Guzman

### New Initiatives – what would you like to see happen for 2019 – 2020 in your committee area? Be specific.

- |   |  |
|---|--|
| <ul style="list-style-type: none"><li>• Introduce Latino Literacy program to parents so they may feel involved in our school community and gain knowledge on how to help our students.</li><li>• Implement a system that allows for an easy parent volunteer process so that parents will want to come onboard and help our Saints.</li><li>• Research and organize a PTO. Choose a couple parents leaders that can meet with us to help implement ideas toward making this a success.</li><li>• Implement a parent survey at the beginning/end of school year. Allow parent input on what they would like to see different or same. Parents will make suggestions to improve our parent involvement.</li><li>• Provide an opportunity for parents to come sit with their child for lunch. Organize it to where parents eat in school lunch and RSVP ahead of time to allow CNP to be prepared in advance.</li><li>• Promote our yearly 5k. Create family shirts so families feel proud and make it a race toward a healthier living.</li></ul> | <ul style="list-style-type: none"><li>• Implement a yearly spring festival. Incorporate a spring parade into this festival and a family talent show all as part of our spring festival.</li><li>• Host family talent shows for parents and students. Organize a family talent show where families can show off a special skill or dance they may know and perform it for other families. Families can make it there own and incorporate family costumes or t-shirts. Tickets can be 2 dollars to enter the family talent show.</li><li>• Implement school wide science fairs where parents and students can work together to present their invention. Ribbons and awards can be provided so families feel recognized and joyful.</li><li>• Hire or commit someone to run a Zumba/basketball team. These teams can create shirts and have weekly classes/practices. This will serve as a fun way to be healthy in a joyful way.</li></ul> |
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### Continuing Initiatives – what would you like to continue to do in 2019 -2020 in your committee area?

- |  |  |
|--|--|
| <ul style="list-style-type: none"><li>• Continue monthly awards assemblies that recognize student's success and achievements in all core subjects.</li><li>• Continue monthly parent events. These events may be divided into prek-2<sup>nd</sup> and another one for 3<sup>rd</sup>-5<sup>th</sup>.</li><li>• Promote monthly movie nights. Commit a grade level to host one every last friday of the month. This grade level can sell snacks to fundraise for our campus.</li><li>• Continue to host the sweetheart dance and use this a great opportunity to host fundraisers. Possibly work with vendors and try to get more parent volunteers to help organize the event and receive more donations. Assure there is social media exposure to get new families to want to make IDEA San Juan the place to have their child attend. Possibly invite new incoming students to attend the event and start making them feel as they are already part of the family.</li><li>• Continue Annual Fall festival- each grade level owns a booth and fundraising for their grade level.</li></ul> | <ul style="list-style-type: none"><li>• Continue Coffee with Principal to encourage parents to speak about all the wonderful things being done and know their voice matters.</li><li>• Provide loteria night to families. This is a fun experience that will bring all families together as team and family.</li></ul> |
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## Science

**Committee Chair:** Efren Trevino

**Committee Members:** Krystal De La Garza, Khryстина Guajardo, Gregorio Gutierrez, Alyssa Salas, Amanda Rios,

### Continuing Initiatives

PK-2nd

- Partnership with local university (UTRGV) for possible school presentations or field trips

3rd - 5th

- Continue Girl Start for 4/5th science.
- Partnership with local university (UTRGV) for possible school presentations or field trips

### New Initiatives

PK-1st

- Science Fair
- Stemsopes access so that teachers can use resources.
- Science Center during DI for 1 small group.
- Science word of the week that goes out on newsletter and we implement throughout the week.
- 5th grade Student led science discussion during Saints time will take place with our young scholars.
- “SPACE” camp at least once a year.
- encourage students and teachers to be advocates for a better community through science (recycling, reusing, conserving, etc)

2nd - 5th

- Science Fair
- Stemsopes access so that teachers can use resources.
- Science word of the week that goes out on newsletter and we implement throughout the week.
- 5th grade Student led science discussion during Saints time will take place with our young scholars.
- “Space” camp at least once a year.
- encourage students and teachers to be advocates for a better community through science (recycling, reusing, conserving, etc)

## English Language Arts

**Committee Chair:** Lauralee Espinosa & Jessica Sylvester

**Committee Members:** Krystal Hernandez, Rosie Alvarez, Dawn Everson, , Sarah Alvarado, , Monica Gonzalez, Delyla Yanez

Continuing Initiatives	
PK-2nd	3rd - 5th
<ul style="list-style-type: none"><li>• RTI Meetings Monthly</li><li>• DI Practice Sessions</li><li>• Program Training through summer and Course Collaboration</li><li>• Classroom Library</li><li>• Language/spelling program promotes spelling and sentence writing.</li><li>• PK - 2nd: Continue celebrating success for milestone.</li><li>• PK: Morning Meeting (use this time to build more writing skills)</li></ul>	<ul style="list-style-type: none"><li>• RTI Meetings Monthly</li><li>• Vertical Alignment Meetings Weekly basis for (3rd- 5th)</li><li>• Classroom Library- variety of genres available to students (some teachers are more extensive than others)</li><li>• AR incentives</li><li>• Royal Reader Lab (person needed to continue)</li><li>• DEAR Time during breakfast</li><li>• Independent Reading Time: whether during core content block to conference with students or (we want it back, please)</li><li>• Open ended responses in ELA classes- must start with capital and end with a period.</li><li>• Accountable Talk ("I agree + I disagree")</li><li>• Continue intervention for critical students</li></ul>
New Initiatives	
PK-1st	2nd - 5th
<ul style="list-style-type: none"><li>• Academic Writing Blocks</li><li>• Open ended responses in ELA classes- must start with capital end with a period.</li><li>• Accountable Talk ("I agree + I disagree")</li><li>• Creating intervention classes/groups for lower grades</li><li>• Kinder: embed writing creatively consistently</li><li>• 1st: incorporating writing journals creatively (first guided w/ teacher then slowly released) Using Saints time to teach then moved to centers when students are solid.</li><li>• Class Stories: PK +</li><li>• Integrated Writing in ALL other classes (in order to transfer and apply skills to other areas of the day)</li></ul>	<ul style="list-style-type: none"><li>• Integrated Writing in ALL other classes (Wit and Wisdom)</li><li>• Double writing class for fourth, writing class for 3rd.</li><li>• Open ended responses in ELA classes- must start with capital and end with a period.</li><li>• Accountable Talk ("I agree + I disagree") --- Build Upon: I would like to add w/ hand signs</li><li>• Cooperative Learning- Kagan Strategies (Training for Teachers as well as using them in classes)</li><li>• AR book: every child has 1 to 2 books. Allow testing to go on frequently (allow more time for AR testing).</li><li>• Summer Novel Study- model CP</li></ul>

**Recruitment and Retention:****Committee Chair:** Jennifer Alvarez/Vanessa Castro**Committee Members:** Victoria Cano, Kristine Polanco, Daniel Medrano, Cassandra Rodriguez**New Initiatives – what would you like to see happen for 2019 - 2020 in your committee area? Be specific.**

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|--|---|
| <ul style="list-style-type: none"><li>• Implement a staff bowling night (or LEAGUE!)</li><li>• Host a dinner or happy hour at Dave and Busters or Main Event with food and games provided to staff.</li><li>• Renting out a theatre for staff to have a movie night together.</li><li>• Hold annual staff Olympic games using minute to win it style events and obstacle courses.</li><li>• Place shout out boxes in each class room so other staff, teachers, admin, and even students can leave little notes of love, encouragement, and appreciation.</li><li>• Small gift and/or cupcake given to each teacher on their individual birthday.</li><li>• Staff profiles on doors to showcase our awesome staff to students and parents.</li><li>• Surprise staff with a "surprise meeting" that is actually any of these fun activities instead of a work meeting.</li></ul> | <ul style="list-style-type: none"><li>• Create end of the year teacher yearbook style awards. Voted on by staff. Ex. Best hair, most school spirited etc.</li><li>• Teacher Feature on facebook to show off a different teacher and co teacher every week, or bi weekly.</li><li>• Provide coffee and snacks before IA, STAAR, REN STAR, and other stressfull times for teachers.</li><li>• Recognize teacher and co teacher of the month with profiles featured in the front office for families and staff to see.</li></ul> |
|--|---|

**Continuing Initiatives – what would you like to continue to do in 2019 - 2020 in your committee area?**

- |  |  |
|--|--|
| <ul style="list-style-type: none"><li>• <b>Bring a masuse or other type of spa service for staff</b></li><li>• <b>Host Painting with a twist night more frequently.</b></li><li>• <b>Teacher/co teacher of the month.</b></li><li>• <b>Birthday cake provided to celebrate the birthdays of that month at staff meetings.</b></li><li>• <b>Shout outs at meetings to show appreciation and thankfulness at staff meetings.</b></li></ul> |  |
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Staff Development		
Date	Session Title/Topic	Session Objective(s)
8-12-19	First Day of School Debrief – All Leaders	TWBAT reflect on OBS FEEDBACK trend analysis and classroom experiences and create a plan of action for remainder of Culture Week.
8-19-19	Unpacking Interim Assessments	TWBAT define the roadmap for rigor for Assessment #1
8-26-19	Systems for DDI	TWBAT understand item level, standard level and bottom-line results for teacher owned analysis, assimilation to DDI Binder, and first column set up of campus wide tracker.
9-2-19	How to Analyze Student Work and Adapt	TWBAT define and create laps, practice work sorts and create both a guided discourse and a modeling reteach plan for the critical mass of error.
9-9-19	Preparing for a Weekly Data Meeting – Weekly Data Meeting Readiness Assessment	TWBAT understand the pre work necessary for an effective WDM. Test in hand and Work in hand between teacher and leader. Moving beyond what to why.
9-16-19	Build by Borrowing	TWBAT identify and implement best practices, share and disseminate resources.
9-23-19	Unpacking Interim Assessments and Reteach/Reassessment Plans	TWBAT define the roadmap for rigor for Assessment #2 and non-mastered objectives. 6-week action plan with whole group, small group, before or afterschool supports.
9-30-19	Aggressive Monitoring Revisited	TWBAT internalize the Aggressive Monitoring Guide
10-7-19	Ongoing assessment through CFUs and Coding	TWBAT utilize in the moment CFUs and in class assessments to ensure student progress between interim assessments. Accountable Talk, Roll back, Universal Prompts
10-14-19	Exemplars that address the standard	TWBAT create high quality exemplars for IP and analyze how well it addresses the standard and identify any gaps between exemplar and the demand of the standard.
10-21-19	Student led tracking and Conferencing	TWBAT understand how to roll out a student led conference with appropriate resources. Students know the end goal, how they did, and what actions to improve.
10=28-19	<i>Hold for any Management trajectory training</i>	TWBAT maintain a culture of compliance and strive for a culture of engagement/achievement
11-4-19	Going CONCEPTUAL – asking why? how?	TWBAT understand and gauge their lesson delivery as strategic or conceptual and use this knowledge to identify strong vertical alignment. TWBAT understand the need for justification in all assessments and CFU's.
11-11-19	Review VS. Reteach and making sure it is DIFFERENTIATED	TWBAT determine roadmap for delivery of lesson using a reteach Vs. review flowchart (included differentiation)
11-18-19	Revisiting Student Discourse 101 and 201	TWBAT use modeling (101) “we do, you do” and discourse (201) student unpacking and conceptual upgrades of academic vocabulary.
11-25-19	Adding more at – bats after a 101 or 201	TWBAT assess understanding after reteach by incorporating and saturating strategic at bats
12-2-19	Quality Feedback	TWBAT provide students with quality feedback, grading, conferencing and tracking

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

# **IDEA Public Schools**

## **IDEA College Prep Brownsville**



**IDEA**  
Public Schools





# 2019 - 2020 Student Achievement Improvement Plan

## DISTRICT MISSION:

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

## DISTRICT VISION:

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

## DISTRICT CORE VALUES:

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

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

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

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

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

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

## CAMPUS MISSION:

IDEA College 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.

## DISTRICT GOALS 2018 - 2019:

# 2018-19 ORGANIZATIONAL GOALS



MEASURE	2017-18 RESULT	2018-19 GOAL
Students Graduate College Ready (AS OF JULY 24, 2018)		
% Graduates Matriculate to a College or University	TBD%	100%
% of Graduates Matriculate to a Tier I/II College or University	TBD%	25%
% of Seniors Accepted to a College or University	100%	100%
% of Seniors Named AP Scholars   Earn IB Diploma	24%   23%	30%   25%
% Approaches   Meets   % Masters on STAAR/EOC	83%   55%   26%	90%   60%   30%

% Basic   Mastery   Advanced on LEAP	New Goal	<b>82%   44%   11%</b>
% of Pre-K – 2nd Grade Students End the Year On/Above Grade Level in Reading   Language   Math (Year 1 campuses)	New Goal	<b>80%   80%   80%</b>
% of PreK – 2nd Grade Students End the Year On/Above Grade Level in Reading   Language   Math (Year 2+ campuses)	New Goal	<b>90%   90%   90%</b>
% of Students in CSI Achieve 2 Years Growth in Reading   Math (measured by Ren STAR)	51%   54%	<b>50%   60%</b>
Average ACT Score (Class of 2019, September 2018)	21 (class of 2018, /2017)	<b>21</b>
% 4   % 6 Year College Graduation (2015   2013)	22%   58% (2012s and 2014s)	<b>25%   55%</b>
<b>Build a Strong &amp; Sustainable Organization</b>		
% Teacher Retention   % Employee Retention	86%   87%	<b>85%   85%</b>
% Average Daily Attendance   # Average Daily Attendance	97.71%   34,290	<b>97.5%   38,141</b>
% Student Persistence	93.92%	<b>90%</b>
Operating Income (Millions)	\$75	<b>\$87</b>
<b>Achieve Mission at Scale</b>		
% of Students with Low Socioeconomic Status	88.6%	<b>80%</b>
Enrollment in August 2019	TBD (8/2018)	<b>53,115</b>
Schools in Operation in August 2019	79 (8/18)	<b>97</b>
Total Funds Raised (Millions)	\$109	<b>\$55</b>

# ICPB - EOY SCORECARD

Campus Goals	Data	Status?
100% of graduates matriculate to college	TBD	ON TRACK
25% of students matriculate to Tier 1/2/Ivy colleges	16%	Not Met
100% of graduates accepted to college	100%	✓
30% of graduates AP Scholars / 25% IB Diploma	25%/26%	✓
90% Approaches / 60% Meets / 30% Masters on STAAR/EOC	89%/63%/30%	Not Met
50% of students in CSI achieve 2.0 years of growth in Reading/Math (measured by EOY RenSTAR)	47%/40%	Not Met
Average ACT for Class of 2019 = 21	21.65	✓
25% 4-year / 50% 6-year college graduation	N/A	N/A
85% employee retention (all staff)	87.25%	✓
97.5% ADA (Average Daily Attendance)	97.51%	✓
90% Student Persistence	96.88%	✓

<b>Professional Campus Staff</b>		
<b>Administrative Staff</b>	<b>Counseling Staff</b>	<b>Other Support Staff</b>
<b>Marco Lopez, Principal</b> <b>Rachel Brown, Asst. Principal of Instruction</b> <b>Abigail Molina, IB Coordinator, Asst. Principal of Instruction</b> <b>Oscar Cantu, Asst. Principal of Instruction</b> <b>Carlos Montero, Asst. Principal of Operations</b>	<b>Norma Jimenez Cerda, Academic Counselor</b> <b>Lynda Soto, Director of College Counseling</b> <b>Yazmin Hernandez, College Counselor</b> <b>Joe Arambul, College Counselor</b> <b>Monika Longoria, SEL Coordinator</b>	
<b>Sixth Grade</b>	<b>Seventh Grade</b>	<b>Eighth Grade</b>
<b>Oziel Garcia, Math Pre-AP Teacher</b> <b>Rubenia Ayala, ELA Pre-AP Teacher</b> <b>Gerardo Alfaro, Science Pre-AP Teacher</b>	<b>Evelyn Gonzalez, ELA Pre-AP Teacher</b> <b>Ming Lei Wu, Pre-Algebra Teacher</b> <b>Norma Rico, Humanities Pre-AP Teacher</b>	<b>Karla Carpio, ELA Pre-AP Teacher</b> <b>Yliana Guzman, Humanities Pre-AP Teacher</b> <b>Mee Lai Alvarado, Pre-Algebra Teacher</b> <b>Karina Marquez, Biology Teacher</b> <b>Anyelin Tejeda, Spanish</b>
<b>Ninth Grade</b>	<b>Tenth Grade</b>	<b>Eleventh Grade</b>
<b>Ray Cantu, Chemistry Teacher</b> <b>Rhonda Secrest, English I Pre-AP Teacher</b> <b>Monika Garcia, Geometry Pre-AP Teacher</b> <b>Daniel Perales, AP Human Geography Teacher</b>	<b>Jorge Mejia, Physics Teacher</b> <b>Antonio Pena, Chemistry Pre-AP Teacher</b> <b>Alma Reyna, Pre Calculas Pre-AP Teacher</b> <b>Doreen Fourar, English II Pre-AP Teacher</b> <b>Diana Castro, AP US History Teacher</b>	<b>Andres Altamirano, ELA</b> <b>Antonio Rodriguez, Math</b> <b>Misty Porte, Science</b> <b>Ashley Gutierrez, Humanities</b> <b>Melissa Vega, Arts</b>
<b>Twelve Grade</b>	<b>Physical Education</b>	<b>Specialty Teachers</b>
<b>Daiyce Ovando, IB Math</b> <b>Ryan Santa Ana, IB ELA</b> <b>Maria Olga Floyd, IB Science</b> <b>Maria F. Martinez, IB Humanities</b> <b>Nubia Nava, IB Spanish</b> <b>Ana Henggeler, IB Art</b>	<b>Darren Mendiola, Physical Education</b> <b>Alyson Hernandez, Physical Education</b>	<b>Rhemmie Rodriguez, Special Education</b> <b>Griselda Calixto, Special Education</b> <b>Melissa Garcia, Individualized Learning Specialist</b> <b>Maria Sarabia-Gonzalez, Spanish</b> <b>Linda McArdle, Special Education, Life Skills</b> <b>Magdalena San Roman, Special Education</b> <b>Sonia Ngo, SPED, Jason Mendoza, SPED</b>

**\*Bilingually Certified**

<b>Para-Professionals Campus Staff</b>	
<b>Co-Teachers</b>	<b>Office Staff</b>
<b>Haymee Trevino, SPED, Life Skills</b> <b>Rosaura Benke, SPED, Life Skills</b>	<b>Norma Schmucker, Administrative Assistant</b> <b>Juan Ramirez, Business Clerk</b> <b>Yolanda Herrera, Health Aide</b> <b>Andrea Padilla, Receptionist</b> <b>Lorena Garcia, Registrar</b> <b>Veronica Alvear, SIS Coordinator</b>
<b>Operations Staff</b>	
<b>Yolanda Garcia, Food Service Specialist</b> <b>Martha Benavides, Food Service Specialist</b> <b>Karla Alaniz, Food Service Specialist</b> <b>Fernando Castillo, Food Service Specialist</b> <b>Sergio Gonzalez, Food Service Specialist</b> <b>Yvette Casanova, Food Service Specialist</b> <b>Maria Rocha, Custodian</b> <b>Antonio Corona, Custodian</b> <b>Raquel Chavez Ramirez, Custodian</b> <b>Sandra Espinoza, Custodian</b> <b>Carlos De La Pena, Facilities Manager</b> <b>Blanca Montenegro, Lunch Monitor</b> <b>Europa Camacho, Lunch Monitor</b> <b>Yuriana Perez, Lunch Monitor</b> <b>Delfina Vela, Lunch Monitor</b> <b>Araceli Camacho, Lunch Monitor</b> <b>Karina Borsani, Lunch Monitor</b> <b>Luz Kidd, Lunch Monitor</b>	<b>Luis Camacho Uballe, Bus Driver</b> <b>Antonio Lozano, Bus Driver</b> <b>Josefina Lopez, Bus Driver</b> <b>Sylvia Garcia, Bus Driver</b> <b>Oralia Rocha, Bus Driver</b> <b>Juan Alejandro, Bus Driver</b> <b>Julio Vasquez, Bus Driver</b> <b>Gerardo Ramirez, Bus Driver</b> <b>Guillermo Martinez, Bus Driver</b> <b>Elio Salinas, Bus Driver</b> <b>Gerardo Perez, Bus Driver</b> <b>Juan Arevalo, Bus Driver</b> <b>Ramiro Gonzalez Cantu, Bus Driver</b> <b>Jesus Sandoval, Bus Driver Mechanic</b>

## Site Based Decision Making Committee

Member (Title, Represent)	Meeting Dates:	Possible Agenda Items:
<p>Marco Lopez (Principal, Administration)</p> <p>Norma Jimenez-Cerda (Academic Counselor, Administration)</p> <p>Oscar Cantu (Assistant Principal of Instruction, Administration)</p> <p>Oziel Garcia (Grade Level Chair, 6th Grade)</p> <p>Michelle Rios (Grade Level Chair, 7th Grade)</p> <p>Matthew Mueller (Grade Level Teacher, 8<sup>th</sup> Grade)</p> <p>Allyson Even (Grade Level Chair, 9th Grade)</p> <p>Maria Gonzalez-Sarabia (Grade Level Chair, 10<sup>th</sup> Grade)</p> <p>Veronica Valdez (Parent Representative)</p> <p>Sandra Garza (Community Representative)</p>	Thursday September 05, 2019	<ol style="list-style-type: none"> <li>1. Parent Involvement Committee/Parent University</li> <li>2. Culture</li> </ol>
	Thursday October 03, 2019	<ol style="list-style-type: none"> <li>1. Fall festival / Homecoming</li> <li>2. Red Ribbon Week</li> <li>3. Bully Prevention Month</li> <li>4. Core Value Awards</li> <li>5. Data Review</li> </ol>
	Thursday November 07, 2019	<ol style="list-style-type: none"> <li>1. Can drive</li> <li>2. Blood drive</li> <li>3. Data Review</li> <li>4. Field Lessons</li> </ol>
	Thursday December 05, 2019	<ol style="list-style-type: none"> <li>1. Toy Drive</li> <li>2. Blanket Drive</li> <li>3. Christmas celebration for students &amp; staff</li> <li>4. Data review</li> </ol>
	Thursday February 06, 2019	<ol style="list-style-type: none"> <li>1. Career week</li> <li>2. Data review</li> <li>3. Aim for Success</li> </ol>
	Thursday March 05, 2019	<ol style="list-style-type: none"> <li>1. Spring Fling</li> <li>2. Data review</li> <li>3. Campus Culture</li> <li>4. Commitment to College</li> </ol>
	Thursday April 09, 2019	<ol style="list-style-type: none"> <li>1. Earth month</li> <li>2. Budget review</li> <li>3. Data review</li> </ol>
	Thursday May 07, 2019	<ol style="list-style-type: none"> <li>1. EOY celebrations</li> <li>2. Family picnic</li> <li>3. 5 de Mayo</li> <li>4. Millionaire club AR</li> <li>5. Parent Satisfaction</li> </ol>

## Campus Budget Summary

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

### *Funding Sources – Local*

4312	General Fund	\$914965.93
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### *Funding Sources - State*

	State Gifted & Talented	0
1202	State Special Education	\$
	State Compensatory	0
	Accelerated Reader/Math	0
1203	State Bilingual	\$
	Technology Allotment	0
	Technology Sp. Fund	0

### *Funding Sources - Federal*

	Title IV Drug Free School	0
4120	Title I Regular	\$54,166.83
	Title I Migrant	0
	IDEA-B Formula	0
	Title II, Part A, Classroom Size Red./Eisenhower	0
	Title II, Part D, Technology	0
4122	Title III – Bilingual	\$ 18,731.98

**Total:        \$987,865**



**IDEA College Prep Brownsville**  
**Campus Demographics\***

<b>Current Demographics for 2019 - 2020</b>		
<b>Student Populations</b>	<b>Number of Students</b>	<b>Percentage</b>
Enrollment	819	100%
At Risk	381	47%
SPED	57	7%
F.A.R.M.	655	80%
ELL	298	36%
Male	417	51%
Female	402	49%
Amer. Indian	0	0%
Asian	12	1%
Black	0	0%
White	19	2%
Hispanic	788	96%

*\*As of 25 July 2019*

## Campus Committees

English Language Arts	Math
<p><b>Committee Chair(s):</b> Rachel Brown</p> <p><b>Committee Members:</b></p> <ol style="list-style-type: none"><li>1. Monika Longoria</li><li>2. Andres Altamirano</li><li>3. Melissa Garcia Escobedo</li></ol>	<p><b>Committee Chair(s):</b> Oscar Cantu</p> <p><b>Committee Members:</b></p> <ol style="list-style-type: none"><li>1. Oziel Garcia</li><li>2. Monika Garcia</li><li>3. Alma Reyna</li></ol>
Science (As Applicable)	School Culture and Climate
<p><b>Committee Chair(s):</b> Maria Olga Floyd</p> <p><b>Committee Members:</b></p> <ol style="list-style-type: none"><li>1. Jorge Mejia</li><li>2. Darren Mendiola</li></ol>	<p><b>Committee Chair(s):</b> Norma Jimenez-Cerda</p> <p><b>Committee Members:</b></p> <ol style="list-style-type: none"><li>1. Antonio Rodriguez</li><li>2. Yazmin Hernandez</li><li>3. Haymee Trevino</li></ol>
Staff Quality, Recruitment and Retention	Family and Community Involvement
<p><b>Committee Chair(s):</b> Marco C. Lopez</p> <p><b>Committee Members:</b></p> <ol style="list-style-type: none"><li>1. Oscar Cantu</li><li>2. Norma Jimenez-Cerda</li><li>3. Antonio Rodriguez</li></ol>	<p><b>Committee Chair(s):</b> Carlos Montero</p> <p><b>Committee Members:</b></p> <ol style="list-style-type: none"><li>1. Norma Schmucker</li><li>2. Linda McArdle</li><li>3. Yliana Guzman</li><li>4. Maria C. Gonzalez-Sarabia</li><li>5. Nubia Nava</li></ol>

## New Initiatives

- |  |  |
|--|--|
| <ul style="list-style-type: none"><li>• International Baccalaureate 25% Completion Rate</li><li>• Use Dean's List software in place of Kickboard</li><li>•</li></ul> | <ul style="list-style-type: none"><li>• Provide professional development for New Hires including AP Training, IB Training</li><li>• Catalyst programs will include various topics for all grade levels</li><li>• Purchase equipment and resources for AP Physics, Chemistry class</li><li>• Begin the National Junior Honor Society Chapter, National Honors Society for High school, Student Government, Chess Club, Racquet Sports Club, Speech and Debate Team</li><li>• Purchasing teaching training books for all teachers to read (<i>First Days of School</i>, and <i>Teaching with Love and Logic</i>)</li></ul> |
|--|--|

## Continuing Initiatives

- |   |  |
|---|--|
| <ul style="list-style-type: none"><li>• Sending teachers to NMSI Laying the Foundation over the summer for Professional Development in both 6<sup>th</sup> and 8<sup>th</sup> grade math</li><li>• Catalyst Program will be implemented to help with Individualized Instruction.</li><li>• PD each week that meets the needs of the campus and the teachers</li><li>• Improved procedures for West Wing and Detention</li><li>• New Math software for intervention programs</li><li>• New Online electives program for 8<sup>th</sup> grade</li></ul> | <ul style="list-style-type: none"><li>• Our Problem of Practice Writing across the grade levels to ensure a more rigorous curriculum</li><li>• Pre-AP and AP alignment across the grade levels in all our core content areas</li><li>• Interventions: during class, afterschool and Saturdays</li><li>• PD for our teachers during Faculty Thursday</li><li>• Data Conversations on a weekly basis</li><li>• Instructional Debriefs on a weekly basis</li><li>• Vertical Alignment throughout the grade levels</li><li>• PD outside of our district</li><li>• Instructional coaching with on the spot coaching</li><li>• Campus culture maintained</li></ul> |
|---|--|

## Staff Development

Date	Session Title/Topic	Session Objective(s)
August 2019	BOY Professional Development: <ul style="list-style-type: none"> <li>• First Days of School Operations</li> <li>• Special Populations</li> <li>• Teacher Goal Setting</li> <li>• Teach Boost</li> <li>• PowerSchool</li> <li>• Introduction to Illuminate</li> <li>• Staff Benefits</li> </ul>	TWBAT: <ul style="list-style-type: none"> <li>• Have clear expectations for first day procedures, ADA policy</li> <li>• Understand the importance of special education populations and understand accommodations</li> <li>• Receive updates regarding TCP, changes to the Guidepost for Excellent Teacher, and preparing for Goal Setting Conversations.</li> <li>• Learn about Teachboost and the purpose for supporting teaching growth</li> <li>• View Training modules to be able to utilize gradebook while receiving guidance</li> <li>• Introduce teachers to data management program for data analysis</li> <li>• Receive updates for staff benefits</li> </ul>
September 2019	Monitoring & Feedback Techniques During Student Practice	TWBAT receive an introduction to the new GET row and what it is and how it will impact student work.
September 2019	Staff & Student Safety	TWBAT focus on several important topics: child abuse reporting, bullying, appropriate student/staff relationships, and sexual harassment.
September 2019 – My 2020	Teacher Team Time	TWBAT set aside time throughout the school year for vertical alignment and to build a strong sense of team and family.
August 2019	Update Student Trackers	TWBAT utilize tracking system to track student performance and set class and individual goals.
September 2019	Identify priority students and objectives	TWBAT identify priority students and set up an intervention plan for reteach, small group instruction and remediation by scheduling tutorial sessions for students.
September 2019	Unit planning	TWBAT backwards plan and understand district planning documents and curriculum to integrate resources and prepare for bi-weekly and Interim assessments.
September 2019	Field Lesson Planning	TWBAT connect student's goals to college and articulate how IDEA will help them go to and through college. Prepare RASI and plan grade level Field Lessons.
October 2019	Data Driven Decisions – OCS	TWBAT analyze student IA data in order to prioritize objectives, student tutorial groups, reteach frequency and progress towards goals.
October 2019	Illuminate	TWBAT utilize district program Illuminate to analyze data, generate reports, and utilize data to drive instruction.
October 2019	Identify Priority students	TWBAT work in grade level teams using their IA 1 data to determine which students will be attending Round 2 tutorials beginning the following week. During this time, teams will determine who, when and where students will be attending tutorials.

December 2019	Staff Development Cycle 2x2 Conversations	Purpose – the 2x2 conversation is an opportunity for all faculty and staff members to give each other feedback on their performance year to date. This is also an opportunity to give managers feedback on their areas of strength and growth.
February 2019	TELPAS	TWBAT rate students in listening, speaking, reading, and writing.
February 2019	TEA Accountability Ratings - Review	By the end of the session, TWBAT identify the students in their classes that fall in one of four categories using data from IA 2 in order to ensure that those students can articulate their own goals for IA 3. Teachers will also be able to identify these students and ensure that they are in the right interventions.
February 2019	IB Training	TWBAT will receive an update on where we stand on IB and other components of the IB philosophy.
February 2019	TELPAS	TWBAT rate TELPAS Calibration session and meet as a grade level team to rate the ELL students on three of the four proficiencies: Writing, Listening & Speaking
March 2019	STAAR / EOC Training	TWBAT administer STAAR/EOC test according to TEA regulations.

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

# **IDEA Public Schools**

## **ICP Donna**



## **2019-2020 Student Achievement Improvement Plan**

## **DISTRICT MISSION:**

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

## **DISTRICT VISION:**

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

## **DISTRICT CORE VALUES:**

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

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

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

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

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

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

## **CAMPUS MISSION:**

IDEA College Preparatory 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 the international mindedness that are required to succeed in college and our global society.

## **DISTRICT GOALS 2018-19:**

### **PRIORITY #1: Students Graduate College-Ready**

- 1A. 100% Graduates Matriculate to a College or University
- 1B. 25% Graduates Matriculate to a Tier I/II College or University
- 1C. 100% Graduates Accepted to a College or University
- 1D. 30% | 25% of Graduates Named AP Scholars | Earn IB Diploma
- 1E. 90% | 30% Approaches | Masters on STAAR/EOC
- 1F. 70% | 70% | 70% of Pre-K/Kindergarteners End the Year On/Above Grade Level in Reading | Language | Math (all campuses)
- 1G. 85% | 85% | 85% of 1st-2nd Grade Students End Year On/Above Grade Level in Reading | Language | Math (Year 1 Campuses)
- 1H. 90% | 90% | 90% of 1st-2nd Grade Students End Year On/Above Grade Level in Reading | Language | Math (Year 2+ Campuses)
- 1I. 50% | 50% of Students in CSI Achieve 2 Years Growth in Reading | Math (measured by Ren STAR)
- 1J. 21 Average ACT Score (Class of 2018, September 2017)
- 1K. 25% | 55% 4 | 6 Year College Graduation

### **PRIORITY #2: Build a Strong & Sustainable Organization**

- 2A. 85% Teacher Retention
- 2B. 97.5% ADA
- 2C. 90% Student Persistence
- 2D. \$71MM EBIDA

### **PRIORITY #3: Achieve Mission at Scale**

- 3A. 80% of Students with Low Socioeconomic Status
- 3B. 45,470 Student enrollment by 2018-19
- 3C. 79 schools in operation in 2018-19
- 3D. \$28MM Total Funds Raised



Professional Campus Staff		
Administrative Staff	Counseling Staff	Specialty Teachers
Amanda Canales, Principal Robert Garza, PIR Dikla Medina, API & IB Coordinator Christina Jones, API Elizardo Garcia, API Alberto Castillo, APO Daniel Pedroza, Dean of Instruction	Maricela Gaona, DCC Abigail De Ochoa, CC Cecilia Medina, CC Yvonne Maldonado Caceres, AC	Juan Carranza, Math Interventionist & <b>CTL</b> Leopoldo Farias, Bio EOC teacher & Persistence Interventionist
6 <sup>th</sup> Grade	7 <sup>th</sup> Grade	8 <sup>th</sup> Grade
JC Rodriguez (GTL) Olga Prado Byanca Guajardo Vanessa Fernandez	Monica Tamz, GTL Jessica Villanueva Ruben Zamorano Andrew Sierra	<b>Atanislao Padron (GTL)</b> Tanya Sierra Cristela Cavazos Linda Martinez
9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade
<b>AC Baez (9th) (GTL)</b> Daniella Hernandez Juan Ybarra Isidro Vargas Irene Casares Francisco Martinez	Charles Cardenas <b>Norberto Trevino (GTL)</b> Melissa Sustaita Eric Carlson Andrea Garza	Samantha Vasquez <b>Jessica Garza (CTL)</b> <b>Rodrigo Saenz GTL (Studies)</b> <b>Zanyace Aguinaga (CTL)</b> <b>Maxine Menendez</b> <b>Shirley Castillo CTL (HL &amp; AB initio)</b> Betsy Zacarias
12 <sup>th</sup>	STAMP (electives)	Special Education & RISE (Formerly known as Life Skills)
<b>Eric Strom (CTL)</b> <b>Ulises Manzano GTL (SL &amp; LyL)</b> Zachary Wise Emmanuel Culebro Margarita Perez Isaac Santiago (12th) Gerardo Martinez	Emily De Leon <b>Anita Garay (CTL)</b> Christian Rodriguez <b>Beatriz Medina (GTL &amp; CTL)</b> Heribeto Garza <b>Erika Martinez (CTL)</b> Laura Gutierrez	Reyna Lopez Olvera Ann Garza Jazmine Morales Claudia Solis (LS) Joanna Tamez (LS)

\*Bilingually Certified

Para-Professionals Campus Staff		
Co-Teachers	Facilitators	Clerical/Technical
Ashley Cantu (LS) Juan Flores (LS) Jose Meza Steven Lenny (SPED) Elizabeth De Leon (PE) Jay Calacay (PE)	Anna Cisneros, RRC	Esmer Cantu Jeanette Lopez Nancy Cortez Janet Garcia Elsa Hernandez
Operations Staff	Temporary Staff	
Homar Silva Denise Martinez Maria De Leon Alberto Mendoza Alexia Alonso		

## Site Based Decision Making Committee

Member (Title, Represent)		Meeting Dates:	Possible Agenda Items:																						
<table><tr><td>Principal</td><td>Amanda Canales</td></tr><tr><td>PIR</td><td>Robert Garza</td></tr><tr><td>API</td><td>Elizardo Garcia</td></tr><tr><td>API</td><td>Christina Jones</td></tr><tr><td>API - IB</td><td>Dikla Medina</td></tr><tr><td>DOI</td><td>Daniel Pedroza</td></tr><tr><td>APO</td><td>Alberto Castillo</td></tr><tr><td>DCC</td><td>Mari Gaona</td></tr><tr><td>CC</td><td>Cecilia Medina</td></tr><tr><td>CC</td><td>Abby De Ochoa</td></tr><tr><td>AC</td><td>Yvonne Caceres</td></tr></table>	Principal	Amanda Canales	PIR	Robert Garza	API	Elizardo Garcia	API	Christina Jones	API - IB	Dikla Medina	DOI	Daniel Pedroza	APO	Alberto Castillo	DCC	Mari Gaona	CC	Cecilia Medina	CC	Abby De Ochoa	AC	Yvonne Caceres		Friday, September 6, 2019	<ul style="list-style-type: none"><li>• Campus Culture Update</li><li>• Titan Tuesday Update</li><li>• Attendance Update</li></ul>
	Principal	Amanda Canales																							
	PIR	Robert Garza																							
	API	Elizardo Garcia																							
	API	Christina Jones																							
	API - IB	Dikla Medina																							
	DOI	Daniel Pedroza																							
	APO	Alberto Castillo																							
	DCC	Mari Gaona																							
	CC	Cecilia Medina																							
	CC	Abby De Ochoa																							
AC	Yvonne Caceres																								
		Friday, October 4, 2019	<ul style="list-style-type: none"><li>• Red Ribbon Week</li><li>• PTG IA #1 Plan</li><li>• Fundraising Update</li></ul>																						
		Friday, November 1, 2019	<ul style="list-style-type: none"><li>• Canned Food Drive</li><li>• Thanksgiving Luncheon</li><li>• December, Holiday Party</li></ul>																						
		Friday, December 6, 2019	<ul style="list-style-type: none"><li>• Campus Culture Update</li><li>• IB Mocks</li><li>• AR Update</li></ul>																						
Juan Carranza, Math Interventionist		Friday, January 6, 2020	<ul style="list-style-type: none"><li>• MOY Step-back item (TBD)</li></ul>																						
JC Rodriguez (GTL)		Friday, February 7, 2020	<ul style="list-style-type: none"><li>• ACT Update</li><li>• Attendance Update</li><li>• AR Update</li></ul>																						
Monica Tamez (GTL)																									
Atanislao Padron (GTL)																									
AC Baez (GTL)		Friday, March 6, 2020	<ul style="list-style-type: none"><li>• Hiring Update</li><li>• STAAR data review</li></ul>																						
Norberto Trevino (GTL)		Friday, April 3, 2020	<ul style="list-style-type: none"><li>• EOY Awards</li><li>• Summer School</li></ul>																						
Ulises Manzano (11th/12th) (GTL)																									
Rodrigo Saenz (GTL)		Friday, May 1, 2020	<ul style="list-style-type: none"><li>• Summer School</li><li>• EOY Step-back</li></ul>																						

## Campus Committees

English Language Arts	Math
<div>Committee Chair(s): Eric Strom (CTL) &amp; Christina Jones</div> <div>Committee Members:</div> <div><div>Vanessa Fernandez</div><div>Jessica Villanueva</div><div>Cristela Cavazos</div><div>Daniella Hernandez</div><div>Charles Cardenas</div><div>Eric Strom (CTL)</div><div>Samantha Vasquez</div><div></div></div>	<div>Committee Chair(s): Elizardo Garcia &amp; Juan Carranza</div> <div>Committee Members:</div> <div><div>Byanca Guajardo</div><div>Monica Tamez</div><div>Linda Martinez</div><div>Isidro Vargas</div><div>Melissa Sustaita</div><div>Rodrigo Saenz (Math Studies 11/12)</div><div>Robert Garza</div><div>Juan Carranza</div></div>
Science (As Applicable)	School Culture and Climate
<div>Committee Chair(s): Elizardo Garcia &amp; Jessica Garza</div> <div>Committee Members:</div> <div><div>Juan Carlos Rodriguez</div><div>Ruben Zamorano</div><div>Tanya Sierra</div><div>Leopoldo Farias</div><div>Juan Ybarra (Chem)</div><div>Norberto Trevino (Phys)</div><div>Dikla Medina</div></div>	<div>Committee Chair(s): Yvonne Caceres &amp; Amanda Canales</div> <div>Committee Members:</div> <div>J.C Rodriguez</div> <div>Monica Tamez (GTL)</div> <div>Atanislao Padron (GTL)</div> <div>AC Baez (GTL)</div> <div>Norberto Trevino (GTL)</div> <div>Rodrigo Saenz (11th/12th) (GTL)</div> <div>Robert Garza</div> <div>Dikla Medina</div> <div>Christina Jones</div> <div>Daniel Pedroza</div> <div>Elizardo Garcia</div>
Staff Quality, Recruitment and Retention	Family and Community Involvement

<b>Committee Chair(s):</b> Amanda Canales <b>Committee Members:</b> <table><tr><td>Elizardo Garcia</td></tr><tr><td>Christina Jones</td></tr><tr><td>Dikla Medina</td></tr><tr><td>Alberto Castillo</td></tr><tr><td>Mari Gaona</td></tr><tr><td>Cecilia Medina</td></tr><tr><td>Abby De Ochoa</td></tr><tr><td>Yvonne Caceres</td></tr><tr><td>Daniel Pedroza</td></tr><tr><td>Robert Garza</td></tr></table>	Elizardo Garcia	Christina Jones	Dikla Medina	Alberto Castillo	Mari Gaona	Cecilia Medina	Abby De Ochoa	Yvonne Caceres	Daniel Pedroza	Robert Garza	<b>Committee Chair(s):</b> Yvonne Caceres & Amanda Canales <b>Committee Members:</b> J.C Rodriguez Monica Tamez (GTL) Atanislao Padron (GTL) AC Baez (GTL) Norberto Trevino (GTL) Rodrigo Saenz (11th/12th) (GTL) Robert Garza Dikla Medina Christina Jones Daniel Pedroza Elizardo Garcia
Elizardo Garcia											
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Dikla Medina											
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Abby De Ochoa											
Yvonne Caceres											
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Robert Garza											

New Initiatives	
<ul style="list-style-type: none"> <li>• AR Challenge 6<sup>th</sup>-10<sup>th</sup></li> <li>• Homeroom</li> <li>• Staff/Employee of the Month</li> <li>• Monthly Staff gifts</li> <li>• Monthly Staff fundraiser</li> <li>• LPs will now include intervention plans</li> <li>• MS Bell Schedule is now 5 periods instead of 7 to allow for more content time</li> <li>• Content Team Leaders will conduct weekly observations and provide weekly feedback</li> <li>• Math Interventionist</li> <li>• Provide content specific training to all teacher leaders on a monthly basis</li> <li>• ACT prep 6<sup>th</sup>-10<sup>th</sup></li> </ul>	<ul style="list-style-type: none"> <li>• Conduct a monthly book study with lead team. This effort will be led by Amanda Canales</li> <li>• GTLs will serve as extensions of APIs for campus culture</li> <li>• Referral system for behavioral infractions</li> <li>• Bi-monthly Flagship Fridays</li> <li>• Titan Passes</li> <li>• Quarterly Field Trips</li> <li>• Centralize Campus Organizations</li> <li>• Writing Portfolio</li> <li>• Quarterly Socratic Seminars with staff over books</li> </ul>
Continuing Initiatives	

<ul style="list-style-type: none"> <li>• Homeroom</li> <li>• Attendance Challenge</li> <li>• Uniform Challenge</li> <li>• Provide ongoing Staff Development for all staff.</li> <li>• Monday Instructional Rounds</li> <li>• Bi-monthly Content Team Meetings</li> <li>• Bi-monthly Grade Team Meetings</li> <li>• Weekly 90/30 grade level meetings</li> <li>• IB Student of the Week</li> <li>• De Alba will be providing staff with Math PD</li> <li>• Daily announcements</li> <li>• Shout outs</li> <li>• BWA data conversations</li> <li>• IA Data conversations</li> <li>• IB Assessment audit</li> <li>• PWI program</li> <li>• Weekly GTLM with administrators</li> </ul>	<ul style="list-style-type: none"> <li>• Weekly CTLM with administrators</li> <li>• Utilization of campus culture rubric through redesigned instructional rounds including AC</li> </ul>
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## Staff Development

DATE	TYPE	FACILITATOR	TOPIC
8.13.19	All Staff	Amanda	1st Day Debrief
8.20.19	Grade Team	GTL & Grade Level Administrator	1st Week Debrief
8.27.19	All Staff	Zach Wise Eric Strom AC Baez Zanyace Aguinaga	Socratic Seminar: Unselfie
9.3.19	Content Team	CTLs	OERs: -Expectation -Norms -Next Steps
9.10.19	All Staff	Yvonne	Home Visit Planning & Prep: Create List & Rationale for choices. Begin calling.
9.17.19	Grade Team	GTLs	Home Visit Planning & Prep: Call parents to remind them of visit and finalize talking points for each visit.

9.24.19	All Staff	Dikla/Amanda	IB 101 (6th-10th) IB Self Study B1 (DP)
10.1.19	All Staff	Lead Team	Treat-Tober #1: Loteria & Taco Truck
10.8.19			Treat-Tober #2: Painting & Pizza
10.15.19			Treat-Tober #3: Yoga & Siempre Natural
10.22.19			<b>Q1 Report Card</b> Treat-Tober #4 (during day)
10.29.19			Treat-Tober #5 Sports & Sliders
11.5.19	All Staff	Amanda Dikla	PTG Q1: State of the School (6th-10th) <i>Self Study C4 (DP)</i>
11.12.19	Grade Team	GTL & Grade Level Administrator	Q1 Pulse Check & Q2 Planning (6th-10th only_Dikla will do during lunch meeting/check in) <i>Self Study: C (DP)</i>
11.19.19	All Staff	Christina Jones	ELL Support & Strategies
11.26.19	NONE due to Thanksgiving Break		
12.3.19	All Staff	Teachers TBD	Effective Tutorials
12.10.19	All Staff	Lead Team	12 Days of Christmas: Gingerbread House
12.17.19	All Staff	Lead Team	12 Days of Christmas: Ornament Decorating <i>Cancel GTLM and have leaders meet with Dikla re: CAS</i>
12.24.19	NONE due to the Holiday Break		
12.31.19			
1.7.20	All Staff	Teachers TBD	Socratic Seminar: The Ideal Team Player
1.14.20	Grade Team	GTLs	Field Lesson/Trip Planning
1.21.20	All Staff	N/A	<b>Q2 Report Card</b>
1.28.20	Content Team	CTLs	Data Analysis: Adjusting Instruction -Expectation -Norms -Next Steps
2.4.20	All Staff	Amanda	PTG Q2: State of the School
2.11.20	Grade Team	GTL & Grade Level Administrator	Revisit Pre-Referral Intervention Manual
2.18.20	All Staff	Yvonne & Leo	Persistence Strategies & Keeping our Families
2.25.20	Content	CTLs	Unpacking the Standard

	Team		
3.3.20	All Staff	Amanda, Dikla & Shirley	Global Festival Rollout
3.10.20	Grade Team	GTLs	Global Festival Work Time
3.17.20	NONE due to Spring Break		
3.27.20 Friday	All Staff	Amanda	Secret Spring Bunny Potluck
3.31.20	Content Team	CTL & Grade Level Administrator	Test Prep, Strategies & Best Practices
4.7.20	All Staff	N/A	<b>Q3 Report Card</b>
4.14.20	Grade Team	Christina	TELPAS Calibration
4.21.20	All Staff	Amanda	PTG Q3: State of the School
4.28.20	Content Team	CTLs	Summer Reading/Assignment Planning
5.5.20	All Staff	Teachers TBD	Socratic Seminar: Thanks for the Feedback: The Science & Art of Receiving Feedback Well
5.12.20	Grade Team	GTL & Grade Level Administrator	EOY/Last Week of School Planning
5.19.20	All Staff	TBD	TBD (based on needs of school)
5.26.20	All Staff	TBD	Check Out

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



**IDEA Public Schools**

**IDEA Kyle College Prep**



# 2019 – 2020 Student Achievement Improvement Plan

## DISTRICT MISSION:

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

## DISTRICT VISION:

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

## DISTRICT CORE VALUES:

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

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

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

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

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

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

**CAMPUS MISSION:** At IDEA Kyle CP we believe every student wants and has the ability to be successful. We will strive for our scholars to make a positive impact in their community through excellence in thought and action. At Kyle we instill in our students the expectation that they will go to college and graduate within four years.

## **DISTRICT GOALS 2018-19:**

### **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 grads named AP scholars | Earn IB diploma: 30% | 25%
- 1E. % Approaches | Meets | % Masters on STAAR/EOC: 90% | 60% | 30%
- 1F. % Basic | Mastery | Advanced on LEAP: 82% | 44% | 11%
- 1G. % of Pre-K/Kindergarteners End The Year On/Above Grade Level in Reading | Language | Math (All Campuses): 90% | 90% | 90%
- 1H. % of 1st-2nd Students End The Year On/Above Grade Level in Reading | Language | (Year 1 Campuses): 70% | 70%
- 1I. % of 1st-2nd Students End The Year On/Above Grade Level in Reading | Language | Math (Year 2+ Campuses): 85% | 85%
- 1J. % of students in CSI achieve 2 years growth in Reading | Math (measured by Ren STAR) 50% | 60%
- 1K. Average ACT score (Class of 2019, September 2018): 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. %Average Daily Attendance | # Average Daily Attendance: 97.50% | 38,141
- 2C. Student Persistence: 90%
- 2D. Operating Income: \$87M

### **PRIORITY #3: Achieve Mission at Scale**

- 3A. % of students with low socio-economic status: 80%
- 3B. Enrollment in August 2019: 53,115
- 3C. Schools in operation in August 2019: 97
- 3D. Total Funds Raised (millions): \$55M

## Professional Campus Staff

Administrative Staff	Counseling Staff	Specialty Teachers
<ul style="list-style-type: none"> <li>• Denise Abellano-Principal</li> <li>• Katya Diaz Henderson-Assistant Principal of Operations</li> <li>• Amanda Bush- Assistant Principal of Instruction</li> <li>• Rayla Harttnet- Administrative Assistant</li> </ul>	<ul style="list-style-type: none"> <li>• Candace Razo- Academic Counselor</li> </ul>	<ul style="list-style-type: none"> <li>• Rachel Groth-SpEd Teacher</li> <li>• Kelly Lochman-Intervention</li> <li>• Conrad Noyola- RISE Lead teacher</li> <li>• Nohemi Rojas: Athletic Director and PE teacher</li> <li>• Tehrelle Billups – Flex teacher</li> <li>• Arantxa Avila – AR/Hotspot teacher</li> </ul>
6 <sup>th</sup> Grade	7 <sup>th</sup> Grade	
<ul style="list-style-type: none"> <li>• Nicole Webb</li> <li>• Rolando Garza</li> <li>• Timaka Brown (6<sup>th</sup>/7<sup>th</sup> science hybrid)</li> <li>• Amanda Chatman (6<sup>th</sup>/7<sup>th</sup> humanities hybrid)</li> </ul>	<ul style="list-style-type: none"> <li>• Sydnee Worlds</li> <li>• Jolynne Muniz</li> </ul>	

## Para-Professionals Campus Staff

Co-Teachers	Facilitators	Clerical/Technical
<ul style="list-style-type: none"><li>Kayla Moreno (RISE co)</li></ul>	<ul style="list-style-type: none"><li>Arantxa Avila- AR/Hotspot Facilitator</li></ul>	<ul style="list-style-type: none"><li>Audrey Brazeel- Receptionist</li><li>Jennifer Hernandez- Business Clerk</li></ul>
Operations Staff	Ops Support Staff	
<ul style="list-style-type: none"><li>Arlette Figueroa - Registrar</li><li>Rebecca Sanchez- Health Aide</li><li>Pearl Ruiz- Cafeteria Manager</li><li>Alfred Grant- Facilities Manager</li><li>Elisa Tovar– Asst. Cafeteria Manager</li></ul>	<ul style="list-style-type: none"><li>Mario Lucio- Lunch Monitor</li><li>Amanda Facundo- Lunch Monitor</li><li>Marisela Prieto – custodian</li><li>Marilu Marchan – custodian</li><li>Olga Briones – custodian</li></ul>	

## Site Based Decision Making Committee

Member (Title, Represent)	Meeting Dates:	Possible Agenda Items:
Denise Abellano, Principal Katya Diaz Henderson, Assistant Principal of Operations Amanda Bush, Assistant Principal of Instruction Candace Razo , Academic Counselor	July 15th, 2019	<ol style="list-style-type: none"> <li>1. Grade Level Leadership Roles &amp; Responsibilities</li> <li>2. 2019-2020 Driving Goals</li> <li>3. Strategies for Persistence &amp; Attendance</li> <li>4. Grade Level Lead Check Ins &amp; Tactical</li> <li>5. Culture Camp</li> </ol>
	August 8, 2019	<ol style="list-style-type: none"> <li>1. GTL Priorities and Responsibilities</li> </ol>
	August 5-9	<ol style="list-style-type: none"> <li>1. BOY PD for teachers</li> <li>2. Meet the teacher Night (August 7<sup>th</sup>)</li> </ol>
	August 12-16	<ol style="list-style-type: none"> <li>1. Campus Priorities: Culture (GET 2B and 2C) and Exemplars</li> <li>2. Daily culture rounds</li> <li>3. Annual Calendar Review</li> </ol>
	September 9- 13, 2019	<ol style="list-style-type: none"> <li>1. Campus Priority; Tracking</li> <li>2. Fall Festival</li> <li>3. Culture Rubric-Priority Area</li> </ol>
	September 17, 2019	<ol style="list-style-type: none"> <li>1. Just a G</li> </ol>
	October 17, 2019	<ol style="list-style-type: none"> <li>1. Talent Review</li> <li>2. PTG Q1</li> <li>3. Campus Priority</li> </ol>
	November 14, 2019	<ol style="list-style-type: none"> <li>1. PTG Q2</li> <li>2. Culture Rubric- Priority Area</li> </ol>
	December 12, 2019	<ol style="list-style-type: none"> <li>1. Q2 Report Card Night</li> <li>2. Culture Rubric-Priority Area</li> </ol>
	January 23, 2019	<ol style="list-style-type: none"> <li>1. PTG Q3</li> <li>2. Curriculum Night</li> <li>3. 2020-2021 Budget</li> <li>4. Culture Rubric-Priority Area</li> </ol>
	February 20, 2019	<ol style="list-style-type: none"> <li>1. Budget Priorities 2020-2021</li> <li>2. Spring Dance</li> <li>3. Culture Rubric-Priority Area</li> </ol>
	March 12th	<ol style="list-style-type: none"> <li>1. Q3 Report Card Night</li> <li>2. Culture Rubric –Priority Area</li> </ol>
	April 16th	<ol style="list-style-type: none"> <li>1. EOY Award Ceremonies</li> <li>2. Culture Rubric-Priority Area</li> </ol>
	May 14th	<ol style="list-style-type: none"> <li>1. End-of-year Celebration</li> </ol>

		<ul style="list-style-type: none"><li>2. Field Day</li><li>3. Summer Student Persistence Plan</li><li>4. Summer Barbecue</li></ul>
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**IDEA Kyle CP**  
Campus Demographics\*

<b>Student Populations</b>	<b>Number of Students</b>	<b>Percentage of Students</b>
Enrollment	126	100%
At Risk	26	21%
SPED	11	9%
F.A.R.M.	80	63%
ELL	28	22%
Male	68	54%
Female	58	46%
Amer. Indian	0	0%
Asian	1	1%
Black	6	5%
White	21	17%
Hispanic	91	72%

*\*As of April 2019*



## Campus Committees

English Language Arts	Math
<p><b>Committee Chair(s): Amanda Bush</b>  <b>Committee Members:</b></p> <ul style="list-style-type: none"> <li>• Tehrelle Billups</li> <li>• Jolynne Muniz</li> <li>• Nicole Webb</li> <li>• Kelly Lochman</li> <li>• Rachel Groth</li> </ul>	<p><b>Committee Chair(s): Denise Abellano</b>  <b>Committee Members:</b></p> <ol style="list-style-type: none"> <li>1. Rolando Garza</li> <li>2. Sydnee Worlds</li> <li>3. Kelly Lochman</li> <li>4. Rachel Groth</li> </ol>
Science and Humanities (As Applicable)	School Culture and Climate
<p><b>Committee Chair(s): Denise Abellano and Amanda Bush</b>  <b>Committee Members:</b></p> <ol style="list-style-type: none"> <li>1. Timaka Brown</li> <li>2. Amanda Chatman</li> </ol>	<p><b>Committee Chair(s): Denise Abellano</b>  <b>Committee Members:</b></p> <ol style="list-style-type: none"> <li>1. Amanda Bush</li> <li>2. Candace Razo</li> <li>3. Katya Henderson</li> <li>4. Rachel Groth</li> </ol>
Staff Quality, Recruitment and Retention	Family and Community Involvement

**Committee Chair(s): Candace Razo**

**Committee Members:**

- Amanda Bush
- Katya Henderson
- Denise Abellano
- Rachel Groth

**Committee Chair(s): Candace Razo**

**Committee Members:**

1. Katya Henderson
2. Denise Abellano
3. Amanda Bush
4. Rayla Harttnet
5. Rachel Groth

### **New Initiatives**

- Specific support to special populations by our SPED team
- Double Down: Critical students will now receive up to 3 hours a day in Math and ELA.
- Professional Development to include Lesson Plan Vision, Key Points and Crafting Higher level questioning.
- Renewed focus on aggressive monitoring with the exemplar responses as a center piece for professional development.
- Include GTL's during instructional and culture walkthroughs
- DI for Intervention (Decoding & Corrective Math)
- Increase Parent Involvement and community by hosting quarterly parent socials
- Consistent LP Feedback
- Cultural Rounds specific to the GET Power Rows and coaching to proficient.
- Enrichment program, during the day, for middle school (Band, Theater, Art and Coding)

### **Continuing Initiatives**

- Continuing Curriculum (Wit and Wisdom, CSI math and reading)
- Use of mastery machine during STAAR season
- Implementation of TEACHBOOST to both Coach and Develop teachers
- Continue lead team morning huddles
- GET rubric scope and sequence for new teachers.
- SLL scope and sequence for leader development
- Positive recognition program for Academic Growth

## Staff Development

Date	Session Title/Topic	Session Objective(s)
7/23 – 8/1	New Teacher Institute	Introduce new to IDEA teachers to IDEA culture and academic approach
8/9/19	Goal Setting	Staff will start off the beginning of the year and every professional relationship with a clear understanding of their goals and how they plan to meet and/or achieve them.
8/27/19	Grade Team Strategy Meeting	Meeting agenda items include updating Mission List, entering student data in RTI, reviewing current data, and planning responses to current data trends.
9/3/19	Individual Student Trackers	Teachers will learn how to create BWA and unit exam trackers and also create individual student trackers
9/10/19	Grade Team Strategy Meeting: Curriculum Night	The staff, by grade level, strategize and plan sessions for Curriculum Night.
9/17/19	Grade Team Strategy Meeting	Meeting agenda items include updating Mission List, entering student data in RTI, reviewing current data, and planning responses to current data trends. Each grade level will plan for the Fall Festival, one of our Parent Engagement events.
9/24/19	SIOP Strategy	The MoPa Academy staff will review the safety criteria for the different actions staff take during the various school drills.
10/1/19	Crafting Exemplars	TWBAT practice creating exemplars for daily practice and assessments given to students and receive feedback
10/8/19	Grade Team Strategy Meeting	Meeting agenda items include updating Mission List, entering student data in RTI, reviewing current data, and planning responses to current data trends.
10/15/19	Leader Trust Surveys	TWBAT survey and give feedback to CP leaders.
10/22/19	Q1 PTG & TCP Recognitions	The CP staff will review current progress to goals. The staff will be recognized for their TCP placement.
10/29/19	Grade Team Strategy Meeting	Meeting agenda items include updating Mission List, entering student data in RTI, reviewing current data, and planning responses to current data trends.
11/5/19	Thanksgiving Dinner & Teambuilding	The Kyle CP staff will build community and celebrate Team and Family.
11/12/19	Grade Team Strategy Meeting	Meeting agenda items include updating Mission List, entering student data in RTI, reviewing current data, and planning responses to current data trends.
11/19/19	2 x2 Conversation	TWBAT learn about the 2x2 process and
12/3/19	Grade Team Strategy Meeting -Winter Dance	Meeting agenda items include updating Mission List, entering student data in RTI, reviewing current data, and planning responses to current data trends. The staff will help plan winter dane

12/10/19	Grade Team Strategy Meeting - Culture Camp/Data regroupings	Meeting agenda items include updating Mission List, entering student data in RTI, reviewing current data, and planning responses to current data trends.
12/24/19	Winter PD	Winter Break
12/31/19	Winter PD	Winter Break
1/7/20	Grade Team Strategy Meeting	Meeting agenda items include updating Mission List, entering student data in RTI, reviewing current data, and planning responses to current data trends.
1/14/20	Active Shooter/ELPS	TWBAT practice lockdown procedures
1/21/20	Report Card Night	TWBAT update parents on student progress
2/18/20	ELL Calibration	TWBAT rate TELPAS in practice rounds and calibrate
3/3/20	STAAR	All staff will be trained on STAAR protocol and how to prevent irregularities
3/31/20	Report Card Night	TWBAT update parents on student progress
4/14/20	High Quality Questioning	TWBAT incorporate high quality questioning into their reviews for STAAR
5/5/20	GTL Tactical: Awards	Grade teams will collaborate in order to designate student awards for the year
5/26/20	EOY PTG	Staff will conduct a PTG of yearly operating mechanisms in order to make adjustments for the following year.

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

# IDEA Montopolis College Prep

## 2018-19 Student Achievement Improvement Plan

APO	Strategies	Needs Assess.	Special Pops.	Person(s) Responsible	Timeline Start/End	Resources: Human/ Material/Fiscal	Documentation	Formative Evaluation
Needs Assessment Categories: S-STAAR D-DIBELS E-EO A-ACT RR-Reading Renaissance ST-STAR for Math DR-Discipline Report AP-AP Tests O-Other Special Populations: All AR-At Risk ELL-English Language Learners ED-Economically Disadvantaged M-Migrant SE-Special Education								
1A								
1B								
1D	Category 2 and Category 3 Training for IB teachers and Instructional Coaches	O	ALL	J. Hinojosa	6-19 / 8-20	Funds for Travel to IB and AP trainings		
1D	Math Teachers attend NCTM for updated training on Higher Order tasks related to Mathematics	S, E, ST, A, AP, O	ALL	C. Coronado	8-19 / 6-20	Funds for Travel to NCTM conference and books and materials		
1E	Mandatory Tutorials with Remediation plans for All STAAR Re-Testers	S, E, ST	ALL	C. Rodriguez	6-19 / 6-20	Teachers to hold tutorials/ After-School Tutorials and Saturday Tutorials/	Re-Test list provided by Ibarra, Attendance Tracker for accountability, Student Remediation Plans provided by Grade Level STAAR teacher	
1K								
1J	ACT prep activities incorporated beginning in 6th Grade Math	A, ST	ALL	C. Coronado	8-19 / 6-20	ACT Preparations Books with Practice exams	ACT Skills Tracker that travels with students year to year	
	TSI Grade Level remediation plan using SOAR materials	O	All	C. Coronado	8-19 / 6-20	SOAR materials access to benchmarks and customized remediation plans		
	Special Education training for General Education Teachers	S, E, A, AP, O	SE	Rubio	8-19 / 6-20	Funds for Special Education Trainings; Time During BOY PD		
	ELL training for General Education Teachers	S, E, A, AP, O	ELL	Rubio	8-19 / 6-20	Funds for ELL Trainings; Time During BOY PD		

## Annual Performance Objective

### **PRIORITY #1: Students Graduate College-Ready**

- 1A. 100% Graduates Matriculate to a College or University
- 1B. 25% Graduates Matriculate to a Tier I/II College or University
- 1C. 100% Graduates Accepted to a College or University
- 1D. 30% | 25% of Graduates Named AP Scholars | Earn IB Diploma
- 1E. 90% | 30% Approaches | Masters on STAAR/EOC
- 1F. 70% | 70% | 70% of Pre-K/Kindergarteners End the Year On/Above Grade Level in Reading | Language | Math
- 1G. 85% | 85% | 85% of 1st-2nd Grade Students End Year On/Above Grade Level in Reading | Language | Math
- 1H. 90% | 90% | 90% of 1st-2nd Grade Students End Year On/Above Grade Level in Reading | Language | Math
- 1I. 50% | 50% of Students in CSI Achieve 2 Years Growth in Reading | Math (measured by Ren STAR)
- 1J. 21 Average ACT Score (Class of 2018, September 2017)
- 1K. 25% | 55% 4 | 6 Year College Graduation

### **PRIORITY #2: Build a Strong & Sustainable Organization**

- 2A. 85% Teacher Retention
- 2B. 97.5% ADA
- 2C. 90% Student Persistence
- 2D. \$71MM EBIDA

### **PRIORITY #3: Achieve Mission at Scale**

- 3A. 80% of Students with Low Socioeconomic Status
- 3B. 45,470 Student enrollment by 2018-19
- 3C. 79 schools in operation in 2018-19
- 3D. \$28MM Total Funds Raised

## 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 Montopolis College Prep

### Comprehensive Needs Assessment

Data Sources: ELA

	STAAR Reading Grade 6	STAAR Reading Grade 7	STAAR Writing Grade 7	STAAR Reading Grade 8	English I EOC	English II EOC
<b>Approches</b>	76%	86%	80%	94%	87%	83%
<b>Meets</b>	40%	58%	54%	63%	74%	63%
<b>Masters</b>	21%	26%	14%	27%	20%	9%
Areas of Strength				Areas of Need		
Content team collaboration and communication; team building				Literacy overall is a gap.		
Excellent coaching				Teacher effectiveness; especially 6/7 Grade		
Identtfying achievement gaps				Overall revamp of Writing Strategy/Curriculum in 7th Grade		
Skills that are transferable and carry the most weight throughout the other grades.				PD on small group intervention in the classroom		
Idenitfying achievement gaps				Implementing accomodations for Special Populations		
Closing reading gaps through RENStar tracking and correlation						
Lesson planning with keypoints aligned to objective at Proficient or higher on GET						
Wit and Wisdom Fidelity (especially in 8th grade)						



## IDEA Montopolis College Prep

### Comprehensive Needs Assessment

#### Data Sources: Math

	STAAR Grade 6	STAAR Grade 7	Algebra I EOC		
Approaches	85%	92%	95%		
Meets	46%	64%	76%		
Masters	18%	25%	60%		

#### Areas of Strength

#### Areas of Need

Vertical alignment

Support for 6G Eureka integration with STAAR

Fidelity to rigor of district's plans

Overall 6G performance has never hit 90/60/30 on campus. Need to figure out 6G Math.

Teacher effectiveness (7/8 grade)

Less dependency on calculator than ever before (Algebra)

## IDEA Montopolis College Prep

### Comprehensive Needs Assessment

Data Sources: Science

	8th Grade Science	Biology
Approaches	95%	93%
Meets	78%	78%
Masters	43%	32%
of Strength (Qualitative and Quantitative)		Areas of Growth (Qualitative and Quantitative)
Areas of Strength: During lesson cycle, usually 9		Areas of Growth: Finding quality work for students to produce. Lesson Planning on more than
(CER for example) to higher level courses.		we need to follow better clean-up procedures for chemical wastes,
Willing to share and help when needed.		grade levels. Veteran teachers observe us new teachers for
accountable for all pending work and		rarely discuss our personal lives, and therefore, we are unable to
a Strength within our content is that every		I feel that as a team, I need to be consistent in holding our team
		organized and as much as I want to put everything in order it is
		unable to attend content, maybe do at least one content meeting
		more alignment with other sciences in Content meetings

## IDEA Montopolis College Prep

### Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention					
	Instructional	Non-Instructional	OPS	Custodial/CNP/Transportation	Overall
<b>Staff Retention 2018-2019</b>	87%	95%	90%	Pending	94%
Areas of Strength			Areas of Need		
Teachers returning and teaching subject and grade level they want to teach			Retaining staff for extra year before they move on to Graduate School		
Teacher Spotlight			Providing support for work / life balance		
Not losing teachers to other districts Losing teachers to other leadership positions Leadership Training Targeting Specific SLL Celebrating teacher success Quarterly survey for teacher feedback and Teacher Spotlight			Professional development in content area		

## Campus Name

### Comprehensive Needs Assessment

#### 100% College Matriculation

	Class of 2019			
Acceptances	568			
Tier 1.2 Acceptances	46 out of 88 / 52%			
Tier 1.2 Matriculation	18%			
100% Matriculation	Pending			

Areas of Strength	Areas of Need
Strong Match & Fit meetings with students to align merit with top colleges and leverage IDEA partnership colleges	Increase and expand middle school counseling program to strengthen college identity and mindset in students and parents.
Data Tracking of all components of college applications & financial aid process to ensure 100% followthrough and goal attainment	Increase parent education around college and financial literacy in grades 6-12
College Counselors teach RTTC IV course for all seniors	Create forcing functions to increase calendar fidelity and meet progress to goals
financial aid appeal process with universities	Involve and invest ELA dept in college essay review & process.

## IDEA Montopolis College Prep

Comprehensive Needs Assessment						
School Culture and Climate						
	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11*
Average Daily	98.09%	98.26%	98.19%	97.52%	97.34%	97.17%
OTG	99.00%	100.00%	95.00%	86.00%	91.00%	99.00%
Persistence	98.20%	97.44%	95.21%	95.25%	90.20%	92.00%
Areas of Strength			Areas of Need			
Having a clear campus plan of important Campus Cu			Raising ADA for High School			
Create a campus culture rubric per building			Consistent Pep Rallies and Assemblies			
First graduation Seniors will improve College-going			Create more parent involment on campus			
Persistence conversations with parents			Have higher percentage of students attending Field Lessons			

## IDEA Quest College Preparatory

### Comprehensive Needs Assessment

Data Sources: ELA								
	STAAR Reading Grade 6	STAAR Reading Grade 7	STAAR Writing Grade 7	STAAR Reading Grade 8	9th Grade English I	10th Grade English II	AP English Language 3+	AP English Literature 3+
Approaches	88%	94%	89%	99%	96%	95%	30%	13%
Meets	51%	74%	56%	82%	89%	87%		
Masters	26%	46%	21%	49%	33%	27%		
TELPAS (Composite Rating (Listening, Speaking, Reading, Writing))								
	6th Grade	7th Grade	8th Grade	9th Grade	10th Grade	11th Grade	12 Grade	
#of ELL Students	46	54	29	18	12	6	4	
Beginning	0%	0	0%	0	0	0	0%	
Intermediate	7%	15%	3%	17%	8%	17	0%	
Advanced	72%	54%	86%	61%	50%	50	4%	
Advanced High	22%	31%	10%	22%	42%	33%	0%	
Areas of Strength			Areas of Need					
<p><b>6th Reading - Areas of strength:</b> 6.19F make thematic connections between texts</p> <p><b>7th Reading -</b></p> <p>Students were able to make connections across text.</p> <p>Students were able to summarize text and differentiate the text in which they were summarizing.</p> <p>8th Reading - (13) Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:</p> <p><b>9th Reading - Areas of strength (based on March mock test):</b></p> <p><b>10th Reading - Areas of strength:</b></p> <p>E2.16 write an argumentative essay to the appropriate audience that includes: (A) a clear thesis or position based on logical reasons supported by precise and relevant evidence (D) an organizing structure appropriate to the purpose, audience, and context (E) an</p> <p><b>11th AP English -</b> extensive writing each quarter; minimum of 4</p> <p><b>12th AP English Literature -</b> Balance between prose and poetry exceptional this year. Examination of first three text equally valuable, Hamlet started late and lacked depth</p> <p><b>12th English 4 -</b> Used Springboard very useful.</p> <p><b>7th grade writing Areas of strength:</b></p> <p>EKAS.LA.7.14.C: revise drafts to ensure precise word choice and vivid images; consistent point of view; use of simple, compound, and complex sentences; internal and external coherence; and the use of effective transitions after rethinking how well questions of purpose, audience, and genre have been addressed;</p> <p><b>Reflection:</b> We spent a lot of time organizing words by connotation, kids used a transition foldable, we spent a lot of time revising sentences and essays</p> <p>EKAS.LA.7.20.A: use conventions of capitalization</p> <p><b>Reflection:</b> Students understood the simplicity and were able to identify multiple meaning words</p> <p><b>SPED ELA SUPPORT - Grade Level: 6th and 7th (Whitten)</b></p> <p><b>SPED ELA SUPPORT - Grade Level: 8th (Hidalgo) Areas of</b></p> <p><b>6TH Grade Writing (Gomez) Strengths:</b></p> <p>7.10 (B) Distinguish factual claims from commonplace assertions and opinions.</p> <p>7.10 (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.</p> <p>(7.15) Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas.</p>			<p>6th Reading -</p> <p>Areas of weakness: 6.6C forms of point of view (1st and 3rd person)</p> <p>Students need more practice identifying, applying and understanding sensory language within a text.</p> <p>Students do not have enough practice synthesizing information that was read. <b>Root of the problem:</b></p> <p>Catalyst rotation wasn't effective however, we tried a new rotation before STAAR, and it worked. Therefore, we will be trying it again next year.</p> <p>Tutoring: I felt I didn't get the most out of it because I didn't group students effectively. Therefore, next school year I will be creating two tutorial groups. One would be enrichment for the students who are at Approaches and border line Meets. The second group will be for my critical to close the learning gap.</p> <p>8th Reading - (9) 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:</p> <p>(A) summarize the main ideas, supporting details, and relationships among ideas in text succinctly in ways that maintain meaning and logical</p> <p>9th Reading - Areas of growth (based on March mock test):</p> <p>10th Reading - E2.9(D) synthesize and make logical connections between ideas and details in several texts selected to reflect a range of viewpoints on the same topic and support those findings with textual evidence</p> <p><b>Root Causes:</b></p> <p>• Not enough analysis across texts throughout the school year</p> <p>11th AP English - establish better communication with parents on assignments. Ensure parents are accessing Edmodo or Remind on a bi-</p> <p>12th AP English Literature -</p> <p>As mentioned earlier, ran out of time during Hamlet unit. Lack of ready-made, scaffolded text that align with novel units still a problem. We plan on solving this during boot camp.</p> <p>12th English 4 - Lacking Resources that were mentioned in Springboard to be able to plan ahead to use with the lessons</p> <p>• Biweekly assessments need to be differentiated because when they get tested, they are given the same AP Level evaluation and that is not aligned to that which they have been exposed to in class.</p> <p>Areas of growth:</p> <p>EKAS.LA.7.17.A: write a multi-paragraph essay to convey information about a topic that:</p> <p><b>Reflection:</b> more independent practice unpacking prompts of various topics to better understand new prompts, they need more time new ideas and making new connections to new topics</p> <p>EKAS.LA.7.19.C: use a variety of complete sentences (e.g., simple, compound, complex) that include properly placed modifiers, correctly identified antecedents, parallel structures, and consistent tenses.</p> <p><b>Reflection:</b> more revise and edit practice during teach created Do Nows (Q2/3), teaching modifiers, antecedents, structure, and tenses separately.</p> <p><b>Root of the problem:</b></p> <p><b>Areas of growth:</b> Although Special Education and General Education teachers communicate goals and objectives in order to lesson plan</p> <p>Weaknesses:</p> <p>7.10 (C) Use different organizational patterns as guides for summarizing and forming an overview of different kinds of expository text.</p> <p>7.14 (C) Revise drafts to ensure precise word choice and vivid images; consistent point of view; use of simple, compound, and complex sentences; internal and external coherence; and the use of effective transitions after rethinking how well questions of purpose, audience, and genre have been addressed.</p> <p>7.19 (A) (v) Prepositions and prepositional phrases and their influence on subject-verb agreement</p>					

## IDEA Quest College Preparatory

### Comprehensive Needs Assessment

Data Sources: Science							
	Grade 8 Span I	9th Grade Span II	Spanish III	AP Spanish Lang 3+	AP Spanish Lit 3+		
Approaches	100%	81%	93%	94%	94%		
Meets	100%	72%	75%				
Masters	89%	44%	31%				
TELPAS (Composite Rating (Listening, Speaking, Reading, Writing))							
	6th Grade	7th Grade	8th Grade	9th Grade	10th Grade	11th Grade	12 Grade
#of ELL Studen	46	54	29	18	12	6	4
Beginning	0%	0	0%	0	0	0	0%
Intermediate	7%	15%	3%	17%	8%	17	0%
Advanced	72%	54%	86%	61%	50%	50	4%
Advanced High	22%	31%	10%	22%	42%	33%	0%

Areas of Strength	Areas of Need
8th Spanish I: Reading Comprehension	8th Spanish I: Continued practice of grammar in context
9th Spanish II:	9th Spanish II: Students struggled with questions where they need to make connections. This is a trend I see every year and it makes sense. If students can't understand the content, they can't do the critical thinking piece. Students also need to continue to practice writing to be able to answer completely new topics, without having practiced the topic.
10th Spanish III: Reading comprehension, grammar and use of vocabulary in context.	10th Spanish III: Students need more writing practice and work on memorizing the essay formats.
AP Spanish Language: 1) Students mastered e-mail responses 2) Students mastered simultaneous conversations	AP Spanish Language: 1) Students need to practice writing, learn writing conventions, build writing stamina. 2) Students need to learn to take notes from audio files
AP Spanish Literature 1) Students mastered essay format 2) Literary devices online practice improved paragraph development 3) Reading guides improved text understanding and analysis 4) Timeline improved historical context explanation.	AP Spanish Literature 1) Students need to build reading & writing stamina 2) Students need to learn logic and analysis strategies/tools.

## IDEA Quest College Preparatory

### Comprehensive Needs Assessment

Data Sources: Science							
	Science Grade 6	Science Grade 7	STAAR Grade 8	9th Grade Biology	AP Chem 3+	AP Physics 3+	AP Biology 3+
All Students	92%	92%	99%	100%	5%	5%	30.50%
Approach	58%	85%	89%	95%			
Master	13%	56%	63%	61%			
TELPAS (Composite Rating (Listening, Speaking, Reading, Writing))							
	6th Grade	7th Grade	8th Grade	9th Grade	10th Grade	11th Grade	12 Grade
#of ELL Studen	46	54	29	18	12	6	4
Beginning	0%	0	0%	0	0	0	0%
Intermediate	7%	15%	3%	17%	8%	17	0%
Advanced	72%	54%	86%	61%	50%	50	4%
Advanced High	22%	31%	10%	22%	42%	33%	0%

AP Comp Sci  
10%

Areas of Strength	Areas of Need
<p>6th Science</p> <ul style="list-style-type: none"> <li>Universe and the stars</li> <li>Interactive Note Book</li> <li>Lesson plans with attached Assessments</li> <li>Clear delivery of content</li> </ul>	<p>6th Science</p> <ul style="list-style-type: none"> <li>Rigorous instruction</li> <li>Force and Motion Labs</li> <li>Proper use of laboratory equipment</li> <li>Measurement skills using volume, mass, time and length</li> <li>Finding independent and dependent variables</li> <li>Write guided lab reports</li> <li>Student trackers and wall mastery trackers</li> </ul>
<p>7th Science</p> <ul style="list-style-type: none"> <li>Interactive notebook with graphic organizers, foldables</li> <li>Kagan strategies</li> <li>100% engagement everyday</li> <li>Detailed lesson plans with attached assessment questions</li> <li>Clear delivery of content</li> <li>Engaging labs and activities</li> <li>Word wall</li> <li>Kinesthetic/charades</li> <li>Mastery quizzes and wall, individual and EOY trackers</li> <li>Discipline poster and discipline procedures across grade level (intermediate)</li> </ul>	<p>7th Science</p> <ul style="list-style-type: none"> <li>Lab skills such as measuring volume, mass, time, and length</li> <li>Using proper dissecting tools</li> <li>Finding independent variable, dependent variable and control in an experiment</li> <li>Writing less guided lab reports</li> <li>More research of scientific topics and mini projects</li> <li>More research of science careers</li> </ul>
<p>8th Science</p> <ul style="list-style-type: none"> <li>High expectations, and delivered rigorous instruction everyday bell to bell, with no down time.</li> <li>Interactive notebook, with student trackers for all assessments. Class trackers by RC.</li> </ul>	<p>8th Science</p> <ul style="list-style-type: none"> <li>Lab skills such as measuring speed, mass, force and density using lab equipment</li> <li>Finding independent variable, dependent variable, constant</li> <li>Modification &amp; Accommodations for 504/Sped</li> <li>Parent Involvement, Communication &amp; Support</li> <li>Write 1 formal lab report by EOY</li> </ul>
<p>9th Science</p> <ul style="list-style-type: none"> <li>High expectations and rigorous instruction</li> <li>Lab dissections using proper tools</li> <li>Lab practical exam for college readiness</li> <li>Formal lab reports</li> <li>Interactive notebooks</li> <li>Individual and wall mastery trackers</li> <li>Free response questions on exams</li> </ul>	<p>9th Science</p> <ul style="list-style-type: none"> <li>Independent student lab research/project/experiment</li> <li>1 formal lab report per semester</li> </ul>
<p>10th Science</p> <ul style="list-style-type: none"> <li>NMSI support has improved support for AP.</li> <li>AP aligned for Pre-AP Chemistry.</li> <li>Resources from Laying the Foundation</li> </ul>	<p>10th Science</p> <ul style="list-style-type: none"> <li>Inquiry lab using chemical lab equipment</li> <li>PD on Vernier equipment</li> <li>AP Summer Institute</li> <li>AP Implement outside summer reading sources</li> <li>AP study skills</li> </ul>
<p>11th Physics</p> <p>Analytical skills and strong work ethic. "Whatever it takes"</p>	<p>11th Physics</p> <ul style="list-style-type: none"> <li>Inquiry lab using physical lab equipment</li> <li>Rigorous instruction</li> <li>PD on Vernier equipment</li> <li>AP Summer Institute</li> <li>AP Implement outside summer reading resources</li> <li>AP study skills &amp; scientific writing</li> <li>AP level lab reports</li> </ul>
<p>12th AP Biology / Anatomy &amp; Physiology</p> <ul style="list-style-type: none"> <li>Students excelled at lab experiments when working with their lab groups</li> <li>Students were invested in objectives</li> <li>Developed higher levels of scientific questioning</li> </ul>	<p>12th AP Biology / Anatomy &amp; Physiology</p> <ul style="list-style-type: none"> <li>AP study skills &amp; vocabulary</li> <li>Scientific writing practice</li> <li>Inquiry labs</li> <li>AP Summer Institute</li> <li>AP Summer reading</li> <li>Science Practices</li> </ul>



## IDEA Quest College Preparatory

### Comprehensive Needs Assessment

#### Data Sources: Humanities

	Grade 6	Grade 7	STAAR Grade 8	AP Human Geography 3+	AP World History 3+	AP US History 3+	US History EOC	AP Government 3+	AP Economics 3+
All Students	99%	94%	96%	26%	27%	29%	100%	27%%	14%
Approach	93%	64%	75%				98%		
Master	82%	47%	50%				69%		

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

	6th Grade	7th Grade	8th Grade	9th Grade	10th Grade	11th Grade	12 Grade
#of ELL Studen	46	54	29	18	12	6	4
Beginning	0%	0	0%	0	0	0	0%
Intermediate	7%	15%	3%	17%	8%	17	0%
Advanced	72%	54%	86%	61%	50%	50	4%
Advanced High	22%	31%	10%	22%	42%	33%	0%

Areas of Strength	Areas of Need
6th Social Studies: Push/pull factors; Religion; Vocabulary terms	6th Social Studies: Testing Strategies
7th Social Studies = WWI and WWI Era, Political, Social, and Economic effects on society during World Wars	7th Social Studies - Vocabulary , Testing Strategies
8th Social Studies -presidents - Manifest Destiny -American Revolution	8th Social Studies - government (scenarios and Constitution) -Academic vocabulary - writing skills
9th Social Studies FRQ writing is continually improving -students more knowledgeable about world issues -students engaged in contemporary issues	9th Social Studies -students enter with poor basic geographic skills -sense of urgency for assignments, studying
10th Social Studies • Content mastery was at a high level, with sufficient retention and reinforcement to maintain high level of assessment success. • Students were able to connect social/cultural concepts with everyday life skills • Students improved geography skills: identification of regions • Students improved writing skills: thesis completion, extracting evidence, analysis of evidence (new)	10th Social Studies • Students need more assistance with document-based questions. Students have difficulty grouping documents to formulate argument. • Students have difficulty formulating historical context • Student struggle with time constraints on multiple choice.
11th Social Studies -content knowledge 12th Social Studies • Mock Congress went well, and I plan to do this again, as well as incorporate more detail into it. • Team work • Real-world applicability use of economics notebook seemed to help a great deal in understanding of information	11th Social Studies -free response questions 12th Social Studies • Unwillingness to read • Work Completion/quality of work • Students lack the logical reasoning needed for Economics Next years plan to weave both courses together by unit, so there isn't a big gap at the end of Gov and it will allow me to tutor each subject while teaching the other so I am not trying to teacher more stuff to students who don't understand the foundations.

## IDEA Quest College Preparatory

### Comprehensive Needs Assessment

School Culture and Climate	
Areas of Strength	Areas of Need
	<ul style="list-style-type: none"><li>-Need an effective tardy policy where students receive consequences and or sweaters</li><li>-adding more pep-rallies</li><li>-water fountains added outside</li><li>--Pep-rallies (students vs. teachers)</li><li>-2 blazer showcases</li><li>-7th grade needs an elective course</li></ul>

## IDEA Quest College Preparatory

### Comprehensive Needs Assessment

#### Staff Quality, Recruitment and Retention

Areas of Strength	Areas of Need
<ul style="list-style-type: none"><li>-Data debriefs with coach to discuss teacher performance</li><li>-Staff Development Cycle tracking progress over the year</li><li>-Monetary compensation for teacher referrals</li><li>-Continue including family for team building events throughout year</li><li>-compensation for extra duty</li><li>-Monthly teacher appreciation treats</li><li>-Addition of electives for high school</li><li>-Differentiated training for new teachers vs. vets</li><li>-Positive notes, shoutouts, feedback right after walkthroughs</li><li>-Attendance incentive at the end of S1 (gift card from lead team)- consider doing it for end of S2 also</li><li>-Tangible gifts for recognition</li></ul>	<ul style="list-style-type: none"><li>-Lack of flexibility with minimal time off (being consistant with everybody- requiring half day after 3 requests for coverage) Clarify policy</li><li>-Classroom management training for interventionists, accountability (specifically during MS AR time)</li><li>-TOM selection: consider only 1 teacher per grade level for TOM</li><li>-Coaches: refer teachers to meaningful trainings for their content</li><li>-Greater consistency in lockdowns/fire drills: permanent signage to direct students to where they need to go</li><li>-More elective choices for MS</li><li>-G building parking lot: assign to G building teachers (bus drivers and QA teachers take up all the spots)</li><li>-New Teacher Mentor program: 2 year program and assign mentors/mentees with commonalities- needs to be more aligned)</li></ul>

## IDEA Quest College Preparatory

### Comprehensive Needs Assessment

#### Curriculum, Instruction & Assessment

Areas of Strength	Areas of Need
Springboard Curriculum (9th & 10th only) Study Island Wit and Wisdom (6th - 8th) Resources provided when needed by campus Albert.io Illuminate NMSI sessions	Increase level of rigor in questions in 6th grade to help 7th. (critical thinking questions) Cross curriculum training General ed and SpEd collaborate SpEd trainings - (ADD, ADHD, ODD, Dyslexia, and strong willed children) Writing needs to be cross curricula and every grade level( not just tested grade) MyOn Training Writing training for non ELA subject teachers Data conversations worked for struggling and beginning teachers ( strength and area of need) ACT prep early on Smart Board/Promethean training and support

## IDEA Quest College Preparatory

### Comprehensive Needs Assessment

Student Achievement	
Areas of Strength	Areas of Need
<p>All teachers have updated ELL and 504 list at BOY, special pops discussed through out the year</p> <p>ACT/AP Prep through RTTC</p> <p>weekly data conversations with teacher and identify students early in the year</p> <p>Seminar classes for HS</p> <p>Mandatory afterschool and saturday tutorials</p> <p>vertical alignmet in content</p> <p>failure meetings held quartely</p> <p>use calatalyst as a time for enrichment</p> <p>support from NMSI</p> <p>Common planning time for special ed teachers to meet</p> <p>Teachers track mastery for obj weekly and quarterly</p> <p>Avid tutors and support through AVID class</p>	<p>RTTC tutors trained how to scaffold questioning to prevent them from giving answers</p> <p>ADA Plan early of year and hold students accountable for attendance</p> <p>tracking ell/504 students from coordinator for each content and provide support for teachers</p> <p>Lack of AR resources</p> <p>structured West Wing</p> <p>Intervetion support with investment and classroom</p> <p>Start late buses early on for afterschoool tutorial</p> <p>Reoccurring/update meetings to discuss at risk students and ways to motivate seniors all year</p> <p>coaching for general education teachers on differentiated</p> <p>Writing skills across all content</p> <p>Teachers trained to support sped students</p> <p>Grades to show mastery consistent across all subjects to</p> <p>Need RTI training and share tracker to ID startgies that are</p>

## IDEA Quest College Preparatory

### Comprehensive Needs Assessment

#### Technology

##### Areas of Strength

Special Ed binders w/ individual accommodations at beginning of year shared through google doc with all stakeholders

Submit data each week through data link prior to data conversations. Then bring student sample work to checkin

Vertical alignment meeting during content meetings

Continue with Study Island for teachers only

Teachers can use personal cell phones or other means of

Ticket response is good

AlbertIO for all AP classess

Campus tech is good about setting up technology in every classroom

##### Areas of Need

Need IXL rather than Study Island for 8th History for students

Do another Promethean board and Smart Projector training at BOY

Move promethean board to teachers who will utilize them

Purchase new document cameras

Purchases TI calculator for science department

Train teachers on how to scan quickly using Illuminate

Train teachers how to transfer scores from Illuminate to Gradebook

Improve WiFi in athletic portable

Give all teacher leaders access to Powerschool reports for all students

## IDEA Quest College Preparatory

### Comprehensive Needs Assessment

School Context & Organization	
Areas of Strength	Areas of Need
<ul style="list-style-type: none"> <li>-Minor changes to BOY</li> <li>- Math Seminars utilized well</li> <li>- Staff recognitions and Awards</li> <li>- Data continues to show that Quest performs well (rankings)</li> <li>- Continue to have PreAP and AP classes for courses like Physics and Math</li> <li>-As long you are level 4/5,you have the ability to decide. Teachers</li> </ul>	<ul style="list-style-type: none"> <li>- MS Student Team Builders need to be strengthened</li> <li>- HS Student Team Builders need to be strengthened</li> <li>- Amount of conference periods need to be consistent in HS and MS</li> <li>-Allow MS teachers to see rosters to help out with balancing of boys and girls</li> <li>- Gym and closed Pavilion - Have dressing rooms for kids after school and dont allow them to change in the MS/HS restrooms.</li> <li>- Time is dedicated to STARR tested areas. More balance on elective and non tested subjects.</li> <li>- Special populations support in non-tested areas and better monitoring of ELL/504 students.</li> <li>- Provide students with more well rounded support and to treat all subjects as testing subjects.</li> <li>-HQ limits when they can test and windows for scanning</li> <li>-Transitions for 8th grades need to be smoother (room changes)</li> <li>-Outside door for Infante</li> <li>-Educating managers on AP subjects in regards to content and goals.</li> </ul>

IDEA Quest College Preparatory  
Comprehensive Needs Assessment

Demographics	
Areas of Strength	Areas of Need
<ul style="list-style-type: none"> <li>-Overall Enrollment has been steady</li> <li>-UIL Soccer field MS/HS attract and retain more students</li> <li>-New HS building has been provided teachers with more classroom space needed in order to accommodate our student needs</li> <li>- CSAP Program available for all HS students</li> </ul>	<ul style="list-style-type: none"> <li>- Offer additional stops on bus to accommodate parents and less time for students on bus. <b>Provide transportation via van upon parent request.</b></li> <li>- Provide EL, 504, and Sped training at BOY by grade level; <b>More specific strategies and best practices for how to work with these students; focus on positive ways of interacting with students</b> Target EL students in MS; more speaking opportunities; writing; classroom interventions</li> <li>- <b>Continue</b> Prefish Camp for 8th grade to help with summer attrition</li> <li>- <b>Investing NEW parents with mini contract for importance of attend mandatory field lessons at registration</b></li> <li>- <b>Advertise 21st Century clubs for QA and QCP to a help with providing QCP students to be able to attend mandatory tutoring.</b></li> <li>- <b>NEW Students to IDEA; share records early on (State Assessment/TELPAS/Final Report Card</b></li> <li>- <b>More AP Science Courses (STEM)</b></li> <li>- <b>Place for students to wait afterschool in not in 21st Century Club/Tutoring</b></li> <li>- <b>Field Lesson (Alternative FL for those NOT in Attendance)</b></li> </ul>



**IDEA Quest College Preparatory**  
**Comprehensive Needs Assessment**

Family and Community Involvement	
Areas of Strength	Areas of Need
<ul style="list-style-type: none"> <li>- Parent involvement in Fall festival</li> <li>- Quest excellence banquet</li> <li>- AIM for Success Parent Night</li> <li>- FAFSA Night</li> <li>- Communication through parent newsletter, Quest CP Facebook page, grade level FB pages, Remind, School Messenger, marquee, etc.</li> <li>- 21st Century Clubs</li> <li>- Art Show</li> <li>- A-Honor Roll Pancake Breakfast</li> <li>- Grade levels have uniforms and belts for students who need them</li> <li>- Students turn in uniforms at the end of the year and families in need can utilize as needed.</li> <li>- Career Day for all grade levels -- brings in community</li> <li>- Father/daughter dance (11th grade)</li> </ul>	<ul style="list-style-type: none"> <li>- Parent Volunteers -- didn't work as QCP -- GLL add a volunteer slide to BOY parent meeting detailing how parents could help throughout the year and get parents to sign up. Laura will assist by contacting parents who sign up to get a commitment from them.</li> <li>- All grade levels hold BOY parent meeting to set expectations regarding field lessons, fundraisers, etc.</li> <li>- School supply pantry/school store</li> <li>- Family Fun/Joy Factor               <ul style="list-style-type: none"> <li>- Loteria Night</li> <li>- Movie Night on Soccer Field</li> <li>- Craft Nights</li> <li>- Saturday Field Days</li> <li>- Family Dance</li> <li>- Muffins with Mom/Doughnuts with Dad, etc.</li> </ul> </li> <li>- Family Education Sessions               <ul style="list-style-type: none"> <li>- Self-defense classes</li> <li>- How to change your oil/tires, etc.</li> <li>- Healthy Eating</li> <li>- How to help your child with HW/organization</li> <li>- Navigating Social Media</li> <li>- Suicide Prevention, etc.</li> <li>- Grief Counseling</li> </ul> </li> <li>- Incentivize parent fun &amp; family education sessions through child -- free homework, drop lowest grade, free quiz grade, etc.</li> <li>- Athletics booster club/fundraiser club</li> <li>- Instead of Fall Festival &amp; Spring Fling (that usually gets canceled), do a Back to School Bash (like Fall Festival) 3 weeks into school AND Halloween Trunk or Treat Festival</li> </ul>

## IDEA Quest College Preparatory

### Comprehensive Needs Assessment

Data Sources: Math							
	STAAR Math Grade 6	STAAR Math Grade 7	8th Grade Math	8th Grade Algebra I	9th Grade Algebra I	AP Calculus 3+	AP Stats 3+
Approaches	94%	94%	100%	96%	100%	28%	41%
Meets	69%	71%	100%	82%	100%		
Masters	41%	36%	39%	49%	50%		
TELPAS (Composite Rating (Listening, Speaking, Reading, Writing))							
	6th Grade	7th Grade	8th Grade	9th Grade	10th Grade	11th Grade	12 Grade
#of ELL Studen	46	54	29	18	12	6	4
Beginning	0%	0	0%	0	0	0	0%
Intermediate	7%	15%	3%	17%	8%	17	0%
Advanced	72%	54%	86%	61%	50%	50	4%
Advanced High	22%	31%	10%	22%	42%	33%	0%

Areas of Strength	Areas of Need
<p>6th Math -</p> <ul style="list-style-type: none"> <li>• Multiply and divide positive rational numbers fluently (skill based)</li> <li>• Creating equations given verbal descriptions and tables.</li> <li>• Student practice time.</li> <li>• Immediate feedback</li> </ul> <p>7th Algebra 1 Grade Math:</p> <ul style="list-style-type: none"> <li>• peer tutoring</li> <li>• after school tutoring once a week</li> <li>• mastery machine</li> <li>• immediate feedback</li> <li>- parent communication and involvement</li> <li>- calculator skills were used more consistent</li> <li>- teacher push students for more and reinforcing that % wasnt enough</li> </ul> <p>8th Algebra - • discovery and self solving before lessons with high/mid students</p> <ul style="list-style-type: none"> <li>• small group</li> <li>• peer tutoring (in tutoring/catalyst)</li> <li>• students receive immediate feedback</li> <li>• mastery machine</li> <li>• catalyst</li> </ul> <p>9th Math - (Geometry)</p> <ul style="list-style-type: none"> <li>• Prior vocabulary knowledge</li> <li>• Students strong in solving equations tend to struggle less</li> <li>• Quizzes keep them on their toes</li> <li>• Technology use in classroom</li> <li>• Rigor in the classroom</li> </ul> <p>10th Math</p> <p>(GEOMETRY)</p> <ul style="list-style-type: none"> <li>• Solving Linear Equations</li> <li>• Basic Geometry Vocabulary</li> <li>• Distance Formula</li> <li>• Midpoint Formula</li> <li>• Triangle Angle Sum Theorem</li> <li>• Segment Addition</li> <li>• Angle Bisectors</li> <li>• SohCahToa</li> </ul> <p>(ALGEBRA II)</p> <p>11th Math - • add, subtract, and multiply complex numbers</p> <ul style="list-style-type: none"> <li>• add, subtract, and multiply polynomials</li> <li>• determine the quotient of a polynomial of degree three and of degree four when divided by a polynomial of degree one and of degree two</li> <li>• solve systems of three linear equations in three variables by using Gaussian elimination, technology with matrices, and substitution</li> <li>• identify extraneous solutions of square root equations</li> <li>• solve rational equations that have real solutions</li> </ul> <p>12th AP Calculus/Stats - Begin L'hospital rule much earlier and focus on inetgration using long division</p>	<p>6th Math -</p> <ul style="list-style-type: none"> <li>• Creating equations from graphs.</li> <li>- ORGANIZATION STUDENTS NOTES</li> <li>• Subtracting integers.</li> <li>• Differentiation in level of rigor for higher performing students.</li> <li>• Predetermined CFU's</li> <li>• Writing</li> </ul> <p>7th Algebra 1 Grade Math:</p> <ul style="list-style-type: none"> <li>- more practice on different ways to solve quadratic equations</li> <li>- making sure all students that had tuotring would stay consistently</li> <li>- develop critical thinking skills (encourage)</li> <li>- find more time to assist low teks given we dont have catalyst to extra support</li> </ul> <p>8th Math - • More real-life situations to allow better conceptual understanding</p> <ul style="list-style-type: none"> <li>• calculator skills earlier in year (parenthesis when substituting, esp negative numbers)</li> <li>• develop critical thinking skills for all students</li> <li>• specific CFU's/stop and checks within lesson</li> <li>• consistent tutoring groups early in the year based on prior year scores</li> <li>• incorporate more Navigator usage in class</li> </ul> <p>9th Math - (Geometry)</p> <ul style="list-style-type: none"> <li>• Students need to learn how to study for math</li> <li>• Note taking skills</li> <li>• Lots of vocabulary to learn</li> <li>• Weak in solving equations struggle all year</li> <li>• Pacing (several units in geometry)</li> <li>• 4th quarter topics (area, surface area, and volume formulas)</li> </ul> <p>10th Math</p> <p>(GEOMETRY)</p> <ul style="list-style-type: none"> <li>• Geometry Vocaulary - Unit 5</li> <li>• Remebering important Postulates &amp; Theorems (properties)</li> <li>• 30-60-90 Special Right Triangle prop.</li> <li>• Unit 10 Circles - Chord, Secant, Tangent angle measures &amp; special segment lengths</li> <li>• Unit 13 Probability (never enough time to teach this unit)</li> </ul> <p>11th Math -</p> <ul style="list-style-type: none"> <li>• write the equation of a parabola using given attributes, including vertex, focus, directrix, axis of symmetry, and direction of opening</li> <li>• write the quadratic function given three specified points in the plane;</li> <li>• solve equations involving rational exponents</li> <li>• describe and analyze the relationship between a function and its inverse (quadratic and square root, logarithmic and exponential), including the r estriction(s) on domain, which will restrict its range;</li> </ul> <p>12th AP Calculus/Stats - • Make sure that there is time scheduled in every class for classroom procedures other than just lecturing. Materials for new matieral covered in stats and calculus are printed and ready to go.</p>

# **IDEA Public Schools**

## **IDEA College Preparatory San Juan**



**IDEA**  
Public Schools



# 2019 – 2020 Student Achievement Improvement Plan

## DISTRICT MISSION:

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

## DISTRICT VISION:

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

## DISTRICT CORE VALUES:

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

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

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

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

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

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

## CAMPUS MISSION:

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

## **DISTRICT GOALS 2018-19:**

### **PRIORITY #1: Students Graduate College-Ready**

- 1A. 100% Graduates Matriculate to a College or University
- 1B. 25% Graduates Matriculate to a Tier I/II College or University
- 1C. 100% Graduates Accepted to a College or University
- 1D. 30% | 25% of Graduates Named AP Scholars | Earn IB Diploma
- 1E. 90% | 30% Approaches | Masters on STAAR/EOC
- 1F. 70% | 70% | 70% of Pre-K/Kindergarteners End the Year On/Above Grade Level in Reading | Language | Math (all campuses)
- 1G. 85% | 85% | 85% of 1st-2nd Grade Students End Year On/Above Grade Level in Reading | Language | Math (Year 1 Campuses)
- 1H. 90% | 90% | 90% of 1st-2nd Grade Students End Year On/Above Grade Level in Reading | Language | Math (Year 2+ Campuses)
- 1I. 50% | 50% of Students in CSI Achieve 2 Years Growth in Reading | Math (measured by Ren STAR)
- 1J. 21 Average ACT Score (Class of 2018, September 2017)
- 1K. 25% | 55% 4 | 6 Year College Graduation

### **PRIORITY #2: Build a Strong & Sustainable Organization**

- 2A. 85% Teacher Retention
- 2B. 97.5% ADA
- 2C. 90% Student Persistence
- 2D. \$71MM EBIDA

### **PRIORITY #3: Achieve Mission at Scale**

- 3A. 80% of Students with Low Socioeconomic Status
- 3B. 45,470 Student enrollment by 2018-19
- 3C. 79 schools in operation in 2018-19
- 3D. \$28MM Total Funds Raised

## Professional Campus Staff

Administrative Staff	Counseling Staff	Specialty Teachers
Lindsey Campbell- Principal Raj Desai - Principal in Residence Itzbi Mendoza - Assistant Principal of Instruction Cassie Reyes - Assistant Principal of Instruction Jovanna Cantu – Assistant Principal of Operations	Sandy Abrego - Director of College Counseling Christina Lynch, College Counselor Isela Guerra, College Counselor Marie Gonzalez, Academic Counselor	Lana Rodriguez, Interventionist Valerie Melgoza, Individualized Learning Special Delilah Contreras, RRC Facilitator Natividad Cantu, AVID Tutor Vacancy, AVID Tutor Valerie Melgoza – Individual Learning Specialist
6 <sup>th</sup> Grade	7 <sup>th</sup> Grade	8 <sup>th</sup> Grade
David Trevino, ELA Pre-AP Teacher Savanah Silva, ELA Pre-AP Teacher David Brown, Math Pre-AP Teacher Nina Alvarez, Science Pre-AP Teacher Gilbert Villarreal, Humanities Pre-AP Teacher	Dina Farias, ELA Pre-AP Teacher Erica Rivera, ELA Pre-AP Teacher Alejandra Cabrera Pre-Algebra Teacher Arlene Montano, Science Pre-AP Teacher Selina Lopez, Humanities Pre-AP Teacher	Eloisa Moreno, ELA Pre-AP Teacher Hector Luevanos, Humanities Pre-AP Teacher Cassandra Lozano, Math Pre-AP Teacher Tiffany Martinez, Science Pre-AP Teacher
9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade
Ray Ruiz, AP Human Geography Teacher Manuel Gonzalez, Chemistry Pre-AP Teacher Nancy Morales, Geometry Pre-AP Teacher Frank Rodriguez, English I Teacher	Liliana Rodriguez, AP World History Teacher Irene Trujillo, Algebra II Pre-AP Teacher Karen Quiroga, Chemistry Pre-AP Teacher Krystal Elizalde, English II Pre-AP Teacher	Cassandra Cerda, AP English Language Teacher Jorge Ceballos, AP Physics 1 Teacher Dustin Kipp, AP US History Teacher Megan Segundo, Pre - Calculus Pre-AP Teacher

12 <sup>th</sup> Grade	Specialty Teachers	Physical Education
Holly Oaks, AP Calculus/AP Statistics Teacher Krystal Hernandez, AP Biology Teacher Ricardo Uribe, AP English Literature Teacher Wyeth Seidel, AP Government/AP Economics Teacher	Kevin Gamas, Art Julissa Rodriguez, Art Cristina Correa, Art Veronica Garza, Special Education Bianca Ibarra, Special Education Marcella Lozano, Special Education Edwardo Lopez, Special Education Jeff Bauer, Special Education, Life Skills Elias Ramos, Technology Janett Landeros, Technology Victor Cervantes, AP Spanish Language Leticia Molina, AP Spanish Literature Aylem Navarro, AP Spanish Language & AP Spanish Literature Elizabeth Rubio, Spanish II & Spanish III Sherry Fielder, Engineering Tori Segundo, RTTC 9/10 Ian Kettlekamp, ACT 10/11	Luis Guardiola, Physical Education Ernesto Gutierrez, Physical Education

\*Bilingually Certified

Para-Professionals Campus Staff		
Co-Teachers	Facilitators	Clerical/Technical
Cassandra Cortez, Co-Teacher P.E. Ambar Reyes, SPED Teacher Fellow Patricia Estephania Garcia, Co-Teacher Marlissa Perez, Co-Teacher Christina Rodriguez, Co-Teacher	Delilah Contreras, Reading and Research Facilitator	Prescilia Davila, Administrative Assistant Fernando Zunia, Tech Support Dina Ivey, Business Clerk
Operations Staff	Temporary Staff	
Sandra Delgado, Health Aide Esther Hinojosa, Receptionist Liliana Hernandez, Registrar Herman Castillo, Bus Driver Dennis Morgan, Bus Driver Belinda Cazares, Bus Driver Martin Guerrero, Bus Driver Leticia Quintanilla, Bus Driver Deisy Elizondo, Bus Driver Gonzalo Garza, Bus Driver Serapio Ambriz, Bus Driver Mariela Montalvo, Bus Driver Pedro Perez, Bus Driver Arturo Lopez, Bus Driver Carlos Pulido, Bus Driver Jay Vasquez, Bus Driver Mechanic Ruth Perozo Rosado, Bus Monitor Arnoldo Torres, Cafeteria Manager Gerardo Leyva, Campus Transportation Manager Ruben Villarreal Contreras, Custodian Minerva Alcocer, Custodian Miriam Alcocer, Custodian Juan Mata, Custodian Ricardo Morales, Facilities Manager Raul Prishker, Food Service Specialist Laura Gonzalez, Food Service Specialist Maribel Ramirez, Food Service Specialist Elizabeth Tristan , Assistant Manager in CNP		



## Site Based Decision Making Committee

Member (Title, Represent)	Meeting Dates:	Possible Agenda Items:
Lindsey Campbell (Principal, Administration)	Monday, August 29, 2018	<ol style="list-style-type: none"> <li>1. Parent Involvement Committee (T-STEM Benchmark 6)</li> <li>2. Culture (T-STEM Benchmark 1)</li> <li>3. Identify TSTEM Initiatives (T-STEM Benchmark 3)</li> <li>4. Plan for Academic Expectations (T-STEM Benchmark 4)</li> <li>5. Field Lesson Planning &amp; Fundraising (T-STEM Benchmark 3 &amp; 6)</li> <li>6. Sept. 16 event planning (T-STEM Benchmark 3)</li> </ol>
Raj Desai (Principal in Residence, Administration)		
Cassie Reyes (Assistant Principal of Instruction, Administration)	Monday, September 25, 2018	<ol style="list-style-type: none"> <li>1. Fall Festival (T-STEM Benchmark 3)</li> <li>2. Red Ribbon Week (T-STEM Benchmark 3)</li> <li>3. Review Progress on TSTEM Initiatives (T-STEM Benchmark 3)</li> <li>4. Field Lesson Planning &amp; Fundraising (T-STEM Benchmark 3 &amp; 6)</li> </ol>
Itzbi Mendoza (Assistant Principal of Instruction, Administration)		
Jovanna Cantu (Assistant Principal of Operation, Administration)	Monday, October 30, 2018	<ol style="list-style-type: none"> <li>1. Holiday Food Drive (T-STEM Benchmark 3)</li> <li>2. Data Review (T-STEM Benchmark 4)</li> <li>3. Review Progress on TSTEM Initiatives (T-STEM Benchmark 3)</li> <li>4. Field Lesson Planning &amp; Fundraising (T-STEM Benchmark 3 &amp; 6)</li> </ol>
Sandy Abrego (Director of College Counselors, Administration)		
Christina Lynch (College Counselor, Administration)	Monday, November 27, 2018	<ol style="list-style-type: none"> <li>1. Toy &amp; Coat Drive (T-STEM Benchmark 5)</li> <li>2. Holiday Decoration &amp; Celebration for students &amp; staff (T-STEM Benchmark 1)</li> <li>3. Data review (T-STEM Benchmark 4)</li> <li>4. Field Lesson Planning &amp; Fundraising (T-STEM Benchmark 3 &amp; 6)</li> <li>5. Review Progress on TSTEM Initiatives / Mid-Year Assessments (T-STEM Benchmark 3)</li> </ol>
Isela Guerra (College Counselor, Administration)		
Marie Yvette Gonzalez (Academic Counselor, Administration)	Monday, January 29, 2019	<ol style="list-style-type: none"> <li>1. Career Fair (T-STEM Benchmark 5)</li> <li>2. Data review (T-STEM Benchmark 4)</li> <li>3. Field Lesson Planning &amp; Fundraising (T-STEM Benchmark 3 &amp; 6)</li> <li>4. Review Progress on TSTEM Initiatives (T-STEM Benchmark 3 &amp; 6)</li> </ol>
Nina Alvarez (GTL, 6 <sup>th</sup> Grade)		
Arlene Montano (GTL, 7 <sup>th</sup> Grade)		
Tiffany Martinez (GTL, 8 <sup>th</sup> Grade)	Monday, February 26, 2019	<ol style="list-style-type: none"> <li>1. Spring Break Safety Awareness (T-STEM Benchmark 1 &amp; 3)</li> <li>2. Data review (T-STEM Benchmark 6)</li> <li>3. Campus Culture (T-STEM Benchmark 1)</li> <li>4. Review Progress on TSTEM Initiatives (T-STEM Benchmark 3)</li> </ol>
Francisco Rodriguez (GTL, 9 <sup>th</sup> Grade)		
Krystal Elizalde (GTL 10 <sup>th</sup> Grade)		
VACANCY (GTL, 11 <sup>th</sup> Grade)	Monday, March 26, 2019	<ol style="list-style-type: none"> <li>1. College Commitment (T-STEM Benchmark 3 &amp; 6)</li> <li>2. Budget review (T-STEM Benchmark 1)</li> <li>3. Data review (T-STEM Benchmark 6)</li> <li>4. Testing (T-STEM Benchmark 4)</li> <li>5. Review Progress on TSTEM Initiatives (T-STEM Benchmark 3)</li> </ol>
Krystal Hernandez (GTL, 12 <sup>th</sup> Grade)		
Isela Calderon (Parent Representative)		
Marty Vielma (Community Representative from K9 Training Center)	Monday, April 23, 2019	<ol style="list-style-type: none"> <li>1. EOY celebrations (CSD, Graduation, Awards, TOY, etc) (T-STEM Benchmark 3 &amp; 6)</li> <li>2. Family Picnic (T-STEM Benchmark 2)</li> <li>3. 5 de Mayo (T-STEM Benchmark 3 &amp; 6)</li> <li>4. Awards Planning/Royal Reader Celebrations (T-STEM Benchmark 6)</li> <li>5. Teacher Appreciation (T-STEM Benchmark 1)</li> <li>6. Review Progress on TSTEM Initiatives (T-STEM Benchmark 3)</li> </ol>
Alihermy J. Valdez (Community Representative from College Bound)		

**Campus Name**  
Campus Demographics\*

<b>Student Populations</b>	<b>Number of Students</b>	<b>Percentage of Students</b>
Enrollment	762	100%
At Risk	429	56.30%
SPED	55	7.22%
F.A.R.M.	711	93.31%
ELL	211	27.69%
Male	365	47.90%
Female	397	52.10%
Amer. Indian	2	0.26%
Asian	4	0.52%
Black	2	0.26%
White	7	0.92%
Hispanic	746	97.90%

*\*As of April 2016*

## Campus Committees

English Language Arts	Math
<b>Committee Chair(s):</b> Krystal Elizalde <b>Committee Members:</b> <ol style="list-style-type: none"> <li>David Trevino</li> <li>Savanah Silva</li> <li>Dina Farias</li> <li>Erica Rivera</li> <li>Frank Rodriguez</li> <li>Cassandra Cerda</li> <li>Ricardo Uribe</li> <li>Lana Rodriguez</li> <li>Valerie Melgoza</li> <li>Eloisa Moreno</li> </ol>	<b>Committee Chair(s):</b> Ana Hernandez <b>Committee Members:</b> <ol style="list-style-type: none"> <li>David Brown</li> <li>Alejandra Cabrera</li> <li>Cassandra Lozano</li> <li>Irene Trujillo</li> <li>Veronica Almendarez</li> <li>Holly Oaks</li> </ol>
Science	Humanities
<b>Committee Chair(s):</b> Karen Quiroga <b>Committee Members:</b> <ol style="list-style-type: none"> <li>Nina Alvarez</li> <li>Arlene Montano</li> <li>Tiffany Martinez</li> <li>Manuel Gonzalez</li> <li>Jorge Ceballos</li> <li>Krystal Hernandez</li> </ol>	<b>Committee Chair(s):</b> Dustin Kipp <b>Committee Members:</b> <ol style="list-style-type: none"> <li>Gilbert Villarreal</li> <li>Selina Lopez</li> <li>Hector Luevanos</li> <li>Ray Ruiz</li> <li>Florence Fehlner</li> <li>Wyeth Seidel</li> </ol>
Staff Quality, Recruitment and Retention	Family and Community Involvement
<b>Committee Chair(s):</b> Wyeth Seidel <b>Committee Members:</b> <ol style="list-style-type: none"> <li>Dina Farias</li> <li>Ernesto Gutierrez</li> <li>Jeffery Bauer</li> <li>Manuel Gonzalez</li> <li>Veronica Almendarez</li> </ol>	<b>Committee Chair(s):</b> Julissa Rodriguez <b>Committee Members:</b> <ol style="list-style-type: none"> <li>Sherry Kite</li> <li>Arlene Montano</li> <li>James Martinez</li> <li>Edwardo Lopez</li> <li>Ray Ruiz</li> </ol>
100% College Matriculation	School Culture and Climate
<b>Committee Chair(s):</b> Krystal Hernandez <b>Committee Members:</b> <ol style="list-style-type: none"> <li>Leticia Molina</li> <li>Selina Lopez</li> <li>Alejandra Cabrera</li> <li>Marcella Lozano</li> <li>Hector Luevanos</li> <li>Florence Fehlner</li> </ol>	<b>Committee Chair(s):</b> Tiffany Martinez <b>Committee Members:</b> <ol style="list-style-type: none"> <li>Christina Correa</li> <li>Luis Guardiola</li> <li>Veronica Garza</li> <li>Kevin Gamas</li> <li>Ricardo Uribe</li> </ol>

T-STEM Committee		Spanish Committee	
<b>Committee Chair(s):</b> Sherry Kite <b>Committee Members:</b> <ol style="list-style-type: none"> <li>Elias Ramos</li> <li>Janett Landeros</li> <li>James Martinez</li> <li>Sarah Perez</li> </ol>		<b>Committee Chair(s):</b> Leticia Molina <b>Committee Members:</b> <ol style="list-style-type: none"> <li>Victor Cervantes</li> <li>Aylem Navarro</li> <li>Elizabeth Rubio</li> </ol>	
Art Committee		Physical Education Committee	
<b>Committee Chair(s):</b> Cristina Correa <b>Committee Members:</b> <ol style="list-style-type: none"> <li>Julissa Rodriguez</li> <li>Keven Gamas</li> </ol>		<b>Committee Chair(s):</b> Ernesto Gutierrez <b>Committee Members:</b> <ol style="list-style-type: none"> <li>Luis Guardiola</li> <li>Cassandra Cortez</li> </ol>	
Special Populations/Demographics Committee		Curriculum Instruction/ Assessment Committee	
<b>Committee Chair(s):</b> Marcella Lozano <b>Committee Members:</b> <ol style="list-style-type: none"> <li>Bianca Ibarra</li> <li>Edwardo Lopez</li> <li>Veronica Garza</li> <li>Jeffery Bauer</li> <li>Lana Rodriguez</li> </ol>		<b>Committee Chair(s):</b> Erica Rivera <b>Committee Members:</b> <ol style="list-style-type: none"> <li>Vidal Hernandez</li> <li>Savanah Silva</li> <li>David Brown</li> <li>Ana Hernandez</li> <li>Cassandra Cerda</li> </ol>	
School Context & Organization Committee		Catalyst Committee	
<b>Committee Chair(s):</b> Janett Landeros <b>Committee Members:</b> <ol style="list-style-type: none"> <li>Karen Quiroga</li> <li>Jorge Ceballos</li> <li>David Trevino</li> <li>Gilberto Villarreal</li> <li>Irene Trujillo</li> </ol>		<b>Committee Chair(s):</b> Lana Rodriguez <b>Committee Members:</b> <ol style="list-style-type: none"> <li>Valerie Melgoza</li> <li>Victor Cervantes</li> <li>Elias Ramos</li> <li>Eloisa Moreno</li> <li>Bianca Ibarra</li> </ol>	
Student Achievement Committee			
<b>Committee Chair(s):</b> Francisco Rodriguez <b>Committee Members:</b> <ol style="list-style-type: none"> <li>Nina Alvarez</li> <li>Krystal Elizalde</li> <li>Aylem Navarro</li> <li>Dustin Kipp</li> <li>Cassandra Lozano</li> </ol>			

Areas of Strength	Areas of Need
<ul style="list-style-type: none"> <li>• Highly Qualified Teachers</li> <li>• Content Certified Teachers</li> <li>• Ranked #10<sup>th</sup> best High school according to US News and World Report</li> <li>• Improved lesson progress/development from teachers and accountability from leaders for feedback.</li> <li>• 100% participation in T-STEM events such as Science Fair for all grades 6 – 10<sup>th</sup> and increased participation in grades 11 &amp; 12.</li> </ul>	<ul style="list-style-type: none"> <li>• Consistently ensure quality teacher professional development through the Get Better Faster Guideposts. (Lead team will review teacher's initial placements on the GBF guide and specific benchmarks for proficiency of lesson planning skills will be set throughout the year)</li> <li>• Improve investment from teachers and students in our Catalyst Period by being more strategic with the materials being used to close gap with special emphasis on tracking and motivation.</li> <li>• More accountability of teacher/student/manager tracking of Special Population students <ul style="list-style-type: none"> <li>○ (This includes Masters numbers, SpEd, and ELL)</li> <li>○ Tracking through Objectives for every Quarter towards each unit exam</li> <li>○ Conduct Student Work Analysis Meetings after ever Bi-Weekly District Assessment</li> <li>○ Differentiation and Aggressive monitoring professional development sessions</li> </ul> </li> <li>• Increase rigor by adding more time for students to lead the learning in class through new Wit and Wisdom and Eureka Math curriculum.</li> <li>• Enhance our campus culture from compliance to a culture of achievement through excellent teaching and investment/motivation strategies in every classroom</li> <li>• Lower Student Persistence than in previous years</li> </ul>
New Initiatives	
<ul style="list-style-type: none"> <li>• Create additional reading/writing opportunities in Middle School ELA by expanding English classes to 2 hours instead of 1 hour.</li> <li>• Built in collaborative conference hours to ensure more opportunities for not only grade level horizontal alignment but also content and vertical alignment.</li> <li>• Adding opportunities for dual enrollment through partnership with Brigham Young University as well as adding T-STEM opportunities for students to be certified through Microsoft Office to prepare students for both college and career readiness.</li> <li>• In depth training for implementation of differentiation and SIOP strategies in the classroom for both ELL and Special Education Students as well as additional training on how to continue to aggressively monitor students during independent practice.</li> <li>• Specific and consistent professional development of Teacher Content and Grade Team Leaders that are tied to School Leadership Levers (which is grounded in our priority of leader development) this will be done through specific campus admin teams taking on each group of teachers to ensure scope and sequence for this professional development.</li> <li>• Individual professional development plan for each teacher where we prioritize highest leveraged GET Rubric strands throughout the year. (specifically we will focus on the Get Better Faster Scope and sequence to ensure that all teachers have mastered the program by the 90<sup>th</sup> school day.</li> <li>• Recording and creating visuals to report on and highlighting on Teacher weekly and creating more opportunities for staff to earn Saints Bucks for incentives throughout the year.</li> <li>• In an effort to re-inforce hard work – after unit assessments we will ask teachers to facilitate student opportunities to self-rate how their effort leading up to the exam directly impacted their progress.</li> <li>• More emphasis on family and community involvement through counseling team to ensure that parents are made aware of our rankings as well as given opportunities to both lean and contribute towards our campus goals as members of our school and community.</li> <li>• Piloting college awareness grant to help build college going identity for all students and parents from grades 6 – 12</li> <li>• Piloting Fuel Ed emotional intelligence initiative to ensure that students are being developed both academically and emotionally.</li> </ul>	

### Continuing Initiatives

- Joint instructional rounds on a weekly basis with all lead team members)
- Implementation of TEACHBOOST to both Coach and Develop teachers
- Continued partnership with NMSI (National Math Science Institute) to ensure teachers have the necessary vertical alignment and rigor for student success in all Pre-AP and AP Classes and having teachers
- Improved requirements for lesson planning and tracking for all catalyst periods as well as plans for how to specifically target critical and at risk students.
- Visible TEKS aligned tracking systems in all classrooms for content and catalyst periods. Progress tracking by Teacher/ instructional coach/ and students.
- Continued use of resources such as STEM Scopes, Imagine Learning, Renaissance Testing, Scientific minds, DI, DISE, etc...
- Continued Grade level 90/60/30 meetings to ensure that individual priority students are having all needs met. These meetings will not solely focus on at risk students but also student population being targeted at specific times throughout the year.
- Implementation of Reports on the ILLUMINATE and Principal Dashboard website to review progress of students on a weekly/bi-weekly basis and use of these during weekly check-ins with teachers
- Joint culture walkthroughs with lead team weekly as well as continued partnership with community members to ensure campus security is at its optimum level.
- Monthly and Bi-Monthly Accountability lunches to report out on AP/STAAR and Catalyst goals
- Lead team members will continue to jointly review Lesson plans for teachers weekly as well as plan for coaching conversations and student work analysis meetings during a common time and receive feedback prior to execution

### Staff Development

Date	Session Title/Topic	Session Objective(s)
6/22, 6/29, 7/6, 7/13, 7/20	New Hire Book Study	The purpose of the Summer Book Study is to set new ICPSJ teachers up for success and ensure that all teachers feel ready for the first day of school (and beyond!). Our goal is that, whether you are brand new to teaching or have experience in the classroom, that you will gain new knowledge and skills from the book <i>The First Days of School</i> .
7/23 – 8/1	New Teacher Institute	New Teachers will learn how to write effective lesson plans. They will also be introduced to IDEA Culture and get feedback on lesson execution
7/16 – 7/19	NMSI: Laying the Foundation (Math 6 – 10/ Science 6 – Chemistry	Teachers learn to vertically align and plan best practices around how to prepare Pre-AP students for AP classes
8/6	Course Collaboration	Teachers will collaborate with other teachers across the district in their content to identify best practices and reflect on data.

8/7 – 8/10	Beginning of Year Professional Development	Teachers will review the state of the school, identify gaps, and work on ways to close those gaps for the upcoming school year. Teachers will also set goals for their classroom, lesson plan, familiarize themselves with Special Pops Students, and learn first day of school procedures.
8/28	Lesson Plan Vision	Teachers who have not become proficient on Lesson Planning Vision: <ul style="list-style-type: none"> <li>- Specific, Measurable, Realistic, Ambitious, Time-bound Objectives</li> <li>- Aligning Lesson Assessment to the highest level of rigor</li> <li>- Creating specific Content, procedural key points</li> </ul> Will be asked to attend this session
9/8	Guidepost for Excellent Teaching Training	New teachers will reflect and improve their practice on “Power Rows” in the Guidepost for Excellent Teacher Training
9/8	Course Collaboration (Specifically for ELA)	Teachers will collaborate with other teachers across the district in their content to identify best practices and reflect on data and analyze writing samples.
9/22	Guidepost 5: Data Driven Decisions	TWBAT use assessment data, including historical data, diagnostics, and ongoing assessments to drive instructional planning and delivery decisions
10/13	Guidepost for Excellent Teaching Training	New teachers will reflect and improve their practice on “Power Rows” in the Guidepost for Excellent Teacher Training
10/19	Course Collaboration	Teachers will collaborate with other teachers across the district in their content to identify best practices and reflect on data.
11/6	SpEd & ELL	TWBAT utilize 2 strategies specifically aimed at increasing SpEd and ELL performance.
1/3	Course Collaboration	Teachers will collaborate with other teachers across the district in their content to identify best practices and reflect on data.
1/4	TBD dependent upon Interim Assessment 2 data and Culture and Instructional observation needs	
2/5	TBD dependent upon Interim Assessment 2 data and Culture and Instructional observation needs	
3/5	TBD dependent upon Interim Assessment 3 data and Culture and Instructional observation needs	
5/7	Campus Needs Assessment (Content Reflections)	TWBAT reflect on the school year and provide insight on campus areas of strength and areas of growth.
5/14	Campus Needs Assessment (Culture/Campus/Organization Reflections)	TWBAT reflect on the school year and provide insight on campus areas of strength and areas of growth.
5/21	Campus Needs Assessment (Content Reflections)	TWBAT reflect on the school year and provide insight on campus areas of strength and areas of growth.
5/28	Campus Needs Assessment (Culture/Campus/Organization Reflections)	TWBAT reflect on the school year and provide insight on campus areas of strength and areas of growth.

**IDEA Public Schools**  
**IDEA McAllen Academy**





# 2019-2020- Student Achievement Improvement Plan

## DISTRICT MISSION:

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

## DISTRICT VISION:

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

## DISTRICT CORE VALUES:

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

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

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

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

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

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

## CAMPUS MISSION:

Students at IDEA McAllen will become emotionally intelligent individuals who are academically and socially ready to compete on a global platform.

## DISTRICT GOALS 2018-2019:

Professional Campus Staff		
Administrative Staff	Counseling Staff	Specialty Teachers
Darlene Espinoza Norma Salinas Darcy Ahlman Gaby Chapa Ashley Francis	Melanie Cantu Eleana Diaz	Lilia Troncoso Irma Martinez Victoria Hernandez Keila Cantu
Kindergarten	First Grade	Second Grade
Magaly Hinojosa Ruby Gonzalez Astrid Gonzalez Edna Quintero	Mona Garcia Ana Karen Salinas Ana De Leon Velma Cantu	Aurora Kuri Sandra Rocha Alejandra Morin Irma Gonzalez
Third Grade	Fourth Grade	Fifth Grade
Melinda Perez Ana Flores Stephanie Arjona	Erika Briseno Michelle Moreno Angela Salinas	Rodolfo Rodriguez Katherine Aleman Ryan McGuire
Physical Education	Pre-Kindergarten	

Desiree Martinez Nicholas Garcia	Cathy Vargas Latasha Aguayo	
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Para-Professionals Campus Staff		
Co-Teachers	Facilitators	Clerical/Technical
Tricia Alaniz Alejandra Morin Ana Paula Cantu Julianna Ramon Sandra Esqueda Belinda Villarreal Claudia Bazan Aracely Pena	Jesus Garza Javier Hernandez Jazmin Gutierrez	Mariza Cantu Maricela Sanchez Sarah Hernandez
Operations Staff	Temporary Staff	

Alfonso Longoria Iris Garza Angeles Diaz Rodolfo Alvarez		
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## Site Based Decision Making Committee

Member (Title, Represent)	Meeting Dates:	Possible Agenda Items:
Darlene Espinoza, Principal	September 29, 2019	1. School Wide Initiative Stepback
Norma Salinas, Principal in Residence	December 1, 2019	1. Culture Systems Assessment
Darcy Ahlman, Assistant Principal	February 27, 2019	1. Data Tracking Implementation
Gaby Chapa, Assistant Principal of Operations	April 27, 2019	1. Parent and Community Involvement
Claudia Villarreal, Assistant Principal		
Melanie Cantu, Academic Counselor		
Eleana Diaz, Social Counselor		
Ashley Francis, Assistant Principal of Operations		
Latasha Aguayo, PK Grade Team Leader		
Astrid Gonzalez, Kinder Grade Team Leader		
Ana Karen Salinas, 1 <sup>st</sup> Grade Team Leader		
Aurora Kuri, 2 <sup>nd</sup> Grade Team Leader		
Ana Flores, 3 <sup>rd</sup> Grade Team Leader		
Angela Salinas, 4 <sup>th</sup> Grade Team Leader		
Katherine Aleman, 5 <sup>th</sup> Grade Team Leader		

## IDEA Academy McAllen

### Campus Demographics

Student Populations	Number of Students	Percentage of Students
Enrollment	879	100%
At Risk	453	52%
SPED	23	3%
F.A.R.M.	626	80%
ELL	430	49%
Male	435	49%
Female	444	51%
Amer. Indian	5	1%
Asian	22	3%
Black	6	1%
White	315	36%
Hispanic	419	48%

## Campus Committees

English Language Arts	Math
<p><b>Committee Chair(s):</b> Claudia Villarreal</p> <p><b>Committee Members:</b></p> <ul style="list-style-type: none"> <li>Kathy Aleman</li> <li>Melanie Cantu</li> <li>Ana De Leon</li> <li>Cathy Vargas</li> <li>Stephanie Arjona</li> <li>Ana Flores</li> <li>Javier Hernandez</li> <li>Ana Karen Salinas</li> </ul>	<p><b>Committee Chair(s):</b> Darcy Ahlman</p> <p><b>Committee Members:</b></p> <ul style="list-style-type: none"> <li>Melinda Perez</li> <li>Aurora Kuri</li> <li>Velma Cantu</li> <li>Irma Gonzalez</li> <li>Jesus Garza</li> <li>Mona Garcia</li> </ul>
Science (As Applicable)	School Culture and Climate
<p><b>Committee Chair(s):</b> Ryan McGuire</p> <p><b>Committee Members:</b></p> <ol style="list-style-type: none"> <li>1. Ryan McGuire</li> <li>2. Darlene Espinoza</li> </ol>	<p><b>Committee Chair(s):</b> Norma Salinas</p> <p><b>Committee Members:</b></p> <ul style="list-style-type: none"> <li>Liz Troncoso</li> <li>Latasha Aguayo</li> <li>Michelle Moreno</li> <li>Angela Salinas</li> <li>Alejandra Morin</li> </ul>
Staff Quality, Recruitment and Retention	Family and Community Involvement
<p><b>Committee Chair(s):</b> Astrid Gonzalez</p> <p><b>Committee Members:</b></p> <ul style="list-style-type: none"> <li>Astrid Gonzalez</li> <li>Montse Hinojosa</li> <li>Victoria Hernandez</li> <li>Ruby Gonzalez</li> <li>Keila Cantu</li> <li>Claudia Bazan</li> </ul>	<p><b>Committee Chair(s):</b> Ashley Francis</p> <p><b>Committee Members:</b></p> <ul style="list-style-type: none"> <li>Ana Flores</li> <li>Tricia A</li> <li>Jackie Q</li> <li>Sandra R</li> <li>Irma M</li> <li>Nick G</li> <li>Araceli P</li> </ul>

## New Initiatives

- Pep Rallies (achievements and games)
- Handwriting without tears (PK/1<sup>st</sup>)
- PK/Kinder Student Portfolios

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## Continuing Initiatives

- Morning Assemblies
- RM City Lock-Ins
- AR Lock-Ins
- Spirit Sticks
- Attendance Celebrations
- Quarterly Behavior Celebrations
- Tigerville Micro-Society
- After school clubs
- **Social Studies daily lessons (5<sup>th</sup> grade)**
- **Science daily lessons (1<sup>st</sup>-4<sup>th</sup>)**
- Tiger Teacher Store

- Teacher Weekly Newsletter
- Tiger of the Month
- School Chant
- 21<sup>st</sup> century-
- Extracurricular Activities offered throughout the year
-



## Staff Development

Month	Session Title/Topic	Session Objective(s)
August	All hands on deck for duty and logistics review Until 5 PM all week	<ul style="list-style-type: none"> <li>Review systems and procedures from the first week of school in order to adjust and refine</li> </ul>
	Goal Setting	<ul style="list-style-type: none"> <li>Prepare for Round 1 of staff development cycle.</li> <li>Explain the relationship between classroom goals and TCP.</li> </ul>
	Student Work Analysis Meetings /Observation Feedback Meetings	<ul style="list-style-type: none"> <li>Teachers will be able to prepare for their manager check-in in order to make decisions based on student data and/or observations.</li> </ul>
September	Student Emotional Intelligence	<ul style="list-style-type: none"> <li>Teachers will discuss different causes for student behavior and create a plan with empathy.</li> </ul>
	Campus Collaboration Teams-Eureka/Wit and Wisdom	<ul style="list-style-type: none"> <li>Staff will review student work and curriculum in order to collaborate and improve student results.</li> </ul>
	Training based on Instructional Rounds Data	<ul style="list-style-type: none"> <li>Teachers will be provided low inference data and a PD to address challenges.</li> </ul>
	Campus Based PD based on the most recent student data	<ul style="list-style-type: none"> <li>Campus Based PD based on the most recent student data</li> </ul>
October	Student Emotional Intelligence	<ul style="list-style-type: none"> <li>Mood Meter/Friday Academic Block Revisit</li> </ul>
	Campus Collaboration Teams-Eureka/Wit and Wisdom	<ul style="list-style-type: none"> <li>Staff will review student work and curriculum in order to collaborate and improve student results.</li> </ul>
	Curriculum-Course Collaboration Persistence	<ul style="list-style-type: none"> <li>Opportunity to vertically align with peers and review persistence data.</li> </ul>
	Closing the Achievement Gap Night	
November	Training based on Instructional Rounds Data	<ul style="list-style-type: none"> <li>Teachers will be provided low inference data and a PD to address challenges.</li> </ul>
	Campus Based PD based on the most recent student data	<ul style="list-style-type: none"> <li>Campus Based PD based on the most recent student data</li> </ul>
December	Campus Committee Meetings	<ul style="list-style-type: none"> <li>Staff will review student work and curriculum in order to collaborate and improve student results.</li> </ul>
	Student Emotional Intelligence	<ul style="list-style-type: none"> <li>Revisit Mood Meter/Share observation data</li> </ul>
January	Curriculum-Course Collaboration Persistence	<ul style="list-style-type: none"> <li>Opportunity to vertically align with peers and review persistence data.</li> </ul>
	2x2 conversations-Staff Development Cycle	<ul style="list-style-type: none"> <li>Teachers will learn what to expect from these conversations and logistical details</li> </ul>
	Culture Review and Revist	<ul style="list-style-type: none"> <li>Review important pieces of culture to ensure lessons are delivered</li> </ul>

	Report Card Night	
February	TELPAS Training	
	Campus Curriculum Planning Meetings	<ul style="list-style-type: none"> <li>Staff will review student work and curriculum in order to collaborate and improve student results.</li> </ul>
	Curriculum-Course Collaboration Persistence	<ul style="list-style-type: none"> <li>Opportunity to vertically align with peers and review persistence data.</li> </ul>
March	Campus Committee Meetings	<ul style="list-style-type: none"> <li>Staff will review student work and curriculum in order to collaborate and improve student results.</li> </ul>
	Curriculum-Course Collaboration Persistence	<ul style="list-style-type: none"> <li>Opportunity to vertically align with peers and review persistence data.</li> </ul>
	STAAR Training	
	Annual Performance Review-Staff Development Cycle	<ul style="list-style-type: none"> <li>Teachers will learn what to expect from these conversations</li> </ul>
	Town Hall and Org Health (Survey)	Staff will have an opportunity to provide written feedback about the school and ask questions or provide recommendations.
April	Report Card Night	
	Open for whatever school need	
	Campus Collaboration Meetings	<ul style="list-style-type: none"> <li>Staff will review student work and curriculum in order to collaborate and improve student results.</li> </ul>
	STAAR Training	
May	Campus Committee Meetings	<ul style="list-style-type: none"> <li>Staff will review student work and curriculum in order to collaborate and improve student results.</li> </ul>
	Open for whatever school need	
	End of Year Procedures/Summer School Plan	

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

**IDEA Public Schools**

**IDEA Elsa College Prep**



**2019 – 2020 Student Achievement Improvement Plan**

## **DISTRICT MISSION:**

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

## **DISTRICT VISION:**

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

## **DISTRICT CORE VALUES:**

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

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

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

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

# CAMPUS MISSION:

**Our mission is to get 100% of our students to and through college.** Therefore, we will make a significant difference in the lives of the students whom we will have the privilege of serving. We will provide them with a world class education and prepare them for college. We will instill in them a love for learning and provide them life changing experiences. We will love and care for each and every one of them.

## DISTRICT GOALS 2019-20:

### **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 grads named AP scholars | Earn IB diploma: 30% | 25%
- 1E. % Approaches | Meets | % Masters on STAAR/EOC: 90% | 60% | 30%
- 1F. % Basic | Mastery | Advanced on LEAP: 82% | 44% | 11%
- 1G. % of Pre-K/Kindergarteners End The Year On/Above Grade Level in Reading | Language | Math (All Campuses): 90% | 90% | 90%
- 1H. % of 1<sup>st</sup>-2<sup>nd</sup> Students End The Year On/Above Grade Level in Reading | Language | (Year 1 Campuses): 70% | 70%
- 1I. % of 1<sup>st</sup>-2<sup>nd</sup> Students End The Year On/Above Grade Level in Reading | Language | Math (Year 2+ Campuses): 85% | 85%
- 1J. % of students in CSI achieve 2 years growth in Reading | Math (measured by Ren STAR) 50% | 60%
- 1K. Average ACT score (Class of 2019, September 2018): 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. %Average Daily Attendance | # Average Daily Attendance: 97.50% | 38,141
- 2C. Student Persistence: 90%
- 2D. Operating Income: \$87M

### **PRIORITY #3: Achieve Mission at Scale**

- 3A. % of students with low socio-economic status: 80%
- 3B. Enrollment in August 2019: 53,115
- 3C. Schools in operation in August 2019: 97
- 3D. Total Funds Raised (millions): \$55M

Professional Campus Staff		
Administrative Staff	Counseling Staff	Special Education / CSI / DI
Tony Garza Monique Zapata Alifonso Arredondo Maria Celeste Vazquez	Monique Zapata	Viviana Rendon Josette Jauregui Amanda Velazquez
Sixth Grade	Co-Teachers	Physical Education
Stephanie Soto Angela Garza Stefany Strickland	Sayde Martinez Darlena Contreras Erica Casarez Cherie Vallejo	Andrew Diaz

**\*Bilingually Certified:**  
 Angela Garza  
 Viviana Rendon  
 Antonio Garza

Para-Professionals Campus Staff		
Co-Teachers	Facilitators	Clerical/Technical
Sayde Martinez Darlena Contreras Erica Casarez Cherie Vallejo	N/A	Maria Celeste Vazquez
Operations Staff	Temporary Staff	
Alifonso Arredondo Maria Mata Maribel Ruiz Samantha Orozco Evelynn De Luna	N/A	

## Site Based Decision Making Committee

Member (Title, Represent)	Meeting Dates:	Possible Agenda Items:
Principal - Tony Garza Counselor – Monique Zapata Teacher – Norma Ojeda Teacher – Stephanie Soto Parent – Sandra Parra	September 3, 2019	1. Discussion of BOY Glows & Grow 2. Field Lesson Destinations and Financing 3. Parent Teacher Organization Creation
	November 5, 2019	1. Parental Involvement Events 2. Participation in Community Events 3. Phase II and logistics
	February 4, 2020	1. Teacher of Year Nomination Requirements 2. Possible Capital Expenditure Projects for campus 3. Discussion on possible Elective classes for 20-21 school year 4. Strategize summer recruitment and retention activities
	May 19, 2020	1. Review new initiatives that we implemented in the 19-20 school year 2. Discuss Summer School employment and course offerings 3. Review progress on Recruitment plan

**IDEA Elsa College Prep**  
Campus Demographics\*

<b>Student Populations</b>	<b>Number of Students</b>	<b>Percentage of Students</b>
Enrollment	115	100%
At Risk	41	36%
SPED	11	10%
F.A.R.M.	113	98%
ELL	39	34%
Male	58	50%
Female	57	50%
Amer. Indian	0	0%
Asian	0	0%
Black	0	0%
White	2	2%
Hispanic	113	98%

*\*As of April 2019*



## Campus Committees

English Language Arts	Math
<p><b>Committee Chair(s):</b> Angela Garza</p> <p><b>Committee Members:</b></p> <ol style="list-style-type: none"> <li>1. Angela Garza</li> <li>2. Viviana Rendon</li> <li>3. Sayde Martinez</li> </ol>	<p><b>Committee Chair(s):</b> Stephanie Soto</p> <p><b>Committee Members:</b></p> <ol style="list-style-type: none"> <li>1. Stephanie Soto</li> <li>2. Darlena Contreras</li> <li>3. Andrew Diaz</li> </ol>
Science (As Applicable)	School Culture and Climate
<p><b>Committee Chair(s):</b> Stefany Strickland</p> <p><b>Committee Members:</b></p> <ol style="list-style-type: none"> <li>1. Stefany Strickland</li> <li>2. Erica Casarez</li> <li>3. Amanda Velazquez</li> </ol>	<p><b>Committee Chair(s):</b> Alifonso Arredondo</p> <p><b>Committee Members:</b></p> <ol style="list-style-type: none"> <li>1. Alifonso Arredondo</li> <li>2. Monique Zapata</li> <li>3. Josette Jauregui</li> </ol>
Staff Quality, Recruitment and Retention	Family and Community Involvement
<p><b>Committee Chair(s):</b> Tony Garza</p> <p><b>Committee Members:</b></p> <ol style="list-style-type: none"> <li>1. Tony Garza</li> <li>2. Viviana Rendon</li> <li>3. Maria Celeste Vasquez</li> </ol>	<p><b>Committee Chair(s):</b> Monique Zapata</p> <p><b>Committee Members:</b></p> <ol style="list-style-type: none"> <li>1. Monique Zapata</li> <li>2. Maria Celeste Vazquez</li> <li>3. Cherie Vallejo</li> </ol>

## New Initiatives

- Badger Showcase
- Humanities Project Based Learning Night
- Writing class
- Provide incentives for students attending tutorials
- Homeroom Reading Challenges for Math & Reading (provide incentives)
- Weekly Math Exemplars for parents via Classdojo app.
- MATH Problem of the week Challenge (points for House Cup)
- Parent Conference at BOYMOY, and EOY to discuss STAAR Results, set goals and progress toward goal.
- Provide a student survey to see what activities students are interested in joining.
- Provide Student Hall Passes and tracking system
- Hold Bi-Weekly Faculty Tuesdays

- Provide Weekly/Monthly shout outs or recognitions of all Teachers
- Provide teachers with an itemized list of things to consider when planning for their classroom (trackers, behavior management, schedule/time stamps etc...)
- Practice Lesson deliveries with Peer and under administration supervision.
- Incorporate more student presentations / performances during parent meetings
- Create a PTO (Parent Teacher Organization) to help promote our events and school.
- Actively seek out events in which our students can get involved with in our community.
- Sponsor a 5K (The Badger Run) and invite the community.

## Continuing Initiatives

- IDEA Elsa Family Picnic
- IDEA Elsa College Prep “Tamalada” / Meet The Teacher Night
- Badger Games
- Monthly Pep Rallies
- Saturday STEM Camps
- Saturday Schools
- Report Card Pick up Night
- Literacy Night (Math, Reading, Science)
- Hispanic Heritage Celebration
- Texas Slithering Snakes Day
- Science Discovery Day

- Paleontology Day
- Holiday student dances
- Super Learning Camp
- ADA Incentives Fall Festival / Fright House and Dance
- Veterans Day Assembly
- Thanksgiving Can food Drive
- Thanksgiving Basket Delivery
- After School Tutorials
- Intervention Periods
- CSI
- Parent Night / Chalupa Nigh

## Staff Development

Date	Session Title/Topic	Session Objective(s)
Week of 8/5/19	SIOP / ELL strategies Training	TWBAT implement research based strategies to help our English Language Learners.
Week of 8/5/19	Dinah Zikes Training	TWBAT Utilize a variety of graphic organizers to help students learn the various contents.
Week of 8/5/19	SMART Goals (GET 1A)	TWBAT Set Specific, Measurable, Ambitious, Relevant and Time bound Goals.
Week of 8/5/19	Physical Environment (GET 2A)	TWBAT Design and effective classroom layout, Create strategic seating and Provide a print rich environment to help student achievement.
Week of 8/5/19	Rules & Consequences (GET 2E)	TWBAT Design a classroom behavior plan, Project a strong and calm presence, Anticipate and prevent misbehavior, Respond to misbehavior and Have students self monitor and reflect.
Week of 8/5/19	Tracking (GET 5B)	TWBAT Create a tracking system for student achievement, Use the tracking system consistently over time and Create student ownership of their own tracking.
Week of 8/5/19	Planning Lesson Vision (GET 3C)	TWBAT Follow the lesson plan feedback cycle, write clear Objectives, Create assessments aligned to rigor of assessments, Write exemplar responses, and clearly state Key points.
Week of 8/5/19	Lesson Planning (GET 3D)	TWBAT Plan for lesson opening, Plan for introduction of Key Points, Plan for gradual release to students and Plan to monitor student learning
Week of 8/5/19	Systems & Procedures (GET 2D)	TWBAT Plan and teach systems and procedures, Create procedures that save time, Have students practice to mastery and Uphold school wide systems.
Week of 8/5/19	Culture Of Achievement (GET 2C)	TWBAT Set Clear classroom expectations, Engage students in the days lesson, Respond to the lack of student engagement and Communicates that what they are learning is important and can be done with hard work.
Week of 8/19/19	Instructional Clarity (GET 4A)	TWBAT Create powerful lesson openings, Highlight key points of lesson, Vary the methods ofP delivery to meet student needs and Plan well crafted questions with appropriate think time.
Week of 9/2/19	Student Practice (GET 4B)	TWBAT Set clear academic expectations, Monitor academic expectations, Pace lessons appropriately and Facilitate sufficient independent practice time.
Week of 9/23/19	Monitor Student Learning (GET 4C)	TWBAT Monitor student learning at key checkpoints, Monitor student learning throughout class, Determine student understanding via questioning and Select from a range of students.
Week of 10/7/19	Respond To Gaps in Student Learning (GET 4D)	TWBAT Identify and track trends in gaps of student learning, Probe to identify causes of gaps, Reteach based on gap, and Give additional “at-bat” to reassess student learning
Week of 10/21/19	Remediation & Re-Teaching (GET 5D)	TWBAT Identify 1-2 daily gaps, Use IA, Unit, MMA, EMA, BWA and other assessment data, Have an understanding of a students’ long term foundational gaps and Use data to drive reteach.

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

## Staff Development

Date	Session Title/Topic	Session Objective(s)
Week of 11/4/19	Unpacking The Unit Plan (GET 3B)	TWBAT Use the district curriculum, Backwards plan from assessments, Calendar for units and Plan for student investment in relevance.
Week of 1/7/20	Aggressive Monitoring	TWBAT Create a monitoring Pathway, Create strategic seating, Monitor the fastest writers first, Monitor student responses for accuracy and allows for on the spot reteaching.
Week of 2/10/20	TELPAS Training	TWBAT Become TELPAS Raters and will be able to rate students proficiently, Will be prepared to rate student writing samples.
Week 3/2/19	STAAR Testing Training	TWBAT Understand all rules and expectations in reference to the state administration of the STAAR Tests and will understand the expectation set forth by the Texas Education Agency.

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

**IDEA Public Schools**

**IDEA Bluff Springs CP**



## **2019 – 2020 Student Achievement Improvement Plan**

### **DISTRICT MISSION:**

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

## **DISTRICT VISION:**

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

## **DISTRICT CORE VALUES:**

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

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

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

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

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

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

2019	STAAR RESULTS & REFLECTIONS																												
The Data	<table><tr><th>Grade Level</th><th>Reading</th><th>Writing</th><th>Math</th><th>Humanities</th><th>Science</th></tr><tr><td>6<sup>th</sup></td><td>64(0)/30(-3)/11(-6)</td><td></td><td>71(-5)/34(-11)/12(-6)</td><td></td><td></td></tr><tr><td>7<sup>th</sup></td><td>72(-1)/48(+5)/22(+1)</td><td>70(0)/43(+9)/23(+14)</td><td>73(-8)/41(-6)/19(0)</td><td></td><td></td></tr><tr><td>8<sup>th</sup></td><td>88/57/26</td><td></td><td>94/73/45</td><td>78/42/27</td><td>87/50/16</td></tr></table>					Grade Level	Reading	Writing	Math	Humanities	Science	6 <sup>th</sup>	64(0)/30(-3)/11(-6)		71(-5)/34(-11)/12(-6)			7 <sup>th</sup>	72(-1)/48(+5)/22(+1)	70(0)/43(+9)/23(+14)	73(-8)/41(-6)/19(0)			8 <sup>th</sup>	88/57/26		94/73/45	78/42/27	87/50/16
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The Gaps	<ul style="list-style-type: none"><li>6<sup>th</sup> grade and 7<sup>th</sup> grade math as both grade levels had deficits or no movements in all three categories (Approaches, Meets, &amp; Masters)</li><li>Being that meets and masters was a priority for IBSCP this year, 6<sup>th</sup> reading is also a priority as there were deficits in meets &amp; masters which differed from our 7<sup>th</sup> and 8<sup>th</sup> reading where we saw a similar curriculum being used and those two grade levels were able to see increases.</li></ul>																												
The Root Causes	<ul style="list-style-type: none"><li>Lack of alignment in 6<sup>th</sup> grade math curriculum to STAAR primarily during 1<sup>st</sup> semester.</li><li>Lack of knowledge in teacher and coach for 6<sup>th</sup> grade math, with enough advance notice, to teach to gaps of Eureka curriculum real-time versus waiting for STAAR Review.</li><li>In 6<sup>th</sup> reading, the fixed mindset of the teacher in regards to lesson internalization led to deficits in meets/masters and lack of consistency in aggressive monitoring scholars’ work. Reading manager also spent little to no time in 6<sup>th</sup> reading during 2<sup>nd</sup> semester.</li><li>In 7<sup>th</sup> grade math, scholars had three different teachers which definitely led to gaps in instruction.</li></ul>																												
The short-term plan	<ul style="list-style-type: none"><li>Group scholars this summer according to approaches, meets, and masters in 6<sup>th</sup>-8<sup>th</sup> math &amp; reading &amp; create data dashboard similar to Montopolis CP.</li></ul>																												

	<ul style="list-style-type: none"><li>Work with new 6<sup>th</sup> math teacher &amp; 6<sup>th</sup> math Relay resident to ensure Eureka gaps are identified earlier on, and that we are spiraling in STAAR aligned ET’s from the start.</li></ul>																												
The long-term plan	<ul style="list-style-type: none"><li>Ensure we offer a DI math intervention program for scholars coming in with a 2+gap in math &amp; continue DI reading intervention is offered for all scholars entering IBSCP with a 2+year or more reading gap.</li><li>Ensure our strongest math teachers and reading teachers are placed in 6<sup>th</sup> reading, and 6<sup>th</sup>/7<sup>th</sup> math to close the gaps of those cohorts.</li><li>Utilize BWA’s to have a more frequent assessment measure.</li></ul>																												
The highlights	<ul style="list-style-type: none"><li>7<sup>th</sup> writing was a huge success with gains in approaches/meets, and masters from previous years. In addition, the masters numbers for 7<sup>th</sup> writing were the top in the region and 2<sup>nd</sup> highest in our campus comparison group.</li><li>8<sup>th</sup> Algebra I was a huge success with exceeding the 90/60/30 goal and being in the 2<sup>nd</sup> quartile for overall approaches/meets/and masters. Along with being the highest Algebra I scores in our campus comparison group.</li><li>8<sup>th</sup> Humanities had 4x the growth from mock to STAAR in masters.</li></ul> <p>*Campus comparison group (Eastside,Rundberg,Judson,Mays)</p>																												
Root Reasons for Successes	<ul style="list-style-type: none"><li>Mastery machine was rigorous and well-aligned for these subjects/grade levels.</li><li>Mastery machine was geared towards priority TEKS and specific scholars were identified who were within 5-10 points of hitting their growth goal based on the most recent mock.</li></ul>																												
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	<ul style="list-style-type: none"><li>Meets/Masters in 6<sup>th</sup> reading was a gap.</li><li>Approaches/meets/ and masters in 6<sup>th</sup> and 7<sup>th</sup> math were a gap</li><li>8<sup>th</sup> Humanities was a gap in comparison to how the same group of scholars did in their other three subjects.</li></ul>																													
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The Gaps	<ul style="list-style-type: none"><li>6<sup>th</sup> grade reading approaches/meets/and masters had the biggest gap along with 7<sup>th</sup> grade math that has had 0% of Sped scholars meet or master for the past two years.</li><li>8<sup>th</sup> reading, humanities, and science is also an area of concern with such low approaches/meets, and masters</li></ul>																													
The Root Causes	<ul style="list-style-type: none"><li>We’ve had a difficult time moving this group of Sped scholars currently in 8<sup>th</sup> grade since they’ve been with us in 6<sup>th</sup> grade. Considering the double digit growth in overall categories for all scholars, we wonder if we have some scholars who are misdiagnosed as well as what additional interventions we need to research for this group of scholars.</li><li>For our current 6<sup>th</sup> grade reading, we believe the lack of teacher investment in Sped scholars hindered their growth in addition to the inability of the teacher to change mindset around coaching.</li></ul>																													
The short-term plan	<ul style="list-style-type: none"><li>Ensure we are hiring the right mindset of teacher, especially in regards to our Special Ed scholars.</li><li>Ensue data dashboard includes Sped labeling</li></ul>																													
The long-term plan	<ul style="list-style-type: none"><li>Work with HQ to identify more intensive Sped support for Tier 3 Sped scholars.</li><li>Ensure any sped scholars who did not reach their growth goal are placed in DI Corrective math and/or reading and receive double doses as needed.</li></ul>																													
The highlights	<ul style="list-style-type: none"><li>7<sup>th</sup> reading and writing had double digit gains in Sped.</li><li>Meets/masters of 6<sup>th</sup> grade sped improved from last year to this year.</li><li>8<sup>th</sup> Algebra had the highest Sped numbers.</li></ul>																													

Root Reasons for Successes	<ul style="list-style-type: none"> <li>• Pull-out support with strong Sped teacher in 6<sup>th</sup> math</li> <li>• 7<sup>th</sup> grade ELA teacher did tutoring daily with all special populations groups</li> </ul>
The Gaps	
The Root Causes	<ul style="list-style-type: none"> <li>• For 6<sup>th</sup> reading, we believe it's the same causes as overall scores in addition to DI intervention programming and not getting the double dose.</li> <li>• In 7<sup>th</sup> math in particular, we had a lot of new to IDEA scholars, who went through new teachers. We also did not have a math DI intervention class in place for 6<sup>th</sup> or 7<sup>th</sup> grade math LEP scholars who were behind in grade level.</li> <li>• *In 8<sup>th</sup> Humanities, we are unsure why there numbers were much lower in comparison to other subjects. We would definitely like feedback on this as a campus for a proper O-C-S.</li> </ul>
The short-term plan	<ul style="list-style-type: none"> <li>• Ensure we have at least two daily doses of DI math for LEP scholars coming in to Decoding A and possibly even B1.</li> <li>• Ensure data dashboard includes LEP label, so we can monitor those scores more closely in all subjects/ grade levels, but especially in 6<sup>th</sup> reading, 6/7 math, and 8<sup>th</sup> humanities.</li> </ul>
The long-term plan	<ul style="list-style-type: none"> <li>• Ensure we are placing our strongest teachers in 6<sup>th</sup> reading and 6<sup>th</sup>-8<sup>th</sup> math to ensure gaps are closed.</li> <li>• Identify LEP scholars who did not meet their growth goal in reading/math, and ensure they are places in corrective math and continue DI with double doses.</li> </ul>
The highlights	<ul style="list-style-type: none"> <li>• 6<sup>th</sup> grade approaches and 7<sup>th</sup> reading and writing approaches/meets/and masters were highlights as they all had double digit gains.</li> </ul>
Root Reasons for Successes	<ul style="list-style-type: none"> <li>• Strong teacher in 7<sup>th</sup> reading in addition to scholars had an extra time block of writing for semester one.</li> <li>• 7<sup>th</sup> reading/writing teacher also had great parent communication and daily tutoring for all special pops groups.</li> <li>• DI intervention program for Decoding A (6<sup>th</sup> graders) was led by our strongest intervention teacher.</li> </ul>

**APPENDIX**  
Growth Goal Data

[GG Data Spreadsheet](#)

POD Year to Year Comparison

	6 <sup>th</sup> ELA 2017-2018	TO	7 <sup>th</sup> ELA 2018-2019
ALL	64/30/17		72(+8)/48(+18)/22(+5)
SPED	33/11/11		33(+0)/22(+11)/0(-11)
LEP	41/31/19		62(+21)/31(+0)/21(+2)

	6 <sup>th</sup> MATH 2017-2018	TO	7 <sup>th</sup> MATH 2018-2019
ALL	77/30/21		73(-4)/41(+11)/19(-2)
SPED	33/11/0		22(-11)/0(-11)/0(0)
LEP	72/38/22		64(-8)/31(-7)/13(-9)

Grade Level	Reading	Math
6 <sup>th</sup>	38%	46%
7 <sup>th</sup>	70%	40%
8 <sup>th</sup>	76%	76%
Overall	61%	54%

	7 <sup>th</sup> ELA 2017-2018	TO	8 <sup>th</sup> ELA 2018-2019
ALL	73/29/22		88(+15)/57(+28)/26(+4)
SPED	11/0/0		22(+11)/11(+11)/0(0)
LEP	52/17/7		82(+30)/45(+28)/10(+3)

	7 <sup>th</sup> MATH 2017-2018	TO	8 <sup>th</sup> Algebra 2018-2019
ALL	81/33/20		94(+13)/73(+40)/45(+25)
SPED	22/0/0		44(+22)/22(+22)/11(+11)
LEP	76/35/15		96(+20)/69(+34)/33(+18)

Persistence

6 <sup>th</sup> grade	N/A
7 <sup>th</sup> grade	N/A
8 <sup>th</sup> grade	N/A
Whole School	N/A

#### ADA

	2018-2019	2017-2018
6 <sup>th</sup> grade	98.12%	
7 <sup>th</sup> grade	97.35%	
8 <sup>th</sup> grade	97.22%	
Whole School	97.57%	97.71%

#### Employee Retention

	2018-2019
Lead Team	100%
Campus Support	100%
Teacher	68%

#### IBSCP 2019-2020 Priorities

1. Teacher Retention
2. Family Engagement
3. Data Management Systems

# **IDEA Public Schools**

## **IDEA Mission College Prep**



**2019 – 2020 Student Achievement Improvement Plan**

## **DISTRICT MISSION:**

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## **CAMPUS MISSION:**

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## **DISTRICT GOALS 2019-20:**

### **PRIORITY #1: Students Graduate College-Ready**

- 1A. % of graduates who matriculate to a college or university: 100%
- 1B. % of graduates who are accepted to a 4 year college or university: 100%
- 1C. % of grads named AP scholars: 30%
- 1D. % Approaches | % Meets| % Masters on STAAR/EOC: 90% | 60%| 30%
- 1E. % of Pre-K/Kindergarteners End The Year On/Above Grade Level in Reading|Language|Math (All Campuses): 90% | 90% | 90%
- 1F. % of 1st-2nd Students End The Year On/Above Grade Level in Reading|Language|Math (Year 1 Campuses): 70% | 70% | 70%
- 1G. % of 1st-2nd Students End The Year On/Above Grade Level in Reading|Language|Math (Year 2+ Campuses): 90% | 90% | 90%
- 1H. Average ACT score (Junior class): 21
- 1I. % of students graduating college in 4 | 6 years: 45% | 65%

### **PRIORITY #2: Build a Strong & Sustainable Organization**

- 2A. Employee Retention: 85%
- 2B. Average Daily Attendance: 97.50%
- 2C. Student Persistence: 90%
- 2D. Annual Surplus (millions): \$8.9M

### **PRIORITY #3: Achieve Mission at Scale**

- 3A. % of students with low socio-economic status: 80%
- 3B. Enrollment: 28,444
- 3C. Schools in operation: 50
- 3D. Total Funds Raised (millions): \$12M

Professional Campus Staff		
Administrative Staff	Counseling Staff	Specialty Teachers
Christina Escamilla, Principal Eunice Canales, Asst. Principal of Instruction Martin Contreras, Asst. Principal of Instruction Ismael Posadas, Asst. Principal of Operations Deirdre Medina, Principal in Residence	Rolando Gonzalez, Director of College Counseling Filomeno Sanchez, Academic Counselor Arianna Robles, College Counselor Roxanna Celedon, College Counselor	Christina Mercado, Special Education Ana Ramirez, Special Education Josephine Taveras, Special Education Emelia Herebia, Special Education Israel Flores, Special Education Anna Losoya, Special Education, Life Skills Annabel Salamanca, Interventionist
6 <sup>th</sup> Grade	7 <sup>th</sup> Grade	8 <sup>th</sup> Grade
Anaid Stephens, Humanities Pre-AP Teacher Delilah Salinas, ELA Pre-AP Teacher Robert Richardson, Math Pre-AP Teacher Krystal Narro, Science Pre-AP Teacher	Leo Saldana, Life Science Soraya Cepeda, Pre-Algebra Teacher Veronica Vasquez, ELA Pre-AP Teacher Robert Weston, Humanities Pre-AP Teacher	Claudia Pena, ELA Pre-AP Teacher Louis Wilhelmsson, Humanities Pre-AP Teacher Steven Ferguson, Algebra I Pre-AP Teacher Fabiola Cantu, Biology Pre-AP Teacher
9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade
Rogelio Guerra, Chemistry Pre-AP Teacher Juan Ramirez, Geometry Pre-AP Teacher Brailin Paulino, English I Pre-AP Teacher Norma De Jesus, AP Human Geography Teacher	George Coronado, Algebra II Pre-AP Teacher Alejandro Villa, AP World History Teacher Robers Mecidor, AP Chemistry Teacher Desiree Chavez Garcia, English II Pre-AP Teacher	John Liss, AP US History Yvonne Villarreal, AP English Language Teacher Karen Prewitt, Calculus Pre-AP Teacher , AP Physics 1 Teacher
12 <sup>th</sup> Grade	MS Enrichment	HS Enrichment
Rebecca Reyes, AP English Literature Teacher , AP Government/AP Economics Tea Diana Garza, AP Biology Teacher Willmar Herrera, Algebra I Pre-AP Teacher	Andres Flores, Art Nefi Pereira, Physical Education Christina Alvarez – 7 <sup>th</sup> Writing Juan Delgado, Reasoning Minds Kim Allen– 8 <sup>th</sup> Creative Writing	Norma Saenz, AP Computer Science Principles Lilian Viera, AP Art Jalyssa Garza, ACT Prep Skills Bertha Perez, AP Spanish Lang. / AP Spanish Lit Norma Romo Lopez, Spanish II / Spanish III Leticia Molina, Spanish I/ AP Spanish Lit Aaron Linan, AP Computer Science A Nathan Henderson, Physical Education Jorge Munoz, RttC Teacher

\*Bilingually Certified



Para-Professionals Campus Staff		
Co-Teachers	Facilitators	Clerical/Technical
Mark Saenz –Co-Teacher Jessica Jones, Co-Teacher Eric Alaniz, Co-Teacher-6 <sup>th</sup> Grade Jullyssa Guajardo, Co-Teacher PT Gabriela Navejar, Co-Teacher Marla Salinas, Co-Teacher	Mabel Canales, RRC Facilitator Julian Fuentes, 21st Century Site Coordinator	Narda Guajardo, Administrative Assistant Nancy Reyna, Receptionist Claudia Oliver, SIS Coordinator Elizabeth Venegas, SIS/Registrar Blanca Castro, Budget Clerk Nancy Salazar, Health Aid/ School Nurse
Operations Staff	Operations Staff	Temporary Staff
Cesar Rodriguez, Cafeteria Manager Maria Alanis -Cafeteria Assistant Manager Silvia Rodriguez – Food Service specialist Carmen Olvera – Food Service specialist Angelina Gonzalez- Food Service specialist Elva Guzman- Food Service specialist Rosalinda Reyes- Food Service specialist Nora Ponce- Food Service specialist Florinda Gonzalez- Food Service specialist Maria Salazar- Food Service specialist Maria Diaz- Food Service specialist Maria Garibaldi- Food Service specialist Sandra Zamora- Food Service specialist Melchor Quintero- Food Service specialist Elena Abrego- Food Service specialist Ernestina Dominguez- Food Service specialist	Pedro Banca Bus driver Olga Casillas Bus driver Jose Vallejo Bus driver Raul Elizondo Bus driver Dora Elizondo Bus driver Jose Carrizales Bus driver Guadalupe Lara Bus driver Oneida Casillas Bus driver Marco Rivera Bus driver Juan Gonzalez Bus driver Jose A. Gonzalez Bus driver Gloria Iglesias Bus driver Juan Gutierrez Bus driver Juan Reyes Bus driver Cristela Estrada Bus driver Carlos Moran Bus driver Melina Garza Bus driver Maria Lopez Assistant manager Guillermo Tamayo Transportation Manager  Carlos Guajardo - Custodian Gilbert Magallan- Custodian Armando Mendoza- Custodian Jorge Moreno- Custodian Elizabeth Garza- Custodian	Julio Reyes, Athletics Coach

## Site Based Decision Making Committee

Member (Title, Represent)	Meeting Dates:	Possible Agenda Items:
<b>Christina Escamilla – Principal</b> <b>Deirdre Medina – PIR</b> <b>Eunice Canales – API</b> <b>Martin Contreras -- API</b> <b>Rolando Gonzalez – DCC</b> <b>Ismael Posadas – APO</b> <b>Roxanna Celedon - CC</b> <b>Ariana Robles – CC</b> <b>Filomeno Sanchez - AC</b>	8/5/19	1. Campus Priority: Aggressive Monitoring: Exemplars 2. Cultural Rounds: GTL, CTL and SPED teams 3. Operations: Escalation Matrix implementation 4. Annual Calendar Review
	10/4/19	1. Campus Priority: Aggressive Monitoring: Scanning for Compliance 2. Tracking Culture: Rubric Implementation and ADA tracking 3. Homecoming Week 4. Annual Calendar Review
	11/1/19	1. PTG Q1 2. Campus Priority: Aggressive Monitoring: Hunting for the Gap and How & When to reteach 3. Talent Review
	12/6/19	1. PTG Q2 2. Middle of Year Step Back and Step Forward 3. Talent Review
	1/10/20	1. Ensuring Data Driven Instruction is a Reality 2. Cultural Rounds: MS 3. Drafting 18-19 budget
	2/7/20	1. PTG Q3 2. Cultural Rounds: HS
	3/6/20	1. Campus Priority: Small Group Instruction and supporting Data Driven Instruction methods
	4/3/20	1. Final Review Calendars 2. Planning and coordinating for EOY ceremonies- Graduation, Awards, etc.
	5/1/20	1. Pre-work and expectations for Step Back and Step Forward. 2. EOY logistics- Operations and Summer School
	6/11/20-6/13/20	1. Step Back and Step Forward 2. PTG 4-EOY Evaluation 3. Planning the 2018-19 year

**Campus Name**  
Campus Demographics\*

<b>Student Populations</b>	<b>Number of Students</b>	<b>Percentage of Students</b>
Enrollment	813	100%
At Risk	461	56.70%
SPED	52	6.40%
Econ. Dis.	753	92.62%
ESL	280	34.44%
Male	412	50.68%
Female	401	49.32%
Amer. Indian	0	0%
Asian	1	.12%
Black	3	.37%
White	7	.86%
Hispanic	801	98.52%

*\*As of May 2018*

## Campus Committees

English Language Arts	Math
<b>Committee Chair(s): Claudia Pena</b> <b>Committee Members:</b> Kim Allen Veronica Vasquez Christina Alvarez Desiree Chavez Yvonne Villarreal Rebecca Reyes	<b>Committee Chair(s): George Coronado</b> <b>Committee Members:</b> Robert Richardson Soraya Cepeda Steve Ferguson Juan Ramirez Karen Prewitt Willmar Herrera
Science	Humanities
<b>Committee Chair(s): Krystal Narro</b> <b>Committee Members:</b> Leo Saldana Fabiola Cantu Diana Garza Rogelio Guerra Robers Mecidor	<b>Committee Chair(s): Hector Ocampo</b> <b>Committee Members:</b> Alex Villa Anaïd Stephens Robert Weston Louis Wilhelmsson John Liss, Norma De Jesus
Staff Quality, Recruitment and Retention	Family and Community Involvement
<b>Committee Chair(s): Desiree Chavez</b> <b>Committee Members:</b> Louis Wilhelmsson Nathan Henderson Kimberly Allen Nefi Pereira	<b>Committee Chair(s): Anna Losoya</b> <b>Committee Members:</b> Josie Taveras Andres Flores Jorge Munoz Robert Weston Veronica Vasquez
100% College Matriculation	School Culture and Climate
<b>Committee Chair(s): Aaron Linan</b> <b>Committee Members:</b> Robers Mecidor Cristina Mercado Willmar Herrera Jalyssa Garza Karen Prewitt	<b>Committee Chair(s): Norma Saenz</b> <b>Committee Members:</b> Lilian Viera Norma Romo Alicia Perez Robert Weston Fabiola Cantu

## New Initiatives

- |   |   |
|---|---|
| <ul style="list-style-type: none"><li>• Increasing instructional time by going from 7 to 6 periods in Middle School</li><li>• Added AP classes in Psychology and Chemistry and Art 2D</li><li>• Specific support to special populations by our SPED team- Added 2 new positions</li><li>• New initiatives to support socio-emotional wellness</li><li>• Development of a student council</li><li>• Switch away from A/B rotation to decrease course load for students</li></ul> | <ul style="list-style-type: none"><li>• Renewed focus on aggressive monitoring with the exemplar responses as a center piece for professional development.</li><li>• Operating mechanisms to support school-wide Detention hosted by administration.</li><li>• Operating mechanisms to create a PTO to increase parent involvement</li><li>• Improve ADA with implementation of the escalation matrix</li></ul> |
|---|---|

## Continuing Initiatives

- |  |   |
|--|---|
| <ul style="list-style-type: none"><li>• Continued partnership with NMSI (National Math Science Institute) to ensure teachers have the necessary vertical alignment and rigor for student success in all Pre-AP and AP Classes and having teachers</li><li>• Reasoning Minds for 6th grade math in addition to usual math class and catalyst being reserved for reading specifically</li><li>• Training and implementation of differentiated instruction (more tailored to individual teacher needs)</li><li>• Continued implementation of mastery machine in ACT Prep classes.</li><li>• Continued SIOP strategies and trainings for teachers throughout the year and observation of implementation of SIOP strategies.</li><li>• Implementation of TEACHBOOST to both Coach and Develop teachers</li><li>• Consistent Lesson Plan Feedback on Exemplars</li><li>• Smaller Class Sizes through removal of Catalyst period in HS</li><li>• Smaller Class size through shift away from A/B day</li></ul> | <ul style="list-style-type: none"><li>• Saturday School</li><li>• Year Long Tutoring</li><li>• Mastery Machine</li><li>• Data Tracking of individual student progress</li></ul> |
|--|---|

## Staff Development

Date	Session Title/Topic	Session Objective(s)
7/22/19-7/27/19	New Teacher Institute	<p>These sessions will be campus specific to IDEA Mission and designed for new teachers. The sessions will address all of the following:</p> <ul style="list-style-type: none"> <li>- Lesson Planning</li> <li>- Physical Environment/Classroom Setting expectations</li> <li>- Data Tracking and Data Driven Instruction</li> <li>- Deadlines: Data and Lesson Plan submissions</li> <li>- Software systems</li> <li>- Coaching and Feedback: the cycle and expectations</li> </ul> <p>School Culture</p> <p>These sessions will be district-wide and led by various representatives of IDEA Public Schools. The sessions primarily are focused on:</p> <ul style="list-style-type: none"> <li>- Content and Pedagogy</li> <li>- Lesson Planning</li> <li>- Instructional Clarity</li> <li>- First Week of School</li> </ul>
8/5/19-8/9/19	State of the School and Beginning of Year PD	<p>This session is to inform teachers and staff about progress the school has made in reaching its goals including:</p> <ul style="list-style-type: none"> <li>- 90% of students passing STAAR and EOC exams</li> <li>- 30% of students scoring a Level III or Accelerated level on STAAR and EOC exams</li> <li>- 35% of students becoming AP Scholars</li> <li>- 97.5% ADA for the entire school- focus on certain grade levels</li> <li>- 90% Persistence for 6-12</li> <li>- Average ACT score of 21</li> <li>- Staff Retention of 85% or higher</li> <li>- Org Health scores of 85% or higher</li> </ul>
8/5/19-8/9/19	School Vision	Principal will deliver school vision including being ranked the #1 High School in America, Campus of the Year, School of the Year, Ops Team of the Year.
8/5/19-8/9/19	Outlook Calendaring	<p>Staff and teachers will be trained and informed on how to use Outlook calendaring.</p> <p>Staff will be provided time to input “big rocks” of commitment into their Outlook Calendars</p> <p>Staff will also be give copy of annual school calendar in order to make necessary adjustments.</p>
8/5/19-8/9/19	School Operations: Staff and Student Safety	<p>This session is designed to inform, educate and train staff on school operations including:</p> <ul style="list-style-type: none"> <li>- Duty Assignment, rotations and expectations</li> </ul>

		<ul style="list-style-type: none"> <li>- Drop Off and Pick Up expectations and safety</li> <li>- School Safety Mechanisms: Fire Drills, Lockdowns, etc.</li> <li>- Master Schedule and teacher work day</li> </ul>
8/5/19-8/9/19	Planning for Special Populations	<p>This session is designed for teachers to review accomodations needed for students that will be included in their classes.</p> <ul style="list-style-type: none"> <li>- SPED binders provided to teachers</li> <li>- Information on SPED team follow up procedures</li> <li>- Seating Chart design</li> <li>- ARD expectations</li> </ul>
8/5/19-8/9/19	Teacher Goal Setting and Student Goal Setting	<p>This session is designed for Teachers to set Beginning of Year Goals for class and grade level data metrics:</p> <ul style="list-style-type: none"> <li>- EOY exam results (including quarterly goals)</li> <li>- GET evaluation/TCP placement</li> <li>- ADA goals</li> <li>- Persistence goals</li> <li>- College Matriculation Goals</li> <li>- Index 2 Goals</li> </ul> <p>Teachers will also be able to create and implement individual student goals as well as individual student goal trackers.</p>
8/5/19-8/9/19	Powerschool and Gradebook	<p>This session is designed to familiarize staff and teachers with Powerschool and Gradebook.</p> <ul style="list-style-type: none"> <li>- Set up classes in Gradebook</li> <li>- Familiarizing on how and when to take attendance</li> <li>- Attendance expectations</li> <li>- Escalation matrix</li> </ul>
8/5/19-8/9/19	Introduction to Illuminate	<p>This session is designed to familiarize and train staff on how to properly use Illuminate and how to create and grade tests on this system.</p>
8/5/19-8/9/19	Student Persistence	<p>This session is designed to familiarize staff on role of each individual in promoting persistence and also to provide a staff reflection and brainstorm on how to increase persistence at IDEA Mission.</p>
8/5/19-8/9/19	School Culture	<p>This session is designed to educate and coach staff members on upholding certain pieces of school culture:</p> <ul style="list-style-type: none"> <li>- Traditions</li> <li>- Uniforms</li> <li>- Transitions</li> <li>- Lunch/Breakfast</li> <li>- Greeting Students</li> <li>- In class expectations</li> <li>- Positive Narration</li> </ul>
8/5/19-8/9/19	Aggressive Monitoring: The One Thing	<p>This session is designed to educate staff on major initiative of Aggressive Monitoring in every classroom tied to Guidepost in Excellent Teaching Row 4B.</p> <ul style="list-style-type: none"> <li>- Narrowing the Focus (The One Thing)</li> </ul>

		<ul style="list-style-type: none"> <li>- Rationale for Aggressive Monitoring (Starting with Why)</li> <li>- What is Aggressive Monitoring?</li> <li>- What is not Aggressive Monitoring?</li> <li>- The benefits of Aggressive Monitoring (80/20 Rule)</li> </ul>
8/5/19-8/9/19	School Discipline and Restorative Justice: The One Thing	This session is designed to inform, educate and train teachers on the school wide behavior plan which includes West Wing and Detention. Teachers will be educated on the discipline ladder and how to input uniform violations and tardies into the school wide discipline tracker. All teachers and staff will be educated on their role in school discipline.
10/19 1/20 2/20 3/20	Course Collaboration	4 times a year teachers will be given the opportunity to meet in person with teachers of the same content at other IDEA campuses in order to collaborate, create a backwards calendar for that quarter and plan engaging lessons for students. (These are also supported with bi-weekly webinars facilitated by the District Course Leader).
9/6/19	Aggressive Monitoring- Planning the Exemplar and How Key Points	Teachers will be able to state the rationale as to why we create an exemplar for every lesson and why we have how key points or every lesson. Teachers will be able to explain how those fit into operating mechanisms at our school—exemplar posted on door; How Key Points written on the board. Teachers will be coached to mastery on these two pieces with special focus throughout September.
10/4/19	Aggressive Monitoring- Criteria for Success for the Students and Scan for Compliance Preparing for a Data Conversation	Teachers will be able to state the rationale as to why name the criteria for success before circulating. Teachers will be able to state the rationale as to why we scan for compliance before we begin circulating. Teachers will have time to practice and plan this into upcoming lessons. Teachers will be provided format and coaching on how to complete Data conversation pre-work.
11/1/19	Aggressive Monitoring- Hunting for the Gap and Tracking the Gap	Teachers will be able to state the rationale for why we have the mindset of “hunting for the gap”. Teachers will be able to name the differences between this and their current practices. Teachers will be able to track student data real time will circulating Administration will relay and communicate plan for follow up on this action step.
12/6/19	Aggressive Monitoring: How and When to Reteach	Teachers will be able to state the rationale for finding gap quickly and reteaching in that moment. Teachers will be able to identify when to stop student practice and reteach an objective Teachers will be able to create a pathway for monitoring student outcomes. (High performing followed by Low Performing)
1/10/20	2x2 Upward Feedback on Strengths and Areas of Growth	Teachers will be able to state the rationale for 2x2 conversations Teachers will be able to access Cornerstone and begin to complete their 2x2 form. Teachers will be provided work time to complete their 2x2 template.



2/7/20	Small Group Instruction- How and When to pull groups for SGI	Teachers will be able to state the rationale behind providing small group instruction in class. Teachers will be able to practice and plan how and when they will implement small group instruction in their classes.
3/6/20	ADA and Operations Initiatives	Teachers will be educated and informed on 4 <sup>th</sup> quarter ADA status and incentives to improve ADA. Teachers will know and be able to state their role in helping campus reach ADA and Persistence goals.
4/3/20	Data Driven Instruction- Best Practices for Reviews/Testing Season	Teachers will be provided training on priority data driven instruction techniques and informed on the expectations over the coming months in approaching EOY exams: <ul style="list-style-type: none"> <li>- SWAM meetings</li> <li>- Exit Ticket sorts</li> <li>- Daily Exit Ticket Tracking</li> <li>- Small Group Instruction</li> <li>- Mastery Machine</li> <li>- Detailed Reteaching Calendars</li> </ul>
5/1/20	EOY Expectations- Lessons and Operations	Teachers will be able to explain how to close out the year in terms of operations pieces to submit and any end of year documentation Teachers will be able to plan a backwards calendar for “teaching up” for the classes that students will take the following year.

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

# **IDEA Public Schools**

## **IDEA Academy Rio Grande City**



**2019 – 2020 Student Achievement Improvement Plan**

## **DISTRICT MISSION:**

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

## **DISTRICT VISION:**

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

## **DISTRICT CORE VALUES:**

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

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

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

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

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

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

## **CAMPUS MISSION:**

At IDEA Academy Rio Grande City, we will work with pride in all that we do, foster a sense of joy and love in learning, and operate with a sense of ownership over our actions and how they drive student success.

¡Con ganas, si ganas!

## **DISTRICT GOALS 2019-20:**

### **PRIORITY #1: Students Graduate College-Ready**

- 1A. 100% Graduates Matriculate to a College or University
- 1B. 25% Graduates Matriculate to a Tier I/II College or University
- 1C. 100% Graduates Accepted to a College or University
- 1D. 30% | 25% of Graduates Named AP Scholars | Earn IB Diploma
- 1E. 90% | 30% Approaches | Masters on STAAR/EOC
- 1F. 70% | 70% | 70% of Pre-K/Kindergarteners End the Year On/Above Grade Level in Reading | Language | Math (all campuses)
- 1G. 85% | 85% | 85% of 1st-2nd Grade Students End Year On/Above Grade Level in Reading | Language | Math (Year 1 Campuses)
- 1H. 90% | 90% | 90% of 1st-2nd Grade Students End Year On/Above Grade Level in Reading | Language | Math (Year 2+ Campuses)
- 1I. 50% | 50% of Students in CSI Achieve 2 Years Growth in Reading | Math (measured by Ren STAR)
- 1J. 21 Average ACT Score (Class of 2018, September 2017)
- 1K. 25% | 55% 4 | 6 Year College Graduation

### **PRIORITY #2: Build a Strong & Sustainable Organization**

- 2A. 85% Teacher Retention
- 2B. 97.5% ADA
- 2C. 90% Student Persistence
- 2D. \$71MM EBIDA

### **PRIORITY #3: Achieve Mission at Scale**

- 3A. 80% of Students with Low Socioeconomic Status
- 3B. 45,470 Student enrollment by 2018-19
- 3C. 79 schools in operation in 2018-19
- 3D. \$28MM Total Funds Raised

## Site Based Decision Making Committee

Member (Title, Represent)	Meeting Dates:	Possible Agenda Items:
Fernando Salinas (Principal, Administration)	Sep. 19, 2019	<ol style="list-style-type: none"> <li>1. BOY reflections</li> <li>2. Parent involvement</li> <li>3. Student and adult culture</li> </ol>
Melissa Garcia (Principal in Residence, Administration)	Oct. 17, 2019	<ol style="list-style-type: none"> <li>1. Red Ribbon Week</li> <li>2. Anti-Bullying Messages</li> <li>3. Fall Festival</li> <li>4. Q1 State of the School</li> </ol>
Denney Treviño (Assistant Principal of Instruction, Administration)	Nov. 14, 2019	<ol style="list-style-type: none"> <li>1. Winter Holiday Programs</li> <li>2. Awards assembly for Semester 1</li> <li>3. Thanksgiving Can Drive</li> <li>4. Budget Review</li> </ol>
Yaneth Alvarez (Assistant Principal of Instruction, Administration)	Dec. 12, 2019	<ol style="list-style-type: none"> <li>1. Toy Drive</li> <li>2. Blanket and Jacket Drive</li> <li>3. Winter celebration for students and staff</li> <li>4. Q2 Data Review</li> </ol>
John Jauregui (Assistant Principal of Instruction, Administration)	Jan. 16, 2019	<ol style="list-style-type: none"> <li>1. Semester 2 Planning</li> <li>2. Field Lesson Planning</li> <li>3. Parent Committee Town Hall</li> <li>4. Valentine's Day Planning</li> </ol>
Adulfonso Garcia (Assistant Principal of Operations, Administration)	Feb. 20, 2019	<ol style="list-style-type: none"> <li>1. Spring Dance planning</li> <li>2. Q3 Data Progress Check</li> <li>3. Campus Temperature Check</li> <li>4. March Con Ganas Service Week Planning</li> </ol>
Gloria Lazo (Academic Counselor, Administration)	Mar. 20, 2019	<ol style="list-style-type: none"> <li>1. Spring Volunteering</li> <li>2. Data Check-In</li> <li>3. Budget Review</li> </ol>
Ana Perez (Grade Team Leader, Pre-Kinder)	Apr. 17, 2019	<ol style="list-style-type: none"> <li>1. Student Incentives</li> <li>2. EOY Field Trips</li> <li>3. Data Check-In</li> </ol>
Samantha Olivarez (Grade Team Leader, 1 <sup>st</sup> )	May 8, 2019	<ol style="list-style-type: none"> <li>1. EOY Celebrations</li> <li>2. Royal Reader Celebrations</li> <li>3. Parent Satisfaction</li> <li>4. Awards Assemblies</li> </ol>
DeeDee Bermea (Grade Team Leader, 2 <sup>nd</sup> )		
Daisy Rodriguez (Grade Team Leader, 3 <sup>rd</sup> )		
Jaclyn Rios (Grade Team Leader, 4 <sup>th</sup> )		
Elena Requenez (Grade Team Leader, 5 <sup>th</sup> )		

## Campus Committees

Pre-K	Kinder
<b>Committee Chair(s):</b> Ana Perez <b>Committee Members:</b> <ol style="list-style-type: none"> <li>Lucia Gomez</li> <li>May Ramos</li> <li>Adelaida Gonzalez</li> </ol>	<b>Committee Chair(s):</b> Yaneth Alvarez <b>Committee Members:</b> <ol style="list-style-type: none"> <li>Michelle Molina</li> <li>Ana Christina Cantu</li> <li>Itzelh Gutierrez</li> </ol>
1 <sup>st</sup>	2 <sup>nd</sup>
<b>Committee Chair(s):</b> Samantha Olivarez <b>Committee Members:</b> <ol style="list-style-type: none"> <li>Lilith Alvarez</li> <li>Pamela Gonzalez</li> <li>Perla Zambrano</li> </ol>	<b>Committee Chair(s):</b> DeeDee Bermea <b>Committee Members:</b> <ol style="list-style-type: none"> <li>Yarelli Gonzalez</li> <li>Abraham Morales</li> </ol>
School Culture and Climate	Family and Community Involvement
<b>Committee Chair(s):</b> Melissa Garcia <b>Committee Members:</b> <ol style="list-style-type: none"> <li>Denney Treviño</li> <li>Fernando Salinas</li> <li>Gloria Lazo</li> <li>Yaneth Alvarez</li> <li>John Jauregui</li> </ol>	<b>Committee Chair(s):</b> Sandra Aguilar <b>Committee Members:</b> <ol style="list-style-type: none"> <li>Denney Treviño</li> <li>Melissa Gomez</li> <li>Adulfonso Garcia</li> <li>Mayra Carrillo</li> <li>Michelle Molina</li> <li>May Ramos</li> </ol>

## New Initiatives

- Fall Tutorials
- Small group intervention
- Parent-teacher attendance meetings
- Student Led Conferences with Parents
- 4<sup>th</sup> grade writing

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## Continuing Initiatives

- Coaching by APIs
- Spring Tutorials
- Recess tutorials
- API teaching
- In-class Intervention
- Direct Instruction
- Peer teacher coaching
- In-school professional development
- AR Zone literacy
- Data tracking
- Progress to Goal Meetings
- Eureka Math
- Wit and Wisdom

## Staff Development

Date	Session Title/Topic	Session Objective(s)
8/20/2019	Internalize the Full Script	TWBAT make their DI script their own, including delivering it with a conversational tone and using appropriate pacing.
8/27/2019	Morning Meeting	TWBAT utilize morning meeting to provide students with information necessary to conduct an effective classroom.
9/10/2019	Giving Clear Instructions	TWBAT give clear and precise instructions with as few words as possible, as well as ensure understanding through CFUs.
9/17/2019	Revise and Perfect Routines and Procedures	TWBAT revise any routine that needs more attention to detail, while using the T/S game to ensure culture stays strong in the class.
9/24/2019	Family and Community Building	TWBAT call home for select students
10/1/2019	Group Practice	TWBAT set students up for mastery within the group setting.
10/15/2019	Group Correction Procedure	TWBAT ensure everyone is firm together.
10/22/2019	Report Card Night	TWBAT attend report card night and speak with parents.
10/29/2019	Teacher Radar	TWBAT know when students are off task.
11/5/2019	Whole Class Reset	TWBAT implement a planned whole class reset to improve students' behavior.
11/12/2019	Temperature Check	TWBAT conduct temperature checks of their own selves, their co-teachers, and of their students.
11/26/2019	Goal Urgency	TWBAT identify gaps in their planning and correct them for the upcoming quarters.
12/3/2019	Individual Turns	TWBAT solidify mastery though individual practice.
12/10/2019	Assess for Mastery	TWBAT conduct effective mastery tests, check outs, and assess for student mastery.
1/7/2020	Implement Independent Work	TWBAT follow daily routines and structures that build opportunities for students to practice independently.
1/14/2020	Active Monitoring	TWBAT check students' work to determine whether they're learning what's been taught.
1/28/2020	Building momentum	TWBAT motivate students with actions that push them forward in their lessons.
2/11/2020	Report Card Night	TWBAT meet with parents regarding grades for Q2.
2/25/2020	Proactive Planning	TWBAT plan to focus where it is needed most in order to ensure student mastery in future lessons.
3/4/2020	Building structure to reinforce mastery and automaticity	TWBAT maximize every moment in class so that students are mastering more and more lessons throughout the weeks.



3/18/2020	State of the School	TWBAT understand the state of the school as it pertains to instructional and operational goals.
3/25/2020	Pacing of Delivery	TWBAT create a sense of urgency so that students feel constantly engaged.
4/1/2020	Engage all students	TWBAT make sure all students participate by cold calling and implementing other engagement strategies.
4/8/2020	Narrate the positive	TWBAT narrate what students do well
4/15/2020	Report Card Night	TWBAT deliver report cards to parents and families.
4/22/2020	Individual Student Corrections	TWBAT anticipate students off task behavior and rehearse the things that they will do when students behavior is off-task.
4/29/2020	Goal Urgency	TWBAT plan for the last month of instruction to ensure they hit their goals.
5/6/2020	EOY Checklist	TWBAT identify items needed to complete EOY checklist.
5/13/2020	Re-registration phone calls	TWBAT call home to any family indicating that they will not return in the following year.
5/20/2020	Teacher EOY Celebration	TWBAT celebrate their accomplishments throughout the year.

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

# **IDEA Public Schools**

## **IDEA College Preparatory Rio Grande City**



**2019 – 2020 Student Achievement Improvement Plan**

## **DISTRICT MISSION:**

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

## **DISTRICT VISION:**

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

## **DISTRICT CORE VALUES:**

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

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

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

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

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

## **CAMPUS MISSION:**

At IDEA College Preparatory Rio Grande City, we will work with pride in all that we do, foster a sense of joy and love in learning, and operate with a sense of ownership over our actions and how they drive student success.

¡Con ganas, si ganas!

## **DISTRICT GOALS 2019-20:**

### **PRIORITY #1: Students Graduate College-Ready**

- 1A. 100% Graduates Matriculate to a College or University
- 1B. 25% Graduates Matriculate to a Tier I/II College or University
- 1C. 100% Graduates Accepted to a College or University
- 1D. 30% | 25% of Graduates Named AP Scholars | Earn IB Diploma
- 1E. 90% | 30% Approaches | Masters on STAAR/EOC
- 1F. 70% | 70% | 70% of Pre-K/Kindergarteners End the Year On/Above Grade Level in Reading | Language | Math (all campuses)
- 1G. 85% | 85% | 85% of 1st-2nd Grade Students End Year On/Above Grade Level in Reading | Language | Math (Year 1 Campuses)
- 1H. 90% | 90% | 90% of 1st-2nd Grade Students End Year On/Above Grade Level in Reading | Language | Math (Year 2+ Campuses)
- 1I. 50% | 50% of Students in CSI Achieve 2 Years Growth in Reading | Math (measured by Ren STAR)
- 1J. 21 Average ACT Score (Class of 2019, September 2017)
- 1K. 25% | 55% 4 | 6 Year College Graduation

### **PRIORITY #2: Build a Strong & Sustainable Organization**

- 2A. 85% Teacher Retention
- 2B. 97.5% ADA
- 2C. 90% Student Persistence
- 2D. \$71MM EBIDA

### **PRIORITY #3: Achieve Mission at Scale**

- 3A. 80% of Students with Low Socioeconomic Status
- 3B. 45,470 Student enrollment by 2019-19
- 3C. 79 schools in operation in 2019-19
- 3D. \$28MM Total Funds Raised

## Site Based Decision Making Committee

Member (Title, Represent)	Meeting Dates:	Possible Agenda Items:
Fernando Salinas (Principal, Administration)	Sep. 19, 2019	<ol style="list-style-type: none"> <li>1. BOY reflections</li> <li>2. Parent involvement</li> <li>3. Student and adult culture</li> </ol>
Karmen Alaniz (Assistant Principal of Instruction, Administration)	Oct. 17, 2019	<ol style="list-style-type: none"> <li>1. Red Ribbon Week</li> <li>2. Anti-Bullying Messages</li> <li>3. Fall Festival</li> <li>4. Q1 State of the School</li> </ol>
Elsa Gomez (Assistant Principal of Instruction, Administration)	Nov. 14, 2019	<ol style="list-style-type: none"> <li>1. Winter Holiday Programs</li> <li>2. Awards assembly for Semester 1</li> <li>3. Thanksgiving Can Drive</li> <li>4. Budget Review</li> </ol>
Adulfonso Garcia (Assistant Principal of Operations, Administration)	Dec. 12, 2019	<ol style="list-style-type: none"> <li>1. Toy Drive</li> <li>2. Blanket and Jacket Drive</li> <li>3. Winter celebration for students and staff</li> <li>4. Q2 Data Review</li> </ol>
Janet Torres (Academic Counselor, Administration)	Jan. 16, 2020	<ol style="list-style-type: none"> <li>1. Semester 2 Planning</li> <li>2. Field Lesson Planning</li> <li>3. Parent Committee Town Hall</li> <li>4. Valentine's Day Planning</li> </ol>
Maria Ruiz (Grade Team Leader, 6th)	Feb. 20, 2020	<ol style="list-style-type: none"> <li>1. Spring Dance planning</li> <li>2. Q3 Data Progress Check</li> <li>3. Campus Temperature Check</li> <li>4. March Con Ganas Service Week Planning</li> </ol>
Karen Alaniz (Grade Team Leader, 7th)	Mar. 20, 2020	<ol style="list-style-type: none"> <li>1. Spring Volunteering</li> <li>2. Data Check-In</li> <li>3. Budget Review</li> </ol>
Julio Garcia (Grade Team Leader, 8 <sup>th</sup> )	Apr. 17, 2020	<ol style="list-style-type: none"> <li>1. Student Incentives</li> <li>2. EOY Field Trips</li> <li>3. Data Check-In</li> </ol>
	May 8, 2020	<ol style="list-style-type: none"> <li>1. EOY Celebrations</li> <li>2. Royal Reader Celebrations</li> <li>3. Parent Satisfaction</li> <li>4. Awards Assemblies</li> </ol>

## Campus Committees

English Language Arts	Math
<p><b>Committee Chair(s):</b> Elsa Gomez</p> <p><b>Committee Members:</b></p> <ol style="list-style-type: none"><li>1. Maria Neyra</li><li>2. Haidee Villarreal</li><li>3. Michelle Cantu</li></ol>	<p><b>Committee Chair(s):</b> Vanessa Sanchez</p> <p><b>Committee Members:</b></p> <ol style="list-style-type: none"><li>1. Evelyn Rios</li><li>2. Maria Ruiz</li></ol>
Science & Humanities	School Culture and Climate
<p><b>Committee Chair(s):</b> Karmen Alaniz</p> <p><b>Committee Members:</b></p> <ol style="list-style-type: none"><li>1. Michael Padilla</li><li>2. Isabella Aldana</li><li>3. Mayra Alaniz</li></ol>	<p><b>Committee Chair(s):</b> Adulfonso Garcia</p> <p><b>Committee Members:</b></p> <ol style="list-style-type: none"><li>1. Karen Alaniz</li><li>2. Karmen Alaniz</li><li>3. Fernando Salinas</li><li>4. Elsa Gomez</li></ol>
Staff Quality, Recruitment and Retention	Family and Community Involvement
<p><b>Committee Chair(s):</b> Fernando Salinas</p> <p><b>Committee Members:</b></p> <ol style="list-style-type: none"><li>1. Karmen Alaniz</li><li>2. Elsa Gomez</li><li>3. Janet Torres</li></ol>	<p><b>Committee Chair(s):</b> Janet Torres</p> <p><b>Committee Members:</b></p> <ol style="list-style-type: none"><li>1. Karmen Alaniz</li><li>2. Fernando Salinas</li><li>3. Elsa Gomez</li><li>4. Karen Alaniz</li><li>5. Adulfonso Garcia</li></ol>

## New Initiatives

- Fall Tutorials
- Outdoor classroom
- CSI intensive review

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## Continuing Initiatives

- **Direct Instruction Intervention**
- **Student Led Conferences**
- **Springboard**
- **Study Island**
- **ST Math**
- **Accelerated Reader**
- **College Field Lesson**
- **Eureka Math**
- **Wit and Wisdom**

-

## Staff Development

Date	Session Title/Topic	Session Objective(s)
8/20/2019	Internalize Existing Lesson Plans	TWBAT make their lesson plans their own, including pacing it appropriately to hit all key points
8/27/2019	Homeroom meeting	TWBAT utilize homeroom meeting to provide students with information necessary to conduct an effective classroom.
9/10/2019	Giving Clear Instructions	TWBAT give clear and precise instructions with as few words as possible, as well as ensure understanding through CFUs.
9/17/2019	Revise and Perfect Routines and Procedures	TWBAT revise any routine that needs more attention to detail, while using the T/S game to ensure culture stays strong in the class.
9/24/2019	Family and Community Building	TWBAT call home for select students
10/1/2019	Write the exemplar	TWBAT script out the ideal written responses that students will produce during independent practice.
10/15/2019	Independent Practice	TWBAT set up daily routines that build opportunities for students to practice independently.
10/22/2019	Report Card Night	TWBAT attend report card night and speak with parents.
10/29/2019	Teacher Radar	TWBAT know when students are off task.
11/5/2019	Whole Class Reset	TWBAT implement a planned whole class reset to improve students' behavior.
11/12/2019	Temperature Check	TWBAT conduct temperature checks of their own selves, their co-teachers, and of their students.
11/26/2019	Goal Urgency	TWBAT identify gaps in their planning and correct them for the upcoming quarters.
12/3/2019	Monitor Aggressively	TWBAT check students' work to determine whether they're learning what has been taught.
12/10/2019	Assess for Mastery	TWBAT assess exit tickets to determine if they are providing accurate and efficient data.
1/7/2020	Providing Access Points	TWBAT create anchor charts that will allow students access to rigorous material.
1/14/2020	Active Monitoring	TWBAT check students' work to determine whether they're learning what's been taught.
1/28/2020	Building momentum	TWBAT motivate students with actions that push them forward in their lessons.
2/11/2020	Report Card Night	TWBAT meet with parents regarding grades for Q2.
2/25/2020	Habits of Evidence	TWBAT teach students to annotate with purpose.
3/4/2020	Check for Whole-Group Understanding	TWBAT gather evidence on whole group learning.



3/18/2020	State of the School	TWBAT understand the state of the school as it pertains to instructional and operational goals.
3/25/2020	Model	TWBAT model for students how to think, solve, and write for rigor.
4/1/2020	Guided Discourse	TWBAT let students unpack their own error and build a solution.
4/8/2020	Narrate the positive	TWBAT narrate what students do well
4/15/2020	Report Card Night	TWBAT deliver report cards to parents and families.
4/22/2020	Individual Student Corrections	TWBAT anticipate students off task behavior and rehearse the things that they will do when students behavior is off-task.
4/29/2020	Engaged Small Group Work	TWBAT maximize the learning for every student during group work.
5/6/2020	EOY Checklist	TWBAT identify items needed to complete EOY checklist.
5/13/2020	Re-registration phone calls	TWBAT call home to any family indicating that they will not return in the following year.
5/20/2020	Teacher EOY Celebration	TWBAT celebrate their accomplishments throughout the year.

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

**IDEA Public Schools**

**IDEA Ingram Hills Academy**



**2019 – 2020 Student Achievement Improvement Plan**

### **DISTRICT MISSION:**

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

### **DISTRICT VISION:**

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

### **DISTRICT CORE VALUES:**

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

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IDEA Ingram Hills provides an exceptional educational experience to scholars of all backgrounds and prepares 100% of its scholars with the knowledge, skills and habits to attend and graduate from a 4-year university.

## **DISTRICT GOALS 2018-19:**

### **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 grads named AP scholars | Earn IB diploma: 30% | 25%
- 1E. % Approaches | Meets | % Masters on STAAR/EOC: 90% | 60% | 30%
- 1F. % Basic | Mastery | Advanced on LEAP: 82% | 44% | 11%
- 1G. % of Pre-K/Kindergarteners End the Year On/Above Grade Level in Reading | Language | Math (All Campuses): 90% | 90% | 90%
- 1H. % of 1st-2nd Students End the Year On/Above Grade Level in Reading | Language | (Year 1 Campuses): 70% | 70%
- 1I. % of 1st-2nd Students End the Year On/Above Grade Level in Reading | Language | Math (Year 2+ Campuses): 85% | 85%
- 1J. % of students in CSI achieve 2 years growth in Reading | Math (measured by Ren STAR) 50% | 60%
- 1K. Average ACT score (Class of 2019, September 2018): 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. %Average Daily Attendance | # Average Daily Attendance: 97.50% | 38,141
- 2C. Student Persistence: 90%
- 2D. Operating Income: \$87M

### **PRIORITY #3: Achieve Mission at Scale**

- 3A. % of students with low socio-economic status: 80%
- 3B. Enrollment in August 2019: 53,115
- 3C. Schools in operation in August 2019: 97

3D. Total Funds Raised (millions): \$55M

Professional Campus Staff		
Administrative Staff	Counseling Staff	Specialty Teachers
<ul style="list-style-type: none"> <li>Nancy Bethencourt-Principal</li> <li>Brigid Pena-Assistant Principal of Operations</li> <li>Lisa Colwell-Assistant Principal of Instruction</li> <li>Brenner Green-Assistant Principal of Instruction</li> </ul>	<ul style="list-style-type: none"> <li>Lorilee Cantu Rodriguez-Academic Counselor</li> </ul>	<ul style="list-style-type: none"> <li>Nichole Diaz-RISE Teacher</li> <li>Grace Coy- SpEd Teacher</li> <li>Lisa Meyer-Interventionist</li> </ul>
Kindergarten	First Grade	Second Grade
<ul style="list-style-type: none"> <li>Elizabeth Breiten-ELA</li> <li>Elizabeth Winston-ELA</li> <li>Alyssa Garcia-ELA</li> <li>Vania Moreno-ELA/Math</li> <li>Ramon Ramirez-Math</li> </ul>	<ul style="list-style-type: none"> <li>Ashley Carmona-ELA</li> <li>Alyssa Echeverria-ELA</li> <li>Jasmine Desha-Math</li> </ul>	<ul style="list-style-type: none"> <li>Alexandra Faz-ELA</li> <li>Alexandra Bodin-ELA</li> <li>Valerie Lugo-Math</li> </ul>
Third Grade	Fourth Grade	Fifth Grade
Physical Education	Pre- Kindergarten	
<ul style="list-style-type: none"> <li>Saul Martell</li> </ul>	<ul style="list-style-type: none"> <li>Maria Flores-ELA/Math</li> <li>Stacie Sanchez-ELA/Math</li> </ul>	

\*Bilingually Certified

## Para-Professionals Campus Staff

Co-Teachers	Facilitators	Clerical/Technical
<ul style="list-style-type: none"> <li>• Elisa Belmares-PK ELA/Math</li> <li>• Kelsey Galvan-PK ELA/Math</li> <li>• Blas Ochoa-Kinder ELA</li> <li>• Linda Flores-Kinder ELA</li> <li>• Vanessa Cruz-Kinder ELA</li> <li>• Kassandra Noriega-ELA/Math</li> <li>• Veronica Gonzalez-Kinder Math</li> <li>• Lilliana Lozano-1<sup>st</sup> Grade ELA</li> <li>• Eva Quiroga-1<sup>st</sup> Grade ELA</li> <li>• Alina Fernandez-1<sup>st</sup> Grade Math</li> <li>• Aimee Pinada-2<sup>nd</sup> Grade ELA</li> <li>• Linda Anaya-2<sup>nd</sup> Grade Math</li> <li>• Liliana Murillo-RISE</li> <li>• Marcella Green-RISE</li> <li>• Vacant-Flex</li> </ul>	<ul style="list-style-type: none"> <li>• Julio Vargas-Hot Spot Facilitator</li> <li>• Ashlee Thorpe-AR Facilitator</li> </ul>	<ul style="list-style-type: none"> <li>• Nichoel Gonzalez -Administrative Assistant</li> <li>• Maria Moya-Receptionist</li> </ul>
Operations Staff	Ops Support Staff	
<ul style="list-style-type: none"> <li>• Rosie Villareal - SIS Clerk</li> <li>• Dorothy Martinez - Health Aide</li> <li>• Joe Morales- Cafeteria Manager</li> <li>• Richard Reyes- Facilities Manager</li> <li>• Valeria Calvillo Fabela –Cafeteria Assistant Manager</li> </ul>	<ul style="list-style-type: none"> <li>• Henry Morales- Custodian</li> <li>• Janel Hernandez Baiza- Custodian</li> <li>• David Gonzales- Custodian</li> <li>• Guadalupe Mata- FSS</li> <li>• Cecilia Cervantes- FSS</li> <li>• Delia Martinez- FSS</li> <li>• Maria Ortiz de Almaguer- FSS Flex</li> </ul>	

## Site Based Decision Making Committee

Member (Title, Represent)	Meeting Dates:	Possible Agenda Items:
<ul style="list-style-type: none"> <li>• Nancy Bethencourt-Principal</li> <li>• Brigid Pena-Assistant Principal of Operations</li> <li>• Lisa Colwell-Assistant Principal of Instruction</li> <li>• Brenner Green-Assistant Principal of Instruction</li> <li>• Maria Flores</li> <li>• Elizabeth Breiten-K GTL</li> <li>• Alyssa Echeverria-1<sup>st</sup> GTL</li> <li>• Alexandra Faz-2<sup>nd</sup> GTL</li> </ul>	June 4 <sup>th</sup> , 2019	<ol style="list-style-type: none"> <li>1. Grade Level Leadership Roles and Responsibilities</li> <li>2. 2019-2020 Driving Goals</li> <li>3. Calendar of Activities</li> <li>4. Planning for BOY PD</li> <li>5. Strategies for Persistence and Attendance</li> </ol>
	August 2 <sup>nd</sup> , 2019	1. GTL Priorities and Responsibilities
	August 6 <sup>th</sup> -7 <sup>th</sup> , 2019	<ol style="list-style-type: none"> <li>1. Meet the Teacher Night</li> <li>2. BOY PD for Teachers</li> </ol>
	August 26 <sup>th</sup> , 2019	<ol style="list-style-type: none"> <li>1. Culture Evaluation of Grade Levels</li> <li>2. Faculty PD-Doing Whatever It Takes to Keep Our Families</li> </ol>
	September 27, 2019	<ol style="list-style-type: none"> <li>1. Field Lesson Parent Meeting</li> <li>2. Fall Festival</li> <li>3. Culture Evaluation of Grade Levels</li> </ol>
	October 11th, 2019	1. Progress Towards Goals
	November 14, 2019	1. Culture Evaluation of Grade Levels
	December 9 <sup>th</sup> , 2019	<ol style="list-style-type: none"> <li>1. Q2 Report Card Night</li> <li>2. Tutorial Plan for Quarter 3</li> <li>3. Field Lessons</li> <li>4. Culture Evaluation of Grade Levels</li> </ol>
	January 21 <sup>st</sup> , 2020	<ol style="list-style-type: none"> <li>1. 2020-2021 Budget</li> <li>2. Progress Towards Goals 2</li> <li>3. Culture Evaluation of Grade Levels</li> </ol>
	February 21 <sup>st</sup> , 2020	<ol style="list-style-type: none"> <li>1. Budget Priorities 2020-2021</li> <li>2. Culture Evaluation of Grade Levels</li> <li>3. Q3 Report Card Night</li> </ol>

**IDEA Ingram Hills Academy**  
Campus Demographics\*

<b>Student Populations</b>	<b>Number of Students</b>	<b>Percentage of Students</b>
Enrollment	348	100%
At Risk		
SPED	17	4%
F.A.R.M.		
ELL	32	9%
Male	168	48%
Female	180	52%
Amer. Indian	1	0.5%
Asian	2	1%
Mixed	10	3%
Black	24	7%
White	18	5%
Hispanic	293	84%

\*As of May 2019



## Campus Committees

English Language Arts	Math
<p><b>Committee Chair:</b> Lisa Colwell  <b>Committee Members:</b></p> <ol style="list-style-type: none"> <li>1. Maria Flores</li> <li>2. Elizabeth Breiten</li> <li>3. Alyssa Echeverria</li> <li>4. Alexandra Faz</li> </ol>	<p><b>Committee Chair:</b> Brenner Green  <b>Committee Members:</b></p> <ol style="list-style-type: none"> <li>1. Ramon Ramirez</li> <li>2. Jasmine Desha</li> <li>3. Valerie Lugo</li> </ol>
Science (As Applicable)	School Culture and Climate
<p><b>Committee Chair:</b> Brenner Green  <b>Committee Members:</b></p> <ol style="list-style-type: none"> <li>1. Ramon Ramirez</li> <li>2. Jasmine Desha</li> <li>3. Valerie Lugo</li> </ol>	<p><b>Committee Chair:</b> Nancy Bethencourt  <b>Committee Members:</b></p> <ol style="list-style-type: none"> <li>1. Jeffrey Rothschild</li> <li>2. Brigid Pena</li> <li>3. Lisa Colwell</li> <li>4. Brenner Green</li> <li>5. Lorilee Cantu Rodriguez</li> </ol>
Staff Quality, Recruitment and Retention	Family and Community Involvement
<p><b>Committee Chair:</b> Nancy Bethencourt  <b>Committee Members:</b></p> <ol style="list-style-type: none"> <li>1. Brigid Pena</li> <li>2. Lisa Colwell</li> <li>3. Brenner Green</li> <li>4. Lorilee Cantu Rodriguez</li> </ol>	<p><b>Committee Chair:</b> Nancy Bethencourt  <b>Committee Members:</b></p> <ol style="list-style-type: none"> <li>1. Brigid Pena</li> <li>2. Lisa Colwell</li> <li>3. Brenner Green</li> <li>4. Lorilee Cantu Rodriguez</li> <li>5. Maria Flores</li> <li>6. Elizabeth Breiten</li> <li>7. Alyssa Echeverria</li> <li>8. Alexandra Faz</li> </ol>

## **New Initiatives**

- Specific support to special populations by our SPED team
- Critical students will now receive up to 3 hours a day in ELA
- Operating mechanisms to create a PTO to increase parent involvement
- Improve ADA with implementation of the escalation matrix
- Inclusion of GTLs on culture and instructional walkthroughs
- SPED walkthroughs with the SPED team and administration to ensure accommodations are being made.
- DI for Intervention for incoming 1<sup>st</sup> and 2<sup>nd</sup> grade scholars
- Writing Implementation for 1<sup>st</sup> and 2<sup>nd</sup> Grade
- Positive School Culture building through consistent and regular celebration of student success & weekly grade team and school wide assembly
- Push to begin Parent Organization to boost family and community involvement
- Consistent LP Feedback
- Cultural Rounds specific to the GET Power Rows and coaching to proficient
- Guided Reading in Grade 2
- Wit and Wisdom and Being a Writer implementation

## **Continuing Initiatives**

- Eureka Math
- Implementation of Teachboost to both Coach and Develop teachers
- See It, Name It, Do It for coaching conversations between leaders and teachers

## FALL SEMESTER

Date	Meeting	Topic	Presenter(s)
8/5/2019	BOY Professional Development	Various	Lead Team
8/6/2019	BOY Professional Development	Various	Lead Team
8/7/2019	BOY Professional Development	Various	Lead Team
8/8/2019	BOY Professional Development	Various Various & MS Meet the Teacher	HQ
8/9/2019	BOY Professional Development	Course Collaboration #1& Back to School Bash	Lead Team
8/12/2019	Keeping our Families/ Staff Benefits	Family Engagement & Building Relationships	Lead Team
8/13/2019	Advancing on TCP/TeacheBoost	TCP Placement + Teachboost Log-in	Lead Team
8/12/2019	Teacher Goals	Setting Teacher Goals	Lead Team
8/19/2019	Content Meeting	Culture of Achievement	Lead Team
8/26/2019	Content Meeting	Unpacking Unit Plan	Lead Team
9/9/2019	Faculty Meeting	Reaching all Leaders: SPED + EL	Lead Team
9/16/2019	Content Meeting	Lesson Vision	Lead Team
9/20/2019	1/2 Day PD	Various	Lead Team
9/23/2019	Faculty Meeting	Reaching all Leaders: SPED + EL	Lead Team
9/30/2019	Content Meeting	Instruction Clarity	Lead Team
10/7/2019	Faculty Meeting	Reaching all Leaders: SPED + EL	Lead Team
10/11/2019	Professional Development	Course Collaboration #2	Lead Team
10/21/2019	Content Meeting	Student Practice	Lead Team
10/28/2019	Faculty Meeting	Reaching all Leaders: SPED + EL	Lead Team

11/4/2019	Content Meeting	Monitor Student Learning	Lead Team
11/11/2019	Faculty Meeting	Reaching all Leaders: SPED + EL	Lead Team
11/18/2019	Content Meeting	Monitor Student Learning #2	Lead Team
11/22/2019	1/2 Day PD	Various	Lead Team
12/2/2019	Faculty Meeting	Reaching all Leaders: SPED + EL	Lead Team
12/9/2019	Content Meeting	Responds to Gaps in Student Learning	Lead Team
12/16/2019	Faculty Meeting	Reaching all Leaders: SPED + EL	Lead Team

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

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IDEA Ingram Hills College Preparatory  
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- 1E. % Approaches | Meets | % Masters on STAAR/EOC: 90% | 60% | 30%
- 1F. % Basic | Mastery | Advanced on LEAP: 82% | 44% | 11%
- 1G. % of Pre-K/Kindergarteners End The Year On/Above Grade Level in Reading | Language | Math (All Campuses): 90% | 90% | 90%
- 1H. % of 1st-2nd Students End The Year On/Above Grade Level in Reading | Language | (Year 1 Campuses): 70% | 70%
- 1I. % of 1st-2nd Students End The Year On/Above Grade Level in Reading | Language | Math (Year 2+ Campuses): 85% | 85%
- 1J. % of students in CSI achieve 2 years growth in Reading | Math (measured by Ren STAR) 50% | 60%
- 1K. Average ACT score (Class of 2019, September 2018): 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. %Average Daily Attendance | # Average Daily Attendance: 97.50% | 38,141
- 2C. Student Persistence: 90%
- 2D. Operating Income: \$87M

### **PRIORITY #3: Achieve Mission at Scale**

- 3A. % of students with low socio-economic status: 80%
- 3B. Enrollment in August 2019: 53,115
- 3C. Schools in operation in August 2019: 97
- 3D. Total Funds Raised (millions): \$55M

Professional Campus Staff		
Administrative Staff	Counseling Staff	Specialty Teachers

<ul style="list-style-type: none"> <li>• Jeffrey Rothschild-Principal</li> <li>• Daisy Edrisi-Assistant Principal of Instruction</li> <li>• Brigid Pena-Assistant Principal of Operations</li> <li>• Raquel Villafranco- Administrative Assistant</li> </ul>	<ul style="list-style-type: none"> <li>• Michelle Perales- Academic Counselor</li> </ul>	<ul style="list-style-type: none"> <li>• Ashley Spain-SpED RISE Teacher</li> <li>• Carolina Garcia- SpEd Teacher</li> </ul>
<b>Sixth Grade</b>	<b>Seventh Grade</b>	<b>Elective Teachers</b>
<ul style="list-style-type: none"> <li>• Sara Grossie (Math)</li> <li>• David Fleurant (ELA)</li> </ul>	<ul style="list-style-type: none"> <li>• David Escalante (Math)</li> <li>• Destiny Riano (ELA)</li> </ul>	<ul style="list-style-type: none"> <li>• Saul Martell (PE)</li> <li>• Sophia Garcia (Art)</li> </ul>
<b>Hybrid</b>		
<ul style="list-style-type: none"> <li>• Joe Morga (Humanities)</li> <li>• Justine Aquino (Science)</li> </ul>		

Para-Professionals Campus Staff		
Co-Teachers	Clerical/Technical	
<ul style="list-style-type: none"> <li>• Teresa Martinez</li> <li>• Diamond Roberson</li> <li>• Sabrina Mancha</li> <li>• Ashlee Thorpe (AR)</li> <li>• Julio Vargas (Hotspot)</li> </ul>	<ul style="list-style-type: none"> <li>• Maria Moya- Receptionist</li> <li>• R D Morales- Business Clerk</li> </ul>	
Operations Staff	Ops Support Staff	Ops Support Staff

<ul style="list-style-type: none"><li>• Rosie Villareal - SIS Clerk</li><li>• Dorothy Martinez - Health Aide</li><li>• Joe Morales- Cafeteria Manager</li><li>• Rick Reyes- Facilities Manager</li><li>• Valeria Calvillo Fabela –Cafeteria Assistant Manager</li></ul>	<p>Richard Reyes- FM Henry Morales- Custodian Janel Hernandez Baiza- Custodian David Gonzales- Custodian</p>	<p>Joe Morales- CNP Valeria Fabela- Assistant Manager Guadalupe Mata- FSS Cecilia Cervantes- FSS Delia Martinez- FSS Maria Ortiz de Almaguer- FSS Flex</p>
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### Site Based Decision Making Committee

Member (Title, Represent)	Meeting Dates:	Possible Agenda Items:
<ul style="list-style-type: none"> <li>• Jeffrey Rothschild-Principal</li> <li>• Daisy Edrisi-Assistant Principal of Instruction</li> <li>• Brigid Pena-Assistant Principal of Operations</li> <li>• Raquel Villafranco- Administrative Assistant</li> <li>• Sara Grossie, 6<sup>th</sup> Grade Team Leader</li> <li>• Destiny Riano, 7<sup>th</sup> Grade Team Leader</li> </ul>	June 4 <sup>th</sup> , 2019	<ol style="list-style-type: none"> <li>1. Grade Level Leadership Roles and Responsibilities</li> <li>2. 2019-2020 Driving Goals</li> <li>3. Calendar of Activities</li> <li>4. Planning for BOY PD</li> <li>5. Strategies for Persistence and Attendance</li> </ol>
	August 2 <sup>nd</sup> , 2019	<ol style="list-style-type: none"> <li>1. GTL Priorities and Responsibilities</li> <li>2. CL Priorities and Responsibilities</li> </ol>
	August 6 <sup>th</sup> -7 <sup>th</sup> , 2019	<ol style="list-style-type: none"> <li>1. Meet the Teacher Night</li> <li>2. BOY PD for Teachers</li> </ol>
	August 26 <sup>th</sup> , 2019	<ol style="list-style-type: none"> <li>1. Culture Evaluation of Grade Levels</li> <li>2. STAAR Parent Meetings 6<sup>th</sup>-7<sup>th</sup></li> <li>3. Faculty PD-Doing Whatever It Takes to Keep Our Families</li> </ol>
	September 27, 2019	<ol style="list-style-type: none"> <li>1. 6<sup>th</sup> Grade Field Lesson Parent Meeting</li> <li>2. Fall Festival</li> <li>3. Culture Evaluation of Grade Levels</li> </ol>
	October 11th, 2019	<ol style="list-style-type: none"> <li>1. Progress Towards Goals</li> </ol>
	November 14, 2019	<ol style="list-style-type: none"> <li>1. Culture Evaluation of Grade Levels</li> </ol>
	December 9 <sup>th</sup> , 2019	<ol style="list-style-type: none"> <li>1. Q2 Report Card Night</li> <li>2. Tutorial Plan for Quarter 3</li> <li>3. Field Lessons</li> <li>4. Culture Evaluation of Grade Levels</li> </ol>
	January 21 <sup>st</sup> , 2019	<ol style="list-style-type: none"> <li>1. 2020-2021 Budget</li> <li>2. Progress Towards Goals 2</li> <li>3. Culture Evaluation of Grade Levels</li> <li>4. Spring Fling</li> </ol>
	February 21 <sup>st</sup> , 2019	<ol style="list-style-type: none"> <li>1. Budget Priorities 2020-2021</li> <li>2. Culture Evaluation of Grade Levels</li> <li>3. Q3 Report Card Night</li> </ol>
	March 12th	<ol style="list-style-type: none"> <li>1. Tutorial Plan for Quarter 4</li> </ol>
	April 16th	<ol style="list-style-type: none"> <li>1. Begin Plan for Summer School</li> <li>2. EOY Award Ceremonies</li> <li>3. Culture Evaluation of Grade Levels</li> </ol>

	May 14th	<ol style="list-style-type: none"><li>1. End-of-year Celebrations</li><li>2. Field Day</li><li>3. Summer Student Persistence Plan</li><li>4. Adjust Summer School Plan</li></ol>
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**IDEA Ingram Hills College Prep**  
Campus Demographics\*

<b>Student Populations</b>	<b>Number of Students</b>	<b>Percentage of Students</b>
Enrollment	110	100%
At Risk		
SPED	21	19%
F.A.R.M.		
ELL	19	17%
Male	50	45%
Female	60	55%
Amer. Indian	0	0%
Asian	1	1%
Black	1	1%
White	5	5%
Hispanic	8	7%

*\*As of April 2019*

## Campus Committees

English Language Arts	Math
<p><b>Committee Chair(s):</b> Daisy Edrisi  <b>Committee Members:</b></p> <ol style="list-style-type: none"> <li>1. Destiny Riano</li> <li>2. David Fleurant</li> <li>3. Jeffrey Rothschild</li> <li>4. Michelle Perales</li> </ol>	<p><b>Committee Chair(s):</b> Jeffrey Rothschild  <b>Committee Members:</b></p> <ol style="list-style-type: none"> <li>1. David Escalante</li> <li>2. Sara Grossie</li> <li>3. Daisy Edrisi</li> <li>4. Michelle Perales</li> </ol>
Science	Humanities
<p><b>Committee Chair(s):</b> Daisy Edrisi  <b>Committee Members:</b></p> <ol style="list-style-type: none"> <li>1. Justine Aquino</li> <li>2. Jeffrey Rothschild</li> <li>3. Michelle Perales</li> </ol>	<p><b>Committee Chair(s):</b> Daisy Edrisi  <b>Committee Members:</b></p> <ol style="list-style-type: none"> <li>1. Jose Morga</li> <li>2. Jeffrey Rothschild</li> <li>3. Michelle Perales</li> </ol>
School Culture and Climate	Staff Quality, Recruitment and Retention
<p><b>Committee Chair(s):</b> Michelle Perales  <b>Committee Members:</b></p> <ol style="list-style-type: none"> <li>1. Raquel Villafranco</li> <li>2. Jeffrey Rothschild</li> <li>3. Daisy Edrisi</li> <li>4. Destiny Riano</li> <li>5. Sara Grossie</li> </ol>	<p><b>Committee Chair(s):</b> Jeffrey Rothschild  <b>Committee Members:</b></p> <ol style="list-style-type: none"> <li>1. Raquel Villafranco</li> <li>2. Michelle Perales</li> <li>3. Daisy Edrisi</li> <li>4. Sara Grossie</li> <li>5. Destiny Riano</li> </ol>

Family and Community Involvement	
<p><b>Committee Chair(s):</b> Michelle Perales</p> <p><b>Committee Members:</b></p> <ol style="list-style-type: none"><li>1. Raquel Villafranco</li><li>2. Jeffrey Rothschild</li><li>3. Daisy Edrisi</li><li>4. Destiny Riano</li><li>5. Sara Grossie</li></ol>	



New Initiatives	
<ul style="list-style-type: none"><li>• Literacy Trainings-Reading Reconsidered</li><li>• Wit and Wisdom Curriculum for 6<sup>th</sup>-7<sup>th</sup> grade levels</li><li>• Parent Trainings to understand state assessments—STAAR</li><li>• Develop the instructional leaders' capacity of literacy strategies to support the English Language Arts department.</li><li>• </li></ul>	
Continuing Initiatives	

- Wit and Wisdom curriculum for 6<sup>th</sup> grade
- Track and monitor students progress on state standards
- Parent involvement through fall and winter activities
- Expressive Writing in intervention classes to support English Language Learners

- Lead team will continue to use a week to hold parent meetings to inform all parents on the requirements of STAAR assessments required for the grade level of their child.
- Wit and Wisdom trainings will be given to new and existing ELA teachers to support their development.
- Mastery trackers will continue to be use to monitor students' progress on TEKS standards to identify gaps and remediate students' learning.
- Campus will continue to support parents and students with Field Lesson fundraising through Fall and Winter festival.
- Continue using Expressive Writing as an instructional tool to get ELLs to understand and practice key skills.

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

<b>FALL SEMESTER</b>			
<b>Date</b>	<b>Meeting</b>	<b>Topic</b>	<b>Presenter(s)</b>
8/5/2019	BOY Professional Development	Various	Lead Team
8/6/2019	BOY Professional Development	Various	Lead Team
8/7/2019	BOY Professional Development	Various	Lead Team
8/8/2019	BOY Professional Development	Various Various & MS Meet the Teacher	HQ
8/9/2019	BOY Professional Development	Course Collaboration #1& Back to School Bash	Lead Team
8/12/2019	Keeping our Families/ Staff Benefits	Family Engagement & Building Relationships	Lead Team
8/13/2019	Advancing on TCP/TeacheBoost	TCP Placement + Teachboost Log-in	Lead Team
8/12/2019	Teacher Goals	Setting Teacher Goals	Lead Team
8/19/2019	Content Meeting	Culture of Achievement	Lead Team
8/26/2019	Content Meeting	Unpacking Unit Plan	Lead Team
9/9/2019	Faculty Meeting	Reaching all Leaders: SPED + EL	Lead Team
9/16/2019	Content Meeting	Lesson Vision	Lead Team
9/20/2019	1/2 Day PD	Various	Lead Team
9/23/2019	Faculty Meeting	Reaching all Leaders: SPED + EL	Lead Team
9/30/2019	Content Meeting	Instruction Clarity	Lead Team
10/7/2019	Faculty Meeting	Reaching all Leaders: SPED + EL	Lead Team
10/11/2019	Professional Development	Course Collaboration #2	Lead Team
10/21/2019	Content Meeting	Student Practice	Lead Team

10/28/2019	Faculty Meeting	Reaching all Leaders: SPED + EL	Lead Team
11/4/2019	Content Meeting	Monitor Student Learning	Lead Team
11/11/2019	Faculty Meeting	Reaching all Leaders: SPED + EL	Lead Team
11/18/2019	Content Meeting	Monitor Student Learning #2	Lead Team
11/22/2019	1/2 Day PD	Various	Lead Team
12/2/2019	Faculty Meeting	Reaching all Leaders: SPED + EL	Lead Team
12/9/2019	Content Meeting	Responds to Gaps in Student Learning	Lead Team
12/16/2019	Faculty Meeting	Reaching all Leaders: SPED + EL	Lead Team

SPRING SEMESTER			
Date	Meeting	Topic	Presenter(s)
1/6/2020	Professional Development	Course Collaboration #3	Lead Team
1/13/2020	Content Meeting	Responds to Gaps in Student Learning	Lead Team
1/27/2020	TELPAS	TELPAS Writing PD	Lead Team
2/3/2020	Content Meeting	Remediation & Re-teaching	Lead Team
2/10/2020	TELPAS	Calibration #1	Lead Team
2/17/2020	TELPAS	Calibration #2	Lead Team
2/24/2020	Professional Development	ELA Course Collaboration	Lead Team
3/2/2020	STAAR/EOC	STAAR/EOC Security Training	Lead Team
3/9/2020	Content Meeting	Remediation & Re-teaching #2	Lead Team
3/27/2020	Professional Development	Course Collaboration #4	Lead Team
3/30/2020	Content Meeting	Mastery Machine	Lead Team
4/6/2020	Faculty Meeting	Reaching all Leaders: SPED + EL	Lead Team
4/13/2020	Content Meeting	Mastery Machine #2	Lead Team



4/20/2020	AP Testing Training	AP Testing Procedures & Logistics	Lead Team
4/27/2020	Content Meeting	Last Push	Lead Team
5/4/2020	Faculty Meeting	Reaching all Leaders: SPED + EL	Lead Team
5/11/2020	Content Meeting	Content Stepback	Lead Team
5/18/2020	Faculty Meeting	Reaching all Leaders: SPED + EL	Lead Team
5/30/2020	Teacher Workday	EOY Checklist	Lead Team

**IDEA Public Schools**

**IDEA Judson Academy**



***1.0 Draft copy 6/17/19***

**2019 – 2020 Student Achievement Improvement Plan**

## **DISTRICT MISSION:**

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

## **DISTRICT VISION:**

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

## **DISTRICT CORE VALUES:**

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

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

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

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

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

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

## **CAMPUS MISSION:**

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## **DISTRICT GOALS 2018-19:**

### **PRIORITY #1: Students Graduate College-Ready**

- 1A. 100% Graduates Matriculate to a College or University
- 1B. 25% Graduates Matriculate to a Tier I/II College or University
- 1C. 100% Graduates Accepted to a College or University
- 1D. 30% | 25% of Graduates Named AP Scholars | Earn IB Diploma
- 1E. 90% | 30% Approaches | Masters on STAAR/EOC
- 1F. 70% | 70% | 70% of Pre-K/Kindergarteners End the Year On/Above Grade Level in Reading | Language | Math (all campuses)
- 1G. 85% | 85% | 85% of 1st-2nd Grade Students End Year On/Above Grade Level in Reading | Language | Math (Year 1 Campuses)
- 1H. 90% | 90% | 90% of 1st-2nd Grade Students End Year On/Above Grade Level in Reading | Language | Math (Year 2+ Campuses)
- 1I. 50% | 50% of Students in CSI Achieve 2 Years Growth in Reading | Math (measured by Ren STAR)
- 1J. 21 Average ACT Score (Class of 2018, September 2017)
- 1K. 25% | 55% 4 | 6 Year College Graduation

### **PRIORITY #2: Build a Strong & Sustainable Organization**

- 2A. 85% Teacher Retention
- 2B. 97.5% ADA
- 2C. 90% Student Persistence
- 2D. \$71MM EBIDA

### **PRIORITY #3: Achieve Mission at Scale**

- 3A. 80% of Students with Low Socioeconomic Status
- 3B. 45,470 Student enrollment by 2018-19
- 3C. 79 schools in operation in 2018-19
- 3D. \$28MM Total Funds Raised

Professional Campus Staff		
Administrative Staff	Counseling Staff	Specialty Teachers
Hope Williams, Principal Deitra Cockfield, Asst. Principal of Instruction Leticia Sulpizio, Asst. Principal of Instruction Kyle Wood (new), Asst. Principal of Operations	Ingrid Daly, Academic Counselor	Lisa Burnette, Special Education Ruth Keeler, Special Education Michelle Payton, Special Education, Flex Teacher
Kindergarten	First Grade	Second Grade
Amanda Bercher, Teacher Caitlyn Connell, Teacher Lakisha Black, Teacher Kaila Westover, Teacher (GTL)	Brittaney Braswell, ELA Teacher Tina Coles, ELA Teacher Taylor Trcka, Math Teacher (GTL)	Elicia Duhart, ELA Teacher Lacey Huehlefeld, ELA Teacher (GTL) Britney Rimpson, Math Teacher
Third grade	Fourth grade	Fifth Grade
Melissa Brown, ELA Teacher (GTL) Kim Bonds, Writing Teacher Katelyn Stence, Math Teacher	Kimberley Witherspoon, Writing Teacher (GTL) Ashley Garcia, ELA Teacher (new) Katy Arbuckle, Math Teacher (new)	Jessica Mena, Science Teacher (GTL) Cariece Aaron, Math Teacher (new) Kimberlee Anaya, ELA Teacher
Electives/Physical Education	Foreign Language	Interventionist
Coach Clifton Ross (C.J.)		Tanisha Leblanc, Math 5 <sup>th</sup> grade

\*Bilingually Certified

Para-Professionals Campus Staff		
Co-Teachers	Facilitators	Clerical/Technical
<b><u>Kindergarten Co-teachers:</u></b> Alicia Hernandez (new to Kinder, transfer from OPS) Chastity Darden Amber Chambers Isabela Mendez (moving from AR) <b><u>First Grade Co-teachers</u></b> Courtney Cady (new) Jasmine Torres (new) <b><u>Second Grade Co-teachers</u></b> Mayra Silva (transfer from Brackenridge)	Patrick Garza, AR Zone Facilitator (new) Craig Grubbs, HotSpot (new)	Breajanae Falkquay, Administrative Assistan Sarah Basaldua, Receptionist April Cleere, SIS/Registrar <b>Pending Hire</b> , Business Clerk Linda , Health Aide
Operations Staff	Temporary Staff	Co-Teacher Interventionist
Calvin Morrow, Facilities Manager Sheila Garcia , Lead Custodian Sue Rodriguez, Cusodian Carlos, Cafeteria Manager Lulu, Cafeteria	N/A	James Bonds, 3rd-4th grade Math Janay Howard, 3rd-4th grade Reading Christian Williams, Sped Co-teacher

## Site Based Decision Making Committee

Member (Title, Represent)	Meeting Dates:	Possible Agenda Items:
Hope Williams, Principal Deitra Cockfield, Asst. Principal of Instruction Leticia Sulpizio, Asst. Principal of Instruction Kyle Wood, Asst. Principal of Operations Kaila Westover, Kinder GTL Taylor Trcka, First grade GTL Lacey Huehlefeld, Second Grade GTL Melissa Brown, Third Grade GTL Kimberley Witherspoon, Fourth Grade GTL Jessica Mena, Fifth grade GTL	8/5/19-8/16/19	1. Campus Priority: Aggressive Monitoring: Exemplars 2. Cultural Rounds: GTL, CTL and SPED teams 3. Operations: Escalation Matrix implementation 4. Annual Calendar Review
	9/10/19	1. Campus Priority: Aggressive Monitoring: Scanning for Compliance 2. Tracking Culture: Rubric Implementation and ADA tracking 3. Annual Calendar Review
	10/17/19	1. PTG Q1 2. Campus Priority: Aggressive Monitoring: Hunting for the Gap and How & When to reteach 3. Talent Review
	11/07/19	1. PTG Q2 2. Middle of Year Step Back and Step Forward 3. Talent Review
	10/10/19	1. Ensuring Data Driven Instruction is a Reality 2. Cultural Rounds: Relationship building focus 3. Drafting 18-19 budget
	01/16/19	1. PTG Q3 2. Cultural Rounds: Respect (class, recess, lunch) 3. Testing Motivation and Parent partnership and preparation for Testing
	4/15/20	1. Campus Priority: Small Group Instruction and supporting Data Driven Instruction methods 2. WTI-Culture Camp 3. Summer Persistence Plan and New Family Onboarding
	5/20/20 – 5/30/20	1. Final Review Calendars 2. Planning and coordinating for EOY ceremonies- Graduation, Awards, etc.
	6/3/20 – 6/15/20	1. Pre-work and expectations for Step Back and Step Forward. 2. EOY logistics- Operations and Summer School
	6/13/20	1. Step Back and Step Forward 2. PTG 4-EOY Evaluation 3. Planning the 2020-21 year

## Campus Committees

English Language Arts	Math
Science	Humanities/Monthly Culture, Holiday celebrations
<p><b>Committee Chair(s):</b> <b>Committee Members:</b></p>	
Staff Quality, Recruitment and Retention	Family and Community Involvement
<p><b>Committee Chair(s):</b> Hope Williams, Kyle Wood <b>Committee Members:</b></p>	<p><b>Committee Chair(s):</b> Ingrid Daly <b>Committee Members:</b> Hope Williams, Deitra Cockfield, Letty Sulpizio, Kyle Wood, Breajanae Falkquay, GTLs</p>
School Culture and Climate	
<p><b>Committee Chair(s):</b> <b>Committee Members:</b></p>	



### **New Initiatives**

- Specific support to special populations by our SPED team
- New Curriculum for in Reading, Writing and Math Curriculum
- Science Curriculum
- CSI Math Curriculum-Do the Math
- Literacy Block: Critical students will now receive up to 80 minutes a day in math or ELA.
- Professional Development to include Lesson Plan Vision, Key Points and Crafting Higher level questioning.
- Renewed focus on aggressive monitoring with the exemplar responses as a center piece for professional development.
- Operating mechanisms to create a strong Parent Partnership to increase parent involvement
- Improve ADA with implementation of the escalation matrix
- Inclusion of GTLs and CTLs on culture and instructional walkthroughs
- SPED walkthroughs with the SPED team and administration to ensure accommodations are being made.
- DI for Intervention (Decoding in 3<sup>rd</sup> and 4<sup>th</sup> Grade)
- Practical Writing for 3rd and 4th grade
- AR club and Math club to boost Literacy and Math Fluency
- Positive School Culture building through consistent and regular celebration of student success & weekly grade team and school wide assembly
- Push to begin Parent University Quarterly Community Workshops and Sessions
- Literacy in the Family, Challenging families to drop everything and read together
- Consistent LP Feedback, and Lesson Rehearsals
- “Live School” Building Every House in Positive Ways...Initiative (School Culture and Motivation)
- Cultural Rounds specific to the GET Power Rows and coaching to proficient.

### **Continuing Initiatives**

- Reasoning Minds for 1st grade-5<sup>th</sup> grade math in HotSpot Lab
- Training and implementation of differentiated instruction (more tailored to individual teacher needs)
- Continued strategies and trainings for teachers throughout the year on alignment and implementation of STAAR strategies within the curriculum.
- Build momentum and increase consistency in the use of TEACHBOOST to both Coach and Develop teachers

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

FALL SEMESTER				SPRING SEMESTER				
Date	Meeting	Topic	Presenter(s)		Date	Meeting	Topic	Presenter(s)
8/5/2109	BOY Professional Development	B.O.Y.	Principals					
8/6/2019	BOY Professional Development	Relationships, Results, Retention	IDEA Judson A. Lead Team					
8/7/2019	BOY Professional Development	Various/OPS	IDEA Judson A. Lead Team					
8/8/2019	BOY Professional Development	Various/OPS	IDEA Judson A. Lead Team					
8/9/2019	BOY Professional Development	CMC snapshot training/Teacher workday, BASH	IDEA Judson A. Lead Team					
8/10/2019	Teacher Workday	CMC Snapshot for leaders/Optional Wkday for teachers	none					
8/12/19	FDO Debrief/Staff Development	Debrief, Feedback, Plan of Action	Kyle Wood and OPS					
8/15/2019	Grade Level Team Meetings	Culture Rubric Priority, Parent comm. Week 1	GTLs, APIs, AC					
8/20/2019	Faculty Meeting	Culture check, Trackers, Planners/Writing Portfolio	IDEA Judson A Lead Team					
9/2/2019	Labor Day							
9/3/2019	AR	Accomodations/Sped Folder Review/ARDs/Goal Setting	Ingrid, Lisa B. Ruth K, Michelle P					
9/5/2019	Grade Team Meetings	Literacy Priority	GTLs, APIs, AC					
09/17/2019	Faculty Meeting/Outing	Connection/Team Building	GTLs					
9/26/2019	GTL Meetings	GTL Meetings: CMC snapshot review/feedback						
10/8/2019	Columbus Day							
10/15/2019	Reaching All Learners	Team SWAM meeting/planning						

10/22/2019	AR	Literacy Priority					Staff PD	
10/29/2019	Faculty Meeting	SPED Binder Check	J				Staff PD	
11/5/2019	Content Team Meetings	Annotation Strategies Across Contents					Staff PD	
11/12/2019	Faculty Meeting	Data mini-PTGs				STAAR Pep Rally	Staff PD	
11/19/2019	Thanksgiving Break					STAAR Week	Staff PD	
11/26/2019	Content Team Meetings	Writing analysis from Portfolios				Awards Assembly Prep	Staff PD	
12/3/2019	Faculty Meeting	90/60/30 data check				Last Week of School Logistics	Staff PD	
12/10/2019	Content Team Meetings	Literacy Priority						
12/17/2019	Faculty Meeting	2x2 Training + Christmas Party						

# **IDEA Public Schools**

**IDEA Judson CP**



# 2018 – 2019 Student Achievement Improvement Plan

## DISTRICT MISSION:

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

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

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

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

## CAMPUS MISSION:

Campus mission statement will be listed here.

## **DISTRICT GOALS 2017-18:**

### **PRIORITY #1: Students Graduate College-Ready**

- 1A. % of graduates who matriculate to a college or university: 100%
- 1B. % of graduates who are accepted to a 4 year college or university: 100%
- 1C. % of grads named AP scholars: 35%
- 1D. % Level II | % Level III on STAAR/EOC: 90% | 30%
- 1E. % of Pre-K/Kindergarteners End The Year On/Above Grade Level in Reading|Language|Math (All Campuses): 90% | 90% | 90%
- 1F. % of 1st-2nd Students End The Year On/Above Grade Level in Reading|Language|Math (Year 1 Campuses): 70% | 70% | 70%
- 1G. % of 1st-2nd Students End The Year On/Above Grade Level in Reading|Language|Math (Year 2+ Campuses): 90% | 90% | 90%
- 1H. Average ACT score (Junior class): 21
- 1I. % of students graduating college in 4 | 6 years: 45% | 65%

### **PRIORITY #2: Build a Strong & Sustainable Organization**

- 2A. Employee Retention: 85%
- 2B. Average Daily Attendance: 97.50%
- 2C. Student Persistence: 93%
- 2D. Annual Surplus (millions): \$8.9M

### **PRIORITY #3: Achieve Mission at Scale**

- 3A. % of students with low socio-economic status: 80%
- 3B. Enrollment: 28,444
- 3C. Schools in operation: 50
- 3D. Total Funds Raised (millions): \$12M

Professional Campus Staff		
Administrative Staff	Counseling Staff	8 <sup>th</sup> grade
Joaquin Hernandez – Principal Tiffany Odom – API Melissa Franklin - API	Odesser Gardner – AC Kristine Cantu – Socio-Emotional Counselor Iris Pakebusch – CC	Austin Coleman – MA Vincent Anguiano – Relay Math Andrew Saenz– US History Daniela Jaruegui – Science Deanna Scheib – ELA Jennifer Tate – Journalism Treva Benson – SPED Martha Valenzuela –SPED
6 <sup>th</sup> grade	7 <sup>th</sup> grade	6 <sup>th</sup> & 7 <sup>th</sup>
Travis Thompson – ELA Erica Garcia – MA Jerel Linder – Relay Math Daniel Garza - SPED	Shannon Samples – MA Rachel Henline – ELA Grecia Bafidis - SPED	Jennifer Etienne – History Grayam Sailor-Tynes – Science Garrett Philbrick – PE Kate Russell - STEM Lauren Doyle – Blended Learning Maurice Felder – Writing Simone Schiffmacher – Art
8 <sup>th</sup> & 9 <sup>th</sup>	9 <sup>th</sup> grade	TBD Positions
William Bolvin – PE Demarion Hall – Tech Nora Boardman – Spanish	Marcus Steves – MA Robert Eguia – Science Ashley Hamilton - History Bernadette Castillo – History Relay Maggie Hess – English Tevin Henry – Relay ELA John Wolf - SPED	Math Flex Co-Teacher Flex

Operations Campus Staff		
Clerical/Technical	Operations Staff	Cafeteria Staff
Shawnasey Stelzig – AA Nancy Guerrero – Receptionist (site) Esperanza Guerrero – Registrar <none>– BC (site)	Calvin Morrow – FM (site) Sheila Garcia	Carlos Bedia – CM Laura Franco Hernandez Diana Garcia Colon Ana Hernandez Lourdes Salinas

Site Based Decision Making Committee		
Member (Title, Represent)	Meeting Dates:	Possible Agenda Items:
Melissa Franklin – API Kristine Cantu – Teacher Shawnasey Stelzig – AA Parent 1 Parent 2 Parent 3 Parent 4	09/04/2019	1. Field lesson(s)
	10/02/2019	1. Fall festival
	11/06/2019	1. Winter formal
	02/05/2020	1. Field lesson(s)
	03/04/2020	1. New school year prep
	04/01/2020	1. Spring dance
	05/06/2020	1. Summer school



**IDEA Judson CP**  
Campus Demographics\*

<b>Student Populations</b>	<b>Number of Students</b>	<b>Percentage of Students</b>
Enrollment	352	100%
At Risk	104	29.55%
SPED	42	11.93%
F.A.R.M.	246	69.89%
ELL	65	18.47%
Male	198	56.25%
Female	154	43.75%
Amer. Indian	0	0.00%
Asian	5	1.42%
Black	49	13.92%
White	37	10.51%
Hispanic	248	70.45%

*\*As of April 2019*

## Campus Committees

Student Testing	Staff Social
<p><b>Committee Chair(s):</b> Testing Coordinator (TBD)</p> <p><b>Committee Members:</b></p> <ol style="list-style-type: none"> <li>1.</li> </ol>	<p><b>Committee Chair(s):</b> Austin Coleman</p> <p><b>Committee Members:</b></p> <ol style="list-style-type: none"> <li>1. &lt;open&gt;</li> <li>2. Ashley Hamilton</li> </ol>
Student Events	Parent Involvement
<p><b>Committee Chair(s):</b> API</p> <p><b>Committee Members:</b></p> <ol style="list-style-type: none"> <li>1. Willie Bolvin</li> <li>2. Kristine Cantu</li> <li>3. &lt;open&gt;</li> <li>4. &lt;open&gt;</li> <li>5. Travis Thompson</li> <li>6. Jennifer Tate</li> <li>7. Daniela Jauregui</li> <li>8. &lt;open&gt;</li> </ol>	<p><b>Committee Chair(s):</b> API</p> <p><b>Committee Members:</b></p> <ol style="list-style-type: none"> <li>1. Martha Valenzuela</li> <li>2. Daniel Garza</li> </ol>
Special Populations	ELL Point Person
<p><b>Committee Chair(s):</b> Joaquin Hernandez</p> <p><b>Committee Members:</b></p> <ol style="list-style-type: none"> <li>1. Erica Garcia</li> <li>2. Robert Eguia</li> <li>3. &lt;open&gt;</li> <li>4. Austin Coleman</li> </ol>	<p><b>Committee Chair(s):</b> Odesser Gardner</p> <p><b>Committee Members:</b></p> <ol style="list-style-type: none"> <li>1. Grecia Bafidis</li> </ol>

## New Initiatives

- New Curriculum: Eureka Math and Wit and Wisdom (7<sup>th</sup> and 8<sup>th</sup>)
- Socio-Emotional Counselor
- STEM Catalyst class
- Partnership with Microsoft (computer science)
- Spanish Program
- Content Instructional Coaches

## Continuing Initiatives

- Direct Instruction/Intervention
- Achieve 3000
- Khan Academy
- Art Program
- Blended Learning Space
- Novel Studies

## Staff Development

Date	Session Title/Topic	Session Objective(s)
Various	Course Collaboration(s)	Various academic directions; lesson planning, lesson delivery, culture.
Week 7/24	NTI	Training new teachers in lesson planning and classroom culture.
Week of 8/7	BOY PD	School culture, compliance, uniforms, teachboost, kickboard, dean's list, powerschool, tech tickets, the hub, and FuelEd Empathy School.
8/20/19	Staff PD	Student Relationships
8/27/19	Content Team Meeting	Lesson Assessments and Exemplars
9/3/19	Grade Team Meeting	Set up priority student meetings
9/10/19	Staff PD	Accommodations/SPED Review
9/17/19	Content Team Meeting	Tutoring Group Planning
9/24/19	Grade Team Meeting	Field Lesson Planning
10/1/19	Staff PD	Joy Factor
10/8/19	Content Team Meeting	
10/15/19	Grade Team Meeting	
10/22/19	Staff PD	
10/29/19	Content Team Meeting	
11/5/19	Grade Team Meeting	
11/12/19	Staff PD	
11/19/19	Content Team Meeting	
12/3/19	Grade Team Meeting	
12/10/19	Staff PD	2x2 Trainings and Gingerbread House Making
1/14/20	Content Team Meeting	Semester Exam Data Dive
1/21/20	Grade Team Meeting	
1/28/20	Staff PD	TELPAS Training
2/4/20	Content Team Meeting	
2/11/20	Grade Team Meeting	

2/18/20	Staff PD	
2/25/20	Content Team Meeting	
3/3/20	Grade Team Meeting	
3/10/20	Staff PD	
3/24/20	Content Team Meeting	
3/31/20	Grade Team Meeting	
4/7/20	Staff PD	STAAR Training
4/14/20	Content Team Meeting	STAAR Success Plan Writing
4/21/20	Grade Team Meeting	

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

# **IDEA Public Schools**

## **IDEA Mays**



## **2019 – 2020 Student Achievement Improvement Plan**

## **DISTRICT MISSION:**

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

## **DISTRICT VISION:**

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

## **DISTRICT CORE VALUES:**

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

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

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

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

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

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

## **CAMPUS MISSION:**

**OWN IT.** Own every challenge with a solution-oriented mindset. Work together through challenges and adversity. Never give up on scholars, families, and teammates. Impact the bottom line to move the bus forward. Take charge of every action step to prepare our scholars to go to and through college.

## **DISTRICT GOALS 2018-19:**

### **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 grads named AP scholars | Earn IB diploma: 30% | 25%
- 1E. % Approaches | Meets | % Masters on STAAR/EOC: 90% | 60% | 30%
- 1F. % Basic | Mastery | Advanced on LEAP: 82% | 44% | 11%
- 1G. % of Pre-K/Kindergarteners End The Year On/Above Grade Level in Reading | Language | Math (All Campuses): 90% | 90% | 90%
- 1H. % of 1st-2nd Students End The Year On/Above Grade Level in Reading | Language | (Year 1 Campuses): 70% | 70%
- 1I. % of 1st-2nd Students End The Year On/Above Grade Level in Reading | Language | Math (Year 2+ Campuses): 85% | 85%
- 1J. % of students in CSI achieve 2 years growth in Reading | Math (measured by Ren STAR) 50% | 60%
- 1K. Average ACT score (Class of 2019, September 2018): 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. %Average Daily Attendance | # Average Daily Attendance: 97.50% | 38,141
- 2C. Student Persistence: 90%
- 2D. Operating Income: \$87M

### **PRIORITY #3: Achieve Mission at Scale**

- 3A. % of students with low socio-economic status: 80%
- 3B. Enrollment in August 2019: 53,115
- 3C. Schools in operation in August 2019: 97
- 3D. Total Funds Raised (millions): \$55M



## Professional Campus Staff

Administrative Staff	Counseling Staff	Special Education & Intervention
Gerald Boyd, Executive Principal Kenieka Francis, API Michelle Kruk, API Shannon Green, API Megan Burnham, API Hely Hillman, PIR Anna Farias-Gonzalez, PIR	Monica Neuberger, AC Anna Gilmore, AC Javier Gonzalez, CC	Danelle Milam Janelle Lira Ramirez Janelle Jackson Erik Perez Aaran Gryder Maria Lopez Ashley Luther Sofia Reyes Anthony Sanchez Alvin M. Smith
Kindergarten	First Grade	Second Grade
Vanessa Terrazas Mallory Zertuche Lindsay Medina Amanda Ramos	Evangelina Resendiz Leanna Cantu Elizabeth Reyes	Veronica Segura Maire Towell Amanda Bustos
Third Grade	Fourth Grade	Fifth Grade
Alexis Albe Lauren Nestuk Hayley Haushill	Lisa Lopez Chante Cepeda Jasmin Flores	Jennifer Neudek Gaia Sergent Krysta Lopez
Sixth Grade	Seventh Grade	Eighth Grade
Sarah Khan Anthony Vallejo Jasmyne Thomas Joshua Hernandez	Melissa Gomez Viviana Gamboa Jasmyne Thomas Joshua Hernandez	Comfort Ayantayo John Medina Alejanda Cuellar Brian Carmack

\*Bilingually Certified

## Campus Staff (Cont.)

Ninth Grade	Electives Teachers	Clerical/Technical
Jonathan Montoya Damont Jones Ariel Reyes Robert Watkins	Joel Moncivais Lee Garcia Ashlan Kacer Lora Medina CheRod Simpson	Sandra Guevara New Lena Lopez
Operations Staff	Temporary Staff	Co-Teachers
Anthony Willard (APO) Michelle Carranza Vanessa Falk Brittany Brown Crystal Phillips Edna Almanza Andres Rocha (FM) Richard Garcia Maidoly Hidalgo Martin Arce Lee Hocking (CNP) Rudy Trevino Thania Valero Maria Calderon Jessica Jimenez Silvia Michel Irma Mendez Fransico Flores		Michelle Solis Chinah Gray Jennifer Knotts Ernesto Narvaiz Keith Cottrell Erik Perez Shawntana Proctor Gina Beltran Takeeta Mosely AnaKaren Moreno Brenda Williams- Perry Kimberly Flores Vicenta Ibarra Claudia Leyva Sasha Mullenbach Clarissa Bell Ashley Cardenas Adrianna Mazal

## Site Based Decision Making Committee

Member (Title, Represent)	Meeting Dates:	Possible Agenda Items:
Kenieka Francis, API Megan Burnham, API Michelle Kruk, API Chinah Gray, Co-Teacher Comfort Ayantayo, Teacher Anna Gilmore, AC Monica Neuberger, AC Jonathan Montoya, Teacher	8/29/2019	1. Current state of campus culture & new student surveys
	9/26/2019	1. Follow up on new student persistence and recaptures
	10/31/2019	1. PTG and team & family events for December- May
	11/21/2019	1. PTG and student persistence events for Dec.-May
	12/19/2019	1. Data Analysis from IA 1 and review PTG
		1.
		1.
		1.

# Campus Budget Summary

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

## *Funding Sources – Local*

199      General Fund

## *Funding Sources - State*

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

## *Funding Sources - Federal*

204	Title IV Drug Free School	0
211	Title I Regular	0
212	Title I Migrant	0
224	IDEA-B Formula	0
255	Title II, Part A, Classroom Size Red./Eisenhower	0
262	Title II, Part D, Technology	0
263	Title III – Bilingual	0

*Total*

**IDEA Mays**  
Campus Demographics\*

Student Populations	Number of Students	Percentage of Students
Enrollment	AC-602 Middle-282	AC-100% Middle-100%
At Risk	AC-45 Middle-155	AC-7.48% Middle-40.58%
SPED	AC-54 Middle-45	AC-8.97% Middle-11.78%
F.A.R.M.	AC-450 Middle-305	AC-74.75% Middle-70.81%
ELL	AC-51 Middle-30	AC-8.47% Middle-7.85%
Male	AC-299 Middle-100	AC-49.67% Middle-40.74%
Female	AC-303 Middle-102	AC-50.33% Middle-50.26%
Amer. Indian	AC-0 Middle-0	AC-0% Middle-0%
Asian	AC-3 Middle-0	AC-0.50% Middle-0%
Black	AC-61 Middle-41	AC-10.13% Middle-10.72%
White	AC-34 Middle-18	AC-5.65% Middle-4.71%
Hispanic	AC-493 Middle-317	AC-81.89% Middle-82.9%

## Campus Committees

English Language Arts	Math
<p><b>Committee Chair(s):</b> Megan Burnham</p> <p><b>Committee Members:</b></p> <ol style="list-style-type: none"> <li>1. Jonathan Montoya</li> <li>2. Comfort Ayantayo</li> <li>3. Jennifer Sandoval</li> <li>4. Jennifer Neudek</li> <li>5. Alexis Able</li> <li>6. Sarah Khan</li> </ol>	<p><b>Committee Chair(s):</b> Kenieka Francis</p> <p><b>Committee Members:</b></p> <ol style="list-style-type: none"> <li>1. Anthony Vallejo</li> <li>2. Damont Jones</li> <li>3. John Medina</li> <li>4. Aaran Gryder</li> <li>5. Hailey Haushill</li> </ol>
Science (As Applicable)	School Culture and Climate
<p><b>Committee Chair(s):</b> Michelle Kruk</p> <p><b>Committee Members:</b></p> <ol style="list-style-type: none"> <li>1. Alejandra Cuellar</li> <li>2. Gerald Boyd</li> <li>3. Krista Lopez</li> </ol>	<p><b>Committee Chair(s):</b> Monica Neuberger &amp; Anna Gimore</p> <p><b>Committee Members:</b></p> <ol style="list-style-type: none"> <li>1. Megan Burnham</li> <li>2. Kenieka Francis</li> <li>3. Chinah Gray</li> <li>4. Eva Resendiz</li> </ol>
Staff Quality, Recruitment and Retention	Family and Community Involvement
<p><b>Committee Chair(s):</b> Kenieka Francis &amp; Shannon Green</p> <p><b>Committee Members:</b></p> <ol style="list-style-type: none"> <li>1. Michelle Kruk</li> <li>2. Sarah Khan</li> <li>3. Vanessa Terrazas</li> <li>4. Lena Lopez</li> </ol>	<p><b>Committee Chair(s):</b> Monica Neuberger &amp; Anna Gimore</p> <p><b>Committee Members:</b></p> <ol style="list-style-type: none"> <li>1. Veronica Segura</li> <li>2. Eva Resendiz</li> <li>3. Jennifer Sandoval</li> </ol>

### **New Initiatives**

- |  |  |
|--|--|
| <ul style="list-style-type: none"><li>• Writing Mastery Program- program for scholars currently meeting standard on mock writing assessments who will be pushed to mastery through Enrichment block program designed to build towards AP level analysis.</li><li>• Community Partnership Initiative- semester parent trainings on community issues and areas of support, including epilepsy and child behavior management trainings.</li></ul> | <ul style="list-style-type: none"><li>• Science Inquiry Club- Club for scholars in 3-5<sup>th</sup> grades to build interest in scientific inquiry and investigation.</li><li>• Campus Teacher Store- teachers will earn “teacher bucks” for going above and beyond and demonstrating core values. Teachers will be able to “purchase” additional supplies that they would like for their classrooms with these bucks.</li><li>• AP parent nights- quarterly</li></ul> |
|--|--|

### **Continuing Initiatives**

- |  |   |
|--|---|
| <ul style="list-style-type: none"><li>• 3<sup>rd</sup> - 8<sup>th</sup> TEKS based reading and writing interventions designed to align to Wit &amp; Wisdom and Eureka Curriculum for all scholars identified as CSI and SPED.</li><li>• Continue to implement staff hiring panel for interviews using “Mustang Teacher Profile” created by current teachers at IDEA Mays.</li><li>• Monthly Team &amp; Family outings for staff to improve staff retention</li></ul> | <ul style="list-style-type: none"><li>• Team &amp; Family Events- Monthly</li><li>• Parent curriculum training nights- Quarterly</li><li>• CSI Parent Nights- Quarterly</li></ul> |
|--|---|

Staff Development		
Date	Session Title/Topic	Session Objective(s)
BOY Culture Camp JULY	See agenda below	



Session Start & End Times	Session Name	Objective(s)
7:30 - 8:00	Breakfast/Welcome/Introductions/Schedule	MWBAT review daily schedule for PD and articulate PD Norms
8:00 - 9:00	Teambuilding	MWBAT make connections with their team members to build relationships
9:00 - 10:30	Strong Voice, Attention Getter, Expectations, Scan for 100%	I can square up, use attention getter, state expectations, and scan for 100% to ensure I get 100% compliance, 100% of the time.
10:35 - 12:00	Morning Arrival & Breakfast	I can implement the teacher strategies (Square up, attention getter, expectations, scan for 100%) to effectively execute the most critical transition of the school day.
11:00-12:00	Lunch with Grade Teams	
12:00-1:30	First 5	I can implement the teacher strategies (Square up, attention getter, expectations, scan for 100%) to effectively execute the first 5 minutes school wide procedure.
1:30-3:30	Final 3	I can implement the teacher strategies (Square up, attention getter, expectations, scan for 100%) to effectively execute the final 3 school wide procedure.
3:30 - 4:00	Shoutouts/Reflections/Next steps	I can reflect on key learnings for the day and provide feedback
4:00 - 4:45	Tech Check out w/ Brittany	
7:30 - 8:00	Breakfast /Reflection Do Now	
8:00 - 8:30	Teambuilding	MWBAT make connections with their team members to build relationships
8:30 - 9:30	Strong Voice, Attention Getter, Expectations, Scan for 100%	I can square up, use attention getter, state expectations, and scan for 100% to ensure I get 100% compliance, 100% of the time to MASTERY!!!
9:30 - 11:00	What happens when I don't have compliance? Least Invasive +2	I can practice positive body language, tone, and word choice (BTW) when addressing students I can practice using verbal and non-verbal attention getters, scanning the room, using interventions and waiting for 100% I can practice using verbal and non-verbal interventions to address off-task behavior
11:00 - 12:00	Implementing +2 effectively to get 100% Compliance during the First 5	I can implement +2 interventions effectively to respond to student behavior and get 100% compliance.
12:00 - 1:00	Lunch with Content Teams	
1:00 - 2:30	Implementing +2 effectively to get 100% Compliance during the Final 3	I can implement the teacher strategies (Square up, attention getter, expectations, scan for 100%) to effectively execute the final 3 school wide procedure.
2:30 - 3:30	Grade Team Time	Grade Team Charter: I will create grade team unity
3:30 - 4:00	Shoutouts/Reflections/Next steps	I can reflect on key learnings for the day and provide feedback
7:30 - 8:00	Breakfast /Reflection Do Now	
8:00 - 8:30	Teambuilding	MWBAT make connections with their team members to build relationships
8:30 - 10:00	Intervention and Consequences	I can explain the relationship among interventions and consequences I can explain using a 2 intervention + 1 consequence strategy to uphold high behavioral expectations
10:00 - 12:00	What happens when I don't have compliance? Least Invasive +2	IWBAT to practice utilizing effective interventions and consequences while documenting student behavior
12:00 - 1:00	Implementing +2 effectively to get 100% Compliance during the First 5	I can implement +2 interventions effectively to respond to student behavior and get 100% compliance.
1:00 - 1:30	Shoutouts/Reflections/Next steps	I can reflect on key learnings for the day and provide feedback
1:30- 2:45	Work-time	Model classroom checklist, etc.
3:00 - 6:00	Family BBQ	MWBAT make connections with their team members to build relationships

# BOY school PD

See agenda below

<b>8.3.2018</b>	7:05 - 7:30	Meeting/Modelling/IB	WHSST review priorities for the day and engage in team-building exercise.
	7:30 - 8:00	Breakfast / Welcome / PD Norms/ Schedule Review	WHSST review daily schedule for PD and articulate PD Norms.
	8:00 - 9:00	State of the School	WHSST identify key areas of strength where we performed well as a campus and articulate our 2018-19 priorities.
	9:00 - 10:00	2018 -19 School Vision	WHSST will be able to articulate the 2018-2019 SD Vision using "What If..." Teachers will convert characteristics of exemplar teachers and to our "OWN IT" vision?
	10:00 - 10:10	Break	
	10:10-11:10	Teacher Goal Setting (New Staff)	WHSST create a personal plan with strategies to achieve our A2B goals. Prepare for Round 1 of SOC.
	11:10 - 12:10	Empowering Teacher Career Pathway	WHSST describe why and how our campus will use Empowering this year. WHSST sign to their Empowering accounts practice including next steps.
	12:10-1:00		
	1:00 - 2:30	Execute School-wide Systems using the w/Feedback	WHSST practice and receive feedback on 1 + 1 while ensuring school-wide systems.
	2:30 - 3:15	10 Minutes Setting for SD	WHSST in the eyes.
	3:00 - 4:00	Align Culture Camp (First 3 days of School Plan)	Grade-level teams will review their grade-level on the lessons that will be taught during culture camp.
	4:00 - 5:00	Work Time/Phone calls	WHSST identify key components that are needed for a model classroom.
<b>8.6.2018</b>	7:05 - 7:30	Meeting/Modelling/IB	WHSST review priorities for the day and engage in team-building exercise.
	7:30 - 8:00	Breakfast / Welcome / PD Norms/ Schedule Review	WHSST review daily schedule for PD and articulate PD Norms.
	8:00 - 10:00	Content Teams Breakfast	WHSST plan for the first 3 content days of school and get feedback.
	10:00 - 11:00	Lesson Delivery and Feedback	WHSST practice and receive feedback on their Day 1 Content lesson. (Note: Success is an delivery of Day 1 lesson)
	11:00-11:15		
	11:15 - 12:15	Finalize First 3 Days of School	Grade Teams will finalize <b>gpa</b> , <b>gpa</b> , <b>gpa</b> , Review Culture Camp lessons, and practice school-wide systems (Transitions, First 3, and Final 3).
	12:10-1:15		
	1:15 - 2:15	Rehearsal	WHSST practice using Rehearsal Tier 3 behavior system (Hips, Hugs to sign in, weekly team video celebration)
	2:15 - 3:15	Staff Handbook	WHSST review staff handbook and procedures to ensure we function as one unit throughout 2018-19 School Year.
	3:15 - 4:15	Culture Camp Lesson Delivery & Feedback	WHSST implement feedback on their Day 1 Culture Camp lesson.
	4:15 - 5:15	Work Time	WHSST will ensure their classroom meet proficiency on the model classroom video.
	5:30-7:30	MEET THE TEACHERS' NIGHT	WHSST prepare for Meet the Teachers Night (11:30 - 7:30pm)
<b>8.8.2018</b>	7:05 - 7:30	Meeting/Modelling/IB	WHSST review priorities for the day and engage in team-building exercise.
	7:30 - 8:00	Breakfast / Welcome / PD Norms/ Schedule Review	WHSST review daily schedule for PD and articulate PD Norms.
	8:00-9:30	Grade Level Team Time	Review Culture Camp lessons practice and feedback.
	9:30-12:00	gpa, gpa, gpa, gpa, gpa	1. WHSST identify students with special needs, gpa, gpa, gpa, gpa, gpa. 2. WHSST to practice of model teachers and gpa, gpa, gpa, gpa, gpa for each individual gpa. 3. WHSST to practice of model teachers and gpa, gpa, gpa, gpa, gpa for each individual gpa. 4. WHSST implement effective documentation of all students with special needs. gpa, gpa, gpa, gpa, gpa.
	12:00-1:00		
	1:00 - 2:30	gpa, gpa, gpa, gpa, gpa	Work with their grade-level teams to create grade-level and operating procedures for accountability & model classroom.
	2:30 - 4:00	Open Rehearsal	<b>OPERATIONS: Arrival &amp; Dismissal Procedures</b>
	4:00 - 5:00	Work Time / Practice	Teachers who are not demonstrating mastery of GET lessons will practice with <b>Rehearsal/Rehearsal/Rehearsal</b> .
<b>1.10.2018</b>	7:05 - 7:30	Meeting/Modelling/IB	WHSST review priorities for the day and engage in team-building exercise.
	7:30 - 8:00	Breakfast / Welcome / PD Norms/ Schedule Review	WHSST review daily schedule for PD and articulate PD Norms.
	8:00 - 8:30	Empowering	WHSST state connections with their team members to build Empowering.
	8:30-10:00	Grade Team-time	WHSST 10 Minutes 1-1 3 days of a least 20 minutes culture systems 10. Build team of time.
	10:00-10:15		
	10:15-12:00	Accountable Talk/Content Planning	WHSST Empowering how to engage students in accountable gpa, gpa, gpa, gpa, gpa about content and know how to support students in grappling with text or application problems.
	12:00-1:00		
	1:00 - 1:30	Student Safety	Student Safety
	1:00-1:30	Student Safety/Next Steps/Reflections	WHSST reflect on key learning for the day and provide feedback to a classroom or school.
	1:30-4:30	Work Time	

## IDEA Mays College Prep Fall PD Schedule

FALL SEMESTER			
Date	Meeting	Topic	Presenter(s)
9/11/2018	Standard Breakdown – Whole Group	Weekly Data Meetings	Boyd
9/18/2018	Standard Breakdown – Content Teams	Weekly Data Meetings	Lead Team
9/19/2018	Time and Task PD – How to manage my time effectively	Time Management	Francis/Neuberger
9/25/2018	Aggressive Monitoring Part I – Whole Group	Monitoring Student work & Feedback	Francis
10/2/2018	Aggressive Monitoring Part II – Whole Group	Model or Guided Discourse	Francis/Boyd
10/9/2018	Grade Team Meeting	Driving Goals	GTLs
10/16/2018	Content Planning	Weekly Data Meetings	Lead Team
10/19/2018	Friday - Professional Development	Course Collaboration #2	TBD
10/23/2018	Qtr. 1 - Report Card Pickup – Wear Black Polo, black pants	Report Card Pickup	All Staff
10/30/2018	Grade Team Meeting	Driving Goals	GTLs
11/6/2018	Election Day – Go Vote!	Vote!	TBD
11/13/2018	Student Work Analysis PD	SWAM	Boyd/Monnahan
11/27/2018	Effective Reteach	Reteach Planning	Monnahan/Rodney
12/4/2018	Grade Team Meeting – 90/30 Meetings with Priority Scholars	Driving Goals	GTLs
12/11/2018	Reteach Planning using Model Template (Prep for Data Conversation)	Reteach Planning	Monnahan/Rodney
12/18/2018	Finalize Reteach Plan using Know/Show Chart, Questions, Alignment Question, Model or Guided Discourse, and New Exit Ticket	Reteach Planning	On Your Own

January 4<sup>th</sup>, 2019

All campus culture reset

SWBAT implement the school wide behavior system including the consequence hierarchy.

			Spring Semester	
Date	Meeting	Topic	Presenter(s)	
3/26/2019	All staff testing reminders/expectations 4 <sup>th</sup> and 7 <sup>th</sup> Writing STAAR – 4/9 8 <sup>th</sup> Reading – 4/10	STAAR Testing	Neuberger/Garcia	
Week of 4/1	Content Planning during the week: Reteach plan and lesson rehearsal feedback	GET 5D: Reteach feedback or Lesson Rehearsal feedback	Content Managers	
4/2/2019	Report Card Night – Peter Piper <i>In lieu of PD, all staff are expected to engage with families and scholars.</i> <b>Address: 8250 Marbach Road, 78227</b>	RCN	All staff	
4/9/2019	If grades, lesson plans, reteach plans, and exemplars are complete – Gift of time! <b>**expectation is that you stay from 4:15 – 5:30 to complete any deadlines</b>	Teacher complete task	All staff	
4/16/2019	In Grade Teams: Select scholars for EOY Awards *Input in doc from Monnahan	EOY Awards	GTLs	
Thursday, 4/25/2019	IDEA Fiesta – All Staff are expected to engage with scholars and families in lieu of Professional Development ****No PD on Tuesday 4/23 staff will support IDEA Fiesta on Thursday, 4/25	IDEA Fiesta	All staff	
4/30/2019	Annual Performance Review Training *All staff will be able to complete APR and reflect on Progress Towards Goals <b>**Document in Cornerstone</b>	Annual Performance Review (APR)	Cuellar/Shepard	
5/7/2019	In Grade Teams: *Complete Persistence/ADA tracker next steps *Make positive family contact to priority scholars *Update gradebook	Complete grade team action items	Willard	
5/14/2019	WTI – DI Testing training (Academy) ***only teacher conducting testing will meet with Shepard ***all staff speaking at WTI will meet with Willard <b>**if you are not supporting WTI – Ensure LPs, gradebook is complete</b>	WTI	Willard/Shepard	
5/21/2019	In Grade Teams: End of Year Awards Prep **Finalize certificates, awards, speeches, etc.	Persistence	Academic Counselors	
5/28/2019	End of Year Staff Checkout: Technology, keys, classroom, etc.	EOY Checklist	All staff	

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

# **IDEA Public Schools**

## **IDEA McAllen College Prep**



**2019 – 2020 Student Achievement Improvement Plan**

## **DISTRICT MISSION:**

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

## **DISTRICT VISION:**

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

## **DISTRICT CORE VALUES:**

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

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

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

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

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

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

## **CAMPUS MISSION:**

At IDEA McAllen, our team and family are committed to preparing 100% of students to and through college to be life-long learners and leaders in the community.

## **DISTRICT GOALS 2019-20:**

### **PRIORITY #1: Students Graduate College-Ready**

- 1A. 100% Graduates Matriculate to a College or University
- 1B. 25% Graduates Matriculate to a Tier I/II College or University
- 1C. 100% Graduates Accepted to a College or University
- 1D. 30% | 25% of Graduates Named AP Scholars | Earn IB Diploma
- 1E. 90% | 30% Approaches | Masters on STAAR/EOC
- 1F. 70% | 70% | 70% of Pre-K/Kindergarteners End the Year On/Above Grade Level in Reading | Language | Math (all campuses)
- 1G. 85% | 85% | 85% of 1st-2nd Grade Students End Year On/Above Grade Level in Reading | Language | Math (Year 1 Campuses)
- 1H. 90% | 90% | 90% of 1st-2nd Grade Students End Year On/Above Grade Level in Reading | Language | Math (Year 2+ Campuses)
- 1I. 50% | 50% of Students in CSI Achieve 2 Years Growth in Reading | Math (measured by Ren STAR)
- 1J. 21 Average ACT Score (Class of 2018, September 2017)
- 1K. 25% | 55% 4 | 6 Year College Graduation

### **PRIORITY #2: Build a Strong & Sustainable Organization**

- 2A. 85% Teacher Retention
- 2B. 97.5% ADA
- 2C. 90% Student Persistence
- 2D. \$71MM EBIDA

### **PRIORITY #3: Achieve Mission at Scale**

- 3A. 80% of Students with Low Socioeconomic Status
- 3B. 45,470 Student enrollment by 2018-19
- 3C. 79 schools in operation in 2018-19
- 3D. \$28MM Total Funds Raised

## Professional Campus Staff

Administrative Staff	Counseling Staff	Specialty Teachers
Joan Alvarez, Principal Travis Lester, IB Coordinator Maria Passero, Assistant Principal of Instruction Esmeralda Hernandez, Assistant Principal of Instruction Ashley Francis, Assistant Principal of Operations Marco Castillo, Director of College Counselors Liz Villarreal, Administrative Assistant	Eleana Diaz, Social Emotional Counselor Alejandra Breeden, College Counselor Ricardo Benitez, College Counselor Jennifer Killebrew, Academic Counselor	Maria Davila, SpEd Aleyda Tijerina, Intervention Bernardo Chapa, SpEd Guadalupe Cordero, SpEd Cristina Del Toro, ACT/TSI Intervention David Gonzalez, HotSpot Magaly Gomez, Accelerated Reading Katrina Ramirez, RTTC
6 <sup>th</sup> Grade	7 <sup>th</sup> Grade	8 <sup>th</sup> Grade
Roxanna Escobedo Natasha Villarreal Rey Martinez	Evelyn Camacho Carissa Stubbs Laura Gonzalez	Mirza Baruch Melissa Vera Valeria Del Bosque Diana Chavez Jorge Medina
9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> /12 <sup>th</sup> Grade
Nadina Barreiro Allan Ortiz Myriam Garza Raul Mejia Sarah Perez Alma Alaniz	Victoria Barrera Arturo Leon Carlos Enriquez Tomas Cantu Jennifer Garcia Luz Gutierrez	Irfan Rana Alyssa Vela Ariel Torres Jonathan Godinez Marisol Patino Caleb Swaringen Gabriel Reichman Rene Molina Rosa Martinez Christopher Stubbs Andrea Lozano



Physical Education	Electives	
Roy Arce, P.E. Marco Cantu, P.E.	Hocabeth Gomez Edgar Rodriguez Adan Villanueva Fany Mares	

\*Bilingually Certified

Para-Professionals Campus Staff		
Co-Teachers	Facilitators	Clerical/Technical
Tutors: Ysabel Hinojosa Mariela Cedeillo		Sarah Hernandez, Business Clerk Maricela Sanchez, Receptionist Abigail Sanchez, OPS Specialist
Operations Staff	Temporary Staff	
Ashley Francis, APO Maria Diaz, CNP Manager Jesus Rocha, Transportation Manager Adolfo Longoria, Facilities Manager Iris Garza, Nurse Mariza Cantu, SIS/Registrar Cynthia Mercado, SIS/Registrar	Kayla Guerra, Flex Teacher	

## Site Based Decision Making Committee

Member (Title, Represent)	Meeting Dates:	Possible Agenda Items:
Joan Alvarez (Principal, Administration)	Monday September 16, 2019	1. School Safety 2. Matriculation 3. Operating Mechanisms 4. Budget 5. Initiatives 6. Continued Initiatives 7. Culture 8. Parental Involvement
Ashley Francis (Assistant Principal of Operations – Administration)		
Jennifer Killebrew (Academic Counselor – Counseling)		
Eleana Diaz (Social Emotional Counselor – Counseling)	Monday October 28, 2019	1. Progress Toward Goals 2. School Safety 3. ELL 4. SpEd 5. College Going Culture 6. First Instruction 7. Cultural Celebrations 8. Organizational Health
Caleb Swaringen (IB TOK Teacher & Leader – Teacher)		
Cristina Del Toro (TSI/ACT Interventionist – Teacher)		
Isabel Davila (SpEd Teacher – Teacher)	Monday January 20, 2020	1. Culture Reset 2. EOY Exams 3. Graduation 4. College Going Culture 5. University Field Lessons 6. Campus Safety Protocols 7. Testing Plans
Virginia Hernandez Lopez & Elsa Castillo (Parent Representatives)		
Andrea Rodriguez (Community Representative)	Monday March 30, 2020	1. State Testing 2. AP/IB/ACT Status 3. Progress Toward Goals 4. Teacher Retention 5. Budget Review 6. Commitment to College 7. Royal Reader Status 8. EOY Celebration(s) 9. Parent Satisfaction 10. Staff Satisfaction

## Campus Committees

English Language Arts	Math
<p><b>Committee Chair(s):</b> Victoria Barrera</p> <p><b>Committee Members:</b></p> <ol style="list-style-type: none"> <li>1. Aleyda Tijerina</li> <li>2. Laura Gonzalez</li> <li>3. Melissa Vera</li> <li>4. Katrina Ramirez</li> <li>5. Raul Mejia</li> <li>6. Rene Molina</li> <li>7. Alyssa Vela</li> </ol>	<p><b>Committee Chair(s):</b> Mirza Baruch</p> <p><b>Committee Members:</b></p> <ol style="list-style-type: none"> <li>1. Cristina Del Toro</li> <li>2. Roxanna Escobedo</li> <li>3. Isabel Davila</li> <li>4. Guadalupe Cordero</li> <li>5. Sarah Perez</li> <li>6. Alejandra Passero</li> <li>7. Gabe Reichman</li> <li>8. Irfan Rana</li> </ol>
Science (As Applicable)	School Culture and Climate
<p><b>Committee Chair(s):</b> Valeria Del Bosque</p> <p><b>Committee Members:</b></p> <ol style="list-style-type: none"> <li>1. Arturo Leon</li> <li>2. Alma Alaniz</li> <li>3. Evelyn Camacho</li> <li>4. Ariel Torres</li> <li>5. Rosa Martinez</li> <li>6. Travis Lester</li> <li>7. Allan Ortiz</li> </ol>	<p><b>Committee Chair(s):</b> Sylvia Camacho – Lisa Salinas – Rita Caltabiano-Carrillo</p> <p><b>Committee Members:</b></p> <ol style="list-style-type: none"> <li>1. Rey Martinez</li> <li>2. Cristina Del Toro</li> <li>3. Katrina Ramirez</li> <li>4. Jennifer Killebrew</li> <li>5. Alejandra Passero</li> <li>6. Caleb Swaringen</li> <li>7. Joan Alvarez</li> </ol>

Staff Quality, Recruitment and Retention	Family and Community Involvement
<p><b>Committee Chair(s):</b> Joan Alvarez</p> <p><b>Committee Members:</b></p> <ol style="list-style-type: none"> <li>1. Travis Lester</li> <li>2. Esmeralda Hernandez</li> <li>3. Liz Villarreal</li> <li>4. Marco Castillo</li> <li>5. Roberto Garza</li> <li>6. Jennifer Killebrew</li> <li>7. Caleb Swaringen</li> </ol>	<p><b>Committee Chair(s):</b> Eleana Diaz</p> <p><b>Committee Members:</b></p> <ol style="list-style-type: none"> <li>1. Jennifer Killebrew</li> <li>2. Aleyda Tijerina</li> <li>3. Diana Chavez</li> <li>4. Edgar Rodriguez</li> <li>5. Christopher Stubbs</li> <li>6. Nadina Barreiro</li> <li>7. Carlos Enriquez</li> <li>8. Alejandra Breeden</li> <li>9. Ricardo Benitez</li> </ol>

New Initiatives	
<ul style="list-style-type: none"> <li>• Monthly Pulse Checks</li> <li>• New Teacher Institute Support</li> <li>• Mentoring Program</li> <li>• Professional Development for New Teachers is Continuous</li> <li>• Time to Process One Pagers</li> <li>• Life Work Balances Reminders / Strategies</li> <li>• Team Building</li> <li>• One On One Meetings with Manager on Life Work Balance</li> <li>• Time Management</li> <li>• Advanced Communication</li> <li>• more science labs and demos</li> <li>• -more project based learning</li> <li>• -clear expectations for students</li> <li>• -support critical students from start of year</li> <li>• -more engaging strategies to engage students</li> <li>• -space for labs</li> <li>• -pacing of Ias</li> <li>• -scope and sequence for basic science concepts</li> <li>• -interdisciplinary science teaching"</li> </ul>	<ul style="list-style-type: none"> <li>-We can't observe one another</li> <li>-Implement more small groups</li> <li>-More organized notebooks</li> <li>-More parent contact</li> <li>-More manipulatives</li> <li>-working collaboratively more frequently</li> <li>-monthly team meetings to discuss gaps and strats between grade levels</li> <li>-diagnostic pretest from day one</li> <li>-more meetings with content leader</li> <li>-more time spent developing AP World History content with students</li> <li>-the flow of the content</li> <li>-communication with my department</li> <li>-add vendors for more resources</li> <li>-guidance from my department head</li> <li>-One-Pager/Trainings on holding students accountable.</li> <li>-Reoccurring grade team meetings to identify RTI/critical students earlier in the year.</li> <li>-PD on tracking students</li> </ul>

## Continuing Initiatives

- Maintained open communication with peers
- daily assessment
- tracking
- closing gaps
- exposure to IB format questions
- high rigor content
- knowledge on high yield topics
- student report
- rigor consistency
- structured schedule
- webinars are always a place to share resources and ideas
- implementation of word wall and vocabulary
- push for more openended work in science
- application and problem solving skills via science fair
- free response questions to improve critical thinking
- preserve time of all science organizations
- Small group
- Interactive notebooks
- One on one feedback
- Teachers receptive to feedback
- Guided notes for students
- Modeling exemplars
- Taking practice exams
- Saturday camps and tutorials

- Saturday tutorials
- study blitz
- daily weekly writing prompts
- Daily objectives
- Course collaboration
- Planning
- Full class periods
- Independent reading and writing
- Purposful and efficient meetings
- Weekly coachings convos with glows and grows
- Socratic seminars
- Debates
- the flow of the content
- Ownership of content learning
- writing practice for students (OER)
- Prereading before class
- Sylvan tutorings were effective at supporting critical students
- Purposeful tutorings/saturday school sessions
- Strong achievement and growth in special populations
- High amount of daily independent practice in all classrooms.
- differentiated support in preparing for STAAR/EOC
- Admin support for accountabilty
- Admin support for results
- Rigorous expectations for students and teachers
- Collaboration amonst teachers

Teachers will attend the staff development listed which will address high priority areas, improve student learning, and enhance teachers' knowledge base. Professional development will be a continuous follow up from BOY Professional Development ranging from school safety, data driven decision making, first instruction, goals, and climate and culture.



*Home Is Where The Tigers RRROAR...!*

Welcome to IDEA College Prep McAllen, Home of the Mighty Tigers! 100% of our students are prepared to go to and through college! You are part of a team of educators who believes in every student, works hard and smart to achieve goals, displays a positive attitude in front of every challenge, and makes No Excuses!

Monday, August 5, 2019

Time Frame	Session Name /G.E.T.	Objective(s)	Leader
7:30-8:00	Breakfast Provided		
8:00-8:30	I LOVE IDEA MCALLEN!	Strong Relationships, Strong Org. Health	Lead Team
8:30-9:00	State of the School	Knowing our Data, Driven by Our Data	J. Alvarez
9:00-9:30	Goals & Priorities	Setting Goals and Priorities	Lead Team Panel
9:30-11:30	Goal Setting: What, Why, & How	Devising Metrics and Strategies	J. Alvarez
11:30-12:30	Lunch Provided		
12:30-1:30	Crisis Management	Informed of Crisis Management Protocol	A. Francis
1:30-2:30	School Safety	Implementing School Safety Measures	E. Diaz
2:30-3:30	IB CAS for ALL	Infuse Creativity, Activity, Service	T. Lester
2:30-4:15	Model Classrooms	Setting a Powerful Learning Space	Team Leaders

Tuesday, August 6, 2019

Time Frame	Session Name /G.E.T.	Objective(s)	Leader
7:30-8:00	Breakfast Provided		
8:00-8:30	OUR PRESENCE RRROARS!	Exemplars Lead by Example	Lead Team
8:30-11:30	OPS	Beginning of Year Operations – Day 1	OPS Team
11:30-12:30	Lunch		
12:30-4:15	Model Classrooms	Word Wall & Student Wall	Team Leaders

Wednesday, August 7, 2019

Time Frame	Session Name /G.E.T.	Objective(s)	Leader
7:30-8:00	Breakfast Provided		

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## IDEA College Preparatory McAllen

### 2019-2020 BOY PD

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8:00-8:30	100% TO & THROUGH COLLEGE!	Team Building – Every Student Counts!	Team Leaders
8:30-11:30	Pre-AP to AP, IB, and COLLEGE	Define, Internalize, and Strategize	E. Hernandez, T. Lester, A. Passero
11:30-12:30	Lunch		
12:30-2:30	Assessment Designs / Exit Tickets	Assessment Design, Quality Measures	J. Alvarez
2:30-4:15	Model Classrooms	Effective Systems and Procedures	Team Leaders

Thursday, August 8, 2019 (CVENT TRAININGS / MODEL CLASSROOMS)

**Attire: Black slacks with super hero shirt**

Friday, August 9, 2019

Time Frame	Session Name /G.E.T.	Objective(s)	Leader
7:30-8:00	Breakfast Provided		
8:00-10:30	Culture Systems and Procedures	One Pagers from Faculty Handbook	T. Lester
10:30-11:30	Infusing Joy to Our Culture Building College Identity Through University Field Lessons – 100%	Devise & Practice HOW Culture Builds College Identity	J. Alvarez
11:30-12:30	Lunch		
12:30-1:30	Special Populations: SpEd / ELL / At-Risk	Identify & Recongize Special Pops	E. Hernandez
1:30-2:30	TSI / ACT	Understand and Support 100% in TSI/ACT	M. Castillo
2:30-4:15	Model Classrooms	Model Classroom Checklist Complete!	Teacher Leaders

Saturday, August 10, 2019

Time Frame	Session Name /G.E.T.	Objective(s)	Leader
8:00-8:30	Breakfast Provided		
8:30-9:00	Team Builder	Gratitude	Lead Team
9:00-11:30	Lesson Rehearsals	Practice Culture Lessons	GTL's
11:30-12:30	Lunch		
12:30-4:15	Model Classrooms	Final Set Up! Day 1, Here We Go!!!	Teacher Leaders

September 20<sup>th</sup> – Study Guides and Progress Toward Goals

October 11<sup>th</sup> – Course Collaboration

November 22<sup>nd</sup> – Campus Culture

January 6<sup>th</sup> – Course Collaboration

February 24<sup>th</sup> – Course Collaboration

March 27<sup>th</sup> – Course Collaboration

# **IDEA Public Schools**

## **IDEA Monterrey Park Academy**



## **2019 – 2020 Student Achievement Improvement Plan**

## **DISTRICT MISSION:**

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

## **DISTRICT VISION:**

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

## **DISTRICT CORE VALUES:**

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

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

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

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

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

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

## **CAMPUS MISSION:**

Campus mission statement will be listed here.

## **DISTRICT GOALS 2018-19:**

### **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 grads named AP scholars | Earn IB diploma: 30% | 25%
- 1E. % Approaches | Meets | % Masters on STAAR/EOC: 90% | 60% | 30%
- 1F. % Basic | Mastery | Advanced on LEAP: 82% | 44% | 11%
- 1G. % of Pre-K/Kindergarteners End The Year On/Above Grade Level in Reading | Language | Math (All Campuses): 90% | 90% | 90%
- 1H. % of 1st-2nd Students End The Year On/Above Grade Level in Reading | Language | (Year 1 Campuses): 70% | 70%
- 1I. % of 1st-2nd Students End The Year On/Above Grade Level in Reading | Language | Math (Year 2+ Campuses): 85% | 85%
- 1J. % of students in CSI achieve 2 years growth in Reading | Math (measured by Ren STAR) 50% | 60%
- 1K. Average ACT score (Class of 2019, September 2018): 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. %Average Daily Attendance | # Average Daily Attendance: 97.50% | 38,141
- 2C. Student Persistence: 90%
- 2D. Operating Income: \$87M

### **PRIORITY #3: Achieve Mission at Scale**

- 3A. % of students with low socio-economic status: 80%
- 3B. Enrollment in August 2019: 53,115
- 3C. Schools in operation in August 2019: 97
- 3D. Total Funds Raised (millions): \$55M

Professional Campus Staff		
Administrative Staff	Counseling Staff	Specialty Teachers
<ul style="list-style-type: none"> <li>• Melissa Sanchez-Principal</li> <li>• Ruby Garza-Assistant Principal of Operations</li> <li>• Billie Hembree- Assistant Principal of Instruction</li> <li>• Hannah Nino- Assistant Principal of Instruction</li> <li>• Denise McCollum- Administrative Assistant</li> </ul>	<ul style="list-style-type: none"> <li>• Joan Perez- Academic Counselor</li> </ul>	<ul style="list-style-type: none"> <li>• Jolene Martinez-SpEd Teacher</li> <li>• Luis Arteaga-SpEd Teacher</li> <li>• Laura Salazar-Blended Spaces Lead Teacher</li> </ul>
Kindergarten	First Grade	Second Grade
<ul style="list-style-type: none"> <li>• Vanessa Argenal</li> <li>• Abigail Baiza</li> <li>• Sandra Guerra</li> <li>• Victoria Maldonado</li> </ul>	<ul style="list-style-type: none"> <li>• Benjamin Cazarez</li> <li>• Monica Valentin</li> <li>• Megan Wygocki</li> </ul>	<ul style="list-style-type: none"> <li>• Iliana Rodriguez</li> <li>• Angel Espinoza</li> <li>• Jennifer Juarez</li> </ul>
Third Grade	Fourth Grade	Fifth Grade
<ul style="list-style-type: none"> <li>• David Alfaro</li> <li>• Cameron Lwin</li> <li>• Solae Gonzales</li> <li>• Erin Cervantes</li> </ul>	<ul style="list-style-type: none"> <li>• Patricia Estrada</li> <li>• Madiln Gonzales</li> <li>• Mary Lou Tysor</li> <li>• Janee Jackson Carter</li> </ul>	<ul style="list-style-type: none"> <li>• Jeanette Hinojosa</li> <li>• Allison Echard</li> <li>• Jasmine Williams</li> <li>• Nichole Vela</li> </ul>
Physical Education		
<ul style="list-style-type: none"> <li>• John Perez</li> </ul>		

\*Bilingually Certified

## Para-Professionals Campus Staff

Co-Teachers	Facilitators	Clerical/Technical
<ul style="list-style-type: none"><li>• Lynette Parsons</li><li>• Leslie Garcia</li><li>• Andrea Perez</li><li>• Katherine Cisneros</li><li>• Gloria Davila</li></ul>	<ul style="list-style-type: none"><li>• Elizabeth Suero Duran- AR Facilitator</li><li>• ILearning HotSpot Facilitator</li><li>• David Estrada-PE Co-Teacher</li></ul>	<ul style="list-style-type: none"><li>• Jackie Cantu- Receptionist</li><li>• Annette Villarreal- Business Clerk</li></ul>
Operations Staff	Ops Support Staff	
<ul style="list-style-type: none"><li>• Magdalena Flores- SIS Clerk</li><li>• Susan Guevara- Health Aide</li><li>• Elsa Berrios- Cafeteria Manager</li><li>• Luis Garica- Cafeteria Assistant Manager</li><li>• Richard Flores- Facilities Manager</li></ul>	<ul style="list-style-type: none"><li>• Lisa Garcia- Lunch Monitor</li></ul>	

## Site Based Decision Making Committee

Member (Title, Represent)	Meeting Dates:	Possible Agenda Items:
Melissa Sanchez, Principal Ruby Garza, Assistant Principal of Operations Billie Hembree, Assistant Principal of Instruction Hannah Nino, Assistant Principal of Instruction Joan Perez, Academic Counselor	August 2, 2019	1. Grade Level Leadership Roles & Responsibilities 2. 2019-2020 Driving Goals 3. Strategies for Persistence & Attendance 4. Grade Level Lead Check Ins & Tactical 5. Culture Camp
	August 29, 2019	1. Meet & Greet at the Park 2. Hallway Holler 3. Community Circle 4. Curriculum Night
	September 26, 2019	1. Q1 Report Card 2. Fall Festival 3. Culture Rubric-Priority Area
	October 24, 2019	1. Family Thanksgiving Theater 2. Culture Rubric
	November 14, 2019	1. Winter Holiday Concert 2. Culture Rubric- Priority Area
	December 12, 2019	1. Q2 Report Card Night 2. Culture Rubric-Priority Area
	January 23, 2019	1. Curriculum Night 2. 2020-2021 Budget 3. Culture Rubric-Priority Area
	February 20, 2019	1. Budget Priorities 2020-2021 2. Bring On Spring 3. Culture Rubric-Priority Area
	March 12th	1. Shoe Box Parade 2. Q3 Report Card Night 3. Culture Rubric –Priority Area
	April 16th	1. EOY Award Ceremonies 2. Kindergarten Graduation 3. Patries with Parents 4. Culture Rubric-Priority Area
	May 14th	1. End-of-year Celebration 2. Field Day 3. Summer Student Persistence Plan 4. Summer Barbecue



**IDEA Monterrey Park Academy**  
Campus Demographics\*

<b>Student Populations</b>	<b>Number of Students</b>	<b>Percentage of Students</b>
Enrollment	712	100%
At Risk	344	48%
SPED	15	2.1%
F.A.R.M.	0	0%
ELL	105	15%
Male	333	47%
Female	379	52%
Amer. Indian	0	0%
Asian	14	2%
Black	13	1.8
White	5	0.7%
Hispanic	680	95.5%

*\*As of April 2019*

## Campus Committees

English Language Arts	Math
<p><b>Committee Chair(s):</b> Caitlyn Carbonetti</p> <p><b>Committee Members:</b></p> <ul style="list-style-type: none"> <li>• Abigail Baiza</li> <li>• Megan Wygocki</li> <li>• Gloria Davila</li> <li>• Nichole Vela</li> <li>• Erin Cervantes</li> <li>• Betzy Montemayor</li> </ul>	<p><b>Committee Chair(s):</b> Jeanette Hinojosa</p> <p><b>Committee Members:</b></p> <ol style="list-style-type: none"> <li>1. Sandra Guerra</li> <li>2. Cameron Lwin</li> <li>3. Allison Echard</li> <li>4. Patricia Estrada</li> <li>5. Jennifer Juarez</li> <li>6. Billie Hembree</li> </ol>
Science (As Applicable)	School Culture and Climate
<p><b>Committee Chair(s):</b> Hannah Nino</p> <p><b>Committee Members:</b></p> <ol style="list-style-type: none"> <li>1. Amy Arespe</li> <li>2. Solae Gonzales</li> <li>3. Monica Nevarez</li> <li>4. Leslie Garcia</li> <li>5. Mary Lou Tysor</li> </ol>	<p><b>Committee Chair(s):</b> Iliana Rodriguez</p> <p><b>Committee Members:</b></p> <ol style="list-style-type: none"> <li>1. Christina Saucedo</li> <li>2. Veronica Gonzales</li> <li>3. Elizabeth Suero Duran</li> <li>4. Laura Salazar</li> <li>5. Vanessa Argenal</li> <li>6. Melissa Sanchez</li> </ol>
Staff Quality, Recruitment and Retention	Family and Community Involvement

**Committee Chair(s): Angel Espinoza**

**Committee Members:**

- John Perez
- Benjamin Cazarez
- Monica Valentin
- Luis Arteaga
- Andrea Perez

**Committee Chair(s): Janee Jackson Carter**

**Committee Members:**

1. David Alfaro
2. Cynthia Flint
3. Diana Trevino
4. Jolene Melendez
5. Victoria Maldonado
6. Joan Perez

### **New Initiatives**

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### **Continuing Initiatives**

## Staff Development

Date	Session Title/Topic	Session Objective(s)
8/20/19	Goal Setting	The MoPa Academy staff will start off the beginning of the year and every professional relationship with a clear understanding of their goals and how they plan to meet and/or achieve them. Also, the MoPa Academy staff is the initial opportunity for staff and manager to meet and discuss their goals for their core work and what success will look like.
8/27/19	Grade Team Strategy Meeting	The MoPa Academy staff, by grade level, will facilitate their grade level meetings. Meeting agenda items include updating Mission List, entering student data in RTI, reviewing current data, and planning responses to current data trends.
9/3/19	Habits of a Strong Class Culture	The MoPa Academy staff will attend targeted PD on class culture gaps. 4 sessions will be provided by admin staff.
9/10/19	Grade Team Strategy Meeting: Curriculum Night (K-2/3-5 Meeting)	The MoPa Academy staff, by grade level, strategize and plan sessions for Curriculum Night.
9/17/19	Grade Team Strategy Meeting	The MoPa Academy staff, by grade level, will facilitate their grade level meetings. Meeting agenda items include updating Mission List, entering student data in RTI, reviewing current data, and planning responses to current data trends. Each grade level will plan for the Fall Festival, one of our Parent Engagement events.
9/24/19	Drills	The MoPa Academy staff will review the safety criteria for the different actions staff take during the various school drills.
10/1/19	House Collaboration	The MoPa Academy staff will plan for Community Circle presentations. Duties and responsibilities will be delegated for future implementations of presentations.
10/8/19	Grade Team Strategy Meeting	The MoPa Academy staff, by grade level, will facilitate their grade level meetings. Meeting agenda items include updating Mission List, entering student data in RTI, reviewing current data, and planning responses to current data trends.
10/15/19	Report Card Night	The MoPa Academy staff will meet with parents to review current progress of their scholars. Admin staff will meet with parents regarding any attendance/tardy concerns.
10/22/19	Q1 PTG & TCP Recognitions	The MoPa Academy staff will review current progress to goals. The MoPa Academy staff will be recognized for their TCP placement.
10/29/19	Grade Team Strategy Meeting (K-2/3-5 Meeting)	The MoPa Academy staff, by grade level, will facilitate their grade level meetings. Meeting agenda items include updating Mission List, entering student data in RTI, reviewing current data, and planning responses to current data trends.
11/5/19	Thanksgiving Dinner & Teambuilding	The MoPa Academy staff will build community and celebrate Team and Family.

11/12/19	Grade Team Strategy Meeting	The MoPa Academy staff, by grade level, will facilitate their grade level meetings. Meeting agenda items include updating Mission List, entering student data in RTI, reviewing current data, and planning responses to current data trends.
11/19/19	2 x2 Conversation	The Mopa Academy staff will have the opportunity for teachers and managers to give and receive feedback from each other to improve job performance.
12/3/19	Grade Team Strategy Meeting -Winter Concert (K-2/3-5 Meeting)	The MoPa Academy staff, by grade level, will facilitate their grade level meetings. Meeting agenda items include updating Mission List, entering student data in RTI, reviewing current data, and planning responses to current data trends. The staff will choose selections for Winter Concert.
12/10/19	Grade Team Strategy Meeting - Culture Camp/Data regroupings	The MoPa Academy staff, by grade level, will facilitate their grade level meetings. Meeting agenda items include updating Mission List, entering student data in RTI, reviewing current data, and planning responses to current data trends.
12/24/19	Winter PD	Winter Break
12/31/19	Winter PD	Winter Break
1/7/20	Grade Team Strategy Meeting	The MoPa Academy staff, by grade level, will facilitate their grade level meetings. Meeting agenda items include updating Mission List, entering student data in RTI, reviewing current data, and planning responses to current data trends.
1/14/20	Active Shooter/ELPS	The MoPa Academy staff will action steps that need to be taken in the event of an active shooter in the building.
1/21/20	Report Card Night	The MoPa Academy staff will meet with parents to review current progress of their scholars. Admin staff will meet with parents regarding any attendance/tardy concerns.
1/28/20	Grade Team Strategy Meeting: Curriculum Night (K-2/3-5 Meeting)	The MoPa Academy staff, by grade level, will facilitate their grade level meetings. Meeting agenda items include updating Mission List, entering student data in RTI, reviewing current data, and planning responses to current data trends.
2/4/20	Morning Meeting Re-Visit	The MoPa Academy staff will review the key components of morning meeting and the importance of implementing with fidelity.
2/11/20	Grade Team Strategy Meeting	The MoPa Academy staff, by grade level, will facilitate their grade level meetings. Meeting agenda items include updating Mission List, entering student data in RTI, reviewing current data, and planning responses to current data trends.
2/18/20	ELL Calibration	The MoPa Academy staff will take the Calibration certification.
2/25/20	Grade Team Strategy Meeting: Quarter 4 Meeting (K-2/3-5 Meeting)	The MoPa Academy staff, by grade level, will facilitate their grade level meetings. Meeting agenda items include updating Mission List, entering student data in RTI, reviewing current data, and planning responses to current data trends.

3/3/20	STAAR	The MoPa Academy staff will learn the expectations and requirements to administer STAAR with fidelity.
3/10/20	House Collaboration	The MoPa Academy staff will plan for Community Circle presentations. Duties and responsibilities will be delegated for future implementations of presentations.
3/24/20	Grade Team Strategy Meeting: Old Night in Mopa	The MoPa Academy staff, by grade level, will facilitate their grade level meetings. Meeting agenda items include updating Mission List, entering student data in RTI, reviewing current data, and planning responses to current data trends. Staff will plan for Ole Night in MoPa.
3/31/20	Report Card Night	The MoPa Academy staff will meet with parents to review current progress of their scholars. Admin staff will meet with parents regarding any attendance/tardy concerns.
4/7/20	Grade Team Strategy Meeting	The MoPa Academy staff, by grade level, will facilitate their grade level meetings. Meeting agenda items include updating Mission List, entering student data in RTI, reviewing current data, and planning responses to current data trends.
4/14/20	Instructional Priority (based on current priorities observed in data/classes)	TBD
4/21/20	Grade Team Strategy Meeting: Kinder & 5 <sup>th</sup> Graduation	The MoPa Academy staff, by grade level, will facilitate their grade level meetings. Meeting agenda items include updating Mission List, entering student data in RTI, reviewing current data, and planning responses to current data trends. The staff will plan EOY activities.
4/28/20	Instructional Priority (based on current priorities observed in data/classes)	TBD
5/5/20	Grade Team Strategy Meeting: Awards	The MoPa Academy staff, by grade level, will facilitate their grade level meetings. Meeting agenda items include updating Mission List, entering student data in RTI, reviewing current data, and planning responses to current data trends. The grade teams will decide on awards for scholars.
5/12/20	CNA/SAIP Committees	The MoPa Academy staff will review year long data points to identify strengths and areas of growth from the past year.
5/19/20	Grade Team Strategy Meeting: Supplies List	The MoPa Academy staff, by grade level, will facilitate their grade level meetings. Meeting agenda items include updating Mission List, entering student data in RTI, reviewing current data, and planning responses to current data trends. The grade teams will decide on Supplies List

5/26/20	EOY PTG & Paper Plates	<p>The MoPa Academy staff will build community and celebrate Team and Family.</p> <p>The MoPa Academy staff will review current progress to goals.</p>

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

**IDEA Public Schools**  
**Montopolis Academy**



**2019 – 2020 Student Achievement Improvement Plan**



### **DISTRICT MISSION:**

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

### **DISTRICT VISION:**

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

### **DISTRICT CORE VALUES:**

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

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

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

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

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

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

### **CAMPUS MISSION:**

IDEA Montopolis Academy will become the number one choice school in the city of Austin for ALL kids.

## **DISTRICT GOALS 2018-19:**

### **PRIORITY #1: Students Graduate College-Ready**

- 1A. % of graduates who matriculate to a college or university: 100%
- 1B. % of graduates who are accepted to a 4 year college or university: 100%
- 1C. % of grads named AP scholars: 35%
- 1D. % Level II | % Level III on STAAR/EOC: 90% | 30%
- 1E. % of Pre-K/Kindergarteners End The Year On/Above Grade Level in Reading|Language|Math (All Campuses): 90% | 90% | 90%
- 1F. % of 1st-2nd Students End The Year On/Above Grade Level in Reading|Language|Math (Year 1 Campuses): 70% | 70% | 70%
- 1G. % of 1st-2nd Students End The Year On/Above Grade Level in Reading|Language|Math (Year 2+ Campuses): 90% | 90% | 90%
- 1H. Average ACT score (Junior class): 21
- 1I. % of students graduating college in 4 | 6 years: 45% | 65%

### **PRIORITY #2: Build a Strong & Sustainable Organization**

- 2A. Employee Retention: 85%
- 2B. Average Daily Attendance: 97.50%
- 2C. Student Persistence: 93%
- 2D. Annual Surplus (millions): \$8.9M

### **PRIORITY #3: Achieve Mission at Scale**

- 3A. % of students with low socio-economic status: 80%
- 3B. Enrollment: 28,444
- 3C. Schools in operation: 50
- 3D. Total Funds Raised (millions): \$12M

Professional Campus Staff		
Administrative Staff	Counseling Staff	Specialty Teachers
Disha Jain (Principal) Bailey Prestridge (API) Alyssa Pappas (API) Corrie Mathias (API) Brad Clark (PIR) Mariella Barrera (PIR) Lurenny Franco (Admin Assistant) Erika Hunt DeWalt (Principal in Residence)	Holly Bahamonde (Academic Counselor) Sonia Torres (Social Worker)	Mike Berich (Life Skills) Jesena Magallan (Sped) Elsa Cepeda (Sped) Sofia Roque (Intervention) Norma Rodriguez (Intervention) Nikida Koraly (intervention)
Kindergarten	First Grade	Second Grade
Celeste Larriviere Andrea Rodriguez Sarah Vasquez (Flores) Jessica Vasquez	Gabriella Camarillo Paige Larriviere Stewart Harris	Elizabeth Espinosa Amber Moses SaShae Crockett
Third Grade	Fourth Grade	Fifth Grade
Alana Lacey Tara Markey Mitzi Perez	Sarah Reyes Elisabeth Tijerina Rogelio Rayos	David Cantu Caridad Benevides Melissa Herriges
Physical Education		
Yvondra Steen		

\*Bilingually Certified

Para-Professionals Campus Staff		
Co-Teachers	Facilitators	Clerical/Technical
<p>K- Jonathan Miller, Gloria Lopez, David Gonzalez, Brianna Leonard</p> <p>1<sup>st</sup> – Eliza Villareal</p> <p>2<sup>nd</sup> – Chelsea Mannaseri, Nicole Lara</p>	<p>Marissa Menchaca</p> <p>Rosa Vasquez</p>	<p>Monica Paz - Receptionist</p> <p>Mary Jane Cervantes – Campus Ops Specialist</p> <p>Belinda Rabago – Business Clerk</p>
Operations Staff	Temporary Staff	
<p>Sebastian Camacho – APO</p> <p>Stephen Doak – Facilities Manager</p> <p>Debbie Mercado – Cafeteria Manager</p> <p>Jennifer Reed – Transportation Manager</p>	<p>Alicia Koslov – Flex teacher</p>	

## Site Based Decision Making Committee

Member (Title, Represent)	Meeting Dates:	Possible Agenda Items:
<b>Disha Jain, Principal</b>  <b>Mariella Barrera, Principal in Residence</b>  <b>Corrie Mathias, API for Grades 3<sup>rd</sup>-5<sup>th</sup></b>  <b>Alyssa Pappas, API for Grades K-2</b>  <b>Sebastian Camacho, APO</b>  <b>Holly Bahamonde, AC</b>  <b>Julie Sandoval, Parent Representatives</b>	<b>Thursday, September 26, 2019</b>	<ol style="list-style-type: none"> <li>1. Parent Involvement Committee Meeting</li> <li>2. Culture</li> <li>3. Academics Expectations</li> <li>4. Granola for Grandparents</li> <li>5. Data Review</li> <li>6. Report Card Pick up</li> <li>7. Behavior and ADA celebrations</li> </ol>
	<b>Thursday, October 31, 2019</b>	<ol style="list-style-type: none"> <li>1. Make a Difference Week</li> <li>2. Red Ribbon Week</li> <li>3. Book Character Dress Up</li> <li>4. Bully Prevention Month</li> <li>5. Quarter 1 Awards</li> <li>6. Data Review</li> <li>7. Fall Festival</li> </ol>
	<b>Thursday, November 28, 2019</b>	<ol style="list-style-type: none"> <li>1. Can drive</li> <li>2. Veteran's Day Project</li> <li>3. Sports Day with Dad</li> <li>4. PTG Meetings</li> <li>5. Data Review</li> <li>6. Behavior and ADA celebrations</li> </ol>
	<b>Thursday, December 19, 2019</b>	<ol style="list-style-type: none"> <li>1. Toy Drive</li> <li>2. Sports Day with Dad</li> <li>3. Scholastic Book Fair</li> <li>4. Christmas celebration for students &amp; staff</li> <li>5. Data review</li> <li>6. Behavior and ADA celebrations</li> </ol>
	<b>Thursday, January 30, 2020</b>	<ol style="list-style-type: none"> <li>1. Quarter 2 Awards</li> <li>2. Career week</li> <li>3. Field Lessons (5<sup>th</sup> Grade)</li> <li>4. Parent Info Session</li> <li>5. Data Review</li> </ol>
	<b>Thursday, February 27, 2019</b>	<ol style="list-style-type: none"> <li>1. 100<sup>th</sup> Day of School</li> <li>2. Campus Culture</li> <li>3. Parent Info Session</li> <li>4. Valentine's Celebrations</li> <li>5. Data Review</li> <li>6. Behavior and ADA celebrations</li> </ol>
	<b>Thursday, March 26, 2019</b>	<ol style="list-style-type: none"> <li>1. Dr. Seuss Birthday Week Activities</li> <li>2. Parent Info Session</li> <li>3. Quarter 3 Awards</li> <li>4. Data review</li> <li>5. Behavior and ADA celebrations</li> </ol>
	<b>Thursday, April 30, 2019</b>	<ol style="list-style-type: none"> <li>1. Earth Day</li> <li>2. Family picnic</li> <li>3. Autism Awareness</li> <li>4. Parent Info Session</li> <li>5. Data Review</li> </ol>

## Campus Committees

English Language Arts	Math
<p><b>Committee Chair(s):</b> Bailey Prestridge</p> <p><b>Committee Members:</b></p> <ol style="list-style-type: none"><li>1. Norma Rodriguez</li><li>2. Marissa Menchaca</li><li>3. Alana Gibson</li></ol>	<p><b>Committee Chair(s):</b> Corrie Mathias</p> <p><b>Committee Members:</b></p> <ol style="list-style-type: none"><li>1. Nikida Koraly</li><li>2. Rogelio Rayos</li><li>3. David Cantu</li><li>4. Mitzi Perez</li></ol>
Science (As Applicable)	School Culture and Climate
<p><b>Committee Chair(s):</b> Disha Jain</p> <p><b>Committee Members:</b></p> <ol style="list-style-type: none"><li>1. Melissa King</li><li>2. Mariana Cecero</li></ol>	<p><b>Committee Chair(s):</b> Brad Clark</p> <p><b>Committee Members:</b></p> <ol style="list-style-type: none"><li>1. Sebastian Camacho</li><li>2. Holly Bahamonde</li></ol>
Staff Quality, Recruitment and Retention	Family and Community Involvement

**Committee Chair(s): Disha Jain**

**Committee Members:**

1. Erika Hunt Dewalt
2. Emily Harris

**Committee Chair(s): Sonia Torres**

**Committee Members:**

1. Mike Berich
2. Lurennny Franco

### **New Initiatives**

- Getting Better Faster Phase 1, 2 and 3
- School Wide Discipline Management Plan: Lagging skills
- Ruler program : Meditation
- K-5<sup>th</sup> Quartly ADA, Royal Reader, Math Genius, Word Master and Math Master Celebrations
- 21<sup>st</sup> century end of program parent showcase
- Great Habits; Great Readers K-2<sup>nd</sup>

- Student Work Analysis Meetings
- Behavior Interventions ABC
- Grade level Monthly tacticals: Mission List, ADA, Behavior
- Domain 3 : student growth - TELPAS
- Aggressive Monitoring
- Data Driven Instruction for Eureka K-2 and Wit and Wisdom 2<sup>nd</sup>
- IDEA 55 and Ron Clark Joy Factor Quarterly Celebrations

### **Continuing Initiatives**

- Saturday School tutoring
- After school tutoring
- Direct Instruction curriculum in Kinder-2<sup>nd</sup> grade
- iLearning Hotspot and AR Zone labs open to students and parents after school and on Weekends
- STEMscope curriculum for Science
- STAAR “Camps” for reading, writing, math, & science
- Weekly Data conversations with all staff
- 90/60/30 30 grade level meetings 3<sup>rd</sup> & 4<sup>th</sup>
- DI Practice sessions
- Anchor Charts for ELL students and STAAR strategies
- Provide Classroom Libraries
- ‘Life” Binders and/or planners for students and parent communication
- Staff development Cycle
- Weekly STAAR Quizzes
- Morning Videos
- Weekly Positive phone calls to parents
- Utilize Lead4ward to analyze IA data and structure intervention activities along with instructional activities.
- Culture Rounds- Culture Champions
- Lost at School- Lagging Skills ALSUP
- K-5 Eureka Math
- K-5<sup>th</sup> Wit and Wisdom

- Integrate STAAR stem questions into DI stories
- 3<sup>rd</sup>, 4<sup>th</sup>, & 5<sup>th</sup> grade Team analysis and planning after each IA
- Visible tracking system based on objectives for 3<sup>rd</sup> – 5<sup>th</sup> grade.
- DI Lesson progress and goals posted
- Weekly backwards planning
- Individualized homework in K – 2<sup>nd</sup> grade
- Student trackers for DI and STAAR
- Professional Development based on IA results
- Grade Level Meetings
- Grade level leader meetings
- End of Year Awards assemblies
- Bulldogs of the year
- Red Ribbon week
- Canned Food Drive
- Commitment to College assemblies
- DI Online (paperless data collection)
- 21<sup>st</sup> Century Grant afterschool program (After school piano lessons, Destination Imagination, Dance, Big Brothers/Big Sisters, Sylvan Learning)
- Interventionist for 3<sup>rd</sup> – 5<sup>th</sup> grade ELA and Math
- Parent breakfasts monthly
- Index 2 student progress
- Campus GET Instructional Rounds
- Being a Writer 3<sup>rd</sup> and 4<sup>th</sup>
- Bulldog Bucks
- Class Dojo & Remind



### Staff Development

Date	Session Title/Topic	Session Objective(s)
8/5/2019	State of Montopolis Academy – Step Back	BWBAT identify PTG for the 2016-2017 school year BWBAT diagnose and prescribe why their grade levels hit goals or why they did not
8/6/2019	Data Tacking at Montopolis Academy	BWBAT explain the purpose of tracking at IDEA Allan. BWBAT create the required tracking tools for students, teachers, and parents
8/7/2019	Behavior and Social Emotional Learning at Monotpolis Academy	BWBAT explain the purpose of morning meeting BWBAT practice morning meeting
8/7/2019	Coaching at Allan Academy	BWBAT execute a SWAM meeting and a Observation feedback meeting
8/12 – 8/16	Culture Week	BWBAT revise culture procedures and execute to mastery
9/2/2019	Culture Rubric Step Back	BWBAT rate themselves on the culture rubric and create plans to improve proficiency.
9/7/2019	Increasing literacy in the classroom	BWBAT create a read aloud lesson plan.
9/21/2019	Stand and Deliver	BWBAT create stand and deliver hooks in their lesson plans
10/7/2019	Using daily data	BWBAT to rate themselves on the DDI rubric and adjust for daily data conversations
10/14/2019	Increasing writing in the classroom	BWBAT to create writing opportunities in their classrooms through lesson planning for stop and jots.

Teachers will attend the staff development listed which will address high priority areas, improve student learning, and enhance teachers' knowledge base. Also note that not all PD for the year has been planned as we will respond to quarter 1 data. Grade level meetings and RTI meetings not included on this list.

**IDEA Public Schools**  
**IDEA Najim Academy**  
*Home of the STARS!!*



**2019-2020 Student Achievement Improvement Plan**

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

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

## **CAMPUS MISSION:**

# **2019-2020 Vision & Priorities**

At IDEA Najim, we believe that all members of our school community OWNS student achievement, school culture, school involvement and pride. Our scholars come first, and we do everything possible to ensure our scholars understand how they learn and function best. Scholars will venture beyond San Antonio to engage in experiences that will challenge and fortify their sense of self and their home community. We - scholars, teachers, parents, and leaders - will take this journey together and share our stories as we expand our STAR Team & Family each year! We believe that, if at the core of what we do centers around scholars, they will be successful.

## **TEAM NAJIM**

**Students are our first priority**

**Team and Family**

**Achievement & attitudes go hand in hand**

**Rigor in classrooms lead to college success**

**School, community, and home work together**

## DISTRICT GOALS 2019-2020:

### **PRIORITY #1: Students Graduate College-Ready**

- 1A. 100% Graduates Matriculate to a College or University
- 1B. 100% Graduates who are accepted to a 4-year College or University
- 1C. 30% Graduates who are named AP Scholars
- 1D. 90% Level II/30% Level III on STAAR/EOC***
- 1E. 90% | 90% | 90% of Pre-K/Kindergarteners End the Year On/Above Grade Level in Reading | Language | Math (all campuses)***
- 1F. 70%/70%/70% 1<sup>st</sup>/2<sup>nd</sup> Grade Scholars End Year on/above Grade Level in Reading/Language/Math (Year 1 Campuses)
- 1G. 85% | 85% | 85% of 1st-2nd Grade Students End Year On/Above Grade Level in Reading | Language | Math (Year 2+ Campuses)***
- 1H. 50% | 60% of Students in CSI Achieve 2 Years Growth in Reading | Math (measured by Ren STAR)***
- 1I. 21 Average ACT Score (Junior Class)
- 1J. 25% | 55% 4 | 6 Year College Graduation

### **PRIORITY #2: Build a Strong & Sustainable Organization**

- 2A. 85% Teacher Retention***
- 2B. 97.5% ADA***
- 2C. 90% Student Persistence***
- 2D. \$87 M Annual Surplus

### **PRIORITY #3: Achieve Mission at Scale**

- 3A. 80% of Students with Low Socioeconomic Status***
- 3B. 45,470 Student enrollment by 2019-20
- 3C. 97 schools in operation in 2019-20
- 3D. \$55M Total Funds Raised

Campus Goals are in italics and bold type.

## Professional Campus Staff

Administrative Staff	Lead Team Support Staff	Specialty Teachers
Hope Walker - Principal Paola Gutierrez-Comparini - Assistant Principal of Operations <i>TBD</i> - Assistant Principal of Instruction Kara Jernigan - Assistant Principal of Instruction Monique Robinson- Academic Counselor Rhonda Brown- Social Counselor	Ramesha Cain, Administrative Assistant	Stephanie Canales-SPED Lead Teacher Fadil Imo -Interventionist
Pre-Kinder	Kinder	1 <sup>st</sup> Grade
Priscilla Adams Laura Martinez	Yvette Fiorentino- ELA & Math Mesa Flowers- ELA Brenda Vega-ELA Cicley Armstrong- Math Quinton Jackson- Math	Chauntel Simmons – ELA Shawne Todd – ELA Angela Gutierrez-Olvera – Math
2 <sup>nd</sup> Grade	3 <sup>rd</sup> Grade	4 <sup>th</sup> Grade
Teana Williams - ELA Jennifer Ramos - ELA Sharifa Green-Math	Shayla Story-ELA Rumika Reed-ELA Arthur Hardaway-- Math	Julie Park-ELA Starr Morado-Writing Brandon Mills-Math
Physical Education		
Dominic Cameron		

Co-Teacher Campus Staff		
Co-Teachers	Facilitators	Clerical/Technical
Elida Robles (Pre-Kinder) Leilani Sanchez (Pre-Kinder) Briana Lofton (Kinder) Linda Jenkins (Kinder) Sharon Thrower (Kinder) Devona Franklin (Kinder) Cristina Tovar Berumen (Kinder) Naomi Willis (1 <sup>st</sup> Grade ELA) Diamond Greathouse (1 <sup>st</sup> Grade ELA) Noemi Aragon (2 <sup>nd</sup> Grade ELA) Michael Ward (PE Co-Teacher) Donald Blue (SPED Co-Teacher) Alexandra Valdez (ELA Interventionist 3 <sup>rd</sup> /4 <sup>th</sup> ) Jameika Price (Math Interventionist 3 <sup>rd</sup> /4 <sup>th</sup> )	Monika Russell - AR Zone Facilitator Morgan Pesina- Hotspot Facilitator Carol Wilson-Pre-Kinder Facilitator	Evelyn Chapman - Receptionist Darlyne Drummer - Business Clerk Elizabeth De Hoyos – SIS Coordinator Javonne Hamilton-Health Aide
Operations Staff	Temporary Staff	
Vincente Calderon-Facilities Manager Edward Coronado- Custodian Rebecca De La Cerda - Custodian Theresa Milligan- Custodian Rachel Greenwood-CNP Manager		

## Site Based Decision Making Committee

Member (Title, Represent)	Meeting Dates:	Possible Agenda Items:
Hope Walker (Principal, Administration)  TBD (Assistant Principal of Instruction, Administration)  Kara Jernigan (Assistant Principal of Instruction, Administration)	Monday, September 9, 2019	<ol style="list-style-type: none"> <li>1. Parent Communication Strategies</li> <li>2. Field Lessons and Fundraising</li> <li>3. Character Trait of the Month (RP)</li> <li>4. SMART Goals</li> <li>5. Tutoring List</li> <li>6. STAR Scholar Adoption</li> <li>7. Parental Involvement</li> </ol>
Paola Gutierrez-Comparini (Assistant Principal of Operations, Administration)  Monique Robinson (Academic Counselor, Administration)	Monday October 14, 2019	<ol style="list-style-type: none"> <li>1. Persistence/ADA Review</li> <li>2. Fall Festival Plans</li> <li>3. Character Trait of the Month (RP)</li> <li>4. Upcoming Benchmarks</li> <li>5. Field Lesson Updates</li> <li>6. Red Ribbon Week</li> </ol>
Rhonda Brown (Social Counselor, Administration)  Priscilla Adams (Grade Level Chair, Pre-Kinder)  Quinton Jackson (Grade Level Chair, Kinder)  Angela Gutierrez-Olvera (Grade Level Chair, 1 <sup>st</sup> Grade)	Monday November 11, 2019	<ol style="list-style-type: none"> <li>1. Fall Festival</li> <li>2. Persistence/ADA Review</li> <li>3. Character Trait of the Month (RP)</li> <li>4. Grades/ Progress Reports</li> <li>5. Priority Student Parent Meetings</li> <li>6. Attendance Meeting Plans (Chronic Absences)</li> <li>7. Field Lesson Scheduling Plans</li> </ol>
Sharifa Green (Grade Level Chair, 2 <sup>nd</sup> Grade)  Shayla Story (Grade Level Chair, 3 <sup>rd</sup> Grade)  Brandon Mills (Grade Level Chair, 4 <sup>th</sup> Grade)  Stephanie Canales (SPED Lead Teacher)	Monday December 9, 2019	<ol style="list-style-type: none"> <li>1. Holiday Celebration</li> <li>2. Persistence/ADA Review</li> <li>3. Fundraiser Updates</li> <li>4. Character Trait of the Month (RP)</li> <li>5. Saturday School Tutoring</li> <li>6. SBAA Review</li> </ol>
Dominic Cameron & Michael Ward (Athletic Coordinators)  TBD (Parent Representative)	Monday January 13, 2020	<ol style="list-style-type: none"> <li>1. Persistence Review</li> <li>2. Saturday School Procedures/Expectations</li> <li>3. Character Trait of the Month (RP)</li> <li>4. Review First Semester</li> <li>5. Parental Involvement Progress</li> </ol>
	Monday February 11, 2020	<ol style="list-style-type: none"> <li>1. Attendance Goal</li> <li>2. Culture On Campus Reset</li> <li>3. Character Trait of the Month (RP)</li> <li>4. Career Day</li> <li>5. Progress Towards Goals</li> </ol>



		6. STAAR Plan
	Monday March 9, 2020	1. Persistence/ADA Review 2. STAAR Plan Possible Retention Parent Meetings 3. Possible Retention Parent Meetings
	Monday April 13, 2020	1. Field Lessons Fundraising 2. Family Night 3. Master Schedule 2020-2021 School Year 4. Persistence 5. ADA Review 6. Welcome to IDEA Planning
	Monday May 11, 2020	1. EOY Testing (Pre-K-4 <sup>th</sup> Grades); STAAR 2. EOY Celebration 3. Culture Camp 4. Summer School Program 5. Registration of New Students 6. Campus Visit 7. Welcome to IDEA

## Campus Committees

Behavior/Crisis Plan	Curriculum Planning
<p><b>Committee Chair(s): Monique Robinson &amp; Rhonda Brown</b>  <b>Committee Members:</b></p> <ol style="list-style-type: none"> <li>1. Hope Walker</li> <li>2. Devonna Friesenhahn</li> <li>3. Kara Jernigan</li> <li>4. Monique Robinson</li> <li>5. Paola Gutierrez-Comparini</li> <li>6. Rhonda Brown</li> <li>7. Stephanie Canales</li> <li>8. Fadil Imo</li> </ol>	<p><b>Committee Chair(s): Hope Walker</b>  <b>Committee Members:</b></p> <ol style="list-style-type: none"> <li>1. Devonna Friesenhahn</li> <li>2. Kara Jernigan</li> <li>3. Monique Robinson</li> <li>4. Priscilla Adams</li> <li>5. Quinton Jackson</li> <li>6. Angela Gutierrez</li> <li>7. Sharifa Green</li> <li>8. Stephanie Canales</li> <li>9. Dominic Cameron</li> <li>10. Monika Russell</li> <li>11. Morgan Pesina</li> <li>12. Shayla Story</li> <li>13. Brandon Mills</li> </ol>
Science/Humanities	School Culture and Climate
<p><b>Committee Chair(s): Devonna Friesenhahn &amp; Kara Jernigan</b>  <b>Committee Members:</b></p> <ol style="list-style-type: none"> <li>1. Alexandra Valdez</li> <li>2. Cristina Tovar</li> <li>3. Morgan Pesina</li> <li>4. Leilani Sanchez</li> <li>5. Naomi Willis</li> <li>6. Mesa Flowers</li> </ol>	<p><b>Committee Chair(s): Rhonda Brown &amp; Monique Robinson</b>  <b>Committee Members:</b></p> <ol style="list-style-type: none"> <li>1. Dominic Cameron</li> <li>2. Angela Gutierrez</li> <li>3. Brandon Mills</li> <li>4. Stephanie Canales</li> <li>5. Quinton Jackson</li> <li>6. Fadil Imo</li> <li>7. Sharifa Green</li> <li>8. Cicley Armstrong</li> </ol>
Staff Quality, Recruitment and Retention	Family and Community Involvement

**Committee Chair(s): Hope Walker**  
**Committee Members:**

1. TBD
2. Kara Jernigan
3. Monique Robinson
4. Priscilla Adams
5. Quinton Jackson
6. Angela Gutierrez
7. Sharifa Green
8. Stephanie Canales
9. Dominic Cameron
10. Monika Russell
11. Morgan Pesina
12. Shayla Story
13. Brandon Mills

**Committee Chair(s): Paola Gutierrez & Monique Robinson**  
**Committee Members:**

1. Priscilla Salas
2. Quinton Jackson
3. Diamond Greathouse
4. Sharifa Green
5. Stephanie Canales
6. Dominic Cameron
7. Monika Russell
8. Morgan Pesina
9. Shayla Story
10. Brandon Mills

### **New Initiatives**

- **Implement New Curriculum: Wit & Wisdom & Eureka Math**
- **Motivational Mondays**
- **Fabulous Fridays—Victory Runs**
- **STAR Outings**
- **“You Got Mugged”**
- **Sunshine Committee**
- **Spotlight Board**
- **Lead Team Take Over**
- **Team/Scholars of the Month**
- **STAR (Restorative) Circles**

### **Continuing Initiatives**

- **Continue with Fabulous Fridays (incentives)**
- **Continue with Academy Clubs**
- **Continue coaching Leaders using Get Better Faster/GET**
- **Continue Weekly Grade Level Assemblies**
- **ADA Incentives**
- **Persistence Incentives**

## Staff Development

Date	Session Title/Topic	Session Objective(s)
July 2019	New Teacher Institute	Introduce teachers to IDEA methodologies & IDEA culture
July 2019	New Leader Institute	Content leader or team leaders will learn how to manage other to deliver results and how to conduct team meetings throughout the school year.
August 2019	504/RtI Training	Teachers will learn how to implement scholar accommodations based on academic needs. Teachers will also learn how to develop an RtI plan for scholars who are struggling academically.
8/5-9/2019	BOY Campus Professional Development	<ul style="list-style-type: none"> <li>· Develop strong bonds between teachers that will translate to the classroom</li> <li>· Scholar/Parent Investment</li> <li>· District Core Values</li> <li>· Vision and Mission</li> <li>· Star Bucks System</li> <li>· Goal Setting</li> <li>· Master Schedule</li> <li>· Scholar/Teacher Handbook</li> <li>- Getting Culture Right</li> </ul>
Starting 8/12/2019 Weekly Faculty Meetings	Differentiated PD Sessions/Lesson Planning	<ul style="list-style-type: none"> <li>· Reset Culture/Restorative Practice Sessions</li> </ul>
9/3/2019	Introduce Data Conversation/ RtI Process/ Special Pops Training	<ul style="list-style-type: none"> <li>· Data Conversation Practice</li> <li>· Teacher will be guided on how to track students who are struggling using the RtI process.</li> <li>· Teachers will be provided with strategies to use in the classroom to ensure that we are meeting the needs of all special populations. (foldables, interactive journals, etc.)</li> </ul>
10/1/2019 11/12/2019 1/21/2020 5/26/2020	Preparing for a data conversation and a PTG	<ul style="list-style-type: none"> <li>· PTG slide Template</li> <li>· Data Tracker</li> <li>· Data Conversation Template</li> <li>· Review Tutorial List</li> <li>· Priority Scholars (Special Pops)</li> </ul>
9/14 9/28 10/5 10/19	Saturday School Protocol/ Progress Towards Goals/ Content Meeting	Teacher will review students' progress towards goals using Module trackers and index II tracker which will determine rosters for Saturday school. Teacher will then attend breakout sessions with content leader to discuss curriculum and mastery.

11/2 11/16 12/7 12/14 1/11 1/25 2/1 2/8 2/15 2/29 3/7 3/28 4/4 4/18 5/2		
2/11/2020	Mastery Machine	Teacher will prepare mastery machine that will be implemented 6 weeks before STAAR testing.
2/18/2020 3/24/2020	STAAR Testing Protocol and TELPAS	Teacher will receive training on classroom setup, roster, seating arrangements, and rating procedures.

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

**IDEA Public Schools**

**IDEA NAJIM COLLEGE PREP**



**2019 – 2020 Student Achievement Improvement Plan**

## **DISTRICT MISSION:**

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

## **DISTRICT VISION:**

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

## **DISTRICT CORE VALUES:**

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

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

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

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

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

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

## **CAMPUS MISSION:**

Our mission is to create a campus where scholars and adults are safe to learn and grow. Our 3 priorities this year:

1) Safety

*Measured by: Persistence, ADA and Teacher Retention*

2) Achievement

*Measured by: 90/60/30; SPED & CSI goals*

3) Strong student and adult culture

*Measured by: Persistence, Great Places to Work Survey, ADA and Office Referrals*



## **DISTRICT GOALS 2018-19:**

### **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 grads named AP scholars | Earn IB diploma: 30% | 25%
- 1E. % Approaches | Meets | % Masters on STAAR/EOC: 90% | 60% | 30%
- 1F. % Basic | Mastery | Advanced on LEAP: 82% | 44% | 11%
- 1G. % of Pre-K/Kindergarteners End The Year On/Above Grade Level in Reading | Language | Math (All Campuses): 90% | 90% | 90%
- 1H. % of 1st-2nd Students End The Year On/Above Grade Level in Reading | Language | (Year 1 Campuses): 70% | 70%
- 1I. % of 1st-2nd Students End The Year On/Above Grade Level in Reading | Language | Math (Year 2+ Campuses): 85% | 85%
- 1J. % of students in CSI achieve 2 years growth in Reading | Math (measured by Ren STAR) 50% | 60%
- 1K. Average ACT score (Class of 2019, September 2018): 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. %Average Daily Attendance | # Average Daily Attendance: 97.50% | 38,141
- 2C. Student Persistence: 90%
- 2D. Operating Income: \$87M

### **PRIORITY #3: Achieve Mission at Scale**

- 3A. % of students with low socio-economic status: 80%
- 3B. Enrollment in August 2019: 53,115
- 3C. Schools in operation in August 2019: 97
- 3D. Total Funds Raised (millions): \$55M

## Professional Campus Staff

Professional Campus Staff		
Administrative Staff	Counseling Staff	Elective Teachers
Theresa Hall – Principal Patricia Richards – Administrative Assistant Tanisha McGarity – API Paola Comparini – APO	Devon Jefferson – College Counselor _____ - (Social Work or Counselor from Communities in Schools)	Felicia Avery – RTTC AR – Amanda Christensen Hotspot – Terence Baker
ELA	Math	Science
6 <sup>th</sup> ELA – Felicia Avery 7 <sup>th</sup> ELA – Terrionna Brockman 7 <sup>th</sup> Writing – Jordan Kniffen 8 <sup>th</sup> /9 <sup>th</sup> ELA – Elaine Arredondo	6 <sup>th</sup> Math – Michael Daniel 7 <sup>th</sup> Math – Amanda Cerda 8 <sup>th</sup> Alg I & 9 <sup>th</sup> Geometry – Karla Martin	6 <sup>th</sup> /7 <sup>th</sup> – Monica Ogg 8 <sup>th</sup> Science & 9 <sup>th</sup> Biology – Erin Magerl
Humanities	Physical Education	
6 <sup>th</sup> /7 <sup>th</sup> – Jose Mancha 8 <sup>th</sup> Social Studies & 9 <sup>th</sup> AP Human Geo – Israel Garcia	6 <sup>th</sup> /7 <sup>th</sup> – Arron Cochran 8 <sup>th</sup> /9 <sup>th</sup> – Marina Ramirez	

\*Bilingually Certified

Para-Professionals Campus Staff		
Co-Teachers	Facilitators	Clerical/Technical
Lea McFarthing Joseph Burnett		Evelyn Chapman - Receptionist Darlyne Drummer - Business Clerk Elizabeth De Hoyos – SIS Coordinator Javonne Hamilton-Health Aide
Operations Staff	Temporary Staff	
Vincente Calderon-Facilities Manager Edward Coronado- Custodian Rebecca De La Cerda - Custodian Theresa Milligan- Custodian Rachel Greenwood-CNP Manager		

## Site Based Decision Making Committee

Member (Title, Represent)	Meeting Dates:	Possible Agenda Items:
Hope Walker (Principal, Administration)	Monday, September 9, 2019	1. Parent Communication Strategies
Theresa Hall (Principal, Administration)		2. Field Lessons and Fundraising
Tanisha McGarity (Assistant Principal of Instruction, Administration)		3. Character Trait of the Month (RP)
		4. SMART Goals
		5. Tutoring List
		6. STAR Scholar Adoption
TBD (Assistant Principal of Instruction, Administration)	Monday October 14, 2019	1. Parental Involvement
TBD (Assistant Principal of Instruction, Administration)		1. Persistence/ADA Review
		2. Fall Festival Plans
		3. Character Trait of the Month (RP)
Kara Jernigan (Assistant Principal of Instruction, Administration)		4. Upcoming Benchmarks
		5. Field Lesson Updates
Paola Gutierrez-Comparini (Assistant Principal of Operations, Administration)	Monday November 11, 2019	1. Red Ribbon Week
Devon Jefferson (College Counselor, Administration)		1. Fall Festival
Monique Robinson (Academic Counselor, Administration)		2. Persistence/ADA Review
		3. Character Trait of the Month (RP)
		4. Grades/ Progress Reports
		5. Priority Student Parent Meetings
Rhonda Brown (Social Counselor, Administration)	Monday December 9, 2019	6. Attendance Meeting Plans (Chronic Absences)
TBD (Social worker, Administration)		1. Field Lesson Scheduling Plans
Priscilla Adams (Grade Level Chair, Pre-Kinder)		1. Holiday Celebration
Quinton Jackson (Grade Level Chair, Kinder)		2. Persistence/ADA Review
		3. Fundraiser Updates
		4. Character Trait of the Month (RP)
Angela Gutierrez-Olvera (Grade Level Chair, 1 <sup>st</sup> Grade)	Monday January 13, 2020	5. Saturday School Tutoring
Sharifa Green (Grade Level Chair, 2 <sup>nd</sup> Grade)		1. SBAA Review
Shayla Story (Grade Level Chair, 3 <sup>rd</sup> Grade)		1. Persistence Review
		2. Saturday School Procedures/Expectations
		3. Character Trait of the Month (RP)
		4. Review First Semester
Brandon Mills (Grade Level Chair, 4 <sup>th</sup> Grade)	Monday February 11, 2020	1. Parental Involvement Progress
Felicia Avery (Grade Level Chair, 6 <sup>th</sup> Grade)		1. Attendance Goal
Terrionna Brockman (Grade Level Chair, 7 <sup>th</sup> Grade)		2. Culture On Campus Reset
		3. Character Trait of the Month (RP)
		4. Career Day
		5. Progress Towards Goals
Elaine Arredondo (Grade Level Chair, 8 <sup>th</sup> /9 <sup>th</sup> Grade)	Monday March 9, 2020	1. STAAR Plan
Stephanie Canales (SPED Lead Teacher)		1. Persistence/ADA Review
		2. STAAR Plan Possible Retention Parent Meetings
		1. Possible Retention Parent Meetings

Marina Ramirez, Arron Cochran, Dominic Cameron & Michael Ward (Athletic Coordinators)  TBD (Parent Representative)	Monday April 13, 2020	1. Field Lessons Fundraising 2. Family Night 3. Master Schedule 2020-2021 School Year 4. Persistence 5. ADA Review 6. Welcome to IDEA Planning 1.
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## Campus Committees

English Language Arts	Math
<p><b>Committee Chair(s):</b>  <b>Committee Members:</b>            1.</p>	<p><b>Committee Chair(s):</b>  <b>Committee Members:</b>            1.</p>
Science (As Applicable)	School Culture and Climate
<p><b>Committee Chair(s):</b>  <b>Committee Members:</b>            1.</p>	<p><b>Committee Chair(s):</b> Tanisha McGarity  <b>Committee Members:</b>            1. Devon Jefferson            2. Felicia Avery            3. Terrionna Brockman            4. Elaine Arredondo</p>
Staff Quality, Recruitment and Retention	Family and Community Involvement
<p><b>Committee Chair(s):</b> Theresa Hall  <b>Committee Members:</b>            5. Tanisha McGarity            6. Devon Jefferson</p>	<p><b>Committee Chair(s):</b> Paola Comparini  <b>Committee Members:</b>            1. Devon Jefferson            2. Monique Robinson</p>

## Staff Development

Date	Session Title/Topic	Session Objective(s)
8/20/19	Grading Policy and CMCII Followup	SWAT know the grading policy and revisit the CMCII snapshot look fors
8/27/19	Crisis Plan – APO	SWBAT know how to respond in a crisis
9/3/19	Special Education & RTI	Teachers will receive SPED binders and Professional Development
9/10/19	TBD	
9/17/19	TBD	
9/24/19	TBD	
10/1/19	TBD	
10/8/19	TBD	
10/15/19	TBD	
10/22/19	TBD	
10/29/19	TBD	
11/5/19	TBD	
11/12/19	TBD	
11/19/19	TBD	
12/3/19	TBD	
12/10/19	TBD	

2<sup>nd</sup> semester will be focused on testing training and other priorities related to STAAR prep

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

# **IDEA Public Schools**

## **IDEA Owassa College Preparatory**



## **2019 – 2020 Student Achievement Improvement Plan**



## **DISTRICT MISSION:**

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

## **DISTRICT VISION:**

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

## **DISTRICT CORE VALUES:**

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

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

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

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

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

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

## **CAMPUS MISSION:**

*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.

## **DISTRICT GOALS 2018-19:**

### **PRIORITY #1: Students Graduate College-Ready**

- 1A. % of graduates who matriculate to a college or university: 100%
- 1B. % of graduates who are accepted to a 4 year college or university: 100%
- 1C. % of grads named AP scholars: 30%
- 1D. % Level II | % Level III on STAAR/EOC: 90% | 30%
- 1E. % of Pre-K/Kindergarteners End The Year On/Above Grade Level in Reading|Language|Math (All Campuses): 90% | 90% | 90%
- 1F. % of 1st-2nd Students End The Year On/Above Grade Level in Reading|Language|Math (Year 1 Campuses): 70% | 70% | 70%
- 1G. % of 1st-2nd Students End The Year On/Above Grade Level in Reading|Language|Math (Year 2+ Campuses): 85% | 85% | 85%
- 1H. Average ACT score (Junior class): 21
- 1I. % of students graduating college in 4 | 6 years: 25% | 55%

### **PRIORITY #2: Build a Strong & Sustainable Organization**

- 2A. Employee Retention: 85%
- 2B. Average Daily Attendance: 97.50%
- 2C. Student Persistence: 90%
- 2D. Annual Surplus (millions): \$87M

### **PRIORITY #3: Achieve Mission at Scale**

- 3A. % of students with low socio-economic status: 80%
- 3B. Enrollment in August 2019: 53,115
- 3C. Schools in operation in August 2019: 97
- 3D. Total Funds Raised (millions): \$55M

Professional Campus Staff		
Administrative Staff	Counseling Staff	Electives
Stevie Luera (Principal) Braulio Barranco (Assistant Principal of Instruction) Sergio Cruz (Assistant Principal of Operations)	Julissa Rodriguez (Academic Counselor)	Oscar Sarmiento Noe Villa Glory Pruneda Melissa Estorga Genesis Lopez
6 <sup>th</sup> Grade	7 <sup>th</sup> Grade	8 <sup>th</sup> Grade
Ruben Martinez Brenda Rodriguez Destiny Bernal Amanda Munoz	Rebecca Ramos Ryan Stahl Roseangela Hartford Kevin Richards	
9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	SPED
		Marioly Hernandez Josh Martinez Elia Montesdeoca Melissa Tan-Cantu
Physical Education		
Oscar Sarmiento		

\*Bilingually Certified

Para-Professionals Campus Staff		
Co-Teachers	Facilitators	Clerical/Technical
Josh Martinez Elia MontesdeOca Genesis Lopez Rebecca Ramos		
Operations Staff	Temporary Staff	

## Site Based Decision Making Committee

Member (Title, Represent)	Meeting Dates:	Possible Agenda Items:
<b>Member (Title, Represent)</b> Stevie Luera (Principal) Braulio Barranco (Assistant Principal of Instruction) Julissa Rodriguez (Academic Counselor) Sergio Cruz (Assistant Principal of Operations)	<b>Meeting Dates:</b>	<b>Possible Agenda Items:</b>
	9/1/19	1. Student and Staff Culture
	11/1/19	1. Progress Towards Goals
	1/1/20	1. Family and Student Involvement
	3/1/20	1. Staff Quality, Recruitment, and Retention
	4/1/20	1. Progress Towards Goals Part 2

## Campus Committees

English Language Arts	Math
<p><b>Committee Chair(s):</b> Stevie Luera</p> <p><b>Committee Members:</b></p> <ol style="list-style-type: none"> <li>1. Brenda Rodriguez</li> <li>2. Rebecca Ramos</li> <li>3. Roseangela Hartford</li> <li>4. Noe Villa</li> </ol>	<p><b>Committee Chair(s):</b> Braulio Barranco</p> <p><b>Committee Members:</b></p> <ol style="list-style-type: none"> <li>1. Ruben Martinez</li> <li>2. Genesis Lopez</li> <li>3. Ryan Stahl</li> <li>4. Glory Pruneda</li> </ol>
Science (As Applicable)	School Culture and Climate
<p><b>Committee Chair(s):</b> Braulio Barranco</p> <p><b>Committee Members:</b></p> <ol style="list-style-type: none"> <li>1. Destiny Ledbetter</li> <li>2. Amanda Munoz</li> </ol>	<p><b>Committee Chair(s):</b> Braulio Barranco</p> <p><b>Committee Members:</b></p> <ol style="list-style-type: none"> <li>1. Destiny Ledbetter</li> <li>2. Brenda Rodriguez</li> <li>3. Oscar Sarmiento</li> </ol>
Staff Quality, Recruitment and Retention	Family and Community Involvement
<p><b>Committee Chair(s):</b> Sergio Cruz</p> <p><b>Committee Members:</b></p> <ol style="list-style-type: none"> <li>1. Marisa Gonzalez</li> <li>2. Daniel Sepulveda</li> <li>3. Braulio Barranco</li> <li>4. Stevie Luera</li> </ol>	<p><b>Committee Chair(s):</b> Julissa Rodriguez</p> <p><b>Committee Members:</b></p> <ol style="list-style-type: none"> <li>1. Marioly Hernandez</li> <li>2. Melissa Tan-Cantu</li> <li>3. Stevie Luera</li> <li>4. Brenda Rodriguez</li> <li>5. Destiny Ledbetter</li> </ol>
Humanities	

<b>Committee Chair(s): Stevie Luera</b> <b>Committee Members:</b> <ol style="list-style-type: none"> <li>1. Kevin Richards</li> <li>2. Stevie Luera</li> </ol>	
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New Initiatives	
<ul style="list-style-type: none"> <li>• Implement Wit and Wisdom reading curriculum in 7<sup>th</sup> grade to increase rigor of ELA courses</li> <li>• Reasoning minds in all 6<sup>th</sup> grade classes</li> <li>• Health class for all 6<sup>th</sup> grade students</li> <li>• Push in support for math during 7<sup>th</sup> hot spot</li> </ul>	<ul style="list-style-type: none"> <li>• Incorporate ACT prep into Road to College Curriculum to provide test prep for high school students</li> <li>• University summer programs</li> <li>• Monthly culture practice clinics</li> <li>• Rowdy round up every Friday</li> </ul>
Continuing Initiatives	

- |  |  |
|--|--|
| <ul style="list-style-type: none"><li>• Implement conference periods for Middle School teachers to provide more for lesson planning and coaching.</li><li>• Addition of Socratic Seminar, Yearbook, and Robotics as additional elective offerings.</li><li>• Intervention program for middle school math using DI essentials of algebra and do the math programs.</li><li>• Technology courses being offered for middle school math</li><li>• Introduce REWARDS program in addition to current Direct Instruction intervention during elective class to struggling students.</li></ul> | <ul style="list-style-type: none"><li>• Introduction of parent curriculum nights by grade level to keep parents involved in curricular changes year by year.</li><li>• Focus on instructional leaders to prioritize data driven instruction and weekly data conversations.</li><li>• GET rubric scope and sequence for new teachers.</li><li>• SLL scope and sequence for leader development</li><li>• ELA campus annotation guide, to streamline how students should annotate with purpose</li><li>• Hold 90/30 meetings on a monthly basis with students of academic concern.</li><li>• Hold Quarterly Progress Toward Goals meetings with parents/guardians</li><li>• ACT prep for Duke TIP student</li></ul> |
|--|--|



Staff Development		
Date	Session Title/Topic	Session Objective(s)
8/5/19	Teacher Goal Setting	TWBAT articulate their plans for getting to proficient on GET 1.C and how to have Goal Setting Conversations with students
8/6/19	GET scope and sequence	TWBAT understand the GET power rows and scope and sequence for instructional coaching
8/9/19	Campus Systems and Procedures	TWBAT practice campus culture expectations around the First 5 Minutes, Morning Meeting, Entrance and Exit Procedures
9/6/19	Weekly Data Meetings	TWBAT learn how to analyze weekly data and break down standards
9/17/19	Aggressive Monitoring	TWBAT to use aggressive monitoring techniques during independent practice
10/15/19	Culture Rubric Reflection	TWBAT reflect on elements of strong academic culture and describe their classroom on the culture of achievement.
10/29/19	IA 1 Progress Towards Goals	TWBAT utilize IA 1 data to measure progress towards goals and create an action plan to close gaps.
11/5/19	Tracking Towards Mastery	TWBAT analyze student and teacher tracking systems and create action plans based on data.
11/12/19	Student Practice: Targeted Feedback	TWBAT describe systems to give effective feedback to students during practice daily.
11/19/19	Guided Discourse V Teacher Model	TWBAT practice teacher modeling and guided discourse as a means to reteach
12/10/19	Accountable Talk	TWBAT describe systems for accountable talk and implement strategies into upcoming lesson plan.
12/17/19	Remediation and Reteaching	TBWAT identify methods to provide remediation to struggling students

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

# IDEA Public School



**IDEA Owassa Academy**



## **2019 - 2020 Student Achievement Improvement Plan**

**DISTRICT MISSION:**

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

### **DISTRICT VISION:**

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

### **DISTRICT CORE VALUES:**

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

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

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

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

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

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

### **CAMPUS MISSION:**

**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.

**Our Students** are curious and creative learners who succeed through personal initiative and sustained effort to reach high academic goals. They are critical thinkers who seek knowledge and possess technological competence and collaborative skills. Our students embrace diversity, act responsibly, and contribute to our community.

**Our Educators** believe that ALL students can meet or exceed rigorous academic standards. Teachers, staff, and administrators together form a rich professional learning community where all are supported to hone our professional craft and improve our effectiveness. Through the examination of our instructional practices and data, we adjust our teaching and operational systems in order to continuously improve.

**Our Families and Community** are integral to the success of our students and schools. Families are active, engaged and welcomed partners is to enable and inspire our diverse student body to achieve academic excellence and make positive contributions to our world. Our parents are valued stakeholders in their child's education, who give valued input and participate in making important decisions about our academic and enrichment programs. Our diverse community is passionate about equitable educational outcomes for all students. Our civic and community organizations partner with us to promote family engagement and the well-being and success of our students.

**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.

## **DISTRICT GOALS 2018-2019:**

### **PRIORITY #1: Students Graduate College-Ready**

- 1A. % of graduates who matriculate to a college or university: 100%
- 1B. % of graduates who are accepted to a 4 year college or university: 100%
- 1C. % of grads named AP scholars: 35%
- 1D. % Level II | % Level III on STAAR/EOC: 90% | 30%
- 1E. % of Pre-K/Kindergarteners End The Year On/Above Grade Level in Reading|Language|Math (All Campuses): 90% | 90% | 90%
- 1F. % of 1st-2nd Students End The Year On/Above Grade Level in Reading|Language|Math (Year 1 Campuses): 70% | 70% | 70%
- 1G. % of 1st-2nd Students End The Year On/Above Grade Level in Reading|Language|Math (Year 2+ Campuses): 90% | 90% | 90%
- 1H. Average ACT score (Junior class): 21
- 1I. % of students graduating college in 4 | 6 years: 45% | 65%

### **PRIORITY #2: Build a Strong & Sustainable Organization**

- 2A. Employee Retention: 85%
- 2B. Average Daily Attendance: 97.50%
- 2C. Student Persistence: 93%
- 2D. Annual Surplus (millions): \$8.9M

### **PRIORITY #3: Achieve Mission at Scale**

- 3A. % of students with low socio-economic status: 80%
- 3B. Enrollment: 28,444
- 3C. Schools in operation: 50
- 3D. Total Funds Raised (millions): \$12M

Professional Campus Staff		
Administrative Staff	Counseling Staff	Specialty Teachers
Cyndi Vasquez-De La Fuente, Principal Rigoberto Rodriguez, Asst. Principal of Instruction Cecilia Hinojosa, Asst. Principal of Instruction Sergio Cruz Asst. Principal of Operations	Julissa Rodriguez, Academic Counselor	Diana Brown RISE Jisela Anguiano SPED Aidee Villarreal Interventionist
Pre-Kindergarten	Kindergarten	First Grade
Sarahi Amaya Amanda Villa Crystal Canales	Nadia Rosa Danny Canales Vianney Salinas Jessica Salazar	Ashley Cavazos Gilbert Garza Heidi De Leon
Third Grade	Fourth Grade	Fifth Grade
Physical Education		
Adrian Castro		

## Para-Professionals Campus Staff

Co-Teachers	Facilitators	Clerical/Technical
<b>Pre-Kinder</b> Kassandra Tafolla Elizabeth Quinonez Meliza Caballero <b>Kinder</b> Tiffany Rivera Franchesca Rivera Xamara Hernandez Dariel Garcia <b>1st Grade</b> Antonio Reyna Alexis Rodriguez Alyssa Rodriguez <b>RISE</b> Cesar Gaitan Jovanna Rodriguez Kari Mancera-Buckie town	Noe Villa, AR Zone Glory Trevino, iLearning Hotspot	Carol Espinoza, Administrative Assistant Jazmin Ybarra, Business Clerk Marisa Gonzalez, SI DAniel Sepulveda, Registrar Alyssa Villarreal, Receptionist Angie Lopez, Health Aide
Operations Staff	Temporary Staff	
Yessenia Hernandez, Cafeteria Manager Nate Pacheco, Facilities Manager Luis Garcia, Campus Transportation Manager	Sandra Sepulveda-lunch monitor Cody Vega-Lunch monitor	

## Site Based Decision Making Committee

Member (Title, Represent)	Meeting Dates:	Possible Agenda Items:
<p>Cyndi Vasquez-De La Fuente (Principal, Administration)</p> <p>Julissa Rodriguez (Academic Counselor, Administration)</p> <p>Rigoberto Rodriguez (Assistant Principal of Instruction, Administration)</p> <p>Cecilia Hinojosa (Assistant Principal of Instruction, Administration)</p> <p>Sergio Cruz (Assistant Principal of Operations, Administration)</p> <p>#NAME# (Sarahi Amaya, Pre-Kinder) (Nadia Rosas, Kinder) #NAME# (Ashley Cavazos, 1<sup>st</sup> Grade) (Aidee Villarreal, Support Staff (Parent Representative) (Community Representative)</p>	Monday August 5, 2019	<ol style="list-style-type: none"> <li>1. GTLs leadership Roles and Responsibilities</li> <li>2. 2019-2020 Driving goals and School Priorities</li> <li>3. Master Calendar</li> <li>4. Behavior Plans and LiveSchool points</li> </ol>
	Monday September 2, 2019	<ol style="list-style-type: none"> <li>1. Student Culture</li> <li>2. Persistence Events and Attendance Strategies</li> <li>3. Bronc Night</li> </ol>
	Monday October 7, 2019	<ol style="list-style-type: none"> <li>1. Persistence Events</li> <li>2. Red Ribbon Week</li> <li>3. Bully Prevention Month</li> <li>4. Mini Teacher Appreciation Week</li> <li>5. Boo Staff Activity</li> <li>6. Bronc Night</li> </ol>
	Monday November 4, 2019	<ol style="list-style-type: none"> <li>1. Culture Evaluations of Grade Levels</li> <li>2. Family Thanksgiving Luncheon</li> <li>3. PTGs</li> <li>4. 2x2s</li> <li>5. Bronc Night/Staff Christmas Party</li> </ol>
	Monday December 2, 2019	<ol style="list-style-type: none"> <li>1. Adopt an Angel</li> <li>2. Christmas celebration for students &amp; staff</li> <li>3. Literacy Night</li> </ol>
	Monday January 13, 2020	<ol style="list-style-type: none"> <li>1. Student Persistence/ ADA Plans</li> <li>2. PTGs</li> <li>3. Saff/ Student Culture Evaluations</li> <li>4. Month of Love</li> <li>5. Family Valentines Dance</li> </ol>
	Monday February 10, 2020	<ol style="list-style-type: none"> <li>1. Spring Fling</li> <li>2. Persistence and ADA strategies</li> <li>3. Bronc Night</li> <li>4. 2020 Teacher positions</li> </ol>



	Monday March 16, 2020	<ol style="list-style-type: none"> <li>1. Persistence and ADA strategies</li> <li>2. TELPAS Evaluations</li> <li>3. Bronc Night</li> </ol>
	Monday April 6, 2020	<ol style="list-style-type: none"> <li>1. EOY celebrations</li> <li>2. Field Day w/ Dad</li> <li>3. Royal Reader Club AR</li> <li>4. Parent Satisfaction</li> </ol>
	Monday May 4, 2020	<ol style="list-style-type: none"> <li>1. EOY Awards</li> <li>2. EOY Staff Party</li> <li>3. EOY procedures</li> <li>4. Onboarding of New Staff</li> <li>5. Summer School Planning</li> <li>6. Recruitment</li> <li>7. APRs</li> </ol>

## Campus Budget Summary

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

### *Funding Sources – Local*

199      General Fund  
\$100,510

### *Funding Sources - State*

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

### *Funding Sources - Federal*

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

262	Title II, Part D, Technology	0
263	Title III – Bilingual	\$ 1000

***Total:       \$909,815***

## IDEA Owassa Academy

### Campus Demographics\*

Student Populations	Number of Students	Percentage of Students
Enrollment	390	
At Risk		
SPED		
F.A.R.M.		
ELL		
Male		
Female		
Amer. Indian or Alaskan		
Asian	10	
Black/African American	9	
White	8	
Hispanic/Latino	359	
Two or More Race Categories	3	

*\*As of 06/01/2019*

## Campus Committees

English Language Arts	Math
<b>Committee Chair(s):</b> Cecilia Hinojosa <b>Committee Members:</b> <ol style="list-style-type: none"> <li>1. Crystal Canales</li> <li>2. Jessica Salazar</li> <li>3. Ashley Cavazos</li> <li>4. Elizabeth Quinonez</li> <li>5. Janie Alejo</li> </ol>	<b>Committee Chair(s):</b> Rigoberto Rodriguez <b>Committee Members:</b> <ol style="list-style-type: none"> <li>1. Alexis Rodriguez</li> <li>2. Nadia Rosas</li> <li>3. Franchesca Hernandez</li> <li>4. Antonio Reyna</li> <li>5. Kassie Tafolla</li> </ol>
Staff Quality, Recruitment and Retention	School Culture and Climate
<b>Committee Chair(s):</b> Cyndi Vasquez-De La Fuente <b>Committee Members:</b> <ol style="list-style-type: none"> <li>1. Aidee Villarreal</li> <li>2. Rigo Rodriguez</li> <li>3. Ceci Hinojosa</li> <li>4. Julissa Rodriguez</li> <li>5. Sergio Cruz</li> </ol>	<b>Committee Chair(s):</b> Julissa Rodriguez/Aidee Villarreal <b>Committee Members:</b> <ol style="list-style-type: none"> <li>1. Danny Canales</li> <li>2. Sarahi Amaya</li> <li>3. Heidi De Leon</li> <li>4. Amanda Villa</li> </ol>
Family and Community Involvement	
<b>Committee Chair(s):</b> Julissa Rodriguez/Aidee Villarreal <b>Committee Members:</b> <ol style="list-style-type: none"> <li>1. Tiffany Rivera</li> <li>2. Vianey Salinas</li> <li>3. Meliza Caballero</li> </ol>	<b>Committee Chair(s):</b> <b>Committee Members:</b>

## ELA

### ELA New Initiatives

- Backwards plan for the school year using each group's starting points
- Purchase computers (1 set per grade level)
- Conduct after school tutoring for groups below grade level
- Schedule a writing block
- Vocabulary Parade
- Create DI aligned centers to support student's daily learnings
- Conduct 30 minute practice sessions at least twice a week
- Literacy Nights
- Bring students in during recess/intervention blocks for additional support
- Create and implement DI aligned homework to support students daily lessons
- Have students reading books outside the classrooms as they wait to be let in for breakfast time.
- First grade students should have a book at all times to read when finished with their school work.

### ELA Continuing Initiatives

- Push students in PK-1st to become word masters and royal readers.
- Celebrate student successes in reading and language
- Each student is responsible for tracking their individual lesson progress in take home folders.
- Parents are communicated with weekly with student progress and informed of any setbacks, interventions or accommodations the student may need.
- Teachers collaborate/share centers, homework and classroom initiatives with each other
- Conduct PD's on workbook/workcheck expectations and follow up with expectations
- PK-K participated in Word Masters and Royal Readers with individualized grade level goals to prepare them for 1st grade WM & RR.

## Math New Initiatives

### Math New Initiatives

- Backwards planning is tracked throughout the year to insure that goals are met
- DI Data is used to identify students in need and provide intervention
- Ensure BOY placement is accurate
- Homework is prescriptive and aligned to DI
- Horizontal collaboration occurs weekly (grade level)
- IW and centers are aligned to DI
- Offer after school tutoring and/or summer school
- Provide intervention opportunities during recess, conference or after school, or intervention block
- RTI plan and tracked
- Students are held accountable for their goals by using lesson trackers and thermometer charts
- Use of Bronc Tracker to notify progress to parents
- Use of lesson tracker
- Weekly differentiated script practice
- ALL teachers are trained on backwards planning
- Use of Making Meaning Read Aloud Program for all K-1<sup>st</sup> students
- Individualized and small group intervention conducted daily based on continuous DI instruction
- Interactive IW centers
- Tracking of RTI students through interventionist
- Weekly morning parade focused on student achievement
- Conduct book study

### Math Continue Initiatives

- Continue to use exit tickets to assess students
- Continue training on Eureka based instruction
- Continue training on Distar DI instruction.
- Continue using individualized student data trackers
- Continue working with hybrid spaces on alignment and increasing time spent in labs
- Differentiated professional development sessions
- Half day PD for lesson planning work
- Intervention/ Tutoring
- Lesson plan feedback sessions
- Pull out teachers for data conversation after End of Modules
- Collaborative Planning
- Content teachers will assign students goals for hybrid spaces so they can work on it at home
- Individualized and small group intervention conducted daily based on student needs.
- Tracking of RTI students through interventionist

## School Culture

### School Culture New Initiatives

- Persistence Events every month
- Rody Round Ups every Friday
- Teacher/Co-teacher and OPs of the Month
- Teacher Weekly
- Social and Emotional Support Lessons during Bronc Time
- Established Campus Traditions
- Campus Culture Focus
- IDEA 55 and Project Respect skills of the on announcements
- Class Dojo for student points (behavior)
- Bronc Dojo Parties
- Remind APP for communication

### School Culture Continuing Initiatives

- Clear communication on Persistence Events
- Parent weekly being sent every week
- More opportunities for parents to get to know each other
- Grade level led Parent involvement Events
- Celebrate Groups/Universities when they move from program to program as a school
- Bronc Nights
- ADA incentives (weekly, biweekly, monthly etc..)



Staff Quality, Recruitment and Retention	
Staff Quality, Recruitment and Retention New Initiatives	Staff Quality, Recruitment and Retention Continue Initiatives
<ul style="list-style-type: none"> <li>● Campus events that involve the whole family</li> <li>● Raffles for perfect attendance for teachers by quarter</li> </ul>	<ul style="list-style-type: none"> <li>● Bronc Nights</li> <li>● Monthly Positive Notes</li> <li>● Teacher/Co-teacher/Ops of the Month</li> <li>● Teacher Attendance Incentives</li> <li>● October Mini Staff appreciation</li> <li>● Month of love</li> <li>● Continue celebrating during Round Ups</li> <li>● Weekly shout outs</li> <li>● Celebrating birthdays</li> </ul>

Family and Community	
Family and Community New Initiatives	Family and Community Continuing Initiatives
<ul style="list-style-type: none"> <li>● Class dojo for points (behavior)</li> <li>● Remind App for parent/school/teacher communication</li> <li>● Parent/Grade Level weekly (weekly)</li> <li>● Create opportunities for parents to know each other</li> <li>● Parent Academies (1 every quarter)</li> </ul>	<ul style="list-style-type: none"> <li>● Off Campus parent events (Report Card night at PPP)</li> <li>● Fall/Spring Festival</li> <li>● Monthly persistence Events</li> <li>● Servant leadership events that involve families</li> <li>●</li> </ul>

Staff Development		
Date	Session Title/Topic	Session Objective(s)
8/5/2019	State of the School: Our Vision & Priorities for 2019-20	Teachers will understand and be invested in the organizational goals and priorities for the 2019-2020 school year.
8/5/2019	Goals, Strategies and Tactics	Teachers will look at this year's goal, reflect on last year's results, build upon new priorities, and come up with strategies and tactics to meet this years goals.
	Backwards Planning	Teacher will create a plan with their teams
8/6/2019	Culture	Describe Culture, Practice Culture Systems, and Internalize the Value in Building a Culture of Achievement for ALL
8/6/19	Social Proficiencies	Describe Culture, Practice Culture Systems, and Internalize the Value in Building a Culture of Achievement for ALL
8/6/19	Behavior plan	Teacher will review behavior plan and know about revisions that were made.
8/6/19	Joy Factor	Teachers will figure out how they will they bring out the joy in the classrooms. Wildcard

8/6/19	Positive Parent Communication (keeping our families)	TWBAT articulate their role with family engagement and will identify how they will personally build relationships with their students and families and also become familiar with communication google doc.
8/6/19	Staff Expectations	TWBAT articulate their roles and responsibilities and identify next steps
8/6/19	DI Show off Lesson, Lesson Plan internalization and Lesson Planning	TWBAT understand what a complete DI lesson contains in order to obtain student engagement and mastery. Navigate through DI online and will learn how to input data.
8/6/19	Special Pops: Getting to Know your ELL, SpEd,, and 504 Students	Teacher will be able to describe special programs that students may be in on your campus, state your role and responsibilities involving students in these special programs.and interact with a binder of critical information on students in special programs to be able to instruct them effectively
8/9/2019	Campus Crisis	Identify the Campus Crisis Response Team & Gain an Understanding of their role. Execute teacher actions required in the event of a crisis. Norm on drill procedures
8.27/19	Essential Agreement	Teachers will be able to describe how they want to be treated by lead team, colleagues.
9/10/19	RTI	Teachers will be able to
10/11/19	Literacy in all Classrooms and Engaging all Learners	TWBAT become familiar with being a writer curriculum, implement reading and writing activities within all content areas, and plan for writing extensions
1/6/20	Check for understanding Aggressive Monitoring	TWBAT implement and discuss aggressive monitoring strategies as students are working independently
2/11/20	Progress Towards Goals	TWBAT to understand where we are as a school and what need to do to have a strong finish.
3/10/20		
4/28/20	SAIP/CNA	TWBAT form and join committees to initiate reflection and plans for the upcoming year when working with the CNA and SAIP
5/12/20	EOY Expectations and assembly logistics	TWBAT understand expectations for the remaining of the year and will understand logistics roles and responsibilities for EOY Awards assemblies

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

# Pflugerville College Prep

## 2019-20 Student Achievement Improvement Plan

APO	Strategies	Needs Assess.	Special Pops.	Person(s) Responsible	Timeline Start/End	Resources: Human/ Material/Fiscal	Documentation	Formative Evaluation
Needs Assessment Categories: S-STAAR D-DIBELS E-EO A-ACT RR-Reading Renaissance ST-STAR for Math DR-Discipline Report AP-AP Tests O-Other Special Populations: All AR-At Risk ELL-English Language Learners ED-Economically Disadvantaged M-Migrant SE-Special Education								
2D	West Wing	O	ALL	API	1st week of September last week of April	two teachers & classroom, Line item in budget for staff pay	amount of students at beginning of year vs. amount of students at end of year	
2F	Social Media	O	ALL	APO	2nd week of Sept-	Facebook & twitter accounts for school, email address of parent base	amount of followers,	accounts actually set up & internal survey on effectiveness
2A	Saturday School	O	ALL	Principal	September - May	Line item in budget for staff pay	amount of students participating	
1A, 1B, 1C, 1D, 1F	Writing - provide more opportunities to write in classes and provide an addition 90 minutes of writing instruction for 7th grade students each week in addition to ELA class.	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	Writing scores, quarterly writing projects, grades, check ins with managers	2018 STAAR Report for 6
2D	Grade 6-7: Schoolwide behavior system	DR	All	AC	BOY-EOY	Merit Tracker and Incentive System	Tracker by homeroom that is kept by Homeroom Teacher and GTL	EOY referral numbers/suspensions
1A, 1B, 1C, 1D, 1F, 2F	Increase in parent meeting attendance and leverage FAC	O	All	AC/ APO	Q1 Parent Mtg-EOY	refreshments	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	Scheduling, DI Materials, ST Math, American Reading Company	Master Schedule, GradeBook	2019 STAAR report, Renaissance STAR
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	AC, Interventionists	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
1A, 1B, 1C	Schoolwide: Vocabulary focus	S, EOC, AP,	All		BOY-EOY	Content and ELL appropriate resources	grades in gradebook	STAAR 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, GTLs
2A, 2E	Staff Quality Recruitment/Retention	O	All	All Admin	BOY-EOY	Ongoing PD, Use of TCP Benefits	Observe team meetings, use GPTW survey	Survey
2D, 2F	Family & Community Involvement: Student Persistence	O	All	AC	BOY-EOY	Incentives for new to IDEA students and returning students; APO/AC partnership	Persistence and AD	Final attendance
1A, 1B, 1C, 1D, 1F	Math - provide additional supports and opportunitieis for students to practice supporting standards through intervention groups based upon need	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	Math scores, grades, check ins with managers	2019 STAAR Report for 6,7, REN STAR scores

### Annual Performance Objective

#### **PRIORITY #1: Students Graduate College-Ready**

- 1A. % of graduates who matriculate to a college or university: 100%
- 1B. % of graduates who are accepted to a 4 year college or university: 100%
- 1C. % of grads named AP scholars: 30%
- 1D. % Level II | % Level III on STAAR/EOC: 90% | 30%
- 1E. % of Pre-K/Kindergarteners End The Year On/Above Grade Level in Reading|Language|Math (All Campuses): 90% | 90% | 90%
- 1F. % of 1st-2nd Students End The Year On/Above Grade Level in Reading|Language|Math (Year 1 Campuses): 70% | 70% | 70%
- 1G. % of 1st-2nd Students End The Year On/Above Grade Level in Reading|Language|Math (Year 2+ Campuses): 85% | 85% | 85%
- 1H. Average ACT score (Junior class): 21
- 1I. % of students graduating college in 4 | 6 years: 25% | 55%

#### **PRIORITY #2: Build a Strong & Sustainable Organization**

- 2A. Employee Retention: 85%
- 2B. Average Daily Attendance: 97.50%
- 2C. Student Persistence: 90%
- 2D. Annual Surplus (millions): \$87M

#### **PRIORITY #3: Achieve Mission at Scale**

- 3A. % of students with low socio-economic status: 80%
- 3B. Enrollment: 53,115
- 3C. Schools in operation: 97
- 3D. Total Funds Raised (millions): \$55M

### 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

<b>Comprehensive Needs Assessment</b>					
Data Sources: ELA					
	STAAR Reading 6				
<b>All Students</b>					
<b>Met Level II</b>					
<b>Met Level III</b>					
TELPAS (Composite Rating (Listening, Speaking, Reading, Writing))					
<b>Beginning</b>					
<b>Intermediate</b>					
<b>Advanced</b>					
<b>Advanced High</b>					
Areas of Strength			Areas of Need		
Attendance Incentives			Analyze data every day to make changes based upon student data		
100% Teacher Retention			Higher Order thinking questions aligned to STAAR stems - use Lead4ward earlier on.		
Founding Team/ Teacher			Build a strong classroom culture - get targeted coaching that promotes both strong classroom culture and strong academics. Increase coaching dosage earlier on in the school year.		
Fidelity to the curriculum			Lesson Plan feedback that pushes alignment with assessment and data.		
Created standards aligned practice in addition to curriculum			Data tracker is updated daily, weekly, monthly - data conversations continually.		
			Build a structure with the special education teachers and content teacher early on to		

## Campus Name

<b>Comprehensive Needs Assessment</b>					
Data Sources: Math					
	STAAR Math 6				
<b>All Students</b>					
<b>Met Level II</b>					
<b>Met Level III</b>					
TELPAS (Composite Rating (Listening, Speaking, Reading, Writing))					
<b>Beginning</b>					
<b>Intermediate</b>					
<b>Advanced</b>					
<b>Advanced High</b>					
Areas of Strength			Areas of Need		
Attendance Incentives			Analyze data every day to make changes based upon student data		
100% Teacher Retention			Higher Order thinking questions aligned to STAAR stems - use Lead4ward earlier on.		
Grade Team Lead with strong relationships/ classroom culture			Build a structure with the special education teachers and content teacher early on to support streamlined services to students.		
Fidelity to the curriculum			Lesson Plan feedback that pushes alignment with assessment and data.		
Created standards aligned practice in addition to curriculum			Data tracker is updated daily, weekly, monthly - data conversations continually.		

## Campus Name

<b>Comprehensive Needs Assessment</b>					
<b>School Culture and Climate</b>					
	Grade #	Grade #	Grade #	Grade #	Grade #
<b>Data Point 1</b>					
<b>Data Point 2</b>					
<b>Data Point 3</b>					
<b>Data Point 4</b>					
<b>Areas of Strength</b>			<b>Areas of Need</b>		
Student Participation in Clubs and Extra Curricular Activities			Gifted and Talented Opportunities		
Attendance Incentives			More WTI Paricipation		
Staff Retention			Stronger communication to families		
Team Sports			Stronger dismissal system		
AR monthly Incentives			Quarterly Celebrations		
Class Dojo to track Demerits			Use of Powerschool for All parents		
Shout Outs to students OVER the intercom			Use of Merit and Demerit System		
ADA incentives			Monthly opportunities for families to visit school		
Parent Weekly					
Facebook Advertisements					



## Campus Name

<b>Comprehensive Needs Assessment</b>					
<b>Staff Quality, Recruitment and Retention</b>					
	Grade #	Grade #	Grade #	Grade #	Grade #
<b>Data Point 1</b>					
<b>Data Point 2</b>					
<b>Data Point 3</b>					
<b>Data Point 4</b>					
<b>Areas of Strength</b>			<b>Areas of Need</b>		
Small team with a sense of community			Daily/ weekly touchpoints to get a temperature check on how teachers are doing.		
Team has clear communication structure and very open with one another			Use TCP as vehicle for providing campus based incentives to teachers to retain them		
Team spent a long time building team and family during PD and early on in the school year.			Listening tours with teachers throughout the year		
			Update the teacher weekly each week and use a different forum than		

## Campus Name

# Comprehensive Needs Assessment

## Family and Community Involvement

	Grade #	Grade #	Grade #	Grade #	Grade #
Data Point 1					
Data Point 2					
Data Point 3					
Data Point 4					
Areas of Strength			Areas of Need		
CSI Events  Curriculum Night  Coffee and Conversations  STAAR Banquet Family Advisory Council Report Card Pick Up Night Parent Calendar Facebook Dojo School Messenger			Investing Community Business  Inviting families in for more events.  Scheduling Events on a year long calendar to give families notice before hosting events. Respond to families faster Have a stronger communication plan for parent concerns Increase number of celebrations that we invite families to Quarterly Parent Meetings		

# **IDEA Public Schools**

## **IDEA Pharr College Preparatory**



### **2019 – 2020 Student Achievement Improvement Plan**

## **DISTRICT MISSION:**

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

## **DISTRICT VISION:**

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

## **DISTRICT CORE VALUES:**

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

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

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

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

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

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

## **CAMPUS MISSION:**

IDEA Pharr College Preparatory offers a world class education to the underserved students of the Upper Rio Grande Valley. Through the unique combination of a STEM education, character development through Emotional Intelligence training, and a focus on building students' habits of mind, Pharr College Prep aims to close the college completion gap for low-income students by ensuring they are truly college ready.

## **DISTRICT GOALS 2018-19:**

### **PRIORITY #1: Students Graduate College-Ready**

- 1A. % of graduates who matriculate to a college or university: 100%
- 1B. % of graduates who are accepted to a 4 year college or university: 100%
- 1C. % of grads named AP scholars: 30%
- 1D. % Level II | % Level III on STAAR/EOC: 90% | 30%
- 1E. % of Pre-K/Kindergarteners End The Year On/Above Grade Level in Reading|Language|Math (All Campuses): 90% | 90% | 90%
- 1F. % of 1st-2nd Students End The Year On/Above Grade Level in Reading|Language|Math (Year 1 Campuses): 70% | 70% | 70%
- 1G. % of 1st-2nd Students End The Year On/Above Grade Level in Reading|Language|Math (Year 2+ Campuses): 85% | 85% | 85%
- 1H. Average ACT score (Junior class): 21
- 1I. % of students graduating college in 4 | 6 years: 25% | 55%

### **PRIORITY #2: Build a Strong & Sustainable Organization**

- 2A. Employee Retention: 85%
- 2B. Average Daily Attendance: 97.50%
- 2C. Student Persistence: 90%
- 2D. Annual Surplus (millions): \$87M

### **PRIORITY #3: Achieve Mission at Scale**

- 3A. % of students with low socio-economic status: 80%
- 3B. Enrollment in August 2019: 53,115
- 3C. Schools in operation in August 2019: 97
- 3D. Total Funds Raised (millions): \$55M

## Professional Campus Staff

Administrative Staff	Counseling Staff	Electives
Cecilia Gallagher (Principal) Marissa Garza (Assistant Principal of Instruction) Christina Marnell (Assistant Principal of Instruction) Diana Iverson (Assistant Principal of Instruction) Claudia Martinez (Assistant Principal of Operations) Aida Martinez (Testing Coordinator)	Carla Olivarez (Academic Counselor) San Juanita Magana (Senior Director of College Counseling) San Juanita Ruiz (Senior College Counselor) Priscilla Trejo (Senior College Counselor)	Gaspar Quintero Ana Villarreal Rolando Trejo Luzie Espinosa Andrew Martinez Denise Ysassi Michelle Gallegos Bianca Avila Giorgio Luna
6 <sup>th</sup> Grade	7 <sup>th</sup> Grade	8 <sup>th</sup> Grade
Joseph Ulloa Alexandra San Miguel Hector Rodriguez Kelsey Martinez	Brandi Valdez Mary Casarez Jehely Barrera Joshua Lopez	Eleuterio Moreno Krystal Evans Dwight Gregory John Regalado Melissa Villarreal
9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade
Jennifer Gutierrez Jennifer Castillo Mauricio Ramos-Lozano Teodoro Garcia	Natalie Farias Alexander DiMauro Sandra Huerta Stephen Ramirez Hugo Magallan	Alizandra Alonzo Carlos Garza Abdelheim Othman Evelyn Leal
12 <sup>th</sup> Grade	Physical Education	SPED
Milam Smith Daniel Loreda Olivia De Hoyos Michelle Vega	Joseph Trevino Sinai Lopez	Javier Lopez Sylvia Hinojosa

Para-Professionals Campus Staff		
Co-Teachers	Facilitators	Clerical/Technical
Cesar Garza Marta Lopez	Maria West Joshua Trevino	
Operations Staff	Temporary Staff	

## Site Based Decision Making Committee

Member (Title, Represent)	Meeting Dates:	Possible Agenda Items:
<b>Member (Title, Represent)</b>	<b>Meeting Dates:</b>	<b>Possible Agenda Items:</b>
Cecilia Gallagher (Principal)	9/1/19	1. Student and Staff Culture
Marissa Garza(Assistant Principal of Instruction)	11/1/19	1. Progress Towards Goals
Christina Marnell(Assistant Principal of Instruction)	1/1/20	1. Family and Student Involvement
Diana Iverson (Assistant Principal of Instruction)	3/1/20	1. Staff Quality, Recruitment, and Retention
San Juanita Magana (Director of College Counseling)	4/1/20	1. Progress Towards Goals Part 2
Carla Olivarez(Academic Counselor)		
Claudia Martinez (Assistant Principal of Operations)		
San Juanita Ruiz (Senior College Counselor)		
Priscilla Trejo (Senior College Counselor)		



## Campus Committees

English Language Arts	Math
<p><b>Committee Chair(s):</b> Alexandra San Miguel</p> <p><b>Committee Members:</b></p> <ol style="list-style-type: none"> <li>1. Mary Casarez</li> <li>2. Jehely Barrera</li> <li>3. Krystal Evans</li> <li>4. Jennifer Gutierrez</li> <li>5. Natalie Farias</li> <li>6. Alizandra Alonzo</li> <li>7. Milam Smith</li> </ol>	<p><b>Committee Chair(s):</b> Eleuterio Moreno</p> <p><b>Committee Members:</b></p> <ol style="list-style-type: none"> <li>1. Joseph Ulloa</li> <li>2. Gaspar Quintero</li> <li>3. Brandi Valdez</li> <li>4. Jennifer Castillo</li> <li>5. Alexander DiMauro</li> <li>6. Carlos Garza</li> <li>7. Daniel Loredó</li> </ol>
Science	School Culture and Climate
<p><b>Committee Chair(s):</b> John Regalado</p> <p><b>Committee Members:</b></p> <ol style="list-style-type: none"> <li>1. Hector Rodriguez</li> <li>2. Mauricio Ramos-Lozano</li> <li>3. Sandra Huerta</li> <li>4. Abdelheim Othman</li> <li>5. Olivia De Hoyos</li> </ol>	<p><b>Committee Chair(s):</b> Cesar Garza</p> <p><b>Committee Members:</b></p> <ol style="list-style-type: none"> <li>1. Maria West</li> <li>2. Krystal Evans</li> <li>3. Rolando Trejo</li> <li>4. Natalie Farias</li> <li>5. Michelle Gallegos</li> <li>6. Giorgio Luna</li> </ol>
Staff Quality, Recruitment and Retention	Family and Community Involvement
<p><b>Committee Chair(s):</b> Cecilia Gallagher</p> <p><b>Committee Members:</b></p> <ol style="list-style-type: none"> <li>1. Claudia Martinez</li> <li>2. Angelica Gonzales</li> <li>3. Lilia Canales</li> <li>4. Claudia Beattie</li> <li>5. Marissa Garza</li> <li>6. Christina Marnell</li> <li>7. Diana Iverson</li> </ol>	<p><b>Committee Chair(s):</b> San Juanita Magana\\</p> <p><b>Committee Members:</b></p> <ol style="list-style-type: none"> <li>1. Carla Olivarez</li> <li>2. San Juanita Ruiz</li> <li>3. Priscilla Trejo</li> <li>4. Soraida Hernandez</li> <li>5. Claudia Martinez</li> </ol>

Humanities	
<b>Committee Chair(s):</b> Stephen Ramirez <b>Committee Members:</b> <ol style="list-style-type: none"> <li>1. Joshua Lopez</li> <li>2. Dwight Gregory</li> <li>3. Teodoro Garcia</li> <li>4. Evelyn Leal</li> <li>5. Michelle Vega</li> </ol>	

New Initiatives	
<ul style="list-style-type: none"> <li>• Addition of AP Computer Science, AP Statistics, AP Calculus, AP English Language, AP Physics, and AP US History</li> <li>• Implementation of Engineering Elective and Robotics Club after school.</li> <li>• Implementation of Summer Odyssey</li> <li>• Implement Wit and Wisdom reading curriculum in 7<sup>th</sup> and 8<sup>th</sup> grade to increase rigor of ELA courses</li> <li>• Restructure HS and MS morning meetings and HS pep rallies to build school pride.</li> <li>• Implementation of Catalyst during the day, so that ALL students can get extra help according to their academic level.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide remediation to students who need support in passing TSI exams</li> <li>• Incorporate ACT prep into all classrooms via Do Now in grades 6<sup>th</sup>-12<sup>th</sup> and in Road to College Curriculum to provide test prep for high school students.</li> <li>• Implementation of 11<sup>th</sup> grade Summer Away Program to encourage students to participate in various University summer programs</li> <li>• Weekly practice clinics for all teachers needing extra support in mastering their GET proficiency.</li> <li>• Saturday academies for students on the cusp of getting Masters on their state exams and becoming AP Scholars.</li> <li>• Implementation of biweekly Clubs during the school day for HS and MS students.</li> </ul>
Continuing Initiatives	

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>• Restructure Monday Morning meeting to celebrate student success</li> <li>• Implement conference periods for Middle School teachers to provide more for lesson planning and coaching.</li> <li>• Addition of Socratic Seminar, HS AP Studio Art, Creative Writing, Yearbook, and Robotics as additional elective offerings.</li> <li>• Provide High School ELA and Math intervention for students not on track to graduate based on EOC scores.</li> <li>• Intervention program for middle school math using ALEKS.</li> <li>• Intervention program added to 8<sup>th</sup> grade in reading for struggling students.</li> <li>• Technology courses being offered for middle school math</li> <li>• Addition of Engineering for High School students as electives</li> <li>• Implementing pep rallies to build school spirit for high school.</li> <li>• Introduce REWARDS program in addition to current Direct Instruction intervention during elective class to struggling students.</li> <li>• Writing Portfolios in ALL ELA/Humanities classrooms.</li> </ul> | <ul style="list-style-type: none"> <li>• Introduction of parent curriculum nights by grade level to keep parents involved in curricular changes year by year.</li> <li>• Focus on instructional leaders to prioritize data driven instruction and weekly data conversations.</li> <li>• GET rubric scope and sequence for new teachers.</li> <li>• SLL scope and sequence for leader development</li> <li>• ELA campus annotation guide, to streamline how students should annotate with purpose</li> <li>• 9<sup>th</sup> grade Ivy League College Field Lessons</li> <li>• Hold 90/30 meetings on a monthly basis with students of academic concern.</li> <li>• Student of the Week and Core Value Award student celebration system.</li> <li>• Hold Quarterly Progress Toward Goals meetings with parents/guardians</li> <li>• ACT prep for Duke TIP student</li> <li>• Implementation of 21+ Cardigan induction for those students hitting their 21 on ACT and same for AP Scholars.</li> </ul> |
|--|---|

Staff Development		
Date	Session Title/Topic	Session Objective(s)
8/5/19	Teacher Goal Setting	TWBAT articulate their plans for getting to proficient on GET 1.C and how to have Goal Setting Conversations with students
8/6/19	GET scope and sequence	TWBAT understand the GET power rows and scope and sequence for instructional coaching
8/9/19	Campus Systems and Procedures	TWBAT practice campus culture expectations around the First 5 Minutes, Morning Meeting, Entrance and Exit Procedures
9/6/19	Weekly Data Meetings	TWBAT learn how to analyze weekly data and break down standards
9/17/19	Aggressive Monitoring	TWBAT to use aggressive monitoring techniques during independent practice
10/15/19	Culture Rubric Reflection	TWBAT reflect on elements of strong academic culture and describe their classroom on the culture of achievement.
10/29/19	IA 1 Progress Towards Goals	TWBAT utilize IA 1 data to measure progress towards goals and create an action plan to close gaps.
11/5/19	Tracking Towards Mastery	TWBAT analyze student and teacher tracking systems and create action plans based on data.
11/12/19	Student Practice: Targeted Feedback	TWBAT describe systems to give effective feedback to students during practice daily.
11/19/19	Guided Discourse V Teacher Model	TWBAT practice teacher modeling and guided discourse as a means to reteach
12/10/19	Accountable Talk	TWBAT describe systems for accountable talk and implement strategies into upcoming lesson plan.
12/17/19	Remediation and Reteaching	TBWAT identify methods to provide remediation to struggling students

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

**IDEA Public Schools**

**IDEA Quest Academy**



**2019 - 2020 Student Achievement Improvement Plan**

## **DISTRICT GOALS 2019-2020:**

### **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 grads named AP scholars | Earn IB diploma: 30% | 25%
- 1E. % Approaches | Meets | % Masters on STAAR/EOC: 90% | 60% | 30%
- 1F. % Basic | Mastery | Advanced on LEAP: 82% | 44% | 11%
- 1G. % of Pre-K/Kindergarteners End The Year On/Above Grade Level in Reading | Language | Math (All Campuses): 90% | 90% | 90%
- 1H. % of 1st-2nd Students End The Year On/Above Grade Level in Reading | Language | (Year 1 Campuses): 70% | 70%
- 1I. % of 1st-2nd Students End The Year On/Above Grade Level in Reading | Language | Math (Year 2+ Campuses): 85% | 85%
- 1J. % of students in CSI achieve 2 years growth in Reading | Math (measured by Ren STAR) 50% | 60%
- 1K. Average ACT score (Class of 2019, September 2018): 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. %Average Daily Attendance | # Average Daily Attendance: 97.50% | 38,141
- 2C. Student Persistence: 90%
- 2D. Operating Income: \$87M

### **PRIORITY #3: Achieve Mission at Scale**

- 3A. % of students with low socio-economic status: 80%
- 3B. Enrollment in August 2019: 53,115
- 3C. Schools in operation in August 2019: 97
- 3D. Total Funds Raised (millions): \$55M

## Professional Campus Staff

Administrative Staff		Counseling Staff	PK
Rosy Chapa Cynthia Stuart Elizabeth Urena Jesus Solis Dora Olivarez Blanca Garza. Melinda Pedroza.	Principal Assistant Principal of Instruction Assistant Principal of Instruction Assistant Principal of Instruction Assistant Principal of Ops PIR PIR	Yesenia Coronado	Marilu Rosas* Rose Martinez
Kindergarten	First Grade	Second Grade	
Vanessa Rodriguez Kelly Villarreal Aidee Mireles Diana Herzberg	Claudia Sosa * Karina Rodriguez * Denise Gomez Jessica Hernandez	Lizeth Bocanegra Minerva Allen Marla Alvarez Crystal Rodriguez	
Third Grade	Fourth Grade	Fifth Grade	
Cynthia Sendejo Teresa Alvarado Madison Hiser	Jessica Medina Allison Hernandez Reyna Alvarado	Nancy Olmos Marleen De La Rosa Alexa Diaz	
Physical Education	Specialty Teachers	RELAY Residents	

Soraya Hernandez	Monica Gonzalez (SPED) Victor Chapa (SPED) Katherine Moreno (Interventionist) Marina Guerra (Interventionist)*	Jose Villegas Sandra Garcia Cassandra Vargas
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\*Bilingually Certified

Para-Professionals Campus Staff	
Co-Teachers	Office Staff
Stephanie Nava, PK Eva Garza, PK Jenifer Hernandez, Kinder Diana Asenciso, Kinder Karina Martinez, Kinder Joann Elizondo, Kinder Anna Wey, AR Lab Maleni Hinojosa, AR Lab Norma Cadwell, Iearning Hotspot	Evelia Rodriguez, Receptionist Oralia Hanshaw, Administrative Assistant
Operations Staff	



<p>Dora Olivares Assistant Principal of Operations Vianey Alvarez, SIS/Registrar Jesus Garza, Facilities manager Rosa Garza, Budget Clerk Rocio Hernandez, Farmer Rosario Colunga, CNP Manager Eleazar Vital, Transportation Manager Moises Ruiz, Transportation Clerk Roel Medina, CAN Paula Flores, COS</p>	
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## Site Based Decision Making Committee

Member (Title, Represent)	Meeting Dates:	Possible Agenda Items:
Rosy Chapa Yesenia Coronado Cindy Stuart Elizabeth Garcia- 5 <sup>th</sup> grade Lizeth Bocanegra Parent- TBD Community Rep- TBD		1. Goal Setting meetings 2. DI information sessions 3. Culture 4. Quest Card 5. Fund raising 6. Data Review 7. Budget Review
		1. Fall festival 2. Red Ribbon Week 3. Data Review
		1. Can drive 2. Blood drive 3. Data Review 4. Budget Review
		1. Toy Drive 2. Blanket Drive 3. Christmas celebration for students & staff 4. Data review
		1. Career week 2. Data review 3. Father/Daughter dance
		1. Spring Fling 2. Writing gallery walk 3. Data review
		1. Earth month 2. A day without shoes 3. Budget review 4. Data review
		1. EOY celebrations 2. Family picnic 3. 5 de Mayo 4. Moving up ceremonies 5. Muffins for Mom 6. Donuts for dad 7. Water day 8. Millionaire club

# Campus Budget Summary

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

## ***Funding Sources – Local \$ 4,074,014.47***

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199	General Fund
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## ***Funding Sources - State***

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

## ***Funding Sources - Federal***

204	Title IV Drug Free School	
211	Title I Regular	
212	Title I Migrant	
224	IDEA-B Formula	
255	Title II, Part A, Classroom Size Red./Eisenhower	
262	Title II, Part D, Technology	
263	Title III – Bilingual	\$24677.

***Total:***

**IDEA Quest Academy**  
Campus Demographics\*

<b>Student Populations</b>	<b>Number of Students</b>	<b>Percentage of Students</b>
Enrollment	860	100%
At Risk	474	55.12%
SPED	26	3.02%
F.A.R.M.	820	95.35%
ELL	346	40.23%
Male	448	52.09%
Female	412	47.91%
Amer. Indian	1	.12%
Asian	16	1.86%
Black	3	.35%
White	40	4.65%
Hispanic	800	93.02%

*\*As of 10/25/2013*

## Campus Committees

PK	Kinder										
<p><b>Committee Chair(s):</b> Marilu Rosas</p> <p><b>Committee Members:</b></p> <ol style="list-style-type: none"> <li>1. Eva Garza</li> <li>2. Rose Martinez</li> <li>3. Stephany Nava</li> <li>4. Amanda Quintero</li> </ol>	<p><b>Committee Chair(s):</b> Vanessa Rodriguez</p> <p><b>Committee Members:</b></p> <table border="0"> <tr> <td>1. Kelley Villarreal</td><td>6. Diana Herzberg</td></tr> <tr> <td>2. JoAnn Villarreal</td><td>7. Diana Ascencio</td></tr> <tr> <td>3. Aidee Mireles</td><td>8.</td></tr> <tr> <td>4. Karyna Martinez</td><td></td></tr> <tr> <td>5. Jennifer Saucedo</td><td></td></tr> </table>	1. Kelley Villarreal	6. Diana Herzberg	2. JoAnn Villarreal	7. Diana Ascencio	3. Aidee Mireles	8.	4. Karyna Martinez		5. Jennifer Saucedo	
1. Kelley Villarreal	6. Diana Herzberg										
2. JoAnn Villarreal	7. Diana Ascencio										
3. Aidee Mireles	8.										
4. Karyna Martinez											
5. Jennifer Saucedo											
First Grade	Second Grade										
<p><b>Committee Chair(s):</b> Claudia Sosa</p> <p><b>Committee Members:</b></p> <ol style="list-style-type: none"> <li>1. Karina Rodriguez</li> <li>2. Jessica Hernandez</li> <li>3. Denise Gomez</li> </ol>	<p><b>Committee Chair(s):</b> Lizeth Bocanegra</p> <p><b>Committee Members:</b></p> <ol style="list-style-type: none"> <li>1. Minerva Allen</li> <li>2. Marla Alvarez</li> <li>3. Crystal Rodriguez</li> </ol>										
Third Grade	Fifth Grade										
<p><b>Committee Chair(s):</b> Cynthia Sendejo</p> <p><b>Committee Members:</b></p> <ol style="list-style-type: none"> <li>1. Madison Hiser</li> <li>2. Teresa Alvarado</li> <li>3.</li> </ol>	<p><b>Committee Chair(s):</b> Marina Guerra</p> <p><b>Committee Members:</b></p> <ol style="list-style-type: none"> <li>1. Alexa Diaz</li> <li>2. Maeleen De La Rosa</li> <li>3. Nancy Olmos</li> </ol>										
Family and Community Involvement	School Culture and Climate										

<b>Committee Chair(s):</b> <b>Committee Members: Rosa Chapa</b> <ol style="list-style-type: none"> <li>1. Blanca Garza</li> <li>2. Marilu Rosas</li> <li>3. Vanessa Rodriguez</li> <li>4. Claudia Sosa</li> <li>5. Lizeth Bocanegra</li> <li>6. Jessica Medina</li> <li>7. Marina Guerra</li> <li>8. Anna Wey</li> </ol>	<b>Committee Chair(s): Yesenia Coronado</b> <b>Committee Members:</b> <ol style="list-style-type: none"> <li>1. Melinda Pedroza</li> <li>2. Sori Hernandez</li> <li>3. Diana Herzberg</li> <li>4. Jessica Hernandez</li> <li>5. Madison Hiser</li> <li>6. Nancy Olmos</li> <li>7. Marla Alvarez</li> </ol>
<b>Staff Quality, Recruitment and Retention</b>	
<b>Committee Chair(s): Dora Olivares</b> <b>Committee Members:</b> <ol style="list-style-type: none"> <li>1. Lizeth Bocanegra</li> <li>2. Claudia Sosa</li> </ol>	

## New Initiatives

- |   |  |
|---|--|
| <ul style="list-style-type: none"><li>• Balanced Literacy Model for 3<sup>rd</sup> – 5<sup>th</sup> grade ELA</li><li>• New math TEKS/program in 3<sup>rd</sup> – 4<sup>th</sup> grade</li><li>• Read aloud program K- 5</li><li>• Writing in Kinder through 5<sup>th</sup> grade (journals, reflections, essays)</li><li>• 21<sup>st</sup> Century Grant afterschool program (After school piano lessons, Destination Imagination, Dance, Big Brothers/Big Sisters, Sylvan Learning)</li><li>• SIOP Training for teachers with ELL students</li><li>• Interventionist for 3<sup>rd</sup> – 5<sup>th</sup> grade</li><li>• Interventionist for K-2 grade</li><li>• Trailblazer Care</li></ul> | <ul style="list-style-type: none"><li>• Quarterly instructional parent meetings</li><li>• Mandatory bi-monthly teacher/parent conferences with struggling students</li><li>• Life Binder</li><li>• iLearning Hotspot and AR Zone labs open to students and parents after school and on Weekends</li><li>• HWC</li><li>• Semester Awards assemblies</li><li>• Mat The 4's be with You</li></ul> |
|---|--|

## Continuing Initiatives

- District Culture Kit
- Saturday School tutoring
- After school tutoring
- Direct Instruction curriculum in Kinder-2<sup>nd</sup> grade
- STEMScope curriculum for Science
- Intervention block for 3<sup>rd</sup> & 4<sup>th</sup> grade
- STAAR “Camps” for reading, writing & Math
- Weekly Data conversations with all staff
- 90/30 grade level meetings 3<sup>rd</sup>- 5<sup>th</sup>
- DI Practice sessions
- Anchor Charts for ELL students and STAAR strategies
- Provide Classroom Libraries
- Quest cards and/or planners for students and parent communication
- Staff development Cycle
- Weekly STAAR Quizzes
- SBDM monthly meetings
- Project Respect
- Weekly Positive phone calls to parents

- Integrate STAAR stem questions into DI stories
- 3<sup>rd</sup>, 4<sup>th</sup>, & 5<sup>th</sup> grade Team analysis and planning after each IA
- Visible tracking system based on objectives for 3<sup>rd</sup> – 5<sup>th</sup> grade.
- DI Lesson progress and goals posted
- Weekly backwards planning
- Individualized homework in K – 2<sup>nd</sup> grade
- Student trackers for DI and STAAR
- Professional Development based on IA results
- Grade Level Meetings
- Grade level leader meetings
- Cindy Mitchell
- Red Ribbon week
- Canned Food Drive
- Family Picnic
- Moving up ceremonies
- Breakfast with mom and dad
- Culture camp for new students
- Culture Links



## Staff Development

Date	Session Title/Topic	Session Objective(s)
Week of 8/15/19	Special Populations: Getting to know your ELL, SpEd, and 504 Students	TWBAT know where each student stands academically and socially
8/18	SIOP Training	TWBAT use instructional strategies to design and deliver lessons that address the academic and linguistic needs of English learners.
8/25	Question Stems and Academic Vocabulary, Vertical Alignment	TWBAT understand and apply this instructional strategy in daily planning and lessons.
9/8/	Breaking down the TEKS: Understanding Readiness, Supporting, and ELPS standards and what students need to learn	TWBAT break down the TEKS and understand exactly what they need to teach for each objective. TWBAT practice writing key points for their lesson plans that will help them effectively teach an objective.
9/18	Project Resseract Reflection session	TWBAT to share best practices from project resseract
9/30	GET	TWBAT internalize our appraisal system and strategies to become an exceptional teacher
10/10	Data Analysis and Conversations, Identifying High Need Standards and Action Plans	TWBAT analyze IA 1 data and write a clear plan for re-teaching objectives with large gaps with mini-goals for IA 2.
10/24	RTI Tracking of Struggling Students	TWBAT analyze student data through weekly assessments, mastery tests and checkouts and determine next steps for struggling students.
11/4	STEP back meeting	TWBAT track their college houses in the google doc for the month of August, September and October and determine where they fall towards their backwards plan and their next steps.
11/14	Effective CFU's and Exit Slips	TWBAT understand the components of an effective exit slip and apply that knowledge in their lesson planning.
12/16	Owning Culture	TWBAT evaluate the current state of their grade level culture and create a plan for the first week back from Christmas break
1/7	Step back	TWBAT identify areas for growth and next steps towards their progress towards goals.

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



**IDEA Public Schools**

**IDEA Academy Rio Vista**

# 2019-20 Student Achievement Improvement Plan

## DISTRICT MISSION:

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

## DISTRICT VISION:

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

## DISTRICT CORE VALUES:

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

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

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

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

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

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

## CAMPUS MISSION:

IDEA Academy Rio Vista is committed to providing an environment where students will not only receive a high-quality rigorous education, but also an opportunity to discover and develop their own authentic self, as people. I am looking forward to launching a school where college is as much a part of our scholar's identity as it is part of our mission.

## **DISTRICT GOALS 2018-19:**

### **PRIORITY #1: Students Graduate College-Ready**

- 1A. 100% Graduates Matriculate to a College or University
- 1B. 25% Graduates Matriculate to a Tier I/II College or University
- 1C. 100% Graduates Accepted to a College or University
- 1D. 30% | 25% of Graduates Named AP Scholars | Earn IB Diploma
- 1E. 90% | 30% Approaches | Masters on STAAR/EOC
- 1F. 70% | 70% | 70% of Pre-K/Kindergarteners End the Year On/Above Grade Level in Reading | Language | Math (all campuses)
- 1G. 85% | 85% | 85% of 1st-2nd Grade Students End Year On/Above Grade Level in Reading | Language | Math (Year 1 Campuses)
- 1H. 90% | 90% | 90% of 1st-2nd Grade Students End Year On/Above Grade Level in Reading | Language | Math (Year 2+ Campuses)
- 1I. 50% | 50% of Students in CSI Achieve 2 Years Growth in Reading | Math (measured by Ren STAR)
- 1J. 21 Average ACT Score (Class of 2018, September 2017)
- 1K. 25% | 55% 4 | 6 Year College Graduation

### **PRIORITY #2: Build a Strong & Sustainable Organization**

- 2A. 85% Teacher Retention
- 2B. 97.5% ADA
- 2C. 90% Student Persistence
- 2D. \$71MM EBIDA

### **PRIORITY #3: Achieve Mission at Scale**

- 3A. 80% of Students with Low Socioeconomic Status
- 3B. 45,470 Student enrollment by 2018-19
- 3C. 79 schools in operation in 2018-19
- 3D. \$28MM Total Funds Raised

Professional Campus Staff		
Administrative Staff	Counseling Staff	Specialty Teachers
Yanira Aguilar, Principal Manuel Atencio, Assistant Principal of Operations Angela Rodriguez, Assistant Principal of Instruction Joann Brant, Assistant Principal of Instruction Heather Click-Cuellar, Principal in Residence	Stephanie Clark, Academic Counselor	Luz Guerrero, Interventionist Christopher Salas-Zuniga, PE
PK	Kinder	1 <sup>st</sup>
Sahrai Molinar Shasta Padios	Stacey Giraldez Leslie Pavia Erika Prieto Jacqueline Saenz	Sophia Moquette Andrea De La Torre Silvia Segura
2 <sup>nd</sup>	3rd	SpEd
Mary Gowey Carolina Alvarado Mariana Garcia	Belinda Lial Tanya Carbajal Luz Guerrero	Cynthia Loya Christine Braoudakis

Para-Professionals Campus Staff		
Co-Teachers	Facilitators	Clerical/Technical
Steven Lopez Latoya Rodriguez Leeza Gutierrez Erika Carbajal Alexandria Lozano Jessica Gutierrez Heather Cloud Annabelle Galindo Pricilla Chavez	Alexandra Valles -iLearning HotSpot Adrian Lopez – Accelerated Reader Zone	Jeannette Castillo, Administrative Assistant Karla Rojo, Business Clerk Patricia Ramirez, SIS Sonia Gomez, Registrar Anais Muthwill Receptionist Nidia Jimenez, Health Aide Kristopher Hernandez, Tech
Operations Staff	Temporary Staff	
Hivore Torres, Cafeteria Manager Eduardo Castro, Facility Manager	Alfredo Ramos -Flex Co-Teacher Jessica Del Pine -Flex Teacher Alex Hernandez - Tutor	

## Site Based Decision Making Committee

Member (Title, Represent)	Meeting Dates:	Possible Agenda Items:
<b>Yanira Aguilar, Principal</b>  <b>Angela Rodriguez, API PK-K</b>  <b>Joann Brant, API 1<sup>st</sup> &amp; 2<sup>nd</sup></b>  <b>Heather Click-Cuellar, PIR</b>  <b>Stephanie Clark, AC</b>  <b>Manuel Atencio, APO</b>  <b>Sahrai Molinar, GTL Pre-Kindergarten</b> <b>Stacey Giraldez, GTL Kindergarten</b> <b>Sylvia Segura, GTL Grade 1</b> <b>Mariana Garcia, GTL Grade 2</b> <b>Luz Guerrero, GTL Grade 3</b> <b>Christine Braoudakis, Specials Lead</b>	<b>Thursday, September 26, 2019</b>	1. Beginning of Year Family Survey 2. Student Culture (Capturing Kids Hearts) 3. Student Support and Intervention
	<b>Thursday, October 24, 2019</b>	1. STAAR Prep & Follow-up 2. Accolades Assembly 3. Team & Family (Fall Fest/Character Dress Up)
	<b>Thursday, November 14, 2019</b>	1. Thanksgiving Team & Family Dinner 2. Data Review (PTG) 3. Budget Review
	<b>Thursday, December 19, 2019</b>	1. Team & Family Holiday Social 2. Adopt-a-Raptor 3. Staff Survey
	<b>Thursday, January 30, 2020</b>	1. Data Review / STAAR MOY Snapshot 2. Winter Week 3. Budget Review
	<b>Thursday, February 27, 2020</b>	1. Field Lessons 2. Staff Survey 3. Safety Evaluation
	<b>Thursday, March 12, 2020</b>	1. Student Goal Setting 2. Teacher Recognition 3. Accelerated Reader
	<b>Thursday, April 23, 2020</b>	1. Career Day 2. Data Review 3. Summer School

**IDEA Academy Rio Vista**  
Campus Demographics

<b>Student Populations</b>	<b>Number of Students</b>	<b>Percentage of Students</b>
Enrollment	347	100%
At Risk	204	58.79%
SPED	19	5.48%
F.A.R.M.	318	91.64%
ELL	158	45.53%
Male	177	51.01%
Female	170	48.99%
Amer. Indian	1	0.29%
Asian	0	0%
Black	2	0.58%
White	24	6.92%
Hispanic	318	91.64%

*\*As of 5/31/2019*



## New Initiatives

- Capturing Kids Hearts Program
- RenStar tracking
- Science District Curriculum PK-2
- Writing Camp prior to STAAR
- Tracking cards for all individual goals
- ELL-SIOP Training in partnership with Region 19
- DI program for decoding and comprehension – 3<sup>rd</sup> grade

- HERO Binders for Students
- Reasoning Minds Books for STAAR 3<sup>rd</sup> Grade
- STAAR Objective Based Tracking and Intervention
- Monthly Team & Family Events for Staff
- SpEd – Imagine Learning
- College Field Lesson PK-3
- PBIS for Academy

## Continuing Initiatives

- Class Dojo for Academy Students
- Remind App for Schoolwide communication
- DI implementation with fidelity PK-2
- NIFDI Leader Development Partnership
- Extended Day Programming for Striving Learners
- Implementation of Teachboost for teacher feedback

- Use of Student Planner for tracking homework
- Student owned progress trackers
- E to E Program for non-English Speakers
- iLearning Math Software for individualized student practice
- Project RESSPECT
- Monday Morning Assembly

## Staff Development

Date	Session Title/Topic	Session Objective(s)
8/5-8/6	Capturing Kids Hearts	TWBAT implement and execute the key components of CKH by the first day of school.
9/17	Student Culture Planning / PBIS Training Part I	TWBAT identify mindsets and strategies for supporting students with behavioral and academic challenges to meet ambitious goals.
9/24/19	Parent Communication (PWI's & Mission List)	TWBAT build relationships with parents and establish teacher/parent communication as a foundation to student learning.
10/9/18	PTG Prep & Planning	TWBAT articulate current state of progress to goals & prioritize students for additional support between now and February 21, 2020.
11/5/18	Merit Trackers and Techniques	TWBAT practice implementing merit trackers to encourage positive student behavior outcomes.
1/14/19	Aggressive Monitoring Technique	TWBAT plan out ways to ensure 100% of students are on-task and engaging in rigorous content.
2/11/19	TeachBoost PTG for Teachers	TWBAT use data in TB to name priority GET strand for improvement/development.
2/18/19	Special Populations Interventions	TWBAT collaborate across contents to determine student progress and areas of growth.
3/3/19	Mastery Strategies (3 <sup>rd</sup> Grade)	TWBAT review assessment data and make plans to close gaps on key standards.
4/22/19	Assessment Preparation	TWBAT identify strategies for strong assessment preparation for all students.

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

**IDEA Public Schools**  
**IDEA College Prep Rio Vista**



# 2019 – 2020 Student Achievement Improvement Plan

## **DISTRICT MISSION:**

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

## **DISTRICT VISION:**

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

## **DISTRICT CORE VALUES:**

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

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

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

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

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

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

## **CAMPUS MISSION:**

ICP Rio Vista prepares students from Socorro, TX for success to and through college by providing an environment of high expectations and support for staff, families, and students.

## **DISTRICT GOALS 2018-19:**

### **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 grads named AP scholars | Earn IB diploma: 30% | 25%
- 1E. % Approaches | Meets | % Masters on STAAR/EOC: 90% | 60% | 30%
- 1F. % Basic | Mastery | Advanced on LEAP: 82% | 44% | 11%
- 1G. % of Pre-K/Kindergarteners End The Year On/Above Grade Level in Reading | Language | Math (All Campuses): 90% | 90% | 90%
- 1H. % of 1st-2nd Students End The Year On/Above Grade Level in Reading | Language | (Year 1 Campuses): 70% | 70%
- 1I. % of 1st-2nd Students End The Year On/Above Grade Level in Reading | Language | Math (Year 2+ Campuses): 85% | 85%
- 1J. % of students in CSI achieve 2 years growth in Reading | Math (measured by Ren STAR) 50% | 60%
- 1K. Average ACT score (Class of 2019, September 2018): 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. %Average Daily Attendance | # Average Daily Attendance: 97.50% | 38,141
- 2C. Student Persistence: 90%
- 2D. Operating Income: \$87M

### **PRIORITY #3: Achieve Mission at Scale**

- 3A. % of students with low socio-economic status: 80%
- 3B. Enrollment in August 2019: 53,115
- 3C. Schools in operation in August 2019: 97
- 3D. Total Funds Raised (millions): \$55M

Professional Campus Staff		
Administrative Staff	Counseling Staff	Special Education Teachers
<ul style="list-style-type: none"> <li>• Adrian Hernandez-Principal</li> <li>• Daniel Gomez- Principal in Residence</li> <li>• Manuel Atencio-Assistant Principal of Operations</li> <li>• Elizabeth Castro- Assistant Principal of Instruction</li> <li>• Veronica Rodriguez- Administrative Assistant</li> </ul>	<ul style="list-style-type: none"> <li>• Jacqueline Renteria- Academic Counselor</li> </ul>	<ul style="list-style-type: none"> <li>• Karisa Loya-SpEd Teacher</li> <li>• Paola Martinez-SpEd Teacher</li> <li>• Fernando Lucero- SpEd Teacher</li> <li>• Megan Hicks SpEd Co-Teacher</li> </ul>
6 <sup>th</sup> Grade	7 <sup>th</sup> Grade	6 <sup>th</sup> /7 <sup>th</sup> Grade Positions
<ul style="list-style-type: none"> <li>• Brenda Olivas- Reading</li> <li>• Annabel Sanchez*-Math</li> </ul>	<ul style="list-style-type: none"> <li>• Olivia Meza- Reading</li> <li>• Guadalupe Colon-Rodriguez- Math</li> </ul>	<ul style="list-style-type: none"> <li>• Rosio DeLeon- Science</li> <li>• Luis Gamboa- Social Studies</li> </ul>
Specialty Teachers	Physical Education	
<ul style="list-style-type: none"> <li>• Alexandra Valles- Hot Spot Facilitator</li> <li>• Adrian Lopez- A.R. Zone Facilitator</li> <li>• Krystal Adams- Reading Interventionist</li> </ul>	<ul style="list-style-type: none"> <li>• Christopher Salas-Zuniga</li> <li>• Angelica March (Co-Teacher)</li> </ul>	

\*Bilingually Certified

## Para-Professionals Campus Staff

### Clerical/Technical

- Patricia Ramirez- SIS Clerk
- Sonia Gomez- Registrar
- Nidia Jimenez- Health Aide
- Hivore Torres- Cafeteria Manager
- Eduardo Castro- Facilities Manager

### Front Office Staff

- Anais Muthwill- Receptionist
- Karla Rojo- Business Clerk

## Site Based Decision Making Committee

Member (Title, Represent)	Meeting Dates:	Possible Agenda Items:
Adrian Hernandez, Principal Manuel Atencio, Assistant Principal of Operations Liz Castro, Assistant Principal of Instruction Jaqueline Renteria, Academic Counselor	August 2, 2019	1. 2019-2020 Driving Goals 2. Operating Mechanisms 3. Grade Team Leader Expectations
	August 29, 2019	1. Meet & Greet at the Park 2. Hallway Holler 3. Community Circle 4. Curriculum Night
	September 26, 2019	1. Q1 Report Card 2. Fall Festival 3. Culture Rubric-Priority Area
	October 24, 2019	1. Family Thanksgiving Theater 2. Culture Rubric
	November 14, 2019	1. Winter Holiday Concert 2. Culture Rubric- Priority Area
	December 12, 2019	1. Q2 Report Card Night 2. Culture Rubric-Priority Area
	January 23, 2019	1. Curriculum Night 2. 2020-2021 Budget 3. Culture Rubric-Priority Area
	February 20, 2019	1. Budget Priorities 2020-2021 2. Bring On Spring 3. Culture Rubric-Priority Area
	March 12th	1. Shoe Box Parade 2. Q3 Report Card Night 3. Culture Rubric –Priority Area
	April 16th	1. EOY Award Ceremonies 2. Kindergarten Graduation 3. Ptries with Parents 4. Culture Rubric-Priority Area
	May 14th	1. End-of-year Celebration 2. Field Day 3. Summer Student Persistence Plan 4. Summer Barbecue



## Campus Budget Summary

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

### ***Funding Sources – Local***

199	General Fund	\$178,571
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### ***Funding Sources - State***

161	State Gifted & Talented	
163	State Special Education	\$67,665
164	State Compensatory	\$1,226,325
404	Accelerated Reader/Math	\$214,147
165	State Bilingual	\$41,676
411	Technology Allotment	
192	Technology Sp. Fund	

***Funding Sources - Federal***

204	Title IV Drug Free School	
211	Title I Regular	\$70,189
212	Title I Migrant	
224	IDEA-B Formula	2197
255	Title II, Part A, Classroom Size Red./Eisenhower	
262	Title II, Part D, Technology	
263	Title III – Bilingual	\$2627

***Total***

**IDEA College Preparatory Rio Vista**  
Campus Demographics\*

<b>Student Populations</b>	<b>Number of Students</b>	<b>Percentage of Students</b>
Enrollment	88	100.00
At Risk	23	20.24
SPED	13	11.44
F.A.R.M.	80	90%
ELL	42	36.96
Male	48	42.23
Female	40	35.20
Amer. Indian	0	0
Asian	0	0
Black	0	0
White	1	.88
Hispanic	87	76.56

*\*As of April 2019*

## Campus Committees

### English Language Arts & Humanities

**Committee Chair(s): Krystal Adams**

**Committee Members:**

1. Brenda Olivas
2. Olivia Meza
3. Luis Gamboa
4. Karisa Loya
5. Adrian Lopez

### Science, Tech, and Math

**Committee Chair(s): Rosie DeLeon**

**Committee Members:**

1. Annabel Sanchez
2. Lupe Colon-Rodriguez
3. Alexandra Valles
4. Paola Martinez

### School Culture and Climate

**Committee Chair(s): Liz Castro**

**Committee Members:**

1. Alex Valles
2. Luis Gamboa
3. Rosie DeLeon

### Staff Quality, Recruitment and Retention

**Committee Chair(s): Manny Atencio**

**Committee Members:**

1. Sonia Gomez
2. Nidia Jimenez
3. Jacqueline Renteria
4. Alex Valles
5. Luis Gamboa

### Family and Community Involvement

**Committee Chair(s): Jacqueline Renteria**

**Committee Members:**

1. Julia Mendoza
2. Daniel Gomez
3. Vero Rodriguez
4. Krystal Adams

### **New Initiatives**

- |  |  |
|--|--|
| <ul style="list-style-type: none"><li>• Bi-Weekly Content Data Meetings</li><li>• Bi-Weekly A-Team Priority Student Meetings</li><li>• Bi-Weekly Lesson Rehearsal Protocol</li></ul> | <ul style="list-style-type: none"><li>• STAAR Diagnostics</li><li>• STAAR Intervention Block</li><li>• Raptor Time for bonus AR, Hot Spot</li><li>• Weekly Culture Lessons</li></ul> |
|--|--|

### **Continuing Initiatives**

- |   |   |
|---|---|
| <ul style="list-style-type: none"><li>• <b>Weekly Observation/Coaching Conversations</b></li><li>• <b>Weekly Grade Team Meetings</b></li><li>• <b>Weekly Faculty Meetings</b></li><li>• <b>DI for Critical Students</b></li><li>• <b>Wit &amp; Wisdom Curriculum in 6<sup>th</sup>/7<sup>th</sup> ELA</b></li><li>• <b>Eureka Math in 6<sup>th</sup> Math</b></li></ul> | <ul style="list-style-type: none"><li>• AR Zone</li><li>• Hot Spot Zone</li><li>• PE Playworks and IHT Monitoring</li><li>• 6 Core Athletics</li><li>• </li></ul> |
|---|---|

## Staff Development

Date	Session Title/Topic	Session Objective(s)
8/5/2019	Special Populations: Knowing your SPED Students	
8/5/2019	Lesson Planning: Campus Expectations	Science
8/5/2019	BOY Orientation Expectations	
8/6/2019	Unpacking Standards	
8/6/2019	Exemplars with Criteria for Success	Fall Festival
8/6/2019	Monitoring Student Learning	
8/7/2019	PBIS Rewards	
8/7/2019	Lesson Opening Framing	
8/9/2019	Investing Stakeholders	
8/20/2019	Sets Goals with Students	
9/3/2019	Lesson Assessments & Exemplars What to Do Directions	
9/17/2019	Aggressive Monitoring I	
10/1/2019	Aggressive Monitoring II	
10/15/2019	Engage All Learners	
10/29/2019	Check for Whole Group Understanding	
12/3/2019	Tracking	
1/7/2020	Reteach: Guided Discourse	
1/21/2020	Reteach: Modeling	
2/18/2020	Universal Prompts	
3/3/2020	Whole Group Reset	
3/24/2020	Habits of Discussion	
4/7/2020	Habits of Evidence	
4/21/2020	Break it Down	

**IDEA Public Schools**

**RIVERVIEW ACADEMY**



# 2019 – 2020 Student Achievement Improvement Plan

## DISTRICT MISSION:

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

## DISTRICT VISION:

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

## DISTRICT CORE VALUES:

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

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

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

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

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

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

## CAMPUS MISSION:

IDEA Riverview prepares students from underserved communities for success in college and citizenship by creating a challenging learning environment and setting high expectations for all.



## **DISTRICT GOALS 2019-20:**

### **PRIORITY #1: Students Graduate College-Ready**

- 1A. % of graduates who matriculate to a college or university: 100%
- 1B. % of graduates who are accepted to a 4 year college or university: 100%
- 1C. % of grads named AP scholars: 30%
- 1D. % Level II | % Level III on STAAR/EOC: 90% | 30%
- 1E. % of Pre-K/Kindergarteners End The Year On/Above Grade Level in Reading|Language|Math (All Campuses): 90% | 90% | 90%
- 1F. % of 1st-2nd Students End The Year On/Above Grade Level in Reading|Language|Math (Year 1 Campuses): 70% | 70% | 70%
- 1G. % of 1st-2nd Students End The Year On/Above Grade Level in Reading|Language|Math (Year 2+ Campuses): 85% | 85% | 85%
- 1H. Average ACT score (Junior class): 21
- 1I. % of students graduating college in 4 | 6 years: 25% | 55%

### **PRIORITY #2: Build a Strong & Sustainable Organization**

- 2A. Employee Retention: 85%
- 2B. Average Daily Attendance: 97.50%
- 2C. Student Persistence: 90%
- 2D. Annual Surplus (millions): \$87M

### **PRIORITY #3: Achieve Mission at Scale**

- 3A. % of students with low socio-economic status: 80%
- 3B. Enrollment in August 2019: 53,115
- 3C. Schools in operation in August 2019: 97
- 3D. Total Funds Raised (millions): \$55M

Professional Campus Staff		
Administrative Staff	Counseling Staff	Specialty Teachers
Radha Guajardo Nancy Silva Alaine Ortiz Vanessa Rivera Mirelle Moreno Erika Mendez	Claudia Mendoza*	Lariza Trevino Karla Enriquez Jazmín Hinojosa Cynthia Cruz Alejandro Calixto Miguel Cantu
Kindergarten	First Grade	Second Grade
Nora Perez Carla Sanchez Alondra Ceballos Deborah Araiza	Yesenia Jasso Juanita Herrera* Yanalli Sanchez*	Paulina Hernandez Amelia Valdez Cynthia Alvarado
Third Grade	Fourth Grade	Fifth Grade
Yessika Iracheta Amanda Vega Julia Gonzalez Karla Enriquez	Meghan Murray Jasmin Jaramillo Nancy Guerra	Jose Gonzalez Penelope Rivas
Physical Education	PRE-K	
Donna Hernandez	Diamantina Chavez Ana Pizana Susana Garcia	

\*Bilingually Certified

Para-Professionals Campus Staff					
Co-Teachers			Facilitators		Clerical/Technical
<div>Rebekah Mendoza</div> <div>Bernice Pelayo</div> <div>Carolina Hernandez</div> <div>Julie Guerrero</div> <div>David Garza</div> <div>Claudia Flores</div> <div>Nancy Guerra</div> <div>Roel Guzman</div> <div>Maria de Saro</div> <div>Amanda Rodríguez</div> <div>Melinda Pinon</div> <div>Alejandra Leal</div> <div>Yuridia Alvarado</div> <div>Estefania Lopez</div> <div>Veronica Martinez</div> <div>Betsy Rivera **</div>			<div>Yadira Ramos</div> <div>Bianca Ruiz</div>		<div>Brianna Rodriguez</div> <div>Cipriano Rivera</div>
Operations Staff			Temporary Staff		
<div><div><div>Maribel</div><div>Yvonne</div><div>Lopez</div><div>Sanchez</div><div>Navarro</div><div>Puente</div><div>Diana</div><div>Garza</div><div>Gonzalez</div><div>Serapio</div><div>Jovanhi</div><div>Ofelia</div><div>Ms. Letty</div><div>Guillen</div><div>Martha</div><div>Liz</div><div>Norma</div><div>Blanca</div></div><div><div>Sandra</div><div>Aide</div><div>Rossy</div><div>Nelly</div><div>Ceci</div><div>Erasmo</div><div>Mari</div><div>Lupita</div><div>Claudia</div><div>Juan</div><div>Vicente</div><div>Duvelsa</div><div>Olga P</div><div>Jorge</div><div>Celis</div><div>Caty</div><div>Griselda</div><div>Roger</div><div>Daniel</div></div><div><div>Lorena</div><div>Daniela</div><div>Melisa</div><div>Salas</div><div>Arely</div><div>Abi</div></div></div>			<div>Gabriela Garza- Flex Co-Teacher</div> <div>Daniela Pizano- Flex Teacher</div>		

## Site Based Decision Making Committee

Member (Title, Represent)	Meeting Dates:	Possible Agenda Items:
<p>Radha L. Guajardo (Principal, Administration)</p> <p>Nancy Silva (Assistant Principal of Instruction)</p> <p>Mirelle Moreno (Assistant Principal of Instruction)</p> <p>Vanessa Sandoval (Assistant Principal of Instruction)</p> <p>Claudia Mendoza (Academic Counselor)</p>	Tuesday August 20, 2019	<ol style="list-style-type: none"> <li>1. School wide culture</li> <li>2. LPAC/BOY DIBELS/LAS</li> <li>3. Round 1</li> <li>4. Rocket 411 (every other Thursday September-December)</li> <li>5. Calendar the 1<sup>st</sup> 2 quarters</li> <li>6. Start of 3<sup>rd</sup> grade tutorials (September)</li> <li>7. Dates for Saturday school</li> <li>8. Little Mozarts</li> <li>9. STEM</li> <li>10. Spirit nights- dates by grade level</li> <li>11. Parent Involvement</li> <li>12. Fall festival</li> <li>13. Team building for staff</li> <li>14. Early release/full day PD planning</li> </ol>
<p>Alaine Ortiz (Principal in Residence)</p> <p>Rolando Salas (Assistant Principal of Operations)</p> <p>Diamantina Chavez (PK Team Leader)</p>	Tuesday September 17, 2019	<ol style="list-style-type: none"> <li>1. Red ribbon week: October 23-31, 2017</li> <li>2. Bully prevention month: October</li> <li>3. Fire prevention week: October 8-14, 2017</li> <li>4. Fire drills</li> <li>5. Fall festival</li> <li>6. ADA Bouncers</li> <li>7. Q1 RCPUN</li> <li>8. Character Day: October 31</li> <li>9. Behavior incentives</li> </ol>
<p>Nora Perez (Kinder Team Leader)</p> <p>Yessenia Jasso (1<sup>st</sup> grade Team Leader)</p>	Tuesday October 22, 2019	<ol style="list-style-type: none"> <li>1. Thanksgiving for staff</li> <li>2. Can drive</li> <li>3. Gobble Gobble attendance challenge</li> <li>4. Round 2</li> <li>5. Christmas program (PK-3<sup>rd</sup>)</li> <li>6. Christmas parade</li> <li>7. PTG</li> </ol>
<p>Cynthia Alvarado (2<sup>nd</sup> grade Team Leader)</p> <p>Amanda Vega (3<sup>rd</sup> grade Team Leader)</p> <p>Meghan Murray</p>	Tuesday November 19, 2019	<ol style="list-style-type: none"> <li>1. Christmas program</li> <li>2. Christmas celebration for students and staff</li> <li>3. Santa Pictures</li> <li>4. Class group pictures</li> <li>5. Scholastic book fair</li> <li>6. Team building activity for January</li> <li>7. Toy Drive</li> </ol>

<p>(4<sup>th</sup> grade Team Leader)</p> <p>Jose Gonzalez (5<sup>th</sup> grade Team Leader)</p> <p>Bernice Pelayo (Co-Teacher representative)</p> <p>Alejandro Calixto (SpeEd representative)</p> <p>Ruth Rodriguez (Parent Representative)</p> <p>Celia Galindo (Community Representative)</p>	Tuesday December 17, 2019	<ol style="list-style-type: none"> <li>1. Budget review</li> <li>2. Professional development for 2<sup>nd</sup> semester</li> <li>3. PTG</li> <li>4. Charro day's Parade</li> <li>5. 100<sup>th</sup> days of school</li> <li>6. Q2 RCPUN</li> <li>7. ADA Bouncers</li> <li>8. STAAR training</li> <li>9. Course collaboration</li> <li>10. Campus culture- revisit</li> </ol>
	Tuesday January 21, 2019	<ol style="list-style-type: none"> <li>1. Field lessons</li> <li>2. Valentine's day celebration for students</li> <li>3. Valentine's day picture</li> <li>4. Persistence review</li> <li>5. Charro's day Parade</li> <li>6. Hiring</li> <li>7. Little Star MOY</li> <li>8. Retention</li> <li>9. Counselor's day</li> </ol>
	Tuesday February 18, 2019	<ol style="list-style-type: none"> <li>1. Spring festival</li> <li>2. Kinder Graduation</li> <li>3. Summer school- planning</li> <li>4. Easter Hunt</li> <li>5. Easter pictures</li> <li>6. TELPAS</li> <li>7. Field lessons</li> <li>8. Kinder graduation</li> <li>9. Read across America (Dr. Seuss Celebration)</li> </ol>
	Tuesday March 17, 2019	<ol style="list-style-type: none"> <li>1. Field Lessons</li> <li>2. Field day</li> <li>3. WTI</li> <li>4. Summer training</li> <li>5. DI testing- Incoming students</li> <li>6. Awards</li> <li>7. TOY</li> <li>8. Teacher appreciation week</li> <li>9. Admin. Assistant appreciation day</li> <li>10. Earth day</li> <li>11. Summer school continuation</li> </ol>
	Tuesday April 14, 2019	<ol style="list-style-type: none"> <li>1. PTG</li> <li>2. EOY celebrations</li> <li>3. Kinder graduation- continuation</li> <li>4. Muffins with mom</li> <li>5. DIBELS EOY</li> <li>6. EOY procedures</li> <li>7. EOY LPAC</li> </ol>

		8. Field day 9. EOY staff celebration 10. Summer school- continuation 11. WTI cont. 12. Summer reading
	Tuesday May 14, 2019	1. Summer school- continuation
		1.

## Campus Committees

English Language Arts	Math
<p><b>Committee Chair(s):</b> Vanessa Rivera</p> <p><b>Committee Members:</b></p> <ol style="list-style-type: none"> <li>1. Nora Perez</li> <li>2. Yessenia Jasso</li> <li>3. Amelia Valdez</li> <li>4. Penelope Rivas</li> <li>5. Jazmin Jaramillo</li> <li>6. Yessika Iracheta</li> <li>7. Veronica Martinez</li> <li>8. Melinda Pinon</li> <li>9. Alondra Ceballos</li> </ol>	<p><b>Committee Chair(s):</b> Alaine Ortiz</p> <p><b>Committee Members:</b></p> <ol style="list-style-type: none"> <li>1. Ana Pizana</li> <li>2. Deborah Araiza</li> <li>3. Cynthia Cruz</li> <li>4. Jose Gonzalez</li> <li>5. Meghan Murray</li> <li>6. David Garza</li> <li>7. Cynthia Alvarado</li> <li>8. Radha Enriquez</li> <li>9. Julia Gonzalez</li> <li>10. Bianca Ruiz</li> <li>11. Miguel Cantu</li> </ol>
Science (As Applicable)	School Culture and Climate
<p><b>Committee Chair(s):</b> Lariza Trevino</p> <p><b>Committee Members:</b></p> <ol style="list-style-type: none"> <li>1. Susana Garcia</li> <li>2. Nancy Guerra</li> <li>3. Claudia Flores</li> <li>4. Estefania Lopez</li> <li>5. Carolina Hernandez</li> <li>6. Amanda Rodriguez</li> <li>7. Alejandra Leal</li> </ol>	<p><b>Committee Chair(s):</b> Nancy Silva</p> <p><b>Committee Members:</b></p> <ol style="list-style-type: none"> <li>1. Jazmin Hinojosa</li> <li>2. Yuridia Alvarado</li> <li>3. Rebekah Mendoza</li> <li>4. Amanda Vega</li> <li>5. Veronica Quintero</li> <li>6. Karla Enriquez</li> <li>7. Maria de Saro</li> <li>8. Gabriela Garza</li> </ol>
Staff Quality, Recruitment and Retention	Family and Community Involvement
<p><b>Committee Chair(s):</b> Mirelle Moreno</p> <p><b>Committee Members:</b></p> <ol style="list-style-type: none"> <li>1. Paulina Hernandez</li> <li>2. Diamantina Chavez</li> <li>3. Julie Guerrero</li> <li>4. Roel Guzman</li> <li>5. Daniela Pizano</li> <li>6. Yadira Ramos</li> </ol>	<p><b>Committee Chair(s):</b> Claudia Mendoza</p> <p><b>Committee Members:</b></p> <ol style="list-style-type: none"> <li>1. David Garza</li> <li>2. Yanalli Sanchez</li> <li>3. Bernice Pelayo</li> <li>4. Carla Sanchez</li> <li>5. Juanita Herrera</li> <li>6. Alejandro Calixto</li> <li>7. Donna Hernandez</li> <li>8. Betsy Rivera</li> </ol>

## New Initiatives

- Science writing journals
- Morning Announcements incorporating the IDEA 55 of the day (according to the MM timeline)
- Spring festival
- Career/health day
- Weekly vocabulary words for lower grades (DI based)

- Open house for student's work showcase (PK)
- Family day (picnic)
- Outdoor Science
- Ranger (upper grade students assisting with morning duties)
- Color Run (in School)
- Invite authors to read books to students

## Continuing Initiatives

- Purchase new technology
- Conduct afterschool and Saturday school tutoring for 1<sup>st</sup> and 2<sup>nd</sup> grade
- Conduct early intervention for PK-2 ELL students
- Fast facts for homework
- Increase on family activities
- Ensure BOY DI placement is accurate (especially in PK)
- Use of academic block to transition 2<sup>nd</sup> graders to TEKS based instruction after 2<sup>nd</sup> semester
- Daily homework
- DI aligned word walls in the classrooms
- Keeping students accountable for checking their work and doing their fix-ups
- Rocket 411
- Use backward planning throughout the year to ensure mastery
- Dr. Seuss activities to celebrate Read Across America
- Loteria night
- ADA quarterly celebrations
- Christmas program
- Kinder graduation
- Fall festival
- Muffins with mom

- Small cohort meetings for PK parents
- Program completion celebration
- Book fair
- Restroom procedures posted in restroom
- Incentives for Perfect Attendance (Individual students)
- Shout outs for teachers during faculty meetings
- Monthly rewards for Teacher Perfect attendance
- Student attendance goal by homeroom
- Incorporate history/geography projects
- Buy maps and globes for classrooms
- Monthly Projects, ex: January- MLK
- Implement a bi-weekly rotation between Science/Social studies (1<sup>st</sup> and 2<sup>nd</sup>)
- Use of signals in the classroom
- Walking on 5&1 in the hall
- Hiring committee including Grade level leaders
- Continue morning meetings
- Homework and projects aligned with DI
- New curriculum for Science (K-2<sup>nd</sup>)
- Hands on projects
- Hispanic Heritage Celebration



## Staff Development

Date	Session Title/Topic	Session Objective(s)
	SMART Goals- Round 1	TWBAT understand the purpose of the GET rubric, access Cornerstone and start on Round 1
	Effective Parent Communication-	TWBAT learn effective communication techniques with parents. How and when to record conversations.
	K/D/A	TWBAT identify what students need to know and be able to do by the end of the lesson
	Creating effective aligned DI centers and hands on activities Read Aloud block: Making Meaning	TWBAT create activities that align to concepts they are teaching TWBAT reinforce reading and vocabulary through the effective use of Making Meaning
	Data Analysis and conversations	TWBAT understand how the
	Goal Tracking (Student/Teacher)	TWBAT identify tracking systems aligned to their goals and to plan how to use them for students and teacher
	DIBELS training	TWBAT understand the testing process
	Backward Planning (I)	TWBAT look ahead for skills that will be taught and plan ahead for mishaps and activities that align to skills.
	Backward Planning (II) Team Building	TWBAT analyze trends on student's data and plan for next steps for Closing the Achievement Gap.
	Holding highly effective Data conversations- APIs	TWBAT use data to analyze student progress
	PK- Focus on Penmanship	TWBAT understand and standardize expectations in student work.
	DI Aligned centers	TWBAT to create centers and activities aligned with DI for second semester
	Script practice- Correction Procedures	TWBAT review the 7 steps of the CP and practice it with peers
	Script Practice- S/T game	TWBAT build student investment through the effective use of the S/T game
	Practice/Feedback on exit slips	TWBAT design and share their exit slips. TWBAT receive feedback from their peers on exit slips
	IA Data Analysis and Conversations.	TWBAT analyze IA data and write a clear plan for re-teaching objectives with large gaps. TWBAT ID weak objectives and create a plan pf action that addresses individual student needs.
	Aggressive Monitoring pt.1	TWBAT aggressively momitor the quality of student work by creating a monitoring pathway to see all students by using an exemplar to plan checkpoints.
	Aggressive Monitoring pt 2.	TWBAT aggressively monitoring and respond to gaps in student work by providing quick, effective feedback. Tracking responses to identify trends.
	Joy factor	TWBAT increase joy factor by implementing Pepper, Challenge, and surprise and Suspense

	Setting clear expectations	TWBAT set clear expectations by providing What to do directions
	Engage all students	TWBAT engage all students by implementing effective turn and talk
	Review and Reteach	TWBAT decide which skills to review and reteach based on data. Plan effective reteach and review
	Reteach: Modeling	TWBAT articulate and practice most critical components of using Modeling during re-teach
	Reteach: Guided discourse	TWBAT use show call to maximize accountability, normalize revision, and model exemplar work
	Supporting Special Pops	TWBAT 1. Add accommodations to a lesson plan, 2. Create a seating chart that prioritizes support for SpEd and ELL students

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

**IDEA Public Schools**  
**IDEA Riverview College Preparatory**



**2019 – 2020 Student Achievement Improvement Plan**

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## **CAMPUS MISSION:**

Campus mission statement will be listed here.

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- 1I. % of 1st-2nd Students End The Year On/Above Grade Level in Reading | Language | Math (Year 2+ Campuses): 85% | 85%
- 1J. % of students in CSI achieve 2 years growth in Reading | Math (measured by Ren STAR) 50% | 60%
- 1K. Average ACT score (Class of 2019, September 2018): 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%
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- 2C. Student Persistence: 90%
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### **PRIORITY #3: Achieve Mission at Scale**

- 3A. % of students with low socio-economic status: 80%
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- 3D. Total Funds Raised (millions): \$55M

Professional Campus Staff		
Administrative Staff	Counseling Staff	Specialty Teachers
<ul style="list-style-type: none"> <li>Adriana Ramos-Principal</li> <li>Eduardo Varela-Facio- Principal In Residence</li> <li>John Martinez-Assistant Principal of Instruction</li> <li>Gisella Delgado-Assistant Principal of Instruction</li> <li>Rolando Salas-Assistant Principal of Operations</li> <li>Yadira Ramos- Administrative Assistant</li> </ul>	<ul style="list-style-type: none"> <li>Luis Baez- Academic Counselor</li> <li>Carla Rios-College Counselor</li> <li>Miriam Gerardo-Socio-Emotional Counselor</li> </ul>	<ul style="list-style-type: none"> <li>Melissa Ramirez-SpED RISE Teacher</li> <li>Rochelle Ramos- SpEd Teacher</li> <li>Alexis Sandovalz-SpEd Teacher</li> <li>Mandy Schuster-SpED Teacher</li> </ul>
Sixth Grade	Seventh Grade	Eight Grade
<ul style="list-style-type: none"> <li>Eduardo Martin</li> <li>Gaby Torres</li> <li>Vacant</li> </ul>	<ul style="list-style-type: none"> <li>Astrid Tostado</li> <li>Jose Pereyra</li> <li>Judith Perez</li> </ul>	<ul style="list-style-type: none"> <li>Abby Barrera</li> <li>Kathia Gonzales</li> <li>Amanda Villarreal</li> <li>Vacant</li> </ul>
Ninth Grade	Interventionist	Elective Teachers
<ul style="list-style-type: none"> <li>Manuel Gutierrez</li> <li>Rachel Gonzales</li> <li>Virginia Saucedo</li> <li>Guadalupe Aviles</li> </ul>	<ul style="list-style-type: none"> <li>Jazabel Karr</li> <li>Vacant</li> </ul>	<ul style="list-style-type: none"> <li>Maren Fruia</li> <li>Ana Ontiveros</li> <li>Valeria Castillo</li> <li>Flor Aguilar</li> <li>Daisy Reyes</li> </ul>
Physical Education	Flex Teacher	Tutors
<ul style="list-style-type: none"> <li>Rodolfo Rodriguez*</li> <li>Albert Perez</li> </ul>	<ul style="list-style-type: none"> <li>Vacant</li> </ul>	<ul style="list-style-type: none"> <li>Dora Villarreal</li> <li>Edith Hernandez</li> <li>Erick Ramos</li> <li>Joseline Perales</li> <li>Maria Barbosa</li> </ul>

Para-Professionals Campus Staff		
Co-Teachers	Facilitators	Clerical/Technical
<ul style="list-style-type: none"> <li>Nely Montelongo</li> <li>Mario Gonzales</li> </ul>	<ul style="list-style-type: none"> <li>N/A</li> </ul>	<ul style="list-style-type: none"> <li>Karla Rodriguez- Receptionist</li> <li>Arely Rodriguez - Business Clerk</li> </ul>
Operations Staff	Ops Support Staff	Ops Support Staff
<ul style="list-style-type: none"> <li>Melissa Torres- SIS Clerk</li> <li>Lorena Chapa-Registrar</li> <li>Abigail Martinez - Health Aide</li> <li>Erasmus Soto- Cafeteria Manager</li> <li>Juan Celis- Facilities Manager</li> <li>Diana Valdez-Campus Transportation Manager</li> <li>Maria Vela- Cafeteria Assistant Manager</li> <li>Eduardo Garza-Campus Transportation Assistant</li> </ul>	<ul style="list-style-type: none"> <li>Letty De La Garza- Lunch Monitor</li> <li>Juan Sanchez Torres-Bus Driver</li> <li>Juana Alanis-Custodian</li> <li>Maria Guerra-Bus Driver</li> <li>Maria Ruezga-Food Service Specialist</li> <li>Maribel Martinez-Bus Driver</li> <li>Rogelio Roel-Custodian</li> <li>Rolando Guzman-Food Service Specialist</li> <li>Serapio Delgado Rodriguez-Bus Driver</li> <li>Vicente Ortiz-Food Service Specialist</li> <li>Yvonne Turrubiates-Bus Driver</li> <li>Alberta Lopez-Bus Driver</li> <li>Basilisa Saucedo-Bus Driver</li> <li>Catalina Quintero-Food Specialist</li> </ul>	<ul style="list-style-type: none"> <li>Cecilia Nava-Food Specialist</li> <li>Claudia Rodriguez-Food Service Specialist</li> <li>Daniel Bernal-Custodian</li> <li>Duvelsa Padilla-Food Specialist</li> <li>Everardo Navarro-Bus Driver</li> <li>Francisco Silva-Custodian</li> <li>Gilberto Lopez-Bus Driver</li> <li>Gricelda Mendoza-Custodian</li> <li>Jacobo Carrillo- Bus Driver</li> <li>Jeovannie Cintron Pagan-Bus Driver</li> <li>Jorge Padilla-Food Service Specialist</li> <li>Juan Ortiz-Food Service Specialist</li> <li>Juan Rodriguez Murillo-Food Service Specialist</li> <li>Agmed Gonzlez-Food Service Specialist</li> </ul>

## Site Based Decision Making Committee

Member (Title, Represent)	Meeting Dates:	Possible Agenda Items:
Adriana Ramos, Principal Eduardo Varela-Facio-Principal In Residence John Martinez, Assistant Principal of Instruction Gisella Delgado, Assistant Principal of Instruction Rolando Salas, Assistant Principal of Operations Carla Rios, College Counselor Luis Baez, Academic Counselor Miriam Gerardo, Socio-Emotional Counselor Eduardo Martin, 6 <sup>th</sup> Grade Team Leader Maren Fruia, STEM Representative Patricia Aragon, Parent Representative	June 4 <sup>th</sup> , 2019	1. Grade Level Leadership Roles and Responsibilities 2. 2019-2020 Driving Goals 3. Calendar of Activities 4. Planning for BOY PD 5. Strategies for Persistence and Attendance
	August 2 <sup>nd</sup> , 2019	1. GTL Priorities and Responsibilities 2. CL Priorities and Responsibilities
	August 6 <sup>th</sup> -7 <sup>th</sup> , 2019	1. Meet the Teacher Night 2. BOY PD for Teachers 3. Strategies for STEM Outcome Based Measures
	August 26 <sup>th</sup> , 2019	1. Culture Evaluation of Grade Levels 2. STAAR Parent Meetings 6 <sup>th</sup> -10 <sup>th</sup> 3. Faculty PD-Doing Whatever It Takes to Keep Our Families
	September 27, 2019	1. 6 <sup>th</sup> Grade Field Lesson Parent Meeting 2. Fall Festival, "Noche Mexicana" 3. Culture Evaluation of Grade Levels
	October 11th, 2019	1. Progress Towards Goals 2. Progress on STEM Outcome Based Measures
	November 14, 2019	1. Winter Festival-"Loteria Navidena" 2. Culture Evaluation of Grade Levels
	December 9 <sup>th</sup> , 2019	1. Q2 Report Card Night 2. Tutorial Plan for Quarter 3 3. Field Lessons 4. Culture Evaluation of Grade Levels 5. Coffee with the Principal
	January 21 <sup>st</sup> , 2019	1. 2020-2021 Budget 2. Progress Towards Goals 2 3. Culture Evaluation of Grade Levels 4. Spring Fling-"Friendship Dance"
	February 21 <sup>st</sup> , 2019	1. Budget Priorities 2020-2021 2. Culture Evaluation of Grade Levels 3. Q3 Report Card Night
	March 12th	1. Tutorial Plan for Quarter 4 2. Progress on STEM Outcome Based Measures
	April 16th	1. Begin Plan for Summer School 2. EOY Award Ceremonies



		3. Culture Evaluation of Grade Levels
	May 14th	1. End-of-year Celebrations 2. Field Day 3. Summer Student Persistence Plan 4. Adjust Summer School Plan

## Campus Budget Summary

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

### *Funding Sources – Local*

199      General Fund

### *Funding Sources - State*

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

### *Funding Sources - Federal*

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

*Total*

## Campus Committees

English Language Arts	Math
<b>Committee Chair(s): Rachel Gonzales</b> <b>Committee Members:</b> <ol style="list-style-type: none"><li>1. Gabriela Torres</li><li>2. Judith Perez</li><li>3. Jose Pereyra</li><li>4. Kathia Gonzales</li><li>5. Rachel Gonzales</li><li>6. Kelly Saenz</li></ol>	<b>Committee Chair(s): Abby Barrera</b> <b>Committee Members:</b> <ol style="list-style-type: none"><li>1. Vacant</li><li>2. Astrid Tostado</li><li>3. Abby Barrera</li><li>4. Virginia Saucedo</li><li>5. Rick Acevedo</li></ol>
Science	Humanities
<b>Committee Chair(s): Guadalupe Aviles</b> <b>Committee Members:</b> <ol style="list-style-type: none"><li>1. Vacant</li><li>2. Vacant</li><li>3. Guadalupe Aviles</li><li>4. Alondra Torres</li></ol>	<b>Committee Chair(s): Manuel Gutierrez</b> <b>Committee Members:</b> <ol style="list-style-type: none"><li>1. Eduardo Martin</li><li>2. Vacant</li><li>3. Manuel Gutierrez</li><li>4. Vacant</li></ol>
School Culture and Climate	Staff Quality, Recruitment and Retention
<b>Committee Chair(s): Miriam Gerardo</b> <b>Committee Members:</b> <ol style="list-style-type: none"><li>1. Eduardo Martin</li><li>2. Astrid Tostado</li><li>3. Abby Barrera</li><li>4. Vacant</li><li>5. Rick Acevedo</li></ol>	<b>Committee Chair(s): Adriana Ramos</b> <b>Committee Members:</b> <ol style="list-style-type: none"><li>1. Luis Baez</li><li>2. Carla Rios</li><li>3. Eduardo Varela-Facio</li><li>4. John Martinez</li><li>5. Rolando Salas</li><li>6. Gisella Delgado</li><li>7. Miriam Gerardo</li></ol>

Family and Community Involvement	
<p><b>Committee Chair(s):</b> Miriam Gerardo</p> <p><b>Committee Members:</b></p> <ol style="list-style-type: none"> <li>1. Eduardo Martin</li> <li>2. Astrid Tostado</li> <li>3. Abby Barrera</li> <li>4. Miriam Gerardo</li> <li>5. Carla Rios</li> <li>6. Luis Alanis</li> </ol>	

New Initiatives	
<ul style="list-style-type: none"> <li>• Official Designation as T-STEM Academy</li> <li>• Literacy Trainings-Reading Reconsidered</li> <li>• SIOP Trainings for all staff</li> <li>• Wit and Wisdom Curriculum for 6<sup>th</sup>-8<sup>th</sup> grade levels</li> </ul>	<ul style="list-style-type: none"> <li>• Support teacher awareness and understanding of the T-STEM blueprint and “Outcome Based Measures.”</li> <li>• Conduct multiple Advisory Board meetings to receive feedback and support on the direction of our T-STEM Academy.</li> <li>• Develop the instructional leaders’ capacity of literacy strategies to support the English Language Arts department.</li> <li>• Coach and train teachers on the SIOP protocol to support our English language learners.</li> </ul>
Continuing Initiatives	

- Parent Trainings to understand state assessments—STAAR
- Use Kickboard to monitor and track the positives and negative aspects of students' character.
- Wit and Wisdom curriculum for 6<sup>th</sup> grade
- Track and monitor students progress on state standards
- Parent involvement through fall and winter activities
- Expressive Writing in intervention classes to support English Language Learners

- Lead team will continue to use a week to hold parent meetings to inform all parents on the requirements of STAAR assessments required for the grade level of their child.
- All teachers will be trained on how to use and access Kickboard to provide data on student culture.
- Wit and Wisdom trainings will be given to new and existing ELA teachers to support their development.
- Mastery trackers will continue to be use to monitor students' progress on TEKS standards to identify gaps and remediate students' learning.
- Campus will continue to support parents and students with Field Lesson fundraising through Fall and Winter festival.
- Continue using Expressive Writing as an instructional tool to get ELLs to understand and practice key skills.

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

<b>FALL SEMESTER</b>			
<b>Date</b>	<b>Meeting</b>	<b>Topic</b>	<b>Presenter(s)</b>
8/3/2019	Teacher Workday	none	none
8/5/2019	BOY Professional Development	Various	IRVCP Lead Team
8/6/2019	BOY Professional Development	Various & HS Meet the Teacher	IRVCP Lead Team
8/7/2019	BOY Professional Development	Various & MS Meet the Teacher	IRVCP Lead Team
8/8/2019	BOY Professional Development	Course Collaboration #1& Back to School Bash	HQ
8/9/2019	BOY Professional Development	Various	IRVCP Lead Team
8/12/2019	Keeping our Families/ Staff Benefits	Family Engagement & Building Relationships	Baez + Facio
8/13/2019	Advancing on TCP/TeacheBoost	TCP Placement + Teachboost Log-in	Facio
8/12/2019	Teacher Goals	Setting Teacher Goals	w/ Manager
8/19/2019	Content Meeting	Culture of Achievement	CTL + Content Manager
8/26/2019	Content Meeting	Unpacking Unit Plan	CTL + Content Manager
9/9/2019	Faculty Meeting	Reaching all Leaders: SPED + EL	IRVCP Lead Team
9/16/2019	Content Meeting	Lesson Vision	CTL + Content Manager
9/20/2019	1/2 Day PD	Various	IRVCP Lead Team
9/23/2019	Faculty Meeting	Reaching all Leaders: SPED + EL	IRVCP Lead Team
9/30/2019	Content Meeting	Instruction Clarity	CTL + Content Manager
10/7/2019	Faculty Meeting	Reaching all Leaders: SPED + EL	IRVCP Lead Team
10/11/2019	Professional Development	Course Collaboration #2	HQ
10/21/2019	Content Meeting	Student Practice	CTL + Content Manager

10/28/2019	Faculty Meeting	Reaching all Leaders: SPED + EL	IRVCP Lead Team
11/4/2019	Content Meeting	Monitor Student Learning	CTL + Content Manager
11/11/2019	Faculty Meeting	Reaching all Leaders: SPED + EL	IRVCP Lead Team
11/18/2019	Content Meeting	Monitor Student Learning #2	CTL + Content Manager
11/22/2019	1/2 Day PD	Various	IRVCP Lead Team
12/2/2019	Faculty Meeting	Reaching all Leaders: SPED + EL	IRVCP Lead Team
12/9/2019	Content Meeting	Responds to Gaps in Student Learning	CTL + Content Manager
12/16/2019	Faculty Meeting	Reaching all Leaders: SPED + EL	IRVCP Lead Team

#### SPRING SEMESTER

Date	Meeting	Topic	Presenter(s)
1/6/2020	Professional Development	Course Collaboration #3	HQ
1/13/2020	Content Meeting	Responds to Gaps in Student Learning	CTL + Content Manager
1/27/2020	TELPAS	TELPAS Writing PD	Baez
2/3/2020	Content Meeting	Remediation & Re-teaching	CTL + Content Manager
2/10/2020	TELPAS	Calibration #1	Baez
2/17/2020	TELPAS	Calibration #2	Baez
2/24/2020	Professional Development	ELA Course Collaboration	HQ + Campus PD
3/2/2020	STAAR/EOC	STAAR/EOC Security Training	Baez
3/9/2020	Content Meeting	Remediation & Re-teaching #2	CTL + Content Manager
3/27/2020	Professional Development	Course Collaboration #4	HQ
3/30/2020	Content Meeting	Mastery Machine	CTL + Content Manager
4/6/2020	Faculty Meeting	Reaching all Leaders: SPED + EL	IRVCP Lead Team
4/13/2020	Content Meeting	Mastery Machine #2	CTL + Content Manager

4/20/2020	AP Testing Training	AP Testing Procedures & Logistics	Baez
4/27/2020	Content Meeting	Last Push	CTL + Content Manager
5/4/2020	Faculty Meeting	Reaching all Leaders: SPED + EL	IRVCP Lead Team
5/11/2020	Content Meeting	Content Stepback	CTL + Content Manager
5/18/2020	Faculty Meeting	Reaching all Leaders: SPED + EL	IRVCP Lead Team
5/30/2020	Teacher Workday	EOY Checklist	Principal Ramos



## Rundberg Academy

### 2019-20 Student Achievement Improvement Plan

APO	Strategies	Needs Assess.	Special Pops.	Person(s) Responsible	Timeline Start/End	Resources: Human/ Material/Fiscal	Documentation	Formative Evaluation
<b>Needs Assessment Categories:</b> S-STAAR D-DIBELS E-EO A-ACT RR-Reading Renaissance ST-STAR for Math DR-Discipline Report AP-AP Tests O-Other <b>Special Populations:</b> All AR-At Risk ELL-English Language Learners ED-Economically Disadvantaged M-Migrant SE-Special Education								
1D	New Trackers for daily and weekly data for all STAAR Teachers	S	ALL	Dr. Richter	8/2019-6/2020			
1D	Review internalization guide for STAAR subjects with new curriculum to incorporate TEKS	S	ALL	Dr. Richter (Wtg) Drew Nudd (Math & Science) Aubry Triptow (ELA)	8/2019-6/2020	TEKS guides, lead forward website		
1E/F	Track DI progress weekly	D	ALL	Marc Martinez	8/2019-6/2020	Use DI Data Analysis Spreadsheet which contains backwards plans and intervention		
1E/F	Daily observations with real time feedback	D	ALL	All ADMIN	8/2019-6/2020	Build out core calendar		
1E/F	DI Coaches provided opportunity to coach teammates	D	ALL	Marc Martinez	8/2019-6/2020	Coordinate PIRs and fellows teaching during this time		
1D	Use Academic block to increase independent reading - build vocab and high frequency words	RR	ALL	All ADMIN	8/2019-6/2020	Academic Block Schedule		

## Annual Performance Objective

### **PRIORITY #1: Students Graduate College-Ready**

- 1A. % of graduates who matriculate to a college or university: 100%
- 1B. % of graduates who are accepted to a 4 year college or university: 100%
- 1C. % of grads named AP scholars: 35%
- 1D. % Level II | % Level III on STAAR/EOC: 90% | 30%
- 1E. % of Pre-K/Kindergarteners End The Year On/Above Grade Level in Reading|Language|Math (All Campuses): 9
- 1F. % of 1st-2nd Students End The Year On/Above Grade Level in Reading|Language|Math (Year 1 Campuses): 70%
- 1G. % of 1st-2nd Students End The Year On/Above Grade Level in Reading|Language|Math (Year 2+ Campuses): 9
- 1H. Average ACT score (Junior class): 21
- 1I. % of students graduating college in 4 | 6 years: 45% | 65%

### **PRIORITY #2: Build a Strong & Sustainable Organization**

- 2A. Employee Retention: 85%
- 2B. Average Daily Attendance: 97.50%
- 2C. Student Persistence: 90%
- 2D. Annual Surplus (millions): \$8.9M

### **PRIORITY #3: Achieve Mission at Scale**

- 3A. % of students with low socio-economic status: 80%
- 3B. Enrollment: 64,455
- 3C. Schools in operation: 96
- 3D. Total Funds Raised (millions): \$101 M

## 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 Rundberg Academy

### Comprehensive Needs Assessment

#### Data Sources: ELA

	STAAR 3rd Reading	STAAR 4th Reading	STAAR 4th Writing	STAAR 5th Reading		
Approaches	76%	67%	57%	84%		
Meets	41%	36%	22%	43%		
Masters	22%	16%	6%	17%		

#### DI Reading

Grade	Kinder	1	2	Kinder - 2nd		
Percent of Students on Grade Level	83%	48%	67%	66%		

#### Areas of Strength

We moved from 59/27/10 to 76/42/20. The growth can be attributed to paying attention to each student and where they were individually.

5th made tremendous gains overall. We ensured that students knew their goals and worked diligently to ensure they each met them.

Consistency in CSI allowed us to hit our CSI goal and make sure that kids were growing 2.0 years in reading

#### Areas of Need

4th grade writing was our only F classroom - we need to get our kids proficient with writing structure and grammar rules.

Need to push Royal Readers this year.

Writing was taught in isolation of reading instead of together to be able to analyze great text and how that makes us better writers

1st grade DI took a dip. We know that the transition from learning to read and reading to learn is very different. We will really focus on the 1st to 2nd grade students this year.

## IDEA Rundberg Academy

### Comprehensive Needs Assessment

#### Data Sources: Math

	STAAR 3rd Math	STAAR 4th Math	STAAR 5th Math	
Approaches	80%	75%	86%	
Meets	41%	47%	58%	
Masters	16%	28%	30%	

#### Areas of Strength

3rd grade and 4th grade math students made substantial gains in the spring semester.

5th grade math students showed tremendous growth from 4th grade!

Daily fluency practice based on student gaps.

Students have individual goals and are tracking mastery of specific TEKS.

#### Areas of Need

4th grade is an area of concern. We will begin the year working with students to internalize their multiplication facts and work on Masters in 3rd grade.

There is an opportunity for stronger collaboration between HotSpot and math teachers to assist students in closing procedural gaps.

Math instruction needs to include support for both Eureka Math and STAAR readiness.

## IDEA Rundberg Academy

### Comprehensive Needs Assessment

#### Data Sources: Science

	5th Science				
Approaches	80%				
Meets	50%				
Masters	26%				

#### Areas of Strength

For our first year taking the Sxience STAAR and having a brand new teacher who had just gradeuated come in in January, we did very well! Students really internalized their goals and the TEKS.

#### Areas of Need

We need to conduct more investigations through labs this year so students can internalize and remember the material.

## IDEA Rundberg Academy

Comprehensive Needs Assessment					
Staff Quality, Recruitment and Retention					
	Instructional	Front Office Team	Overall		
Staff Retention	66%				
Areas of Strength			Areas of Need		
Staff who remained at Rundberg academy had a strong sense of accountability at the end of the year.			We have hired strong employees, so the plan is to keep them well informed of everything throughout the year. We have come up with monthly celebrations and a Yearlong calendar to keep all staff in the loop.		
Clear systems for resource needs			Admin will deliver resources at least twice a week.		
Consistent follow up on feedback loops					

## IDEA Rundberg Academy

### Comprehensive Needs Assessment

School Culture and Climate						
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Average Daily Attendance	96.16%	96.98%	97.18%	97.08%	97.31%	97.21%
Persistence	92.98%					
	Additional Family Survey about the School	Healthy Kids Here Initiative	Additional Student Survey about the School			
Parent Survey Results	Data not available to me	Data not available to me	Data not available to me			
Areas of Strength			Areas of Need			
Even though the ADA average was below 97.5%, IDEA Rundberg grew from last school year.			<p>There were no consistent systems in place to contact parents in the beginning of the year. Coming in mid-year took an entire mind shift for teachers to begin contacting parents and be consistent with it.</p> <p>We will begin the year with very clear expectations on contacting parents and the follow the escalation matrix to a T.</p>			

## IDEA Rundberg Academy

Comprehensive Needs Assessment					
Family and Community Involvement					
	100% of leavers that were not due to moving stated that the #1 reason for leaving IDEA was a lack of				
	4.4/5 for principal responsiveness				
	4.5/5 I feel welcomed at my childs school				
	4.4/5 My childs school communicates well with me				
Areas of Strength			Areas of Need		
<p>Coffee with the principal. Once I took over.</p> <p>Principal being very visible and available to parents.</p> <p>Community Activities: Field Day, Fall Festival, Spring festival, teacher luncheon, awards presentations</p>			<p>Communication of academic readiness in addition to report card grades on a weekly basis through student work and not just a tracker.</p> <p>Consistent and timely communication between school and home and teachers and home - especially in the area of ADA expectations.</p> <p>School Events scheduled and communicated more than two weeks in advance.</p> <p>Social media management that projects a fun and safe learning-focused campus.</p>		



**IDEA Public Schools**

**IDEA San Benito STEM Academy**



# 2019 – 2020 Student Achievement Improvement Plan

## DISTRICT MISSION:

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

## DISTRICT VISION:

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

## DISTRICT CORE VALUES:

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

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

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

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

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

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

## CAMPUS MISSION:

Campus mission statement will be listed here.

## **DISTRICT GOALS 2018-19:**

### **PRIORITY #1: Students Graduate College-Ready**

- 1A. % of graduates who matriculate to a college or university: 100%
- 1B. % of graduates who are accepted to a 4 year college or university: 100%
- 1C. % of grads named AP scholars: 30%
- 1D. % Level II | % Level III on STAAR/EOC: 90% | 30%
- 1E. % of Pre-K/Kindergarteners End The Year On/Above Grade Level in Reading|Language|Math (All Campuses): 90% | 90% | 90%
- 1F. % of 1st-2nd Students End The Year On/Above Grade Level in Reading|Language|Math (Year 1 Campuses): 70% | 70% | 70%
- 1G. % of 1st-2nd Students End The Year On/Above Grade Level in Reading|Language|Math (Year 2+ Campuses): 85% | 85% | 85%
- 1H. Average ACT score (Junior class): 21
- 1I. % of students graduating college in 4 | 6 years: 25% | 55%

### **PRIORITY #2: Build a Strong & Sustainable Organization**

- 2A. Employee Retention: 85%
- 2B. Average Daily Attendance: 97.50%
- 2C. Student Persistence: 90%
- 2D. Annual Surplus (millions): \$87M

### **PRIORITY #3: Achieve Mission at Scale**

- 3A. % of students with low socio-economic status: 80%
- 3B. Enrollment in August 2019: 53,115
- 3C. Schools in operation in August 2019: 97
- 3D. Total Funds Raised (millions): \$55M

Professional Campus Staff		
Administrative Staff	Counseling Staff	Specialty Teachers
Christina Villarreal-Principal Diana Naranjo-API Jennifer Carrillo-API Hope Hollenhead-API Patty Rodriguez-PIR Emilio Dominguez-APO Rose Perez-Admin Asst.	Dora Amaya-Academic Counselor	Lourdes Jimenez-Special Education* Aaron Longoria-Special Education Oscar Cantu-Interventionist Amanda Flores-Interventionist
Kindergarten	First Grade	Second Grade
Luisa Garza* Jodi Trevino Alexandria Saldivar Desire Park	Camilia Sosa Jennessa Lopez Patricia Prado	Erica Hite Kristina Espinoza Gilda Lire-Caldwell
Third Grade	Fourth Grade	Fifth Grade
Dean Nguyen Lurae Caldwell Sabrina Mendoza	Elizabeth Doty Melanie Perez Melinda Gonzalez	Nancy del Angel Letty de los Santos Mandy Eilts
Physical Education	Pre-K	
Andrew Ybarra	Lesly Cisneros Rohonda Hernandez Corina Montalvo	

\*Bilingually Certified

Para-Professionals Campus Staff		
Co-Teachers	Facilitators	Clerical/Technical
Estella Mendez Luana Hernandez Yvonne Quintanilla Arely Sanchez Sara Moreno Laura Guerra Susana Peralez Amanda Peralez Maritza Lopez Estela Garcia Jessica Magallanes Yvette Garcia Stephanie Quintanilla Cristina Parker		Gina Garza-Busines Clerk Magdiel Martinez-Receptionist Cindy Martinez-SIS
Operations Staff	Temporary Staff	
Santos Galvan-Facilities Manager Janie Ramos-Nurse Armando Rodriguez-Custodian Zoila Luna-Cafeteria Manager Juan Gonzalez-Transportation Manager	Alejandra Monsivaiz-Student Teacher	

## Site Based Decision Making Committee

Member (Title, Represent)	Meeting Dates:	Possible Agenda Items:
<b>Christina Villarreal</b> (Principal, Administration)  <b>Diana Naranjo</b> (Assistant Principal of Instruction, Administration)  <b>Jennifer Carrillo</b> (Assistant Principal of Instruction, Administration)  <b>Hope Hollenhead</b> (Assistant Principal of Instruction, Administration)  <b>Dora Amaya</b> (Academic Counselor, Administration)  <b>Emilio Dominguez</b> (Assistant Principal of Operations, Administration)	September 12, 2019	1. Parent Involvement 2. Meet the Teacher
	October, 17, 2019	1. Fall Festival 2. Red Ribbon Week 3. Bully Prevention Month
	November 14, 2019	1. Quarter 1 PTG 2. Thanksgiving Lunch
	December 5, 2019	1. Toy Drive 2. Christmas gifts for scholars 3. Holly Jolly Festival
	January 23, 2020	1. New Year Goals/Resolutions 2. Quarter 2 PTG
	February 13, 2020	1. Valentine Treat for Scholars 2. Father/Daughter Dance
	March 11, 2020	1. Open House-Texas Public Schools Week
	May 7, 2020	1. EOY Celebrations/Bash 2. Family Picnic 3. Royal Reader Celebration 4. Awards Assemblies

## New Initiatives

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>● Implementing Being a Writer curriculum in 2<sup>nd</sup> Grade ELA Classrooms</li> <li>● Student Planners for every 1<sup>st</sup>-5<sup>th</sup> scholar to track homework and notes from parents</li> <li>● Revised STEM lesson plans from Teachers Pay Teachers</li> <li>● Adding an additional Computer on Wheels in 3<sup>rd</sup>-5<sup>th</sup> grade to incorporate RM City in classroom rotation</li> <li>● STEMscopes used with 5<sup>th</sup> grade scholars during Science Rotation</li> <li>● Implement an ADA tracker for daily attendance for each scholar</li> </ul> | <ul style="list-style-type: none"> <li>● A computer on wheels in every grade level in 3<sup>rd</sup>-5<sup>th</sup></li> <li>● Shift to 5 Kinder Homerooms and 4 Pre-K sections</li> <li>● Conduct a book study on Building Relationships with scholars</li> </ul> |
|---|--|

## Continuing Initiatives

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>● Teachers will continue to utilize Class Dojo to track daily behavior and communicate with parents regarding student areas of strength and growth</li> <li>● 90 minutes in every content area for maximum instructional time</li> <li>● 3<sup>rd</sup>-5<sup>th</sup> teachers will be tracking daily exit ticket averages and percentages passing and commended daily in order to drop data weekly to the campus lead team</li> <li>● Weekly data drops for 3<sup>rd</sup>-5<sup>th</sup> will emphasize intentional tracking of our LEP and SPED populations, which are underperforming in these grade levels</li> <li>● Consistent culture observations and immediate feedback and follow-through</li> <li>● Implementing Wit and Wisdom and Being a Writer in 3<sup>rd</sup>-5<sup>th</sup> ELA classrooms</li> <li>● Implementing Eureka Math in Kinder-5<sup>th</sup> grade classrooms</li> </ul> | <ul style="list-style-type: none"> <li>● The lead team will be utilizing TeachBoost to track teacher observations, norm on rubric ratings and communicate daily with teachers regarding areas of strength and growth</li> <li>● 3<sup>rd</sup>-5<sup>th</sup> will utilize Whole Brain Teaching and Teach like a Champion 2.0 strategies to ensure that our LEP scholars are meaningfully interacting with content and being lead to mastery.</li> <li>● Teachers will continue to use novels to teach skills in reading by utilizing open response comprehension questions and socratic seminars in class</li> </ul> |
|---|---|

## Staff Development

Date	Session Title/Topic	Session Objective(s)
September 12, 2019	Lesson Planning	TWBAT identify and apply the different parts of a lesson cycle to their planning.
September 17, 2019	Analysis of Lessons Plans	TWBAT share lesson plans with colleagues and receive on their planning.
October 24, 2019	Aggressive Monitoring-Creating a Pathway	TWBAT create a pathway to use to monitor student work
November 7, 2019	Aggressive Monitoring-Identify your Laps	TWBAT identify the 3 laps in their lesson to monitor student work
December 3, 2019	Aggressive Monitoring-Marking Student Papers	TWBAT identify a coding system to give immediate feedback to scholars.
January 6, 2020	STATE of the School	TWBAT learn about the state of the school and identify possible solutions for gaps.
February 24, 2020	Special Pops-Accommodations	TWBAT identify accommodations for students and incorporate them into class.
March 27, 2020	SMART Goals and Trackers	TWBAT revisit SMART goals and share best trackers in maintaining student mastery trackers.

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



## Annual Performance Objective

### **PRIORITY #1: Students Graduate College-Ready**

- 1A. % of graduates who matriculate to a college or university: 100%
- 1B. % of graduates who are accepted to a 4 year college or university: 100%
- 1C. % of grads named AP scholars: 30%
- 1D. % Level II | % Level III on STAAR/EOC: 90% | 30%
- 1E. % of Pre-K/Kindergarteners End The Year On/Above Grade Level in Reading|Language|Math (All Campuses): 90% | 90% | 90%
- 1F. % of 1st-2nd Students End The Year On/Above Grade Level in Reading|Language|Math (Year 1 Campuses): 70% | 70% | 70%
- 1G. % of 1st-2nd Students End The Year On/Above Grade Level in Reading|Language|Math (Year 2+ Campuses): 85% | 85% | 85%
- 1H. Average ACT score (Junior class): 21
- 1I. % of students graduating college in 4 | 6 years: 25% | 55%

### **PRIORITY #2: Build a Strong & Sustainable Organization**

- 2A. Employee Retention: 85%
- 2B. Average Daily Attendance: 97.50%
- 2C. Student Persistence: 90%
- 2D. Annual Surplus (millions): \$87M

### **PRIORITY #3: Achieve Mission at Scale**

- 3A. % of students with low socio-economic status: 80%
- 3B. Enrollment: 53,115
- 3C. Schools in operation: 97
- 3D. Total Funds Raised (millions): \$55M

## 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

## **2019-20 Student Achievement Improvement Plan**

[illegible]

## Campus Name

### Comprehensive Needs Assessment

IDEA San Benito CP 17-18 STAAR					IDEA San Benito CP 18-19 STAAR								
	App.	Meets	Masters	Achievement Average	App.	Meets	Masters	Achievement Average	District Average	State Average	Mike Hardy's Proposed #s to get an A	ACTUAL A.A. from STAAR '19 including retesters	Dif from Mike's numbers
6th Math	85	45	17	49	80	44	23	49	86/52/23 = 54	79/45/20 = 48	87/55/24= 55	49	-6
6th Reading	73	41	21	45	71	37	21	43	75/40/19 = 45	66/35/17 = 39	80/45/21= 49	43	-6
7th Math	81	50	23	51	83	47	16	49	84/54/23 = 54	73/41/16 = 43	87/54/30= 57	49	-8
7th Reading	82	56	33	57	81	47	26	51	82/54/31 = 56	74/47/28 = 50	90/61/36= 62	51	-11
7th Writing	78	52	21	50	83	51	22	52	80/50/21 = 50	69/40/17 = 42	81/53/20= 51	52	1
8th Algebra	90	56	28	58	91	70	36	66	92/70/44 = 69	84/62/39 = 62	93/65/41= 66	66	0
8th Reading	91	49	28	56	94	70	37	67	93/64/33 = 63	84/53/27 = 55	94/58/29= 61	67	6
8th Science / Bio	88	65	35	63	97	81	35	71	97/79/35 = 70	88/63/26 = 59	97/81/37= 72	71	-1
8th US History	90	70	52	71	90	56	30	59	81/50/30 = 54	67/35/20 = 41	89/58/38= 61	59	-2
9th English I	72	58	13	48	74	63	18	52	81/70/18 = 56	63/49/12 = 41	81/62/12= 52	52	0
9th Bio	99	89	45	78	98	76	30	68	97/79/35 = 70	88/63/26 = 59	97/81/37= 72	68	-4
10th English II	89	76	7	57	84	70	13	56	85/70/16 = 57	67/51/8 = 42	86/69/12= 56	56	0
11th US History	100	87	54	80	99	90	58	82	99/86/53 = 79	93/75/47 = 72	98/82/49= 76	82	6
Overall	86	61	29	59	87	62	28	59			61	59	-2
Official overall on state report (weighted correctly with class size differences and with state accountability from principal dashboard.	85	58	28	57	86	60	27	58					

Areas of Strength	Areas of Need
<p>*Full on Support during STAAR REVIEW</p> <p>*Content Lead Support</p> <p>*Saturday Schools held</p> <p>*9th Big Push 2nd Semester</p> <p>*Priscilla came in strong</p>	<p>*Inconsistent management</p> <p>*FMLA--Sub had difficult time</p> <p>*Inconsistent Engagement</p> <p>*confusion on Curriculum</p> <p>*Late Lesson Plan Support</p> <p>*RETESTER SUPPORT</p>

Campus Name

**Comprehensive Needs Assessment**

Data Sources: Math

	Assessment	Approaches	Meets	Masters	Achievement Avg
6th	March Mock	63%	34%	12%	36%
7th	March Mock	83%	37%	13%	44%
Algebra I (8)	2019 STAAR	94%	72%	37%	68%
Algebra I	2019 STAAR	91%	70%	36%	66%
Areas of Strength			Areas of Need		
Collaboration - helping each other reach goals Kagan Strategies Moving away from calculators			Being able to plan ahead of time for Teacher "pull-outs" Backward Planning Consistency of trackers Data Analysis for new teachers Consistent Observations New curriculum support from HQ team Building capacity of content leaders knowledge of target goals		

## Campus Name

### Comprehensive Needs Assessment

Data Sources: Science

	<b>8th/9th BIOLOGY</b>			
	17-18	18-19	LV Ranking	
8th Bree		97/81/35 (71) -7	5th/7	
9th Jessica	99/89/45 (78)	98/76/30 (68) -10		

Areas of Strength	Areas of Need
<ul style="list-style-type: none"> <li>*Effective Camps</li> <li>*1st year 8th grade Bio-surpassed manager and ind.goals</li> <li>*Effective Student Engagement</li> <li>*Saturday Schools</li> <li>*Bree great at implementing feedback</li> </ul>	<ul style="list-style-type: none"> <li>*Major Decline in Level III</li> <li>*8th Inconsistent classroom management</li> <li>*Late SWAMS</li> </ul>

## Campus Name

### Comprehensive Needs Assessment

Data Sources: Science

	11th US History District projection: (98 82 49=76)	8th US History  District Projection: (89 58 38=61)			
Approaches	99 (+1)	78			
Meets	90 (+8)	48			
Masters	58 (+7)	24			
Achievement Average	82 (+6)	50			
Areas of Strength			Areas of Need		
Department alignment: Kagan Structures, writing strategies, on the spot feedback Backward planning from unit/STAAR exam with calendars allowing for remediation Data analysis-unit/mock/daily based on student achievement and leading to instructional adjustments Returning teachers in STAAR areas New teachers in AP with content knowledge			Lesson Planning Clarity (K D A) Data Tracking Data Analysis AP support (understanding rubrics) Kagan training for 3 new content teachers More time for planning (protected time) Consistent LP feedback		

## Campus Name

## Comprehensive Needs Assessment

## School Culture and Climate

	Q1	Q2	Q3	Q4	Overall
6th	88.8	92.6	91	95	91.85
7th	67	85	76	81	77.25
8th	70	86	78	83	79.25
9th	75	72	77	82	76.5
10th	80	80	80	85	81.25
11th	76	76	76	80.3	77.075
12th	82.5	92	87	92.1	88.4
	77.04285714	83.37142857	80.71428571	85.48571429	81.65357143

## Areas of Strength

## Areas of Need

Did not hit our goal of an overall 90% average, landing at an 82%

Revised rubric-included leader look-fors  
Readily available and easy to calculate  
Data was shared along with leader comments  
Grade level leader investment-helped to drive teams  
Teams reacted to data; i.e. 10th grade behavior trackers  
Rubric shared with students along with data in team meetings

Consistent culture walk-throughs  
Alignment of Culture Rubric to Driving Goals  
Buy-in from ALL staff (leaders, teachers, ops, etc.)  
Joy Factor  
Houses  
FUN Pep Rallies  
SCHOOL PRIDE

## Campus Name

Areas of Strength	Areas of Need
<p>93% Teacher retention (42/45) First time we have ever met it as a campus since this data started being tracked as a district!</p> <p>Most people have a friend on campus  Work/Life balance is promoted  Teacher Incentives  Low Turnover (-3)  Promotions within campus (familiar faces)</p>	<p>Two teachers terminated - needed to set expectations much more clearly from the beginning.</p> <p>Joy Factor/Praise  Staff Socials  Building Community outside of Grade Level  Radical Candor**  Accountability from Beginning  Consistency Among Coaches</p> <p>SPED loss of one teacher - only regrettable loss. Balancing a lot and felt overwhelmed and working all the time.</p>



## Campus Name

### Comprehensive Needs Assessment

Areas of Strength	Areas of Need
<p style="text-align: center;">Growth as follows:  Eighth 97.60 LY to 98.08 TY (+48bps)  Seventh 97.81 LY to 98.28 TY (+47bps)  Ninth 97.21 LY to 97.32 TY (+11bps)</p> <p style="text-align: center;">-----</p> <p style="text-align: center;">Q4 all-in Call Center  Q4 Principal investment of instructional teams  Student and Teacher Incentives  Attendance Meetings to remedy some (not all) attendance patterns of concern</p> <p style="text-align: center;">-----</p> <p style="text-align: center;">-----  Enrollment:  1 of 2 LV schools meeting 1st Day Enrollment (\$10k incentive)</p> <p>On track to hit persistence: 90% Persistence- 25 Leavers; 96.78% (78 max loss)  Rankings: 6th overall/ 4th College Prep</p> <p>6th- 100%; 7th-97.01 (4); 8th-96.67 (4); 9th-92.04 (9); 10th-98.25 (2); 11th-96.43 (3); 12th- 96.43</p> <p>Last year: 41 Leavers at this time; 94.83%</p> <p style="text-align: center;">Parent Center Involvement (Tuesdays)  24 hours turn-around/ Persistence meetings  GLL/ Lead Team investment  Persistence Leaver tracker  Homeroom Phone calls  Summer Family Meetings</p>	<p style="text-align: center;">Decrease as follows:  Tenth 97.67 LY to 96.76 TY (-91bps)  Eleventh 97.47 LY to 96.91 TY (-56bps)  Twelve 97.44 LY to 97.05 TY (-39bps)  Sixth 97.86 LY to 97.68 TY (-18bps)  Overall 97.59 LY to 97.51 TY (-8bps)</p> <p style="text-align: center;">-----</p> <p style="text-align: center;">Escalation Matrix with more stakeholders  Escalation Matrix with comprehensive Consequences (i.e. Summer School)  Comprehensive Incentive plan from BOY to EOY  Streamlined Call Center Procedures &amp; Reporting  Health &amp; Wellness (Flu) Protocol  Process so fluid that it caused staff burnout / no engagement.</p> <p style="text-align: center;">-----</p> <p style="text-align: center;">--  Enrollment:  NTI Leavers not invested through WTI</p> <p>Not on track to hit new S persistence: 90% New Student Persistence- 6 leavers 86.67  Last Year: 11 leaver 83.08</p> <p style="text-align: center;">Withdrawals due to preempt expulsion(2)  Expulsions - drugs (5)  Houses- sense of belonging  Data tracking/ transparency  Celebrations / incentives- \$  Powerschool/ Remind</p>

## Campus Name

### Comprehensive Needs Assessment

#### 100% College Matriculation

Areas of Strength	Areas of Need
<p>Relationship building - Frequent and open communication with Students &amp; Parents, PWI's, RTTC IV Instruction, and Monthly Parent Meetings</p> <p>Quality FAC &amp; QAC - Clear planning and objectives, Tiering of Students, good backwards planning, training around FinAid options</p> <p>Data Tracking &amp; Transparency - Internal trackers, use of Naviance,</p> <p>100% of seniors accepted to college and on track to hit 100% matriculation</p> <p>ACT prep offered in 10th &amp; 11th grade</p> <p>ACT Prep teachers trained to support students through skills not content</p> <p>Campus wide visual tracking system</p> <p>Strategic advisory prep plan</p> <p>Hit 21 ACT goal!</p> <p>Hit On Track to Graduate goal with a 98.29%</p>	<p>More funding to support students in their matriculation to T1/T2 Schools</p> <p>Better educated parents, re: Tier 1 &amp; Tier 2 benefits</p> <p>More understanding among staff members, re: this goal, and how to communicate around it</p> <p>Tier 1/2 increased to 19% but not at goal of 25% matriculating</p> <p>Campus culture of ACT importance</p> <p>Strong grade level support and understanding of ACT through each content.</p> <p>Grade level incentives by campus not teacher</p> <p>Teacher Investment; possibility of teachers taking the exam</p>

# **IDEA Public Schools**

## **IDEA South Flores College Prep**



## **2019 - 2020 Student Achievement Improvement Plan**

**DISTRICT MISSION:**

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

### **DISTRICT VISION:**

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

### **DISTRICT CORE VALUES:**

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

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

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

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

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

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

### **CAMPUS MISSION:**

Similar to our district's mission, ISFCP's mission is to ensure that our College for All mission becomes a reality by sending 100% of our scholars to and through college.

## **DISTRICT GOALS 2019-2020:**

### **PRIORITY #1: Students Graduate College-Ready**

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

### **PRIORITY #2: Build a Strong & Sustainable Organization**

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

### **PRIORITY #3: Achieve Mission at Scale**

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

## Professional Campus Staff

Administrative Staff		Counseling Staff		Other Support Staff
Constantine Polites -Principal Rebecca Lopez- Principal in Residence Lucas Oliviera - Assistant Principal of Instruction Eric Cordova - Assistant Principal of Instruction Alban Benavides - Assistant Principal of Operations		Gerardo Villarreal - Academic Counselor Benita Holguin - College Counselor Najma Osman – College Counselor Amanda Wratten - Director of College Counselor		Jill Rodriguez Administrative Assistant
Sixth Grade		Seventh Grade		Eighth Grade
Veronica Natividad Jacqueline Dixon Megan Flores Jackie Plata Angelica Mancinas		Martin Gonzalez Abigail Renteria Cheyenne Love Ismael Hernandez Travis Johnson		Kendall Taylor Angie Flores Clara Garcia Chris Casella Norma Trevino
Ninth Grade		Tenth Grade		Eleventh Grade
Lisa Lozano Tamar D’Souza Debbie Villarreal Yesnely Flores Madison Regan Cynthia Martinez Eduardo Menchaca		Jonatan Ayala Luis Lopez Nahin Aldana Eynav Ovadia Katherine Johnson Johnny Garcia Abderrahmane Abidche		Diana Villarreal TeAndra Jackson Maria Medina Gomez Angie Chavez Isabel Escarptia Ernesto Cuevas
Twelfth Grade		Special Education		Specialty Teachers
Victoria Mendoza Carlene Huard Caitlin McCloskey Amanda Wallace Erin El-Tawil Jennifer Williams	Eliseo Garza	Amador Castro Rachelle Clough Sal Cardenas Brian Edmonds Diana Clarke Juan Soto	Sharon Romero Luis Garcia Claudia Aguilar Sinah Galindo	Kelsey Kieckbusch Arlene Cantu Steven Martinez

## Para-Professionals Campus Staff

### Co-Teachers

1. Leslie Samuels, RISE Co-Teacher
2. Mallorie Gonzalez – RISE Co-Teacher
3. Bridget Barrientes – RISE Co-Teacher
4. Patsy D’Souza – RISE Co-Teacher
- 5.

### Operations Staff

Erika Olivarez, SIS  
Alejandra Olivarez, SIS  
Shea Bishop, CNP Manager  
Guillermo Rodriguez, Facilities Manager  
Jena Mendiola, First Aide Clinic  
Alexandria Rosas, Operations Specialist  
Roger Bailey, Technology  
Anna Martinez, Front Office Receptionist

## Site Based Decision Making Committee

Member (Title, Represent)	Meeting Dates:	Possible Agenda Items:
Constantine Polites (Principal, Administration)  Alban Benavides (Principal of Operations, Administration)  Gerardo Villarreal (Academic Counselor, Administration)  Benita Holguin (College Counselor, Administration)  Najma Osman (College Counselor, Administration)  Mark Ruth (Principal In Residence, Administration)  Ayesha Fountain (Principal In Residence, Administration)  Rebecca Lopez (Principal In Residence, Administration)  Lucas Oliviera (Assistant Principal of Instruction, Administration)  Eric Cordova (Assistant Principal of Instruction, Administration)  Victoria Mendoza (Grade Level Chair, 12 <sup>th</sup> Grade) Diana Villarreal (Grade Level Chair, 11 <sup>th</sup> Grade) Johnny Garcia (Grade Level Chair, 10 <sup>th</sup> Grade) Madison Regan (Grade Level Chair, 9 <sup>th</sup> Grade) Kendall Taylor (Grade Level Chair, 8 <sup>th</sup> Grade)	Sept. 28, 2019	1. Family Engagement Vision 2. Priority #5: School, Family, Scholar Partnership
	Oct. 16, 2019	1. Fall festival 2. Red Ribbon Week 3. Loteria Night 4. Priority #5: School, Family, Scholar Partnership
	Nov. 20, 2019	1. Fall Festival 2. Thanksgiving Feast 3. Priority #5: School, Family, Scholar Partnership
	Dec. 18, 2019	1. Giving Tree Campaign 2. Priority #5: School, Family, Scholar Partnership
	Jan. 15, 2019	1. Progress Toward Goals Meetings 2. Priority #5: School, Family, Scholar Partnership
	Feb. 19, 2019	1. Renaissance Fair 2. Priority #5: School, Family, Scholar Partnership
	Mar. 18, 2019	1. Overnight Field Lessons 2. 2019-2020 Budget 3. Priority #5: School, Family, Scholar Partnership
	Apr. 22, 2019	1. College Signing Day 2. Millionaire Club AR 3. Priority #5: School, Family, Scholar Partnership
	May 13, 2019	1. EOY Celebrations 2. EOY Checkout Process 3. Priority #5: School, Family, Scholar Partnership
	May 20, 2019	1. 2019-20 Priorities 2. Priority #5: School, Family, Scholar Partnership



Martin Gonzalez  
(Grade Level Chair, 7<sup>th</sup> Grade)  
Jacqueline Dixon  
(Grade Level Chair, 6<sup>th</sup> Grade)

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## Campus Budget Summary

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

### *Funding Sources – Local*

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

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

### *Funding Sources - Federal*

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

***Total:       \$909,815***

**Campus Name**  
Campus Demographics\*

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

## Campus Committees

English Language Arts	Math
<p><b>Committee Chair(s):</b> Victoria Mendoza and Diana Villarreal</p> <p><b>Committee Members:</b></p> <ol style="list-style-type: none"> <li>1. Jacqueline Dixon</li> <li>2. Angelica Mancinas</li> <li>3. Abigail Renteria</li> <li>4. Angelica Flores</li> <li>5. Debbie Villarreal</li> <li>6. Jonatan Ayala</li> <li>7. Diana Gonzalez</li> </ol>	<p><b>Committee Chair(s):</b> Carlene Huard</p> <p><b>Committee Members:</b></p> <ol style="list-style-type: none"> <li>1. Veronica Natividad</li> <li>2. Martin Gonzalez</li> <li>3. Kendall Taylor</li> <li>4. Tamar Dsouza</li> <li>5. Nahin Aldana</li> <li>6. T’Andra Jackson</li> <li>7. Salvador Cardenas</li> <li>8. Amador Castro</li> </ol>
Science (As Applicable)	School Culture and Climate
<p><b>Committee Chair(s):</b> Caitlin McClosky</p> <p><b>Committee Members:</b></p> <ol style="list-style-type: none"> <li>1. Megan Flores</li> <li>2. Cheyyanne Love</li> <li>3. Yesnely Flores</li> <li>4. Katherine Johson</li> <li>5. Maria Medina Gomez</li> </ol>	<p><b>Committee Chair(s):</b> Constantine Polites</p> <p><b>Committee Members:</b></p> <ol style="list-style-type: none"> <li>1. Rebecca Lopez</li> <li>2. Lucas Oliviera</li> <li>3. Mark Ruth</li> <li>4. Amanda Wratten</li> <li>5. Eric Cordova</li> <li>6. Jill Rodriguez</li> <li>7. Alban Benavides</li> <li>8. Victoria Mendoza</li> <li>9. Gerardo Villarreal</li> <li>10. Diana Villarreal</li> </ol>
Staff Quality, Recruitment and Retention	Family and Community Involvement

**Committee Chair(s):** Constantine Polites

**Committee Members:**

1. Rebecca Lopez
2. Lucas Oliviera
3. Mark Ruth
4. Ayesha Fountain
5. Amanda Wratten
6. Eric Cordova
7. Jill Rodriguez

**Committee Chair(s):** Alban Benavides

**Committee Members:**

1. Rebecca Lopez
2. Lucas Oliviera
3. Mark Ruth
4. Ayesha Fountain
5. Amanda Wratten
6. Eric Cordova
7. Jill Rodriguez
8. Alban Benavides
9. Victoria Mendoza
10. Gerardo Villarreal
11. Diana Villarreal

## New Initiatives

- ADA for repeat offenders, Implementation of IEP's by building teacher skill, Building teacher skill as facilitator of learning through teacher development, Joy Factor in the classroom.

## Continuing Initiatives

- ADA for repeat offenders, Implementation of IEP's by building teacher skill.

## Staff Development

Date	Session Title/Topic	Session Objective(s)
8/20/2019	RtI process	TWBAT describe the RtI process and practice holding a RtI meeting.
8/27/2019	Differentiated PD	Staff will participate in a 5 week course of a specific PD topic: investing scholars and families in the BIG goal, creating and executing systems and procedures, creating effective lesson plans, and assessing scholar work during practice.
9/3/2019	RtI	TWBAT participate in an RtI meeting to identify effective interventions for high priority scholars.
9/10/2019	Differentiated PD	Staff will participate in a 5 week course of a specific PD topic: investing scholars and families in the BIG goal, creating and executing systems and procedures, creating effective lesson plans, and assessing scholar work during practice.
09/17/2019	RtI	TWBAT participate in an RtI meeting to identify effective interventions for high priority scholars.
09/24/2019	Differentiated PD	Staff will participate in a 5 week course of a specific PD topic: investing scholars and families in the BIG goal, creating and executing systems and procedures, creating effective lesson plans, and assessing scholar work during practice.
10/1/2019	RtI	TWBAT participate in an RtI meeting to identify effective interventions for high priority scholars.
10/8/2019	Differentiated PD	Staff will participate in a 5 week course of a specific PD topic: investing scholars and families in the BIG goal, creating and executing systems and procedures, creating effective lesson plans, and assessing scholar work during practice.
10/15/2019	RtI	TWBAT participate in an RtI meeting to identify effective interventions for high priority scholars.
10/21/2019	Differentiated PD	Staff will participate in a 5 week course of a specific PD topic: investing scholars and families in the BIG goal, creating and executing systems and procedures, creating effective lesson plans, and assessing scholar work during practice.
10/28/2019	RtI	TWBAT participate in an RtI meeting to identify effective interventions for high priority scholars.
11/5/2019	Differentiated PD	Staff will participate in a 5 week course of a specific PD topic: investing scholars and families in the BIG goal, creating and executing systems and procedures, creating effective lesson plans, and assessing scholar work during practice.
11/12/2019	RtI	TWBAT participate in an RtI meeting to identify effective interventions for high priority scholars.
11/19/2019	Differentiated PD	Differentiated PD
12/3/2019	RtI	TWBAT participate in an RtI meeting to identify effective interventions for high priority scholars.

12/10/2019	Differentiated PD	Staff will participate in a 5 week course of a specific PD topic: investing scholars and families in the BIG goal, designing and executing effective reteach, creating effective lesson plans, and assessing scholar work during practice.
12/17/2019	RtI	TWBAT participate in an RtI meeting to identify effective interventions for high priority scholars.
1/14/2019	Differentiated PD	Staff will participate in a 5 week course of a specific PD topic: investing scholars and families in the BIG goal, designing and executing effective reteach, creating effective lesson plans, and assessing scholar work during practice.
01/21/2019	RtI	TWBAT participate in an RtI meeting to identify effective interventions for high priority scholars.
01/28/2019	Differentiated PD	Staff will participate in a 5 week course of a specific PD topic: investing scholars and families in the BIG goal, designing and executing effective reteach, creating effective lesson plans, and assessing scholar work during practice.
2/4/2019	RtI	TWBAT participate in an RtI meeting to identify effective interventions for high priority scholars.
2/11/2019	Differentiated PD	Staff will participate in a 5 week course of a specific PD topic: investing scholars and families in the BIG goal, designing and executing effective reteach, creating effective lesson plans, and assessing scholar work during practice.
2/18/2019	RtI	TWBAT participate in an RtI meeting to identify effective interventions for high priority scholars.
2/25/2019	Differentiated PD	Staff will participate in a 5 week course of a specific PD topic: investing scholars and families in the BIG goal, designing and executing effective reteach, creating effective lesson plans, and assessing scholar work during practice.
3/3//2019	RtI	TWBAT participate in an RtI meeting to identify effective interventions for high priority scholars.
3/17/2019	Differentiated PD	Staff will participate in a 5 week course of a specific PD topic: investing scholars and families in the BIG goal, designing and executing effective reteach, creating effective lesson plans, and assessing scholar work during practice.

# **IDEA Public Schools**

IDEA Toros College Preparatory



**2019 – 2020 Student Achievement Improvement Plan**



## **DISTRICT MISSION:**

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

## **DISTRICT VISION:**

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

## **DISTRICT CORE VALUES:**

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

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

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

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

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

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

## **CAMPUS MISSION:**

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

## **DISTRICT GOALS 2019-20:**

### **PRIORITY #1: Students Graduate College-Ready**

- 1A. 100% Graduates Matriculate to a College or University
- 1B. 25% Graduates Matriculate to a Tier I/II College or University
- 1C. 100% Graduates Accepted to a College or University
- 1D. 30% | 25% of Graduates Named AP Scholars | Earn IB Diploma
- 1E. 90% | 30% Approaches | Masters on STAAR/EOC
- 1F. 70% | 70% | 70% of Pre-K/Kindergarteners End the Year On/Above Grade Level in Reading | Language | Math (all campuses)
- 1G. 85% | 85% | 85% of 1st-2nd Grade Students End Year On/Above Grade Level in Reading | Language | Math (Year 1 Campuses)
- 1H. 90% | 90% | 90% of 1st-2nd Grade Students End Year On/Above Grade Level in Reading | Language | Math (Year 2+ Campuses)
- 1I. 50% | 50% of Students in CSI Achieve 2 Years Growth in Reading | Math (measured by Ren STAR)
- 1J. 21 Average ACT Score (Class of 2018, September 2017)
- 1K. 25% | 55% 4 | 6 Year College Graduation

### **PRIORITY #2: Build a Strong & Sustainable Organization**

- 2A. 85% Teacher Retention
- 2B. 97.5% ADA
- 2C. 90% Student Persistence
- 2D. \$71MM EBIDA

### **PRIORITY #3: Achieve Mission at Scale**

- 3A. 80% of Students with Low Socioeconomic Status
- 3B. 45,470 Student enrollment by 2018-19
- 3C. 79 schools in operation in 2018-19
- 3D. \$28MM Total Funds Raised

## Professional Campus Staff

Professional Campus Staff		
Administrative Staff	Counseling Staff	
Viviane Castillo-Manzano, Principal Diego Reyna, Assistant Principal of Operations Cory Flanagan, Assistant Principal of Instruction	Rolando Gonzalez, College Counselor	
Science Teacher	English Teacher	Social Studies
Nora Cuevas	Sandra Cepeda* Victoria Quintanilla	Juan Aguinaga
Math Teacher		
Michael Gomez Miguel Quintero		

\*Bilingually Certified

Para-Professionals Campus Staff		
Co-Teachers	Facilitators	Clerical/Technical
Operations Staff	Temporary Staff	
Teresa Lopez, Business Clerk Shirley Salinas, Registrar Janelle Salinas, Testing Coordinator		

## Site Based Decision Making Committee

Member (Title, Represent)	Meeting Dates:	Possible Agenda Items:
Viviane Castillo-Manzano, Principal Diego Reyna, Assistant Principal of Operations Cory Flanagan, Assistant Principal of Instructions Rolando Gonzalez, College Counselor Nora Cuevas, Teacher	September 17, 2019	1. Student Performance
	November 19, 2019	1. Student Culture
	February 12, 2020	1. Family Outreach
	April 13, 2020	1. College Matriculation
		1. End of Year Events
		1. Summer Teacher Professional Development
		1.
		1.

**IDEA Toros College Prep**  
Campus Demographics\*

<b>Student Populations</b>	<b>Number of Students</b>	<b>Percentage of Students</b>
Enrollment	194	100%
At Risk	54	27%
SPED	0	0%
F.A.R.M.	189	97%
ELL	51	26%
Male	162	84%
Female	32	16%
Amer. Indian	0	0%
Asian	0	0%
Black	0	0%
White/White not Hispanic	72/11	34%/5.6%
Hispanic	111	57%

*\*As of April 2016*

## Campus Committees

English Language Arts	Math
<p><b>Committee Chair(s):</b> Sandra Cepeda</p> <p><b>Committee Members:</b></p> <ol style="list-style-type: none"> <li>1. Viviane Castillo-Manzano</li> <li>2. Victoria Quintanilla</li> </ol>	<p><b>Committee Chair(s):</b> Michael Gomez</p> <p><b>Committee Members:</b></p> <ol style="list-style-type: none"> <li>1. Viviane Castillo-Manzano</li> <li>2. Miguel Quintero</li> </ol>
Science (As Applicable)	School Culture and Climate
<p><b>Committee Chair(s):</b> Nora Cuevas</p> <p><b>Committee Members:</b></p> <ol style="list-style-type: none"> <li>1. Viviane Castillo-Manzano</li> <li>2. Miguel Quintero</li> </ol>	<p><b>Committee Chair(s):</b> Viviane Castillo-Manzano</p> <p><b>Committee Members:</b></p> <ol style="list-style-type: none"> <li>1. Rolando Gonzalez</li> <li>2. Diego Reyna</li> <li>3. Nora Cuevas</li> </ol>
Staff Quality, Recruitment and Retention	Family and Community Involvement
<p><b>Committee Chair(s):</b> Viviane Castillo-Manzano</p> <p><b>Committee Members:</b></p> <ol style="list-style-type: none"> <li>1. Diego Reyna</li> <li>2. Cory Flanagan</li> </ol>	<p><b>Committee Chair(s):</b> Rolando Gonzalez</p> <p><b>Committee Members:</b></p> <ol style="list-style-type: none"> <li>1. Diego Reyna</li> <li>2. Shirley Salinas</li> </ol>

### **New Initiatives**

- Summer Teacher Professional Development
- Leadership Summer Development
- Family Summer Engagement
- ACT Intense Tutoring
- Writing Camps

- Family Culture Meetings
- Math Summer Camp
- College Summer Away Experiences

### **Continuing Initiatives**

- **Data Driven Instruction**
- **Project Based Learning**
- **Mentor Classes**

- Road to and Through College Course
- Sports Marketing Elective
- ACT Prep Elective
- Writing Intervention
- Math Intervention



Staff Development		
Date	Session Title/Topic	Session Objective(s)
8/13/19	Data Driven Instruction	Teachers will be able to analyze and identify student work gaps through data
9/3/19	Student Culture	Teachers will know the BOY student culture expectations and objectives
10/8/19	Non Verbal Behavior Re-Direction	Teachers will be able to implement non verbal behavior re-direction effectively in their classrooms
11/12/19	Progress Towards Goals and OCS	Teachers will be able to analyze and create next steps based off of current student independent assessment data.
12/10/19	Effective reading and writing strategies	By the end of the session teachers will be able to implement effective writing and reading strategies in their classrooms.
02/04/20	Summit Basecamp Regional Training	Teachers will be able to implement high level rigor strategies in their personalized learning projects.
03/10/20	Staff Step Back	Staff will be able to analyze and reflect on current end of the year culture and academic data. Staff will write action plans to fill in gaps.
04/14/20	Kagan Learning Training	Staff will be able to implement \ Kagan strategies effectively in their classrooms.
05/12/18	Together Teacher	Staff will learning key planning skill in order to be a more organized leader through-out the school year.

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

# **IDEA Public Schools**

## **IDEA Tres Lagos College Preparatory**



## **2019-20 Student Achievement Improvement Plan**

## **DISTRICT MISSION:**

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

## **DISTRICT VISION:**

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

## **DISTRICT CORE VALUES:**

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

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

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

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

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

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

## **CAMPUS MISSION:**

IDEA Tres Lagos College Preparatory seeks to prepare, matriculate, and graduate all students from top-tier colleges and universities, preparing them for impactful citizenship in their communities.

## **DISTRICT GOALS 2018-19:**

### **PRIORITY #1: Students Graduate College-Ready**

- 1A. 100% Graduates Matriculate to a College or University
- 1B. 25% Graduates Matriculate to a Tier I/II College or University
- 1C. 100% Graduates Accepted to a College or University
- 1D. 30% | 25% of Graduates Named AP Scholars | Earn IB Diploma
- 1E. 90% | 30% Approaches | Masters on STAAR/EOC
- 1F. 70% | 70% | 70% of Pre-K/Kindergarteners End the Year On/Above Grade Level in Reading | Language | Math (all campuses)
- 1G. 85% | 85% | 85% of 1st-2nd Grade Students End Year On/Above Grade Level in Reading | Language | Math (Year 1 Campuses)
- 1H. 90% | 90% | 90% of 1st-2nd Grade Students End Year On/Above Grade Level in Reading | Language | Math (Year 2+ Campuses)
- 1I. 50% | 50% of Students in CSI Achieve 2 Years Growth in Reading | Math (measured by Ren STAR)
- 1J. 21 Average ACT Score (Class of 2018, September 2017)
- 1K. 25% | 55% 4 | 6 Year College Graduation

### **PRIORITY #2: Build a Strong & Sustainable Organization**

- 2A. 85% Teacher Retention
- 2B. 97.5% ADA
- 2C. 90% Student Persistence
- 2D. \$71MM EBIDA

### **PRIORITY #3: Achieve Mission at Scale**

- 3A. 80% of Students with Low Socioeconomic Status
- 3B. 45,470 Student enrollment by 2018-19
- 3C. 79 schools in operation in 2018-19
- 3D. \$28MM Total Funds Raised

Professional Campus Staff		
Administrative Staff	Counseling Staff	Specialty Teachers
Megan Arenas-Goossen, Principal Denisse Vargas, Assistant Principal of Operations Leslie Ortiz, Assistant Principal of Instruction	Jennifer Haro Academic Counselor	Ashly Alonzo, Interventionist Joel Williams, PE
6 <sup>th</sup> Grade	7 <sup>th</sup> Grade	
Maricela Hernandez, ELA Sonia Barragan, Math Perla Reyes, Science Stephanie Chico, Special Education* Angelica Lopez, Special Education Gina Valle, Special Education Juan Leon, Coding & Writing	Damaris Cantu, ELA George Whatley, Math Lenis Gonzalez, Humanities Yvette Mercado, Special Education	

\*Bilingually Certified

Para-Professionals Campus Staff		
Co-Teachers	Facilitators	Clerical/Technical
	Monica Uresti, Accelerated Reader Even Gonzalez, Hotspot	Sandy Ramirez, Administrative Assistant Deseray Valdez, Business Clerk Olga Gomez, SIS Cynthia Cortina, Registrar Nydia Sanchez, Receptionist Kassandra Gonzalez, Health Aide Pete Doria, Tech
Operations Staff	Temporary Staff	
Irma Lugo, Cafeteria Manager Rudy Reyes, Facility Manager Ray Garza, Transportation Manager	Samuel Cavazos, Athletics Coach Ashley Lopez, Athletics Coach	

## Site Based Decision Making Committee

Member (Title, Represent)	Meeting Dates:	Possible Agenda Items:
Megan Arenas-Goossen (Principal, Administration)	Sept. 20, 2018	<ol style="list-style-type: none"> <li>1. Beginning of Year Family Survey</li> <li>2. Student Culture</li> <li>3. Student Support and Intervention</li> </ol>
Jennifer Haro (Academic Counselor, Administration)	Oct. 4, 2018	<ol style="list-style-type: none"> <li>1. Road to and through College Workshops</li> <li>2. Accolades Assembly</li> <li>3. Guideposts for Excellent Teaching</li> </ol>
Stephanie Chico (Teacher, 6 <sup>th</sup> grade)	Nov. 1, 2018	<ol style="list-style-type: none"> <li>1. Thanksgiving Team &amp; Family Dinner</li> <li>2. Data Review</li> <li>3. Budget Review</li> </ol>
Angelica Lopez (Teacher, 6 <sup>th</sup> grade)	Dec. 5, 2018	<ol style="list-style-type: none"> <li>1. Athletics</li> <li>2. Progress Towards Goals</li> <li>3. Staff Survey</li> </ol>
George Whatley (Teacher, 7 <sup>th</sup> grade)	Jan. 10, 2019	<ol style="list-style-type: none"> <li>1. Data Review</li> <li>2. Winter Week</li> <li>3. Budget Review</li> </ol>
Mrs. Briones, parent of Jaccob & Oswaldo Brionnes (Parent Representative)	Feb. 21, 2019	<ol style="list-style-type: none"> <li>1. Field Lessons</li> <li>2. Staff Survey</li> <li>3. Safety Evaluation</li> </ol>
	Mar. 21, 2019	<ol style="list-style-type: none"> <li>1. Student Goal Setting</li> <li>2. Teacher Recognition</li> <li>3. Accelerated Reader</li> </ol>
	Apr. 5, 2019	<ol style="list-style-type: none"> <li>1. Career Day</li> <li>2. Data Review</li> <li>3. Summer School</li> </ol>

**IDEA Tres Lagos College Preparatory**  
Campus Demographics

<b>Student Populations</b>	<b>Number of Students</b>	<b>Percentage of Students</b>
Enrollment	230	100%
At Risk	122	53.04%
SPED	19	8.26
F.A.R.M.	187	81.30%
ELL	115	50.87%
Male	115	50%
Female	115	50%
Amer. Indian	1	.43%
Asian	5	2.17%
Black	3	1.3%
White	16	6.96%
Hispanic	205	89.13%



## Campus Committees

English Language Arts	Math
<b>Committee Chair(s):</b> Damaris Cantu <b>Committee Members:</b> 1. Maricela Hernandez	<b>Committee Chair(s):</b> Sonia Barragan <b>Committee Members:</b> 1. Even Gonzalez
	School Culture and Climate
	<b>Committee Chair(s):</b> Ashly Alonzo <b>Committee Members:</b> 1. Joel Williams 2. Stephanie Chico
Staff Quality, Recruitment and Retention	Family and Community Involvement
<b>Committee Chair(s):</b> Leslie Ortiz <b>Committee Members:</b> 1. Lenis Gonzalez 2. George Whatley	<b>Committee Chair(s):</b> Angelica Lopez <b>Committee Members:</b> 1. Gina Valle 2. Perla Reyes

## New Initiatives

- Remind App for parent communication
- RenStar tracking
- AR tutoring
- Writing Camp prior to STAAR
- Unit binder in Humanities
- Class Dojo in RISE Unit
- CSI student tutoring
- Tracking folders for goals

- Measuring Up books prior to STAAR
- Merit trackers
- Summer AP trainings for staff

## Continuing Initiatives

- Reasoning Mind Math Curriculum
- DI program for decoding and comprehension
- Positive incentive recognition system for strong attendance
- Road to and through College workshops
- Implementation of Teachboost for teacher feedback

- Frequent utilization of STAAR meets/exceeds goals to set goals and measure progress with students
- DISE program for new to English speakers
- ST Math program utilization
- Implementation of Dean's List to manage family communication, referrals, and completion of homework

Staff Development		
Date	Session Title/Topic	Session Objective(s)
8/6/18	Goal Setting	TWBAT identify how to set big goals with students and track them.
8/7/18	Student Culture Planning	TWBAT identify mindsets and strategies for supporting students with behavioral and academic challenges to meet ambitious goals.
8/8/18	Parent Communication	TWBAT build relationships with parents and establish teacher/parent communication as a foundation to student learning.
10/9/18	Backwards Planning	TWBAT identify upcoming unit topics, goals, and misconceptions and lesson plan to meet these needs.
11/5/18	Merit Trackers and Techniques	TWBAT practice implementing merit trackers to encourage positive student behavior outcomes.
1/4/19	Aggressive Monitoring Technique	TWBAT plan out ways to ensure 100% of students are on-task and engaging in rigorous content.
3/4/19	Mastery Strategies	TWBAT review assessment data and make plans to close gaps on key standards.
3/25/19	Special Populations Interventions	TWBAT collaborate across contents to determine student progress and areas of growth.
4/15/19	Goal Attainment Strategies	TWBAT identify how students can show mastery at the end of every lesson and how to track this.
4/22/19	Assessment Preparation	TWBAT identify strategies for strong assessment preparation for all students.

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

**IDEA Public Schools**

**IDEA Walzem Academy**



# 2019 – 2020 Student Achievement Improvement Plan

## DISTRICT MISSION:

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

## DISTRICT VISION:

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

## DISTRICT CORE VALUES:

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

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

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

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

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

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

## CAMPUS MISSION:

Campus mission statement will be listed here.

## **DISTRICT GOALS 2018-19:**

### **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 grads named AP scholars | Earn IB diploma: 30% | 25%
- 1E. % Approaches | Meets | % Masters on STAAR/EOC: 90% | 60% | 30%
- 1F. % Basic | Mastery | Advanced on LEAP: 82% | 44% | 11%
- 1G. % of Pre-K/Kindergarteners End The Year On/Above Grade Level in Reading | Language | Math (All Campuses): 90% | 90% | 90%
- 1H. % of 1st-2nd Students End The Year On/Above Grade Level in Reading | Language | (Year 1 Campuses): 70% | 70%
- 1I. % of 1st-2nd Students End The Year On/Above Grade Level in Reading | Language | Math (Year 2+ Campuses): 85% | 85%
- 1J. % of students in CSI achieve 2 years growth in Reading | Math (measured by Ren STAR) 50% | 60%
- 1K. Average ACT score (Class of 2019, September 2018): 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. %Average Daily Attendance | # Average Daily Attendance: 97.50% | 38,141
- 2C. Student Persistence: 90%
- 2D. Operating Income: \$87M

### **PRIORITY #3: Achieve Mission at Scale**

- 3A. % of students with low socio-economic status: 80%
- 3B. Enrollment in August 2019: 53,115
- 3C. Schools in operation in August 2019: 97
- 3D. Total Funds Raised (millions): \$55M

## Professional Campus Staff

Professional Campus Staff		
Administrative Staff	Counseling Staff	Specialty Teachers
<ul style="list-style-type: none"> <li>• Andrea Fernandez-Principal</li> <li>• Hope Medina-Assistant Principal of Operations</li> <li>• Crystal Arreola- Assistant Principal of Instruction</li> <li>• Pandora Agnew- Assistant Principal of Instruction</li> <li>• Cristen Martens – Principal in Residence</li> <li>• Rosie Garcia Ruiz- Administrative Assistant</li> </ul>	<ul style="list-style-type: none"> <li>• Leonetta Green - Academic Counselor</li> </ul>	<ul style="list-style-type: none"> <li>• Zanani Jefferson-SpEd Teacher</li> <li>• Mallery King-SpEd Teacher</li> </ul>
Kindergarten	First Grade	Second Grade
<ul style="list-style-type: none"> <li>• Bianca Soria</li> <li>• Tenisha Smith</li> <li>• Noemi Vasquez</li> <li>• Jennifer Hendon</li> </ul>	<ul style="list-style-type: none"> <li>• Danielle Thompson</li> <li>• Rose Molina</li> <li>• Ambar Fowler</li> </ul>	<ul style="list-style-type: none"> <li>• Imad Houmeid</li> <li>• Stephanie Bazaldua</li> <li>• Cindy Gonzalez</li> </ul>
Third Grade	Fourth Grade	Fifth Grade
<ul style="list-style-type: none"> <li>• Jacoby Johnson</li> <li>• Roxann Hernandez</li> <li>• Rebecca Saavedra</li> <li>• Sadyier Bell</li> </ul>	<ul style="list-style-type: none"> <li>• Lisa Reyna</li> <li>• Lisa Presley</li> <li>• Kimberly Thomas</li> <li>• Megan Valles</li> </ul>	<ul style="list-style-type: none"> <li>• Victoria Macias</li> <li>• Joseph Phair</li> <li>• Sharon Jarmon</li> </ul>
Physical Education		
<ul style="list-style-type: none"> <li>• Alfred Clay</li> <li>• Marycruz Solis</li> </ul>		

\*Bilingually Certified

## Para-Professionals Campus Staff

Co-Teachers	Facilitators	Clerical/Technical
<ul style="list-style-type: none"><li>• Shakyra Williams</li><li>• Marivel Galvan</li><li>• Jennifer Rodriguez</li><li>• Megan Xandre</li><li>• Veronica Narvaez</li><li>• Arantxa Alomar</li></ul>	<ul style="list-style-type: none"><li>• Jonathan Longoria-Blended Spaces</li><li>• Tanya Densman – Blended Spaces</li><li>• Richard – Blended Spaces</li></ul>	<ul style="list-style-type: none"><li>• Receptionist</li><li>• Bonnibelle Trejo- Business Clerk</li></ul>
Operations Staff	Ops Support Staff	
<ul style="list-style-type: none"><li>• SIS Clerk</li><li>• Chasity Green- Health Aide</li><li>• James Lopez- Cafeteria Manager</li><li>• Cafeteria Assistant Manager</li><li>• Ray Moreno- Facilities Manager</li></ul>		



## Site Based Decision Making Committee

Member (Title, Represent)	Meeting Dates:	Possible Agenda Items:
Andrea Fernandez, Principal Hope Medina, Assistant Principal of Operations Crystal Arreola, Assistant Principal of Instruction Pandora Agnew, Assistant Principal of Instruction Cristen Martens, Principal in Residence Leonetta Green, Academic Counselor	August 2, 2019	1. Grade Level Leadership Roles & Responsibilities 2. 2019-2020 Driving Goals 3. Strategies for Persistence & Attendance 4. Grade Level Lead Check Ins & Tactical 5. Culture Camp
	August 29, 2019	1. BOY Family event 2. Parent Survey 3. Curriculum Night
	September 26, 2019	1. Q1 Report Card 2. Fall Festival 3. Culture Rubric-Priority Area 4. Instructional Priority Area (CSI)
	October 24, 2019	1. Family Thanksgiving Gathering 2. Culture Rubric 3. CSI
	November 14, 2019	1. Winter Holiday Party/Talent Show 2. Culture Rubric- Priority Area 3. Instructional Priority Area 4. Student Persistence
	December 12, 2019	1. Q2 Report Card Night 2. Culture Rubric-Priority Area 3. Instructional Priority Area 4. Student Persistence
	January 23, 2019	1. Curriculum Night 2. 2020-2021 Budget 3. Culture Rubric-Priority Area 4. CSI students/RENSTAR results
	February 20, 2019	1. Budget Priorities 2020-2021 2. STAAR testing 3. Culture Rubric-Priority Area 4. STAAR Olympics
	March 12th	1. Spring events 2. Q3 Report Card Night 3. Culture Rubric –Priority Area
	April 16th	1. EOY Award Ceremonies

		<ul style="list-style-type: none"><li>2. Summer persistence</li><li>3. Ptries with Parents</li><li>4. Culture Rubric-Priority Area</li></ul>
	May 14th	<ul style="list-style-type: none"><li>1. End-of-year Celebration</li><li>2. Field Day</li><li>3. Summer Student Persistence Plan</li><li>4. Summer Barbecue</li></ul>

**IDEA Walzem Academy**  
Campus Demographics\*

<b>Student Populations</b>	<b>Number of Students</b>	<b>Percentage of Students</b>
Enrollment	672	100%
At Risk		
SPED	43	6%
F.A.R.M.	504	75%
ELL	90	13%
Male	342	51%
Female	330	49%
Amer. Indian	1	<1%
Asian	7	1%
Black	155	23%
White	47	7%
Hispanic	441	66%

*\*As of April 2019*

## Campus Committees

Campus Committees	
English Language Arts	Math
<b>Committee Chair(s): Cristen Martens</b> <b>Committee Members:</b> <ul style="list-style-type: none"> <li>• Lisa Reyna</li> <li>• Lisa Presley</li> <li>• Julia Saavedra</li> <li>• Victoria Macias</li> <li>• Stephanie Bazaldua</li> <li>• Danielle Thompson</li> <li>• Condly Gonzalez</li> </ul>	<b>Committee Chair(s): Pandora Agnew</b> <b>Committee Members:</b> <ol style="list-style-type: none"> <li>1. Ambar Fowler</li> <li>2. Imad Houmeid</li> <li>3. Jacoby Johnson</li> <li>4. Kim Thomas</li> <li>5. Joseph Phair</li> <li>6. Tenisha Smith</li> </ol>
Science (As Applicable)	School Culture and Climate
<b>Committee Chair(s): Sharon Jarmon</b> <b>Committee Members:</b> <ol style="list-style-type: none"> <li>1. Bianca Soria</li> <li>2. Rose Molina</li> <li>3. Cindy Gonzalez</li> </ol>	<b>Committee Chair(s): Pandora Agnew</b> <b>Committee Members:</b> <ol style="list-style-type: none"> <li>1. Jennifer Hendon</li> <li>2. Danielle Thompson</li> <li>3. Lisa Reyna</li> <li>4. Sharon Jarmon</li> <li>5. Mallory King</li> </ol>
Staff Quality, Recruitment and Retention	Family and Community Involvement

**Committee Chair(s): Crystal Arreola**

**Committee Members:**

- Mallory King
- Victoria Macias
- Rebecca Saavedra
- Noemi Vasquez
- Rose Molina

**Committee Chair(s): Leonetta Green**

**Committee Members:**

1. Zanani Jefferson
2. Jennifer Rodriguez
3. Arantxa Alomar

### New Initiatives

- Curriculum improvements – looking at student work
- Lesson rehearsals and lesson planning clinics
- Istation
- Possible music/art program provided by 21<sup>st</sup> century for K-2

- Behavior Management plan improvements
- Village meetings for high priority student behaviors
- Sacred interventions/small group for special pops

### Continuing Initiatives

- Blended Spaces
- Study Island
- Zearn
- Critical Student Intervention/Decoding intervention
- Supplemental

- Ruler Method
- Wolf Bucks and Paychecks
- Class Dojo competitions
- Weekly Friday Celebrations
- Attendance incentives/calendar
- Family festivals
- Literacy Nights

October 1	Behavior Management Pause Point	Teachers will reflect on Behavior Management best practice and Culture Rubric ratings and action plan for next steps
October 8	Lesson Internalization/Practice	Teachers will practice lessons and provide each other with feedback
October 15	PTG Quarter 1, RTI	Teachers will norm on intervention effectiveness
Week of October 14 <sup>th</sup>	90/60/30 Meetings	Reflect on student data and deep dive; regroup students as needed; focus on CSI scholars
October 29	Student Culture	Celebrating student accomplishments and growth Staff Celebration – Core Values and Appreciation
November 12	Behavior Management Pause Point	Teachers will reflect on Behavior Management best practices and Culture Rubric ratings and action plan for next steps
Week of November 11 <sup>th</sup>	90/60/30 Meetings	Reflect on student data and deep dive; regroup students as needed; focus on CSI scholars
December 3	Winter Events	Teachers will collaborate to plan Family Engagement and persistence events for the winter
December 17	PTG Quarter 2, RTI	Quarter 2 PTG – Assessment Data analysis
Every other Tuesday beginning January 7 <sup>th</sup>	Vertical Teams	Teachers will engage in lesson internalization protocols and looking at student work protocols on a rotating basis
February 16 <sup>th</sup>	STAAR, TELPAS	Teachers will norm on TELPAS ratings
March 3	STAAR	Teachers will engage in mandatory STAAR prep professional development; testing security, etc.

Teachers will attend the staff development listed which will address high priority areas, improve student learning, and enhance teachers' knowledge base; B-weekly staff meetings will address student data-driven needs and will focus on CSI scholars and targeting specific student needs for the second half of the year.

# IDEA Public Schools

## IDEA Walzem College Prep



**2019 - 2020 Student Achievement Improvement Plan**

## **DISTRICT MISSION:**

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

## **DISTRICT VISION:**

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

## **DISTRICT CORE VALUES:**

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

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

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

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

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

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

## **CAMPUS VISION:**

IDEA Walzem is a safe, joyous learning community that empowers diverse scholars to become impactful leaders in college and life.

## **CAMPUS MISSION:**

IDEA Walzem's mission is to lead with empathy as we relentlessly pursue ambitious goals and build relationships by cultivating diversity. IDEA Walzem will create a proud culture of joy and high expectations while implementing a vigorous, college prep curriculum to become the San Antonio region's largest producer of college graduates.



## Site Based Decision Making Committee

Member (Title, Represent)	Meeting Dates:	Possible Agenda Items:
<p>Andrea Lopez Fernandez (Executive Principal)</p> <p>Alicia Ramirez (Principal In Residence)</p> <p>Mallory Duncan (Assistant Principal of Instruction)</p> <p>Francisco Garcia (Assistant Principal of Instruction)</p> <p>Lauren Ayala (Director of College Counseling)</p> <p>Cameron Ervin-Dillard (College Counselor)</p> <p>(Academic Counselor, Administration)</p> <p>Joelisse Galarza (Social Worker)</p> <p>Hope Medina (Assistant Principal of Operations, Administration)</p> <p>(Parent Representative TBD)</p> <p>(Community Representative TBD)</p>	September 9, 2019	<ol style="list-style-type: none"> <li>1. Parent Involvement Committee</li> <li>2. Culture</li> <li>3. TSTEM Initiatives</li> <li>4. Field Lesson Planning &amp; Fundraising</li> <li>5. Sept. 16 event planning</li> </ol>
	October 7, 2019	<ol style="list-style-type: none"> <li>1. Fall Festival</li> <li>2. Red Ribbon Week</li> <li>3. TSTEM Initiatives</li> <li>4. Field Lesson Planning &amp; Fundraising</li> </ol>
	November 4, 2019	<ol style="list-style-type: none"> <li>1. Holiday Food Drive</li> <li>2. Data Review</li> <li>3. TSTEM Initiatives</li> <li>4. Field Lesson Planning &amp; Fundraising</li> </ol>
	January 13, 2020	<ol style="list-style-type: none"> <li>1. Toy &amp; Coat Drive</li> <li>2. Holiday Decoration &amp; Celebration for students &amp; staff</li> <li>3. TSTEM Initiatives</li> <li>4. Data review</li> <li>5. Field Lesson Planning &amp; Fundraising</li> </ol>
	February 10, 2020	<ol style="list-style-type: none"> <li>1. Career Fair</li> <li>2. Data review</li> <li>3. TSTEM Initiatives</li> <li>4. Field Lessons</li> </ol>
	March 9, 2020	<ol style="list-style-type: none"> <li>1. Spring Break Safety Awareness</li> <li>2. Data review</li> <li>3. TSTEM Initiatives and Designation application</li> <li>4. Campus Culture</li> <li>5. Field Lessons</li> </ol>
	April 6, 2020	<ol style="list-style-type: none"> <li>1. College Commitment</li> <li>2. Budget review</li> <li>3. Data review</li> <li>4. TSTEM Initiatives and Designation application</li> <li>5. Testing</li> <li>6. Teacher Appreciation Prep</li> </ol>
	May 4, 2020	<ol style="list-style-type: none"> <li>1. EOY celebrations (Awards, TOY, etc)</li> <li>2. Family picnic</li> <li>3. Awards Planning/Millionaire Celebrations</li> <li>4. EOY Planning</li> <li>5. BOY Planning</li> <li>6. Summer School</li> <li>7. Comprehensive Needs Assessment</li> </ol>

# Campus Committees

English Language Arts	Math
<b>Committee Chair(s):</b> Mallory Duncan <b>Committee Members:</b> <ol style="list-style-type: none"> <li>1. Elena Rodriguez</li> <li>2. Danielle Kyril</li> <li>3. Megan Gonzales</li> <li>4. Kristina Gonzales</li> <li>5. Latoya Lofton</li> <li>6. Jacob Montag</li> <li>7. Geoffrey Hernandez</li> <li>8. Michelle Gonzalez</li> </ol>	<b>Committee Chair(s):</b> Melissa Todd <b>Committee Members:</b> <ol style="list-style-type: none"> <li>1. Fred Gibson</li> <li>2. John Rivera</li> <li>3. Jeanette Veliz</li> <li>4. Diana Carpio</li> <li>5. Sarah Francis</li> <li>6. Brett Kirby</li> <li>7. Kayla Ramirez</li> <li>8. Ibbys Benavides</li> <li>9.</li> </ol>
Science	Social Studies
<b>Committee Chair(s):</b> Credo Djedje <b>Committee Members:</b> <ol style="list-style-type: none"> <li>1. Amber Curry</li> <li>2. Miguel Carpio</li> <li>3. Credo Djedje</li> <li>4. Jorge Gomez</li> <li>5. Jasmine Hickman</li> <li>6. Ingrid Cepeda</li> </ol>	<b>Committee Chair(s):</b> Francisco Garcia <b>Committee Members:</b> <ol style="list-style-type: none"> <li>1. Jon Eric Villescas</li> <li>2. Vanessa Hogue</li> <li>3. Melissa Vasquez</li> <li>4. Megan Doss</li> <li>5. Michelle Garcia</li> <li>6. Ruben Mancha</li> <li>7. Dorcas Coriano</li> </ol>
School Culture and Climate	Family and Community Involvement
<b>Committee Chair(s):</b> Alicia Ramirez <b>Committee Members:</b> <ol style="list-style-type: none"> <li>1. Tangela Murphy</li> <li>2. Marcella Lozano</li> <li>3. April Allen</li> <li>4. Kristina Patino</li> <li>5. Isamar Cisneros</li> </ol>	<b>Committee Chair(s):</b> Academic Counselor <b>Committee Members:</b> <ol style="list-style-type: none"> <li>1. Bria Bennett</li> <li>2. Jeffery Vela</li> <li>3. Genevieve Martinez</li> <li>4. Joelisse Galarza</li> <li>5. Hope Medina</li> </ol>
Staff Quality, Recruitment and Retention	College Matriculation (On Track to Graduate)
<b>Committee Chair(s):</b> Andrea Lopez Fernandez <b>Committee Members:</b> <ol style="list-style-type: none"> <li>1. Francisco Garcia</li> <li>2. Jasmine Hickman</li> <li>3. Kristina Gonzales</li> <li>4. Alicia Ramirez</li> <li>5. Francisco Garcia</li> <li>6. Mallory Duncan</li> </ol>	<b>Committee Chair(s):</b> Lauren Ayala Flack <b>Committee Members:</b> <ol style="list-style-type: none"> <li>1. Cameron Ervin-Dillard</li> <li>2. Claudia Coppin</li> <li>3. Angelica Cantu</li> <li>4. Andrea Lopez Fernandez</li> <li>5. Alicia Ramirez</li> </ol>

## New Initiatives

- STEM initiatives to prepare for application for T-STEM designation status in Spring 2020
- 11<sup>th</sup> Grade Advanced Placement & RTTC curricula
- 11<sup>th</sup> Grade ACT prep
- Push to begin Parent Organization to boost family and community involvement
- Adding two full years of Humanities courses in 6/7 grade
- Strategic, intensive Fall support for all students who failed STAAR in prior year (including Saturday school, DI, mandatory after school tutoring, elective pull-outs)

## Continuing Initiatives

- DI for Intervention
- 9/10/11 Grade remedial course to boost literacy support for STAAR re-testers
- Continuation of a Merit and Behavior tracking system
- Critical Student Intervention
- 21<sup>st</sup> Century After School Programming
- AR Zone/iLearning Hotspot for 6/7 Grade Math and Reading foundational skill building
- Focus on Persistence and Attendance
- Delivery of a college preparatory, rigorous curriculum
- Culture Rubric for Staff & Students
- Positive School Culture building through consistent and regular celebration of student success & weekly grade team and school wide assembly

## Staff Development

Date	Session Title/Topic	Session Objective(s)
7/23/2019 - 8/1/2019	New Teacher Institute	Introduce new to IDEA teachers to IDEA methodologies.
8/5/2019-8/9/2019	Campus specific Beginning of Year Training (Guideposts for Excellent Teaching 1 & 2 Focus)	Introduce teachers to campus specific cultural and academic expectations including: <ul style="list-style-type: none"> <li>FuelEd Empathy School Training</li> <li>Student/Parent Investment</li> <li>District Core Values</li> <li>Vision and Mission</li> <li>Merit System</li> <li>Goal Setting</li> <li>Student/Teacher Handbook</li> </ul>
8/21/2019	Differentiation: Serving our special populations	TWBAT utilize 2 strategies specifically aimed at increasing SpEd and ELL performance.
9/4/2019	Guidepost 3: Lesson Planning Key Points	TWBAT use IDEA standards and curriculum to create aligned lessons with an effective gradual release to students.
10/2/2019	Guidepost 4: Lesson Delivery & Aggressive Monitoring	TWBAT plan to execute their lessons to gain maximum student practice time.
11/6/2019	Guidepost 5: Data Driven Decisions & Re-teaching (Guided Discourse or Modelling)	TWBAT use assessment data, including historical data, diagnostics, and ongoing assessments to drive instructional planning and delivery decisions
12/4/2019	Differentiation: Serving our special populations	TWBAT utilize 2 strategies specifically aimed at increasing SpEd and ELL performance.
1/8/2020	TBD dependent upon Mock Exam data and CR observation needs	
2/5/2020	TBD dependent upon Mock Exam data and CR observation needs	
3/4/2020	TBD dependent upon CR observation and data assessment needs	
4/1/2020	TBD dependent upon CR observation and data assessment needs	
5/1/2020	Comprehensive Needs Assessment	TWBAT reflect on the school year and provide insight on campus areas of strength and areas of growth.

# Campus Budget Summary

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

## *Funding Sources – Local*

101	Food Service	
165	Area of Greatest Need Fund	
461	Campus Activity Fund	

## *Funding Sources - State*

397	Advanced Placement Initiatives	
410	Textbook and Kindergarten	
420	Foundation School Program	
426	Fresh Fruit and Vegetables	

## *Funding Sources - Federal*

211	Title I Part A	0
224	IDEA Part – B Formula	\$332,804
240	National School Breakfast/Lunch	\$ 33,582
255	Title II Part A- Teacher	\$ 43,230
258	Public Charter Schools	\$ 93,000
263	Title III Part A English Lan	0
274	GEAR UP Grant	\$ 1000
289	Race To The Top	
291	Physical Education Program	
295	USDA Farm School Grant	
409	HS Completion and Success	

***Total:***

# **IDEA Public Schools**

## **IDEA Weslaco Pike Academy**



# 2019 - 2020 Student Achievement Improvement Plan

## DISTRICT MISSION:

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

## DISTRICT VISION:

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

## DISTRICT CORE VALUES:

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

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

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

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

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

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

## CAMPUS MISSION:

IDEA Weslaco Pike, DARES to be different by creating a positive and challenging learning environment for all students. We believe in college for all!!

## **DISTRICT GOALS 2017-18:**

### **PRIORITY #1: Students Graduate College-Ready**

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

### **PRIORITY #2: Build a Strong & Sustainable Organization**

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

### **PRIORITY #3: Achieve Mission at Scale**

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



## Site Based Decision Making Committee

Member (Title, Represent)	Meeting Dates: (Tuesdays)	Possible Agenda Items:
Silvia L. Martinez, Principal, Administration Betty Torgerson, Principal in Residence Sala Sims, Principal in Residence Latoya McGee, Principal in Residence James Jauregui, APO, Administration Sandra Solis-Falcon, Assistant Principal of Instruction Cristina Ontiveros, Assistant Principal of Instruction Maria Vargas, Assistant Principal of Instruction Patricia Salazar, Academic Counselor Alin Tovar, Social Emotional Counselor Rosa Mireles, GTL Pre-K Jasmine Cavazos, GTL Kinder Virginia Marmolejo, GTL 1 <sup>st</sup> Grade Ana Cameron, GTL 2 <sup>nd</sup> Grade Elizabeth Cain-Rodriguez, GTL 3 <sup>rd</sup> Grade Jennifer Alvarez, GTL 4 <sup>th</sup> Grade Adriana Alvarez, GTL 5 <sup>th</sup> Grade Nidia Alvarez, GTL Electives Marie Muniz, RISE Representative	August 20 2019	1. Year at a glance 2. School Pictures 3. Parent walkthroughs: (AM) 4. Grandparents Breakfast 5. Stating your 'why' 6. Round 1's/PTG's 7. Loteria Night/Mexican Ind Day 8. Team Building: Maverick Nation
	September 10, 2019	1. Breast Cancer/Down Syndrome Awareness Kick-Off 2. Donuts with Dad 3. End of Q1 4. Red Ribbon Week 5. Fire Drill/Safety Drill 6. Dare to be Fit 7. Maverick Derby 8. LEAD Awards-Q1 9. Report Card Pick-Up 10. Fall Festival/Character Dress Up
	October 15, 2019	1. Canned Food Drive 2. Secret Santa Form Due 3. Veteran's Day 4. Thanksgiving Luncheon 5. Team Building: Maverick Nation 6. Mother/Daughter Tea Party 7. Dare to be Fit ends 8. "Deck the Halls" Winter decorations 9. Student Thanksgiving Luncheon 10. Deliver Turkey Baskets
	November 5, 2019	1. Distribution/Mail out of Winter Post Cards 2. Adopt a Maverick 3. 12 Days of Christmas 4. Winter Fest 5. Secret Santa Week 6. Staff Holiday Party 7. Holiday Dress Week 8. Holiday Movie Night 9. Weslaco Christmas Parade 10. Maverick Derby 11. Santa/Maverick Visits
	December 3, 2019	1. Welcome Back Event for Jan. 2. Attendance/Persistence Incentives

		3. Fire and Safety Drill 4. 100 <sup>th</sup> Day of School 5. Ops Appreciation Week
	January 7, 2019	1. National Counselor's Week 2. Groundhogs Day 3. Sports Jersey Day 4. "Week of Love" 5. President's Day 6. Scholastic Book Fair
	February 4, 2019	1. Dr. Seuss' Birthday Bash 2. End of Q3 3. Maverick Derby w/egg hunt 4. Attendance incentives
	March 3, 2019	1. Autism Awareness 2. Maverick Lottery 3. Kinder CTC Pictures 4. API Appreciation Week 5. Welcome to IDEA event 6. DI Testing for new students 7. Father/Son Sports Night 8. Administrative Professionals' Day
	April 7, 2019	1. Teacher Appreciation Week 2. Distribution and Mailing of Summer Postcards 3. School Nurse's Day 4. Muffins with Mom 5. Mother/Son Dance 6. STAAR Testing 7. Q4 Grades Due 8. EOY Ceremony 9. Q4 Maverick Derby 10. Last day of school 11. Maverick Round Up 12. End of Year Staff Party
	May 5, 2019	1. Summer Trainings 2. Teacher EOY Checklist 3. Pending items from April

## Campus Budget Summary

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

### *Funding Sources – Local*

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

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

### *Funding Sources - Federal*

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

***Total:       \$909,815***

**Campus Name**  
Campus Demographics\*

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

*\*As of 10/25/2013*

## Campus Committees

English Language Arts	Math
<p><b>Committee Chair(s):</b> Maria Vargas</p> <p><b>Committee Members:</b></p> <ol style="list-style-type: none"> <li>1. Jessica Martinez</li> <li>2. Jasmine Cavazos</li> <li>3. Lillian Cavazos</li> <li>4. JoAnn Juarez</li> <li>5. Jessica Vasquez</li> <li>6. Jessica Alba</li> <li>7. Judith Aguilar</li> <li>8. Ivy Rodriguez</li> </ol>	<p><b>Committee Chair(s):</b> Cristina Ontiveros</p> <p><b>Committee Members:</b></p> <ol style="list-style-type: none"> <li>1. Karolina Davila</li> <li>2. Diana Hilda Moran</li> <li>3. Andrea Garza</li> <li>4. Elizabeth Blanco</li> <li>5. Katherine Sierra</li> <li>6. Ana Guillen</li> <li>7. Adriana Alvarez</li> <li>8. Fozia Rana</li> </ol>
Science/Social Studies (As Applicable)	School Culture and Climate
<p><b>Committee Chair(s):</b> Betty Torgerson</p> <p><b>Committee Members:</b></p> <ol style="list-style-type: none"> <li>1. Gladys Garza</li> <li>2. Marie Muniz</li> <li>3. Jessica Renteria</li> <li>4. Alexandra Tovar</li> <li>5. Kimberly Perez</li> <li>6. Adriana Onriversos</li> <li>7. Valerie Alvarez</li> </ol>	<p><b>Committee Chair(s):</b> Silvia Martinez</p> <p><b>Committee Members:</b></p> <ol style="list-style-type: none"> <li>1. Rosa Mireles</li> <li>2. Adriana Alvarez</li> <li>3. Jasmine Cavazos</li> <li>4. Virginia Marmolejo</li> <li>5. Ana Cameron</li> <li>6. Elizabeth Cain-Rodriguez</li> <li>7. Jennifer Alvarez</li> <li>8. Adriana Alvarez</li> </ol>
Staff Quality, Recruitment and Retention	Family and Community Involvement
<p><b>Committee Chair(s):</b> Silvia Martinez</p> <p><b>Committee Members:</b></p> <ol style="list-style-type: none"> <li>1. Latoya McGee</li> <li>2. Sala Sims</li> <li>3. Betty Torgerson</li> <li>4. Sandra Solis-Falcon</li> <li>5. Cristina Ontiveros</li> <li>6. Maria Vargas</li> <li>7. Elizabeth Alvarado</li> </ol>	<p><b>Committee Chair(s):</b> Patricia Salazar</p> <p><b>Committee Members:</b></p> <ol style="list-style-type: none"> <li>1. Cecilia Vasquez</li> <li>2. Isabel Strong</li> <li>3. Nidia Alvarez</li> <li>4. Amanda Resendez</li> <li>5. Marie Muniz</li> <li>6.</li> </ol>

## Data Sources

### Reading DI:

Kinder -92% of Kinder students met EOY

1st – 93% of 1st grade students met EOY

2nd -89% of 2nd grade students met EOY

Overall – 91%

### Language DI:

Kinder-92%

1<sup>st</sup>- 93%

### Math DI:

PK-100% of PK students met EOY

### Eureka:

Kinder: 70% of students passed with an 80 or higher.

1<sup>st</sup> Grade: 37% of students passed with an 80 or higher.

2<sup>nd</sup> Grade: 42% of students passed with an 80 or higher.

TELPAS (Composite Rating (Listening, Speaking, Reading, Writing))						
	Kinder	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade
Beginning	100%	7%	4%	0%	2%	0%
Intermediate	0%	64%	27%	28%	32%	26%
Advanced	0%	29%	60%	54%	42%	38%
Advanced High	0%	0%	9%	18%	24%	36%

Grade/Content	STAAR Reading Grade 3	STAAR Reading Grade 4	STAAR Reading Grade 5	STAAR Writing Grade 4
Approaches	78%	85%	85	76%
Meets	40%	53%	50	45%
Masters	28%	27%	31	14%
Composite Score	49	55	55	45
SubPops				
SpEd	38%	33%	40%	22%
ELL	79%	82%	79%	76%
Eco Dis	75%	82%	83%	76%

	MATH STAAR Grade 3	MATH STAAR Grade 4	MATH STAAR Grade 5		STAAR Grade 5
Approaches	81%	87%	97%	Approaches	81%
Meets	42%	57%	61%	Meets	48%
Masters	17%	39%	45%	Masters	25%
Composite Score	47	61	68	Comp Score	51
SubPops				SubPops	
SpEd Passing	38%	44%	100%		
ELL	82%	86%	97%	ELL	76%
Eco Dis	79%	87%	96%	Eco Dis	79%

## New Initiatives

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| <ul style="list-style-type: none"><li>• Purchase and Implement “Study Island” software to support 3rd-5th ELA and 5th grade Science.</li><li>• Implement STAAR Reading Review and Practice to target TEKS in 3rd-5th grade.</li><li>• Implement Class Cojo as a tool to communicate to parents and build student investment in behavior.</li><li>• Target leader development through school leadership levers in coaching towards mastery.</li><li>• Implement a writing system that serves to assess students’ understanding of the content and their ability to analyze and synthesize important ideas.</li><li>• Implement Writing Portfolios to collect writing artifacts from ELA and social studies coursework.</li><li>• Attend Writing Portfolio Training &amp; Management</li><li>• Three Types of Writing Collections in the ELA Classroom where students write every day in the ELA classroom and create a final published pieces.</li><li>• Writing Celebrations where each month, IDEA will collect and celebrate student writing as a means of recognizing and rewarding student and campus writing achievement.</li><li>• Implement and coach teachers on the effectiveness of writing portfolios.</li><li>• Book reviews in the AR Zone where all students will read a book and create a book review for homework once per month in the AR Zone.</li></ul> | <ul style="list-style-type: none"><li>• Implement Being a Writer curriculum in 2nd grade.</li><li>• Provide additional training to teachers in new ELA TEKS.</li><li>• Provide professional development for teachers on building empathy: Love and Logic</li><li>• MAVS Derby to build student investment</li><li>• </li></ul> |
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## Continuing Initiatives



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| <ul style="list-style-type: none"> <li>• Incorporate the RTI process with all students.</li> <li>• Implement Summer School for selected Kinder students.</li> <li>• Incorporate a pull out phonics tutoring program to improve fluency</li> <li>• Year at a glance backwards planning for DI.</li> <li>• Parent PTG's every quarter.</li> <li>• Use best practices from book study on Never Work Harder than Your Students by Robyn R. Jackson.</li> <li>• Implement "Making Meaning" in 2nd grades.</li> <li>• Continue with individual teacher check-ins every weeks to review student progress.</li> <li>• Track towards Royal Readers, Word Masters, Math Masters, Genie Genuises.</li> <li>• Implement Sciencesaurus in Science classrooms.</li> <li>• Conduct 90/30 meetings on a monthly basis with students of academic and behavior concern.</li> <li>• Implement additional RTI trainings to address student gaps.</li> <li>• Development GTL on leadership skills.</li> <li>• Intervention to address 3rd-5th grade student comprehension using LLI and guided reading.</li> <li>• Develop teachers on tracking individual student objectives mastered to enhance index 2.</li> <li>• Train teachers on implementation of balanced literacy across all content areas.</li> <li>• Use the "100 Book Challenge" to strengthen reading skills, stamina and to increase the love of reading.</li> <li>• Implement a reading mentoring program to improve self-esteem and student motivation on reading books.</li> <li>• Implement a book study of "Move Your Bus" to push teacher's development on goal ownership.</li> </ul> | <ul style="list-style-type: none"> <li>• Provide additional curriculum resources for our bilingual population to improve student success.</li> <li>• Implement team planning sessions twice a week for 30 minutes.</li> <li>• Implement "Quirkles" Reading Kits in K-2nd Grade Science classrooms.</li> <li>• Train 3<sup>rd</sup>-5th grade teachers through Lead4ward.</li> <li>• Implement and evaluate Quick-Reads fluency software in grades 2-3.</li> <li>• Conduct afterschool tutoring and provide morning sessions of Quick Reads for 3rd grade at-risk students.</li> <li>• Implement the ESL Program (Mondo/On Our Way to English) for our bilingual population to improve oral English language skills.</li> <li>• Top reader celebration.</li> <li>• Wednesday school meeting to build school community and culture Teach like a champion book study that focuses on aggressive monitoring, accountable talk.</li> <li>• Begin Socratic seminar structure in literature circles.</li> <li>• Conduct Parent Academies to build parent knowledge on our instructional program.</li> <li>• Implement novel studies to build the love of reading.</li> <li>• Implement student tracking that reflects growth overtime.</li> <li>• .</li> </ul> |
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## Staff Development

Date	Session Title/Topic	Session Objective(s)
8/05/19	State of the School & Vision: Driven by Data	MWBAT articulate the current state of Weslaco Pike for the 2019-2020 school year.
8/05/19	Step forward: Campus Goals & Grade Level PTG	GTL present their results from last year and along with strengths and gaps from the previous year.
8/05/19	Ready, Set, Goal Setting	MWBAT clearly define how they will reach their 2019-2020 goals as a team and individually. MWBAT create a plan of action to meet yearly goals. Teach-model-practice-apply.
8/05/19	Grade Level Plan of Action	MW BAT work on their action plan individually and as a team to clearly defining strategies and tactics they'll implement to achieve ambitious goals.
8/05/19	Ready, Set, Goal Setting Continue	Teach-model-practice-apply. MWBAT clearly define how they will reach their 2019-2020 goals as a team and individually. MWBAT create a plan of action to meet yearly goals.
8/05/19	Faculty Handbook	MWBAT understand campus expectations for staff at IDEA Weslaco Pike.
8/05/19	Staff and Student Safety	MWBAT identify the right protocols for child abuse reporting, bullying, appropriate student/staff relationships, and sexual harassment.
8/05/19	Reflections	MWBAT reflect on key learnings for the day and state new action steps required to execute on them.
8/05/19	4th Grade Meeting	Mission List
8/06/19	Day of an IDEA Student Schedule	MWBAT experience a day in the life of an IDEA student by verifying schedules. MWBAT cross reference student schedules to master student excel sheet.
8/06/19	Electives/Transitions	MWBAT accurately code student schedules by using a color coding system. System will lead students to designated recess and lunch area.
8/06/19	Cafeteria, recess, and after lunch procedures	MWBAT understand campus wide transitions for this block.
8/06/19	Cafeteria, recess, and after lunch procedures	MWBAT understand logistical transitions and specific assigned areas accordingly.
8/06/19	Cafeteria, recess, and after lunch procedures	MWBAT practice the 1st rotation block as students. MWBAT identify entry and dismissal for this transition.
8/06/19	Cafeteria, recess, and after lunch procedures	MWBAT practice the 2nd rotation block as students. MWBAT identify entry and dismissal for this transition.
8/06/19	Arrival/Dismissal procedures, Attire for 1st day of school (Announcements)	MWBAT understand arrival and dismissal procedures to ensure student safety. MWBAT divide responsibilities on bus, pickup, siblings for afterschool dismissal.
8/06/19	Effective Parent Conversations and Documentation	MWBAT practice how to conduct effective parent conversations along with tracking proper documentation after each conversation is held. MWBAT create a plan in which documentation will be kept with parents throughout the year.
8/06/19	Culture Camp Lesson: Minute by Minute	MWBAT plan with their grade levels to create a unified culture camp lessonf for the first 3 days of school.
8/06/19	5th Grade Meeting	Mission List

8/07/19	First Day of School Operations	TWBAT understand operational systems for the following areas1) Duty Schedule2) Emergency Drills3) ADA4) Breakfast in the classroom/Lunch5) AESOP/Skyward6) Requisitions Request7) Nurse Procedures
8/07/19	Course Collaboration Registration	MWBAT articulate their reporting times and location for Course Collaboration 1.
8/07/19	Teachers Plan and Prepare for MTTN	MWBAT set up their classrooms and systems for MTTN so that parents are invested in Weslaco Pike for the 1st day of school.
8/08/19	Course Collaboration	District Course Trainings for 3rd-5th grade teachers, SpEd Teachers, RISE teachers, and Interventionists.
8/09/19	Special Pops: RTI Role and Responsibility, 504, SpEd, ELL	MWBAT identify their roles and responsibility as a teacher to apply appropriate accommodations for RTI, 504 and SpEd students. Teachers will walk away with clear next steps to track implementation for RTI, 504 and SpEd students.
8/09/19	Culture Rubric	MWBAT understand and practice campus culture focuses for the entire year and systems used to provide ongoing feedback.
8/09/19	Morning Meeting Rollout	MWBAT understand and practice Morning Meeting Agenda for week.
8/09/19	RULER Method	MWBAT understand social and emotional behaviors so they can build a positive learning environment.
8/09/19	1st 3 days of Culture Camp in Action	MWBAT unpack the first 3 days of culture camp lessons and practice delivering them with their team. MW receive feedback from GTL.
8/09/19	Grade Level Planning	<b>Pre-K-2nd:</b> Materials ready, Presentation books, Transition lessons, College Signs and Labels, in class transitions, Name tag verification, <b>3rd-5th:</b> Trackers, Culture Campus Lessons execution, Dismissal List by grade level, Name tags, schedules
8/12/19	First Day of School Debrief	Debrief, Feedback and Plan of Action
8/20/19	Faculty Meeting: GET Rubric/Teachboost	MWBAT unpack GET Rubric Rating and understand GET focuses for the year. MWBAT reference ratings provided from direct manager to be able to norm and have clear next step to move towards 'Advanced' bucket.
8/27/19	Content Based: Illuminate/DI Online	MWBAT access data online systems to be able to dissect data and create a plan of action towards meeting goals.
9/03/19	Grade Team Leader Meeting/ Faculty Meeting Unpacking GET Strand 3C/3D	MLWBAT collaborate with campus principal to get feedback on grade level culture and share out data on their progress towards goals. MWBAT unpack a GET Strand and be clear on systems to create to be able to rated 'Advanced'.
9/10/19	Planning	
9/17/19	Faculty Meeting: SPED	MWBAT identify strategies and track towards all SpEd students and be able to articulate students' progress in meeting goals.
9/24/19	Content Based	MWBAT plan with content teachers for vertical alignment and rehearse a lesson prior to delivery. MWBAT unpack an objective by know, do, and access.
10/01/19	Grade Team Leader Meeting/ Faculty Meeting Unpacking GET Strand	MLWBAT collaborate with campus principal to get feedback on grade level culture and share out data on their progress towards goals. MWBAT unpack a GET Strand and be clear on systems to create to be able to rated 'Advanced'.
10/08/19	Planning	
10/15/19	Faculty Meeting	

10/22/19	Content Based	MWBAT plan with content teachers for vertical alignment and rehearse a lesson prior to delivery. MWBAT unpack an objective by know, do, and access.
10/29/19	Grade Team Leader Meeting/ Faculty Meeting Unpacking GET Strand	MLWBAT collaborate with campus principal to get feedback on grade level culture and share out data on their progress towards goals. MWBAT unpack a GET Strand and be clear on systems to create to be able to rated 'Advanced'.
11/05/19	Planning	
11/12/19	Faculty Meeting: 2x2's	
11/19/19	Content Based	MWBAT plan with content teachers for vertical alignment and rehearse a lesson prior to delivery. MWBAT unpack an objective by know, do, and access.
12/03/19	Grade Team Leader Meeting/ Faculty Meeting Unpacking GET Strand	MLWBAT collaborate with campus principal to get feedback on grade level culture and share out data on their progress towards goals. MWBAT unpack a GET Strand and be clear on systems to create to be able to rated 'Advanced'.
12/10/19	Planning	
12/17/19	Faculty Meeting	
01/07/20	Content Based	MWBAT plan with content teachers for vertical alignment and rehearse a lesson prior to delivery. MWBAT unpack an objective by know, do, and access.
01/14/20	Grade Team Leader Meeting/ Faculty Meeting Unpacking GET Strand	MLWBAT collaborate with campus principal to get feedback on grade level culture and share out data on their progress towards goals. MWBAT unpack a GET Strand and be clear on systems to create to be able to rated 'Advanced'.
01/21/20	Planning	
01/28/20	Faculty Meeting: TELPAS 101	
2/04/20	Content Based	MWBAT plan with content teachers for vertical alignment and rehearse a lesson prior to delivery. MWBAT unpack an objective by know, do, and access.
2/11/20	Grade Team Leader Meeting/ Faculty Meeting Unpacking GET Strand	MLWBAT collaborate with campus principal to get feedback on grade level culture and share out data on their progress towards goals. MWBAT unpack a GET Strand and be clear on systems to create to be able to rated 'Advanced'.
2/18/20	Faculty Meeting: TELPAS Calibration	
2/25/20	STAAR Security Training	
3/03/20	Grade Team Leader Meeting/ Faculty Meeting Unpacking GET Strand	MLWBAT collaborate with campus principal to get feedback on grade level culture and share out data on their progress towards goals. MWBAT unpack a GET Strand and be clear on systems to create to be able to rated 'Advanced'.
3/10/20	Planning	
3/17/20	SPRING BREAK	
3/24/20	Faculty Meeting: TELPAS Writing Ratings	

3/31/20	Content Based: Planning for CNA/SAIP	
4/7/20	DI Training STAAR Writing/5 <sup>th</sup> Rdg and Math	
4/14/20	Planning: CNA SAIP	
4/21/20	Faculty Meeting	
4/28/20	Content Based	
5/5/20	Faculty Meeting: Last week logistics	
5/12/20		
5/19/20	CNA/SAIP Committee Present Data	
5/26/20	CNA/SAIP Committees Present Data	

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

# **IDEA Public Schools**

## **IDEA Weslaco Pike College Preparatory**



## **2019 – 2020 Student Achievement Improvement Plan**

## **DISTRICT MISSION:**

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

## **DISTRICT VISION:**

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

## **DISTRICT CORE VALUES:**

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

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

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

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

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

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

## **CAMPUS MISSION:**

IDEA Weslaco Pike College Preparatory offers a world class education to the underserved students of the Mid Rio Grande Valley. Through the unique combination of a STEM education, character development through Emotional Intelligence training, and a focus on building students' habits of mind, Weslaco Pike aims to close the college completion gap for low-income students by ensuring they are truly college ready.

## **DISTRICT GOALS 2018-19:**

### **PRIORITY #1: Students Graduate College-Ready**

- 1A. % of graduates who matriculate to a college or university: 100%
- 1B. % of graduates who are accepted to a 4 year college or university: 100%
- 1C. % of grads named AP scholars: 30%
- 1D. % Level II | % Level III on STAAR/EOC: 90% | 30%
- 1E. % of Pre-K/Kindergarteners End The Year On/Above Grade Level in Reading|Language|Math (All Campuses): 90% | 90% | 90%
- 1F. % of 1st-2nd Students End The Year On/Above Grade Level in Reading|Language|Math (Year 1 Campuses): 70% | 70% | 70%
- 1G. % of 1st-2nd Students End The Year On/Above Grade Level in Reading|Language|Math (Year 2+ Campuses): 85% | 85% | 85%
- 1H. Average ACT score (Junior class): 21
- 1I. % of students graduating college in 4 | 6 years: 25% | 55%

### **PRIORITY #2: Build a Strong & Sustainable Organization**

- 2A. Employee Retention: 85%
- 2B. Average Daily Attendance: 97.50%
- 2C. Student Persistence: 90%
- 2D. Annual Surplus (millions): \$87M

### **PRIORITY #3: Achieve Mission at Scale**

- 3A. % of students with low socio-economic status: 80%
- 3B. Enrollment in August 2019: 53,115
- 3C. Schools in operation in August 2019: 97
- 3D. Total Funds Raised (millions): \$55M



Professional Campus Staff		
Administrative Staff	Counseling Staff	Electives
Stephanie Sullenger (Principal) Janet Guerrero (Assistant Principal of Instruction) Kevin Alaniz (Assistant Principal of Instruction) Elizabeth Alvarado (Assistant Principal of Operations)	Haydee Solis (Academic Counselor) Yvette Guzman (Director of College Counseling)	Roel Mireles Claudia Razo Sara Barierra Andrea Candanoza Stephanie Trevino Dawn Garcia Sandra Salazar Edgar Flores
6 <sup>th</sup> Grade	7 <sup>th</sup> Grade	8 <sup>th</sup> Grade
Laura Vega Trena Valdez Ronnie Rios	Christian Ramirez Todd Wilson Daniel Rodriguez	Sylvia Vasquez Gabriel Hernandez Julio Turrubiarres Valerie Curiel
9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	SPED
Jacqueline Broshears Natalisa Rodriguez Angel Martinez Elizabeth Lozano	Joshua Green Manuel Sanchez Jose Valdez Kayla Ramirez	Brenda Huerta Martha Mendez Robert Gutierrez Alexis Bosler Hiram Maldonado
Physical Education		
Rene Venecia Joe Gonzalez		

\*Bilingually Certified

Para-Professionals Campus Staff		
Co-Teachers	Facilitators	Clerical/Technical
Erika Gonzalez Irasema Gracia Clarissa Pina Omar Gonzalez Federico Sifuentes		
Operations Staff	Temporary Staff	

## Site Based Decision Making Committee

Member (Title, Represent)	Meeting Dates:	Possible Agenda Items:
<b>Member (Title, Represent)</b>	<b>Meeting Dates:</b>	<b>Possible Agenda Items:</b>
Stephanie Sullenger (Principal)	9/1/19	1. Student and Staff Culture
Janet Guerrero (Assistant Principal of Instruction)	11/1/19	1. Progress Towards Goals
Kevin Alaniz (Assistant Principal of Instruction)	1/1/20	1. Family and Student Involvement
Yvette Guzman (Director of College Counseling)	3/1/20	1. Staff Quality, Recruitment, and Retention
Haydee Solis (Academic Counselor)	4/1/20	1. Progress Towards Goals Part 2
Elizabeth Alvarado (Assistant Principal of Operations)		

## Campus Committees

English Language Arts	Math
<p><b>Committee Chair(s):</b> Christian Ramirez</p> <p><b>Committee Members:</b></p> <ol style="list-style-type: none"> <li>1. Valerie Curiel</li> <li>2. Laura Vega</li> <li>3. Jacqueline Broshears</li> <li>4. Manuel Sanchez</li> <li>5. Hector Carillo</li> </ol>	<p><b>Committee Chair(s):</b> Trena Valdez</p> <p><b>Committee Members:</b></p> <ol style="list-style-type: none"> <li>1. Todd Wilson</li> <li>2. Julio Turrubiarres</li> <li>3. Natilisa Rodriguez</li> <li>4. Kayla Ramirez</li> </ol>
Science (As Applicable)	School Culture and Climate
<p><b>Committee Chair(s):</b> Sylvia Vasquez</p> <p><b>Committee Members:</b></p> <ol style="list-style-type: none"> <li>1. Daniel Rodriguez</li> <li>2. Elizabeth Lozano</li> <li>3. Jose Valdez</li> </ol>	<p><b>Committee Chair(s):</b> Kevin Alaniz</p> <p><b>Committee Members:</b></p> <ol style="list-style-type: none"> <li>1. Dawn Garcia</li> <li>2. Edgar Flores</li> <li>3. Joe Gonzalez</li> <li>4. Rene Venecia</li> <li>5. Clarisa Pina</li> </ol>
Staff Quality, Recruitment and Retention	Family and Community Involvement
<p><b>Committee Chair(s):</b> Haydee Solis</p> <p><b>Committee Members:</b></p> <ol style="list-style-type: none"> <li>1. Sandra Salazar</li> <li>2. Brenda Huerta</li> <li>3. Hiram Maldonado</li> <li>4. Martha Mendez</li> <li>5. Roel Mireles</li> <li>6. Irasema Garcia</li> </ol>	<p><b>Committee Chair(s):</b> Yvette Guzman</p> <p><b>Committee Members:</b></p> <ol style="list-style-type: none"> <li>1. Alexis Bosler</li> <li>2. Claudia Razo</li> <li>3. Roberto Gutierrez</li> <li>4. Stephanie Trevino</li> <li>5. Sara Barrera</li> <li>6. Erika Gonzalez</li> <li>7. Omar Gonzalez</li> </ol>
Humanities	

<p><b>Committee Chair(s):</b> Angel Martinez</p> <p><b>Committee Members:</b></p> <ol style="list-style-type: none"> <li>1. Ronnie Rios</li> <li>2. Gabriel Hernandez</li> <li>3. Joshua Green</li> </ol>	
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New Initiatives	
<ul style="list-style-type: none"> <li>• Implementation of AP Capstone program to focus on research and public speaking skills for high school students</li> <li>• Addition of AP Computer Science, AP Statistics, AP Calculus, AP English Language, AP Physics, and AP US History</li> <li>• Addition of theater arts, debate, and art II elective course for high school students.</li> <li>• Implementation of summer elective enrichment program</li> <li>• Implement Wit and Wisdom reading curriculum in 7<sup>th</sup> and 8<sup>th</sup> grade to increase rigor of ELA courses</li> <li>• Restructure HS and MS morning meetings and HS pep rallies to build school pride.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide remediation to students who need support in passing TSI exams</li> <li>• Incorporate ACT prep into Road to College Curriculum to provide test prep for high school students</li> <li>• Implementation of 11<sup>th</sup> grade Summer Away Program to encourage students to participate in various University summer programs</li> <li>• Saturday academies for new teachers who need support with GET rating proficiency.</li> <li>• Implementation of biweekly Clubs during the school day for HS and MS students.</li> </ul>
Continuing Initiatives	

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| <ul style="list-style-type: none"> <li>• Restructure Monday Morning meeting to celebrate student success</li> <li>• Implement conference periods for Middle School teachers to provide more for lesson planning and coaching.</li> <li>• Addition of Socratic Seminar, MS Art, HS Art II, Creative Writing, Yearbook, and Robotics as additional elective offerings.</li> <li>• Provide High School ELA and Math intervention for students not on track to graduate based on EOC scores.</li> <li>• Intervention program for middle school math using DI essentials of algebra and do the math programs.</li> <li>• Intervention program added to 8<sup>th</sup> grade in both reading and math for struggling students.</li> <li>• Technology courses being offered for middle school math</li> <li>• Addition of Art, AVID, and PE for High School students as electives</li> <li>• Implementing pep rallies to build school spirit for high school.</li> <li>• Introduce REWARDS program in addition to current Direct Instruction intervention during elective class to struggling students.</li> </ul> | <ul style="list-style-type: none"> <li>• Introduction of parent curriculum nights by grade level to keep parents involved in curricular changes year by year.</li> <li>• Focus on instructional leaders to prioritize data driven instruction and weekly data conversations.</li> <li>• GET rubric scope and sequence for new teachers.</li> <li>• SLL scope and sequence for leader development</li> <li>• ELA campus annotation guide, to streamline how students should annotate with purpose</li> <li>• 9<sup>th</sup> grade Ivy League College Field Lessons</li> <li>• Hold 90/30 meetings on a monthly basis with students of academic concern.</li> <li>• Maverick of the Week and Core Value Award student celebration system.</li> <li>• Hold Quarterly Progress Toward Goals meetings with parents/guardians</li> <li>• ACT prep for Duke TIP student</li> </ul> |
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Staff Development		
Date	Session Title/Topic	Session Objective(s)
8/5/19	Teacher Goal Setting	TWBAT articulate their plans for getting to proficient on GET 1.C and how to have Goal Setting Conversations with students
8/6/19	GET scope and sequence	TWBAT understand the GET power rows and scope and sequence for instructional coaching
8/9/19	Campus Systems and Procedures	TWBAT practice campus culture expectations around the First 5 Minutes, Morning Meeting, Entrance and Exit Procedures
9/6/19	Weekly Data Meetings	TWBAT learn how to analyze weekly data and break down standards
9/17/19	Aggressive Monitoring	TWBAT to use aggressive monitoring techniques during independent practice
10/15/19	Culture Rubric Reflection	TWBAT reflect on elements of strong academic culture and describe their classroom on the culture of achievement.
10/29/19	IA 1 Progress Towards Goals	TWBAT utilize IA 1 data to measure progress towards goals and create an action plan to close gaps.
11/5/19	Tracking Towards Mastery	TWBAT analyze student and teacher tracking systems and create action plans based on data.
11/12/19	Student Practice: Targeted Feedback	TWBAT describe systems to give effective feedback to students during practice daily.
11/19/19	Guided Discourse V Teacher Model	TWBAT practice teacher modeling and guided discourse as a means to reteach
12/10/19	Accountable Talk	TWBAT describe systems for accountable talk and implement strategies into upcoming lesson plan.
12/17/19	Remediation and Reteaching	TBWAT identify methods to provide remediation to struggling students

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

## IDEA Brackenridge Academy

### Comprehensive Needs Assessment

#### Data Sources: ELA

	DI Pre-K	DI - Kinder	DI - 1st Grade	DI - 2nd Grade	
Reading	100%	94%	86%	87%	
Math	100%	100%	N/A	N/A	
Language	100%	100%	85%	N/A	

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

Beginning	
Intermediate	
Advanced	
Advanced High	

Areas of Strength	Areas of Need
1. Teachers teaching DI were not new to the subject. 2. Groups were broken up into smaller priority groups, which allowed us to focus on acceleration.	1. The new curriculum took time from coaching. 2. Identifying a solution for Academy students that year after year did not show expected growth.



## IDEA Brackenridge Academy

### Comprehensive Needs Assessment

School Culture and Climate					
	Campus Wide				
Culture Rubric	Proficient				
Attendance	97%				
Persistence	86%				
Areas of Strength			Areas of Need		
1. A slight increase with attendance from the 2017-2018 school year. 2. Consistently used the Culture Rubric as our tool for monitoring culture for the campus. 3. New AC created an increase in parent involvement and event attendance.			1. Persistence and Attendance goals were not met for the second year in a row. 2. AC was let go after the first semester of the school year.		

## IDEA Brackenridge Academy

### Comprehensive Needs Assessment

#### Staff Quality, Recruitment and Retention

	Campus Wide				
2017-2018	87%				
2018 - 2019	87%				

#### Areas of Strength

1. Consistently met staff retention goals. 2. Didn't have to hire new teachers for K-2. There were a lot of teachers that were promoted. This created the opportunity to focus on curriculum versus culture.

#### Areas of Need

1. Keeping 100% of the staff in order to focus on more priority areas. 2. Providing opportunities for growth through PIP. 3. Being explicit with expectations. 4. Use the Teacher Handbook throughout the year. 5. Increase the percentages on the ORG survey.

## IDEA Brackenridge Academy

### Comprehensive Needs Assessment

#### Family and Community Involvement

	Campus Wide		Grade #		
Fall Festival Attendance	50%				
Spring Festival Attendance	56%				
Data Point 3					
Data Point 4					
Areas of Strength			Areas of Need		
1. Increased participation events in the Spring. 2. Our use of parent as advocates and supporters for the school. 3. Increased money raised for student field lessons			1. Increased participation of family events to 60% or higher.		

## **2019-20 Student Achievement Improvement Plan**

[illegible]

## Bluff Springs Academy

### 2018-19 Student Achievement Improvement Plan

APO	Strategies	Needs Assess.	Special Pops.	Person(s) Responsible	Timeline Start/End	Resources: Human/ Material/Fiscal	Documentation	Formative Evaluation
Needs Assessment Categories: S-STAAR D-DIBELS E-EO A-ACT RR-Reading Renaissance ST-STAR for Math DR-Discipline Report AP-AP Tests O-Other								
1D	Daily Data Huddle for STAAR teachers	S	ALL	Ginny Callaway	2/2019 - 5/2019	Lowry provides model; Callaway texts data daily to HQ team		
1D	Item-analysis of most recently released STAAR exams	S	ALL	Ginny Callaway	2/2019 - 5/2019	Released STAAR exams; Callaway trains leaders and teachers		
1E/F	Track DI progress weekly	D	ALL	Dr. Jayne Pocquette	2/2019 - 5/2019	Duplicate tracker from Montopolis CP and train BSA teachers		
1E/F	Daily observations with real time feedback	D	ALL	Dr. Jayne Pocquette	2/2019 - 5/2019	Build observations into Dr. P's core calendar		
1E/F	DI Coaches provided opportunity to coach teammates	D	ALL	Dr. Jayne Pocquette	2/2019 - 5/2019	Coordinate substitutes so the DI coaches can coach		
1D	Ensure CSI instruction is not interrupted by STAAR	RR		Bridget Olivares	2/2019 - 5/2019	Academic Block Schedule		

### Annual Performance Objective

#### **PRIORITY #1: Students Graduate College-Ready**

- 1A. % of graduates who matriculate to a college or university: 100%
- 1B. % of graduates who are accepted to a 4 year college or university: 100%
- 1C. % of grads named AP scholars: 35%
- 1D. % Level II | % Level III on STAAR/EOC: 90% | 30%
- 1E. % of Pre-K/Kindergarteners End The Year On/Above Grade Level in Reading|Language|Math (All Campuses): 90% | 90% | 90%
- 1F. % of 1st-2nd Students End The Year On/Above Grade Level in Reading|Language|Math (Year 1 Campuses): 70% | 70% | 70%
- 1G. % of 1st-2nd Students End The Year On/Above Grade Level in Reading|Language|Math (Year 2+ Campuses): 90% | 90% | 90%
- 1H. Average ACT score (Junior class): 21
- 1I. % of students graduating college in 4 | 6 years: 45% | 65%

#### **PRIORITY #2: Build a Strong & Sustainable Organization**

- 2A. Employee Retention: 85%
- 2B. Average Daily Attendance: 97.50%
- 2C. Student Persistence: 93%
- 2D. Annual Surplus (millions): \$8.9M

#### **PRIORITY #3: Achieve Mission at Scale**

- 3A. % of students with low socio-economic status: 80%
- 3B. Enrollment: 28,444
- 3C. Schools in operation: 50
- 3D. Total Funds Raised (millions): \$12M

### 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 Bluff Springs Academy

### Comprehensive Needs Assessment

#### Data Sources: Math

	STAAR 3rd Math	STAAR 4th Math	STAAR 5th Math	
Approaches	69%	60%	N/A	
Meets	40%	32%	N/A	
Masters	10%	12%	N/A	

#### Areas of Strength

4th grade math students made substantial gains in the spring semester.

Daily fluency practice based on student gaps.

Students have individual goals and are tracking mastery of specific TEKS.

#### Areas of Need

3rd grade math students did not show gains between the spring mock exam and STAAR.

There is an opportunity for stronger collaboration between HotSpot and math teachers to assist students in closing procedural gaps.

Math instruction needs to include support for both Eureka Math and STAAR readiness.

## IDEA Bluff Springs Academy

### Comprehensive Needs Assessment

#### Data Sources: ELA

	STAAR 3rd Reading	STAAR 4th Reading	STAAR 4th Writing	STAAR 5th Reading		
Approaches	83%	66%	55%	N/A		
Meets	51%	29%	20%	N/A		
Masters	29%	10%	7%	N/A		

#### DI Reading

Grade	Kinder	1	2	Kinder - 2nd		
Percent of Students on Grade Level	66%	61%	77%	66%		

#### Areas of Strength

#### Areas of Need

3rd grade reading exceeded the district average and showed remarkable growth in the spring semester.

4th Writing and Reading scores are not on track for the campus to earn an A/B Accountability Rating.

Students met 3/5 Progress Measure metrics for Domain 3 and fell short by 1 and 2 points on the other two.

A third of the students in fourth grade have substantial foundational gaps in reading and writing.

Teachers implemented accurate key points and multiple opportunities for feedback within the lesson during March and April.

Students need more time each day in DI in Kindergarten.

DI Courses made steady and consistent growth in the spring semester.

DI Courses did not start strong in the fall with poor instruction and incorrect groupings.



## Campus Name

### Comprehensive Needs Assessment

School Culture and Climate						
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Average Daily Attendance	95.27%	96.61%	96.89%	97.04%	96.68%	N/A
Persistence	87.50%					
	Additional Family Survey about the School	Healthy Kids Here Initiative	Additional Student Survey about the School			
Parent Survey Results	4.2	4.1	4			
Areas of Strength			Areas of Need			
<p>Student culture improved throughout the spring semester as instruction improved.</p> <p>Principal held "new vision for BSA" meetings to connect with parents and build trust.</p> <p>90%+ of parents attended the end of year awards ceremonies.</p>			<p>ADA and Student Persistence numbers were lower than last year and did not meet the campus goals.</p> <p>Parents are dissatisfied with campus communication and student culture - specifically with student bullying.</p> <p>Parents are frequently picking up students early from school to avoid dismissal and Austin traffic.</p>			

## Campus Name

Comprehensive Needs Assessment					
Staff Quality, Recruitment and Retention					
	Instructional	Front Office Team	Overall		
Staff Retention	70%	63.00%	69%		
Areas of Strength			Areas of Need		
Grade Team Leader trainings began in April with an immediate impact on staff culture.			Opportunity for building capacity in leaders and teachers. On the whole, staff did not experience consistent coaching interactions with managers.		
We do not lose teachers to other districts.			New teachers were not provided a strong onboarding experience to build skills with classroom management.		
Resets in the spring semester created more consistency and a clearer understanding of expectations at work.			A campus-wide behavior management system was not put into place until January. Clear and consistent communication between the lead team and teachers is often lacking. Since teachers are not receiving frequent feedback, their growth is limited and they do not know if they are on track. Setting clear expectations for goals and responsibilities.		

## IDEA Bluff Springs Academy

Comprehensive Needs Assessment					
Family and Community Involvement					
	85% of families state lack of communication as the number 1 reason they leave IDEA				
Areas of Strength			Areas of Need		
Coffee with the principal.			Communication of academic readiness in addition to report card grades.		
Principal creating space for families to voice concerns and ask questions during "New Vision for BSA" meetings.			Consistent and timely communication between school and home and teachers and home.		
Annual traditions: Field Day, Winter Auction, Fall			School Events scheduled and communicated more than two week in advance.		
			Parent Weekly that contains accurate and error-free information.		
			Social media management that projects a fun and		
			Strong student persistence conversations to demystify why IDEA is the best choice for families		

**IDEA Public Schools**

**IDEA Monterrey Park College Preparatory**



# 2019 – 2020 Student Achievement Improvement Plan

## DISTRICT MISSION:

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

## DISTRICT VISION:

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

## DISTRICT CORE VALUES:

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

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

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

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

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

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

## CAMPUS MISSION:

IDEA Monterrey College Preparatory exists to prepare and develop self-directed learners through a robust academic curriculum and effective character education. Our students are empowered and prepared to seize the opportunities of a global society with a love of learning, self-discipline and integrity.

## **DISTRICT GOALS 2018-19:**

### **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 grads named AP scholars | Earn IB diploma: 30% | 25%
- 1E. % Approaches | Meets | % Masters on STAAR/EOC: 90% | 60% | 30%
- 1F. % Basic | Mastery | Advanced on LEAP: 82% | 44% | 11%
- 1G. % of Pre-K/Kindergarteners End The Year On/Above Grade Level in Reading | Language | Math (All Campuses): 90% | 90% | 90%
- 1H. % of 1st-2nd Students End The Year On/Above Grade Level in Reading | Language | (Year 1 Campuses): 70% | 70%
- 1I. % of 1st-2nd Students End The Year On/Above Grade Level in Reading | Language | Math (Year 2+ Campuses): 85% | 85%
- 1J. % of students in CSI achieve 2 years growth in Reading | Math (measured by Ren STAR) 50% | 60%
- 1K. Average ACT score (Class of 2019, September 2018): 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. %Average Daily Attendance | # Average Daily Attendance: 97.50% | 38,141
- 2C. Student Persistence: 90%
- 2D. Operating Income: \$87M

### **PRIORITY #3: Achieve Mission at Scale**

- 3A. % of students with low socio-economic status: 80%
- 3B. Enrollment in August 2019: 53,115
- 3C. Schools in operation in August 2019: 97
- 3D. Total Funds Raised (millions): \$55M

Professional Campus Staff		
Administrative Staff	Counseling Staff	Specialty Teachers
Desiree Sandoval Sheila Hernandez Jamie Pellant Angelica Martinez Jahiarra Mitchell Bellanira Nava Ruby Garza	Jahiarra Mitchell Bellanira Nava Angelica Martinez	Lesslie Munoz Lynn Oefinger Kimberly McDaniel
Sixth Grade	Seventh Grade	Eighth Grade
Diara Reynolds Diana Salinas George Alicea Ebony Branch Ulyssa Garza	Aldo Garza Erica Landeros Daniel Garcia	Amy Rethman Rod Edmond Bambi Renfroe Jesus Cavazos Jaqueline Jeitah Rae Johnson
Ninth Grade	Tenth Grade	Eleventh Grade
Anisa Gutierrez Martha Sorunke Carol Pope Kimberley Garcia	Natalie Walker Juri Tyrell Marcus Nunez Frank Westry	Humberto Castro Jesse Samudio Rolando Garcia Bridget Martinez
Physical Education	Special Ed	Electives
Joshua Morales Robert Brown	Melissa Garcia Vanessa Zemerno Dora Rodriguez Janelly Barrerra	Carolina Trevino Steve Pantoja Jonathan Schaefer Keith Pilger Josiah Israel

\*Bilingually Certified

Para-Professionals Campus Staff		
Co-Teachers	Facilitators	Clerical/Technical
Ernest Chavarria Alexia Concepcion		Magdalena Flores Veronica Castro Susan Guevara Jackie Cantu Annette Villarreal
Operations Staff	Temporary Staff	
<b>APO:</b>		
<b>APO:</b> Ruby Garza <b>CNP:</b> Luis Garcia Elsa Berrios Eva Guerrero Ana Rivera Benigno Ortega Dulce Duran Argelia Flores Yadira Del Val Raquel Coronado Martha Castro Flor Villasenor Roman Moreno Ashley Estrada Juan Ruiz Flor Villasenor <b>Front Office Staff</b> Magdalena Flores Veronica Castro Susan Guevara Jackie Cantu Annette Villarreal <b>IT Staff</b> Jacob Ramirez <b>Facilities Staff</b> Richard Flores Dominic Moreno Sandra Rosales Roland Martinez Johnathan Ortegon <b>Farmer</b> Torin Metz <b>21<sup>st</sup> Century Site Coordinator</b> Stephanie Cazares		



Site Based Decision Making Committee		
Member (Title, Represent)	Meeting Dates:	Possible Agenda Items:
Natalie Rubio, VP		1. Special Population Achievement
Desiree Sandoval, Principal		II.
Jamie Pellant, API		1.
Sheila Hernandez, API		1.
Ruby Garza, APO		1.
Gabriella Vadez, Communities in School		1.
Stephanie Cazares, 21 <sup>st</sup> Century		1.
Angelica Martinez, Academic Counselor		1.
Carolina Trevino, Parent		
Jesse Samudio, Teacher		

<b>Member (Title, Represent)</b>	<b>Meeting Dates:</b>	<b>Possible Agenda Items:</b>
Natalie Rubio, VP		1. Special Population Achievement
Desiree Sandoval, Principal		II.
Jamie Pellant, API		1.
Sheila Hernandez, API		1.
Ruby Garza, APO		1.
Gabriella Vadez, Communities in School		1.
Stephanie Cazares, 21 <sup>st</sup> Century		1.
Angelica Martinez, Academic Counselor		1.
Carolina Trevino, Parent		
Jesse Samudio, Teacher		

## Campus Budget Summary

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

### *Funding Sources – Local*

199      General Fund

### *Funding Sources - State*

161	State Gifted & Talented	\$413.00
163	State Special Education	\$8,000
164	State Compensatory	NA
404	Accelerated Reader/Math	\$34,000
165	State Bilingual	NA
411	Technology Allotment	\$30,000
192	Technology Sp. Fund	\$52,000

### *Funding Sources - Federal*

204	Title IV Drug Free School	\$53,434
211	Title I Regular	\$46,413
212	Title I Migrant	
224	IDEA-B Formula	\$9,725
255	Title II, Part A, Classroom Size Red./Eisenhower	\$0
262	Title II, Part D, Technology	NA
263	Title III – Bilingual	\$9,923

***Total: 243,908***

**Campus Name**  
Campus Demographics\*

<b>Student Populations</b>	<b>Number of Students</b>	<b>Percentage of Students</b>
Enrollment	686	100%
At Risk	117	17%
SPED	96	14%
F.A.R.M.	631	92%
ELL	50	0.07%
Male	321	47%
Female	366	53%
Amer. Indian	0	0%
Asian	6	0.005%
Black	7	0.01%
White	3	0.004%
Hispanic	670	99%

*\*As of April 2016*

## Campus Committees

English Language Arts	Math
<p><b>Committee Chair(s):</b> Babmi Rentfroe</p> <p><b>Committee Members:</b></p> <ol style="list-style-type: none"> <li>1. Kimberly Garcia</li> <li>2. Bridget Martinez</li> <li>3. Frank Westry</li> <li>4. Erica Landeros</li> <li>5. Diara Reynolds</li> <li>6. Daniel Garcia</li> <li>7. Jaqueline Jeitah</li> <li>8. Diana Salinas</li> </ol>	<p><b>Committee Chair(s):</b> Rolando Garcia</p> <p><b>Committee Members:</b></p> <ol style="list-style-type: none"> <li>1. Alexia Conception</li> <li>2. George Alicea</li> <li>3. Aldo Garza</li> <li>4. Rod Edmond</li> <li>5. Martha Sorunke</li> <li>6. Juri Tyrell</li> </ol>
Science (As Applicable)	School Culture and Climate
<p><b>Committee Chair(s):</b> Amy Rethman</p> <p><b>Committee Members:</b></p> <ol style="list-style-type: none"> <li>1. Ebony Branch</li> <li>2. Anisa Gutierrez</li> <li>3. Natalie Walker</li> <li>4. Humberto Castro</li> </ol>	<p><b>1. Committee Chair(s):</b> Jahiarra Mitchell</p> <p><b>Committee Members:</b></p> <ol style="list-style-type: none"> <li>2. Bellanira Nava</li> <li>3. Ulyssa Garza</li> <li>4. Aldo Garza</li> <li>5. Rod Edmond</li> <li>6. Kimberley Garcia</li> <li>7. Frank Westry</li> <li>8. Jesse Samudio</li> </ol>
Staff Quality, Recruitment and Retention	Family and Community Involvement
<p><b>Committee Chair(s):</b> Angelica Martinez</p> <p><b>Committee Members:</b></p> <ol style="list-style-type: none"> <li>1. Jamie Pellant</li> <li>2. Sheila Hernandez</li> <li>3. Desiree Sandoval</li> <li>4. Jahiarra Mitchell</li> <li>5. Bellanira Nava</li> <li>6. Angelica Martinez</li> <li>7. Amy Rethman</li> <li>8. Rolando Garcia</li> </ol>	<p><b>Committee Chair(s):</b> Robert Brown</p> <p><b>Committee Members:</b></p> <ol style="list-style-type: none"> <li>1. Angelica Martinez</li> <li>2. Ruby Garza</li> <li>3. Gabriela Valdez</li> <li>4. Joshua Morales</li> <li>5. Jonathan Schaefer</li> </ol>

## New Initiatives

- Monthly College Counseling Parent Meetings
- Culture Rounds (CMC Snapshot)
- Grade Team Huddle
- Student Community Service Duty
- Exit ticket huddle
- Advisory period: Emotional Intelligence
- ACT Quick Hit
- Kickboard App for communication / culture tracking

- ACT Prep
- Road to College Curriculum
- Wit & Wisdom
- Eureka Math

## Continuing Initiatives

- Daily independent reading
- Mastery Machine and tracker
- Writing workshop
- Math and Writing Boot camp
- Culture Camp
- Continue and practice core value training
- Implement weekly staff development
- Implement lesson plan (rehearsals) with core content teachers
- Incorporate data tracker
- Continue tactical meetings with lead team
- Continue lead team huddle in morning to identify priorities
- Continue Teacher Weekly contribution
- Continue GET training for teachers
- West Wing
- Athletic program
- STAAR Test maker

- College Prep newsletter and Parent Weekly
- After school tutoring and Saturday tutoring
- College Prep students of the week
- Summer College Programs
- Update and maintain Facebook
- AP parent meetings and showcases
- Car Pooling Map
- Teachboost
- DUKE TIP- 6<sup>th</sup> grade-11<sup>th</sup> grade
- Counseling Department Weekly Tactical Meetings
- Peer Mediation
- Dojo App for communication
- School Farm

Staff Development		
Date	Session Title/Topic	Session Objective(s)
8/13/19	Persistence/ Culture	TWBAT identify and follow with persistence concerns (no shows)
8/20/19	At Risk Meeting	TWBAT analyze multiple pieces of data to target at-risk students in helping them to get back on track
8/27/19	Actively Learn	TWBAT incorporate Reading and Writing across the curriculum
9/3/19	Culture of Achievement	TWBAT set clear expectations by providing what to do direction TWBAT respond effectively to misbehavior
9/10/19	Joy Factor	TWBAT create a positive classroom learning environment
9/17/19	Testing	TWBAT understand and execute District Assessment

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