

IDEA Public Schools

Alamo College Prep

2022-2023 Campus Improvement Plan

Accountability Rating: A

Distinction Designations:

Academic Achievement in Mathematics

Academic Achievement in Science

Academic Achievement in Social Studies

Postsecondary Readiness



Board Approval Date: October 21, 2022

Public Presentation Date: September 13, 2022

Mission Statement

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

Vision

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

Core Values

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

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

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Comprehensive Needs Assessment

Revised/Approved: September 13, 2022

Demographics

Demographics Summary

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

Demographics Strengths

See PDF in Addendum for more information

Problem Statements Identifying Demographics Needs

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

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

Student Learning

Student Learning Summary

Student Achievement STAAR:

6th ELA: 74/46/25 avg 48

7th ELA: 79/46/27 avg 51

8th ELA: 92/60/42 avg 65

6th Math: 63/34/17 avg 38

7th Math: 74/36/10 avg 40

Alg1: 81/50/31 avg 54

8th Science: 88/53/26 avg 56

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

Biology: 98/82/40 avg 73

EOC US History: 98/83/64 avg 76

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

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

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

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

Academic Performance by group:

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

School Progress: In school progresses IDEA Alamo gre 8 points

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

Student Learning Strengths

See PDF in Addendum for more information

Problem Statements Identifying Student Learning Needs

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

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

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

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

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

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

School Processes & Programs

School Processes & Programs Summary

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

1. Follow best practices for adult learning in development in instructional coaching, content knowledge and operations leadership, relying deeply on in-field application.
2. Use School Leadership Levers in all trainings to build readiness for future leadership opportunities.
3. School leaders will attend webinars and receive training materials, so they can continue or begin to strategically and purposefully coach around School Leadership Levers.

School Processes & Programs Strengths

Curriculum & Instruction:

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

Special Programs

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

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

SEL/ Mental Health and Family Engagement

- IDEA has increased the number of licensed counselors and Social Workers by 50% over the past 2 years
- IDEA pre-pandemic ADA averaged 97.4%, district is committed to get back to that average
- IDEA retains an average of 84% of students year over year
- IDEA parents rate IDEA as 4.8/5 on the statement "My school is preparing my child for college"
- IDEA parents rate IDEA as 4.8/5 on the statement "My school hold my child to high academic standards"
- IDEA students rate IDEA as 4.6/5 on the statement "My teachers challenge me to do my best"

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

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

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

See PDF in Addendum for more information

Problem Statements Identifying School Processes & Programs Needs

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

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

Perceptions

Perceptions Summary

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

Perceptions Strengths

"See PDF in Addendum for more information"

Problem Statements Identifying Perceptions Needs

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

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

Priority Problem Statements

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

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

Problem Statement 1 Areas: Student Learning

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

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

Problem Statement 2 Areas: Student Learning

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

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

Problem Statement 3 Areas: Demographics

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

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

Problem Statement 4 Areas: School Processes & Programs

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

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

Problem Statement 5 Areas: School Processes & Programs

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

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

Problem Statement 6 Areas: Perceptions

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

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

Problem Statement 7 Areas: Perceptions

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

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

Problem Statement 8 Areas: Demographics

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

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

Problem Statement 9 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

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

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data

Student Data: Student Groups

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

Student Data: Behavior and Other Indicators

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

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data







- Communications data
- Budgets/entitlements and expenditures data

Goals

Goal 1: Increase staff retention

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






Evaluation Data Sources: Great Places to Work Survey

Strategy 1 Details	Reviews			
<p>Strategy 1: 1. Use planning and conference periods wisely (Conference & Planning period) Strategy's Expected Result/Impact: Submission of 100% LP on time and updated call log Staff Responsible for Monitoring: Maria Charles</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: 1. 100% of teachers receive weekly positive notes from leaders Strategy's Expected Result/Impact: Teachers will recommend IDEA Almo to other people Staff Responsible for Monitoring: Maria Charles</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	June
				
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Goal 2: All IDEA students matriculate to college

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









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

Strategy 1 Details	Reviews			
<p>Strategy 1: 1. Relationships with students via the PWI program Strategy's Expected Result/Impact: 100% of seniors will have quality TLORs and Personal statements Staff Responsible for Monitoring: Marisol Flores</p> <p>TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	June
	 0%			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 2: All IDEA students matriculate to college

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

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







Strategy 1 Details	Reviews			
<p>Strategy 1: 1. Counselors will meet with parents 1:1 to explain and answer most common concerns Strategy's Expected Result/Impact: 100% of students will matriculate to their college of their choice Staff Responsible for Monitoring: Marisol Flores</p> <p>Title I: 2.6 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture Funding Sources: Director of College Counselor - Federal Grant - \$94,908.32</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Monthly parent meetings to communicate goals and deadlines for college applications Strategy's Expected Result/Impact: 100% of students will match with their college of their choice Staff Responsible for Monitoring: Marisol Flores</p> <p>TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: All IDEA students matriculate to college

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

High Priority

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






Strategy 1 Details	Reviews			
<p>Strategy 1: 1. GTL's report out on OTG % for their grade level Strategy's Expected Result/Impact: Students passing all classes Staff Responsible for Monitoring: Linette Castaneda</p> <p>Title I: 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 5: Effective Instruction Funding Sources: College Counselor - Federal Grant - \$63,440.01</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: 2. Focus on students who are struggling and find out the root cause before it translates to lack of desire to go to college Strategy's Expected Result/Impact: 100% of students will apply by November to the college of their choice Staff Responsible for Monitoring: Marisol Flores</p> <p>TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: IDEA achieves an A rating

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

High Priority

Evaluation Data Sources: Data will be evaluated with ACT results






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

Goal 3: IDEA achieves an A rating

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

High Priority

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






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

Goal 3: IDEA achieves an A rating

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

High Priority






Evaluation Data Sources: Bi-Weekly progress monitoring

Strategy 1 Details	Reviews			
<p>Strategy 1: 100% of teachers will have goal-setting meetings with 100% of students for growth their math and reading goals</p> <p>Strategy's Expected Result/Impact: 100% of students will exceed their goal</p> <p>Staff Responsible for Monitoring: Rolando Mireles</p> <p>TEA Priorities: Build a foundation of reading and math, Connect high school to career and college</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: - Federal Grant - \$65,200</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 3: IDEA achieves an A rating

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









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

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will know who their special education students are per class period to ensure that accommodations are in place.</p> <p>Strategy's Expected Result/Impact: 100% of students will pass their STAAR exams</p> <p>Staff Responsible for Monitoring: Sandra Salinas</p> <p>TEA Priorities: Build a foundation of reading and math, Connect high school to career and college -</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 4: Increase student daily attendance

Performance Objective 1: ADA Daily huddle






Evaluation Data Sources: Daily ADA % by Grade

Strategy 1 Details	Reviews			
<p>Strategy 1: 1. Daily ADA huddles after OATP to discuss who is out, why, patterns and next steps</p> <p>Strategy's Expected Result/Impact: Increase in ADA</p> <p>Staff Responsible for Monitoring: Lee Garcia</p> <p>TEA Priorities: Connect high school to career and college</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: 1. GTL's provide ranking, ADA %, and next steps based on data during GTL meeting</p> <p>Strategy's Expected Result/Impact: Increase in ADA %</p> <p>Staff Responsible for Monitoring: Lee Garcia</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 4: Increase student daily attendance

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

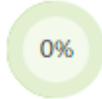




Evaluation Data Sources: % of students involved in afterschool activities

Strategy 1 Details	Reviews			
<p>Strategy 1: 1. Sharing on social media the different clubs that IDEA Alamo offers (21st Century, UIL, and Athletics Strategy's Expected Result/Impact: 25% of students from every grade level will be signed up for either 21st century, UIL and/or Athletics, Special Olympics) Staff Responsible for Monitoring: Stephanie Huerta</p> <p>Title I: 2.6 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 4: Increase student daily attendance

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






Evaluation Data Sources: Decrease in referrals each quarter

Strategy 1 Details	Reviews			
<p>Strategy 1: 100% of mediation sessions will be held with students that are involved in bullying or violence. Strategy's Expected Result/Impact: decrease in student behavior issues Staff Responsible for Monitoring: Johanna Martinez</p> <p>Title I: 4.1 - TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	June
	 0%			
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 5: Increase Student Persistence

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






Evaluation Data Sources: Enrollement % data

Strategy 1 Details	Reviews			
<p>Strategy 1: 100% of safety drills executions will be done monthly Strategy's Expected Result/Impact: Create a safe school for all Staff Responsible for Monitoring: Lee Garcia</p> <p>Title I: 4.2 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 5: Increase Student Persistence

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

Evaluation Data Sources: Attendace roster for BOY PD






Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers referr students to the Social Worker or Scool Counselor based on student need</p> <p>Strategy's Expected Result/Impact: 100% of students referr get seen by SW or SC</p> <p>Staff Responsible for Monitoring: Johanna Martinez</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 5: Increase Student Persistence

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

High Priority

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

Strategy 1 Details	Reviews			
<p>Strategy 1: HIT watches will be fully charged before the start of 1st period Strategy's Expected Result/Impact: Student vigorous physical activity is measured correctly Staff Responsible for Monitoring: Maria Charles</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Title I Personnel

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

Campus Funding Summary

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

Addendums

IDEA Alamo

Comprehensive Needs Assessment

COLLEGE PREP

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

	Listening	Speaking	Reading	Writing	% of ELL Students who grew one or more levels
% Beginning	2.90%	15.80%	7.30%	0.50%	4.05%
% Intermediate	19.20%	35.80%	25.10%	14.80%	6.16%
% Advanced	37.70%	41.40%	29.20%	38.40%	13%
% Advanced High	38.70%	5.60%	37.00%	45.00%	20%

Reflection

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