

**IDEA Public Schools**  
**Bluff Springs College Prep**  
**2022-2023 Campus Improvement Plan**

**Accountability Rating: B**

**Distinction Designations:**

Academic Achievement in English Language Arts/Reading  
Academic Achievement in Social Studies



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

# Mission Statement

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

## Vision

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

## Core Values

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

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

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

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

See PDF in addendum for more information.

### Demographics Strengths

See PDF in Addendum for more information.

### Problem Statements Identifying Demographics Needs

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

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

# Student Learning

## Student Learning Summary

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

See PDF in addendum for more information.

## Student Learning Strengths

See PDF in addendum for more information.

## Problem Statements Identifying Student Learning Needs

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

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

# School Processes & Programs

## School Processes & Programs Summary

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

## School Processes & Programs Strengths

### Curriculum & Instruction:

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

### Special Programs

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

### SEL/ Mental Health and Family Engagement

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

- IDEA parents rate IDEA as 4.8/5 on the statement "My school hold my child to high academic standards"
- IDEA students rate IDEA as 4.6/5 on the statement "My teachers challenge me to do my best"

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

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

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

### **Problem Statements Identifying School Processes & Programs Needs**

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

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

# Perceptions

## Perceptions Summary

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

## Perceptions Strengths

See PDF in addendum for more information.

## Problem Statements Identifying Perceptions Needs

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

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



# Priority Problem Statements

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

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

**Problem Statement 1 Areas:** Demographics

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

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

**Problem Statement 2 Areas:** Demographics

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

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

**Problem Statement 3 Areas:** Student Learning

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

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

**Problem Statement 4 Areas:** Student Learning

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

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

**Problem Statement 5 Areas:** School Processes & Programs

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

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

**Problem Statement 6 Areas:** School Processes & Programs

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

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

**Problem Statement 7 Areas:** Perceptions

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

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

**Problem Statement 8 Areas:** Perceptions

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

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

## Accountability Data

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

## Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT
- Student Success Initiative (SSI) data for Grades 5 and 8
- Student failure and/or retention rates

## Student Data: Student Groups

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

## Student Data: Behavior and Other Indicators

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

### **Employee Data**

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

### **Parent/Community Data**

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

### **Support Systems and Other Data**

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








# Goals

**Goal 1:** Increase staff retention

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

**High Priority**

**Evaluation Data Sources:** GPTW survey data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Send out mini org health surveys bi-weekly.</p> <p><b>Strategy's Expected Result/Impact:</b> Frequent pulse checks which will allow us to course correct.</p> <p><b>Staff Responsible for Monitoring:</b> Leadership Tem</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals -</p>	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				








**Goal 2:** All IDEA students matriculate to college

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

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** ACT reports








Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> ACT boot camps which focus on areas of need.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased scores with each scholars.</p> <p><b>Staff Responsible for Monitoring:</b> Director of College Counseling</p> <p><b>TEA Priorities:</b> Connect high school to career and college -</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 1:** We achieve 60% meets and 30% masters across all STAAR/EOC courses.

**High Priority**








**Evaluation Data Sources:** EdCite platform +STAAR data

Strategy 1 Details	Reviews					
<p><b>Strategy 1:</b> Ensure teachers aggressive monitor with exemplar in hand and follow aggressive monitoring protocol.  <b>Strategy's Expected Result/Impact:</b> Correcting scholar's work in the moment  <b>Staff Responsible for Monitoring:</b> All teachers</p> <p><b>TEA Priorities:</b>                      Build a foundation of reading and math                      - <b>ESF Levers:</b>                      Lever 5: Effective Instruction</p>	Formative			Summative		
	Oct	Jan	Mar	June		
						
 No Progress				 Accomplished	 Continue/Modify	 Discontinue

**Goal 3:** IDEA achieves an A rating

**Performance Objective 2:** 45% of students in the SpEd program attain "approaches" on STAAR Exams

**HB3 Goal**

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Review individual scholar data during weekly check-ins with direct reports; review data with CLT (SpEd) and GLT (RISE) to make whole group adjustments.	Formative			Summative
	Oct	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				










**Goal 4:** Increase student daily attendance

**Performance Objective 1:** 0% of scholars reach chronic absenteeism.

**High Priority**

**Evaluation Data Sources:** ADA data reports








Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Schedule letters and parent meetings based on ADA escalation matrix</p> <p><b>Strategy's Expected Result/Impact:</b> We will get to the root cause of scholar's absenteeism.</p> <p><b>Staff Responsible for Monitoring:</b> Grade team leads, grade level administrators, principal</p> <p><b>TEA Priorities:</b> Connect high school to career and college</p> <p><b>- ESF Levers:</b> 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 5:** Increase student persistence

**Performance Objective 1:** 0% of scholars leave IDE Bluff Springs due to academic reasons.

**High Priority**







**Evaluation Data Sources:** Persistence data and mission list

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Check grades on a weekly basis and ensure we are on track with OTG.</p> <p><b>Strategy's Expected Result/Impact:</b> Getting support proactively for any scholars at risk of failing.</p> <p><b>Staff Responsible for Monitoring:</b> All teachers and administration</p> <p><b>TEA Priorities:</b> Connect high school to career and college</p> <p><b>- ESF Levers:</b> 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% compliance on monthly CCT meetings.

**HB3 Goal**

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Schedule CCT meetings monthly to debrief incidents with in the past month and complete tabletop drills.</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<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 5:** Increase student persistence

**Performance Objective 3:** 90% of scholars will meet their Fitness Ambassador goals.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Ensure 100% of scholars are utilizing the IHT monitors on a daily basis.  <b>ESF Levers:</b> Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	June
	 20%	 40%		
<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>				

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Gloria Miranda	AR Zone Facilitator	Blended Learning	1
Juliann Solis/Hannah Collings	College Counselor	Counseling Department	1

# Addendums

## Campus Name

Comprehensive Needs Assessment	
College Prep	
Data Source: School Culture and Climate	
	Campus %
% Average Daily Attendance	92.58%
% Overall Persistence	93.39%
% New Student Persistence	88.24%
# of Admin Withdrawals/ Level 3 Offenses	3
% SPED	9.20%
% ELL	53%
% Eco Dis	85.71%
% Migrant	0%
% Race: American-Indian- Alaska-Native	0.30%
% Asian	1.06%
% White-Hispanic	85.56%
% Multi	0.46%
% Black-African-American	6.08%
% Native-Hawaiian-Pacific- Islander	0.00%
% White	6.54%
% Male	51%
% Female	49%

### Data Source: School Culture and Climate

#### Reflections

Areas of Strength	Areas of Need
1. Teachers strongly felt that academics and learning was ta	1. An area of need for our teachers was building culture withi
2. Teachers believes that student persistence and scholars w	2. An area of need was providing solid class management to e
3. Our teachers strongly agreed that build relationships with	3. An area of need was for teachers to accept scholars for wh

n themselves. Teachers expressed that having more time and space to reflect with one another can strengthen their relation  
:stablish honest and pure relationships with scholars. The teachers expressed that relationships and consistent class manage  
o they are and understanding the community of Bluff Springs. Many teachers struggled with understanding and knowledge



relationships with one another. They expressed that having relationships within themselves make it hard to have friction in moral

