

# IDEA Public Schools

## Brackenridge College Prep

### 2022-2023 Campus Improvement Plan

**Accountability Rating: B**

**Distinction Designations:**

Academic Achievement in Science  
Academic Achievement in Social Studies



**Board Approval Date:** October 21, 2022  
**Public Presentation Date:** September 12, 2022

# Mission Statement

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

## Vision

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

## Core Values

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

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

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# Comprehensive Needs Assessment

Revised/Approved: September 12, 2022

## Demographics

### Demographics Summary

<b>% Average Daily Attendance</b>	<b>99.40%</b>
% Overall Persistence	92.83%
% New Student Persistence	85.91%
# of Admin Withdrawals/ Level 3 Offenses	2
% SPED	8%
% ELL	30%
% Eco Dis	90.57%
% Migrant	0%
% Race: American-Indian- Alaska-Native	0%
% Asian	0%
% White-Hispanic	91%
% Multi	0.60%
% Black-African-American	4%
% Native-Hawaiian-Pacific- Islander	0%
% White	5%

**% Average Daily Attendance 99.40%**

% Male 46%

% Female 54%

Our campus is a 6-11 grade campus. We have in excess of 600 students. Our SES is in excess of 85%.

Our School is made up of

### **Demographics Strengths**

See PDF in Addendum for more information.

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1 (Prioritized):** New to IDEA students withdrawal at a higher rate than returning scholars. **Root Cause:** Set POI's per grade level to increase new student touchpints.

**Problem Statement 2 (Prioritized):** VIP programs have not been held consistently. **Root Cause:** Due to staffing shortages, we have de-prioritized the VIP program.

# Student Learning

## Student Learning Summary

Our scholars perform at a rate greater than ALL campuses around us in our zipcode. This is caused by our focus on clear expectations, our consistent use of grading rubrics that scholars see daily, and recursive review.

See PDF in Addendum for more information

## Student Learning Strengths

See PDF in Addendum for more information

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** When high interest texts are not utilized for lesson planning, scholars do not participate fully. **Root Cause:** Managers were not reviewing lesson plans to look specifically for high interest texts.

**Problem Statement 2 (Prioritized):** Inconsistent daily rigor aligned with the EOY exam causes gaps in student understanding. **Root Cause:** API's did not specifically check the rigor of INM/GP CFU's.

# School Processes & Programs

## School Processes & Programs Summary

We develop our instructional leaders by providing clear exemplars on coaching processes and data reviews. This in turn allows our instructional lead teams to focus our teachers attention on the key areas for excellent teaching such as: Strong/clear lesson planning, tight loop coaching and weekly coaching conversations.

See PDF in Addendum for more information

## School Processes & Programs Strengths

### Curriculum & Instruction:

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

### Special Programs

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

### SEL/ Mental Health and Family Engagement

- IDEA has increased the number of licensed counselors and Social Workers by 50% over the past 2 years

- IDEA pre-pandemic ADA averaged 97.4%, district is committed to get back to that average
- IDEA 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):** With staff who are uncertified, the likelihood that they will feel overwhelmed and succumb to the demands of the role are higher. **Root Cause:** We source any staff who apply. We do not have a filter for certified staff.

**Problem Statement 2 (Prioritized):** Inconsistent praise throughout the year created gaps in celebrations. **Root Cause:** We did not mechanize how/where we provided praise. This caused praise to be inconsistent.



# Perceptions

## Perceptions Summary

Perception of our campus is improving steadily each year. We have improved in consistency as it relates to solving student to student conflict, clarity in our academic programming model, and our great places to work survey (district wide survey) has been consistently between 75-85%.

See PDF in Addendum for more information.

## Perceptions Strengths

See PDF in Addendum for more information.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** New Families feel confused when their expectations do not meet the IDEA program model norms. **Root Cause:** Not all new to idea families participated in Welcome to Idea events.

**Problem Statement 2 (Prioritized):** When parents do not understand our restorative practice system, they feel confused with how our campus responds to misbehaviors. **Root Cause:** We failed to share specifics on the restorative systems with parents.

# Priority Problem Statements

**Problem Statement 1:** When high interest texts are not utilized for lesson planning, scholars do not participate fully.

**Root Cause 1:** Managers were not reviewing lesson plans to look specifically for high interest texts.

**Problem Statement 1 Areas:** Student Learning

**Problem Statement 2:** Inconsistent daily rigor aligned with the EOY exam causes gaps in student understanding.

**Root Cause 2:** API's did not specifically check the rigor of INM/GP CFU's.

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 3:** Inconsistent praise throughout the year created gaps in celebrations.

**Root Cause 3:** We did not mechanize how/where we provided praise. This caused praise to be inconsistent.

**Problem Statement 3 Areas:** School Processes & Programs

**Problem Statement 4:** With staff who are uncertified, the likelihood that they will feel overwhelmed and succumb to the demands of the role are higher.

**Root Cause 4:** We source any staff who apply. We do not have a filter for certified staff.

**Problem Statement 4 Areas:** School Processes & Programs

**Problem Statement 5:** New Families feel confused when their expectations do not meet the IDEA program model norms.

**Root Cause 5:** Not all new to idea families participated in Welcome to Idea events.

**Problem Statement 5 Areas:** Perceptions

**Problem Statement 6:** When parents do not understand our restorative practice system, they feel confused with how our campus responds to misbehaviors.

**Root Cause 6:** We failed to share specifics on the restorative systems with parents.

**Problem Statement 6 Areas:** Perceptions

**Problem Statement 7:** VIP programs have not been held consistently.

**Root Cause 7:** Due to staffing shortages, we have de-prioritized the VIP program.

**Problem Statement 7 Areas:** Demographics

**Problem Statement 8:** New to IDEA students withdrawal at a higher rate than returning scholars.

**Root Cause 8:** Set POI's per grade level to increase new student touchpints.

**Problem Statement 8 Areas:** Demographics

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

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

## Accountability Data

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

## Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Apex Learning accelerated reading assessment data for English I and II (TEA approved statewide license)
- Observation Survey results

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Homeless data
- Response to Intervention (RtI) student achievement data

## Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data

- Discipline records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject

#### **Employee Data**

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

#### **Parent/Community Data**

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

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

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





# Goals

## Goal 1: Increase staff retention

**Performance Objective 1:** By the end of the 22-23 SY, Brackenridge will increase staff retention to 85% or higher.

**High Priority**

**Evaluation Data Sources:** GPTW Survey

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Lead team will present and discuss teacher mission list during weekly lead team tactical meeting and during check-ins with assistant principal</p> <p><b>Strategy's Expected Result/Impact:</b> Early detection and intervention for teacher mission list</p> <p><b>Staff Responsible for Monitoring:</b> Lead Team (API's, Administrator, Counselor)</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>Problem Statements:</b> Demographics 2</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

## Performance Objective 1 Problem Statements:

Demographics
<p><b>Problem Statement 2:</b> VIP programs have not been held consistently. <b>Root Cause:</b> Due to staffing shortages, we have de-prioritized the VIP program.</p>

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





**Performance Objective 1:** By the end of the 22-23 SY, Brackenridge will increase the number of students meeting CCMR by ensuring 100% of Juniors achieve TSI exemption.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** TSI exam data through Naviance.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> College Counseling team will monitor and ensure that 100% of Brackenridge Juniors meet TSI exemption during the 22-23 school year.</p> <p><b>Strategy's Expected Result/Impact:</b> 100% of high school juniors meet TSI exemption in math and reading</p> <p><b>Staff Responsible for Monitoring:</b> DCC, CC, RTTC 1 teacher</p> <p><b>TEA Priorities:</b> Connect high school to career and college -</p> <p><b>Problem Statements:</b> Student Learning 2</p> <p><b>Funding Sources:</b> Director of College Counseling - Federal Grant, College Counselor - Federal Grant</p>	Formative			Summative
	Oct	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**Performance Objective 1 Problem Statements:**

<b>Student Learning</b>
<p><b>Problem Statement 2:</b> Inconsistent daily rigor aligned with the EOY exam causes gaps in student understanding. <b>Root Cause:</b> API's did not specifically check the rigor of INM/GP CFU's.</p>





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

**Performance Objective 1:** By the end of the 22-23 SY, 80% of Sub Pop students will meet their growth goals.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** STAAR data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> SpEd Department will monitor SpEd assessment data weekly to OCS for weekly principal report out.  <b>Strategy's Expected Result/Impact:</b> 80% or higher SpEd scholars will meet their EOY assessment growth goals.  <b>Staff Responsible for Monitoring:</b> SpEd Teachers</p> <p><b>TEA Priorities:</b>                      Improve low-performing schools  <b>Problem Statements:</b> Student Learning 1, 2</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;">  No Progress                           Accomplished                           Continue/Modify                           Discontinue                 </p>				

**Performance Objective 1 Problem Statements:**





Student Learning
<p><b>Problem Statement 1:</b> When high interest texts are not utilized for lesson planning, scholars do not participate fully. <b>Root Cause:</b> Managers were not reviewing lesson plans to look specifically for high interest texts.</p> <p><b>Problem Statement 2:</b> Inconsistent daily rigor aligned with the EOY exam causes gaps in student understanding. <b>Root Cause:</b> API's did not specifically check the rigor of INM/GP CFU's.</p>

**Goal 4:** Increase student daily attendance

**Performance Objective 1:** By the end of the 22-23 SY, Brackenridge will increase ADA by 2 or more percentage points.

**High Priority**

**Evaluation Data Sources:** DAILY, weekly, monthly and EOY ADA data.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Brackenridge OPS team will ensure a culture of JOY and celebration around ADA.  <b>Strategy's Expected Result/Impact:</b> We will increase ADA to at or above 97% by EOY  <b>Staff Responsible for Monitoring:</b> Assistant Principal of Operations</p> <p><b>TEA Priorities:</b>                      Improve low-performing schools  <b>Problem Statements:</b> School Processes &amp; Programs 2 - Perceptions 1</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;">  No Progress                           Accomplished                           Continue/Modify                           Discontinue                 </p>				

**Performance Objective 1 Problem Statements:**





School Processes & Programs
<p><b>Problem Statement 2:</b> Inconsistent praise throughout the year created gaps in celebrations. <b>Root Cause:</b> We did not mechanize how/where we provided praise. This caused praise to be inconsistent.</p>
Perceptions
<p><b>Problem Statement 1:</b> New Families feel confused when their expectations do not meet the IDEA program model norms. <b>Root Cause:</b> Not all new to idea families participated in Welcome to Idea events.</p>



**Goal 5:** Increase student persistence

**Performance Objective 1:** By the end of the 22-23 SY, 100% of Brackenridge CP students will participate in Move This World program to support violence prevention.

**High Priority**

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will utilize Move This World a minimum of 2x/wk  <b>Strategy's Expected Result/Impact:</b> Students will engage in MTW 2x/wk  <b>Staff Responsible for Monitoring:</b> API 1 API 2</p> <p><b>TEA Priorities:</b>                      Recruit, support, retain teachers and principals, Improve low-performing schools  <b>Problem Statements:</b> Demographics 1 - Perceptions 2</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;">  No Progress                           Accomplished                           Continue/Modify                           Discontinue                 </p>				

**Performance Objective 1 Problem Statements:**





<b>Demographics</b>
<p><b>Problem Statement 1:</b> New to IDEA students withdrawal at a higher rate than returning scholars. <b>Root Cause:</b> Set POI's per grade level to increase new student touchpints.</p>
<b>Perceptions</b>
<p><b>Problem Statement 2:</b> When parents do not understand our restorative practice system, they feel confused with how our campus responds to misbehaviors. <b>Root Cause:</b> We failed to share specifics on the restorative systems with parents.</p>

**Goal 5:** Increase student persistence

**Performance Objective 2:** By the end of the 22-23 SY, Brackenridge CP will increase the number of students who meet their IHT goal by 10%.

**Evaluation Data Sources:** IHT Weekly, IHT monthly and EOY IHT data.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Students on track for IHT data will receive praise a minimum of 1x/month.  <b>Strategy's Expected Result/Impact:</b> P.E. teachers will facilitate weekly WINNER'S CIRCLES to celebrate scholars who have hit their IHT data.  <b>Staff Responsible for Monitoring:</b> PE Teacher MS                      PE Teacher HS</p> <p><b>TEA Priorities:</b>                      Improve low-performing schools</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 2</p>	Formative			Summative
	Oct	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**Performance Objective 2 Problem Statements:**

School Processes & Programs
<p><b>Problem Statement 2:</b> Inconsistent praise throughout the year created gaps in celebrations. <b>Root Cause:</b> We did not mechanize how/where we provided praise. This caused praise to be inconsistent.</p>

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
	COLLEGE COUNSELOR		1
	DIRECTOR OF COLLEGE COUNSELING		1

# Campus Funding Summary

Federal Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	Director of College Counseling		\$0.00
2	1	1	College Counselor		\$0.00
<b>Sub-Total</b>					<b>\$0.00</b>

# Addendums

## IDEA Brackenridge

Comprehensive Needs Assessment - College Prep					
<b>COLLEGE PREP</b>					
Data Source: STAAR					
	STAAR Math 6th	STAAR Math 7th	STAAR Alg I		
% Approaches					
% Meets					
% Masters					
% Student Achievement Average					
Data Source: AP/IB					
	Pass AP Calculus AB	Pass AP Calculus CD	Pass AP Prob. & Stats.	IB Scores	IB Group 5
% Score 1				% Score 1-3	
% Score 2				% Score 4-5	
% Score 3+				% Score 6-7	

Reflections	
Areas of Strength	Areas of Need
1) Teachers are able to confidently look at data and determine highest leverage reteach. This is our deep-dive document that is due within 24 hours of a scanned exam.	1) We need to increase our focus on quality cloning of questions to ensure they are focusing on the golden nuggets of the question. We are going to embed additional assessments which we will call STAAR days DURING the unit rather than shifting focus at the end of the year.
2) Those teachers that are currently using the unit breakdown approach they are not proficient. This process allows them to break down a unit on their own and find additional days for review and mini-assessment.	2) Consistent Exam Unit Planning is necessary for teachers to visualize and create their own plans towards content exams.
3) Effective math instruction breaks challenging TEKS into clear steps that make the application of a skill much simpler. Our staff create anchor charts that can be reviewed and brought up as often as necessary to support student mastery.	.3) Ensuring urgency to fill each moment of instruction throughout the whole campus