

# IDEA Public Schools

## Edinburg College Prep

### 2022-2023 Campus Improvement Plan

**Accountability Rating: A**

**Distinction Designations:**

Academic Achievement in English Language Arts/Reading  
Academic Achievement in Mathematics  
Academic Achievement in Science  
Academic Achievement in Social Studies  
Postsecondary Readiness



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

# Mission Statement

IDEA Public Schools prepare students from underserved communities for success in college and citizenship. In our school we prioritize the development of our students through rigorous instruction, opportunities to grow as contributing individuals, and the knowledge of being successful in college. IDEA Edinburg staff is committed to modeling behaviors and attitudes that are focused on a growth mindset, kindness, and a willingness to accept others through similarities and differences. We want for our Eagles to grow up in their communities knowing that they are future college graduates and for them to work towards building habits that will make this vision a reality. Our students are productive members of our society today and after graduation because they are committed to a better community.

## Vision

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

## Core Values

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

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

# Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	4
School Processes & Programs	5
Perceptions	6
Priority Problem Statements	7
Comprehensive Needs Assessment Data Documentation	9
Goals	11
Goal 1: Increase staff retention	12
Goal 2: All IDEA students matriculate to college	14
Goal 3: IDEA achieves an A rating	18
Goal 4: Increase student daily attendance	22
Goal 5: Increase student persistence	26
Title I Personnel	29
Campus Funding Summary	30
Addendums	31

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Our school was founded 2011 and serves grades 6-12. We are an open enrollment charter school.

See PDF in Addendum for more information.

### Demographics Strengths

See PDF in Addendum for more information.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** Decreasing of student persistence in the past years. **Root Cause:** 1. Lack of strategies and professional development around building student relationships. 2. Lack of strong and streamlined parent communication. 3. Lack in investing students and families in our high school program

**Problem Statement 2 (Prioritized):** Increase in student suspensions over the past few years. **Root Cause:** 1. Lack of consistent and clear communication around school culture expectations with staff members. 2. There has not been quarterly step backs to address misbehaviors and create solutions. 3. Lack of teacher training in restorative approaches

# Student Learning

## Student Learning Summary

Our school achieved an A TEA rating and met 5 out of 7 distinctions. In comparison to 3 local high schools we received the A distinction.

"See PDF in Addendum for more information"

## Student Learning Strengths

"See PDF in Addendum for more information."

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** Lack of student meeting percentages of meets/masters in STAAR/EOC **Root Cause:** 1. Gap in lesson planning being aligned to TEKS/standards and rigor of end of year assessments. 2. Lack of instructional support focus on lesson delivery and guided practice.

**Problem Statement 2 (Prioritized):** Lack of student growth in TELPAS assessment **Root Cause:** 1. Lack of a strong testing environment 2. Lack of focus on strategies around growing writing and speaking in emergent bilinguals.

**Problem Statement 3 (Prioritized):** Did not meet CCMR readiness early in the school year **Root Cause:** 1. Lack of fidelity to ACT mastery prep 2. Lack of TSI support for Reading/Math

# School Processes & Programs

## School Processes & Programs Summary

Our campus develops instructional leaders through School Leadership Levers rubric guidance. We observe classrooms and teacher instruction to create professional development to address root causes.

Our culture rounds and professional development is aligned to our school vision statement.

"See PDF in Addendum for more information."

## School Processes & Programs Strengths

"See PDF in Addendum for more information"

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1 (Prioritized):** Staff is not being recognized on a consistent basis **Root Cause:** 1. Lack of system in place to consistently recognize staff on data and personal growth.

**Problem Statement 2 (Prioritized):** Staff is not consistently coached and developed. **Root Cause:** 1. Instructional lead team did not create system to prioritize teacher gaps 2. Scope and sequence not defined

# Perceptions

## Perceptions Summary

Our teacher retention was at over 90% and it decreased from the previous year. Our barrier last year for parent/guardian communication was COVID.

## Perceptions Strengths

"See PDF in Addendum for more information"

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** A decrease in teacher/family touchpoints. **Root Cause:** 1. Lack of alternative touchpoints such as phone calls, mail, or virtual meetings 2. Lack of mechanism for teacher/family touchpoints

**Problem Statement 2 (Prioritized):** Decrease in family engagement opportunities. **Root Cause:** 1. Lack in alternative engagement opportunities such as virtual meetings 2. Lack of mechanism in place to plan for family engagement opportunities

# Priority Problem Statements

**Problem Statement 1:** Decreasing of student persistence in the past years.

**Root Cause 1:** 1. Lack of strategies and professional development around building student relationships. 2. Lack of strong and streamlined parent communication. 3. Lack in investing students and families in our high school program

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** Increase in student suspensions over the past few years.

**Root Cause 2:** 1. Lack of consistent and clear communication around school culture expectations with staff members. 2. There has not been quarterly step backs to address misbehaviors and create solutions. 3. Lack of teacher training in restorative approaches

**Problem Statement 2 Areas:** Demographics

**Problem Statement 3:** Lack of student meeting percentages of meets/masters in STAAR/EOC

**Root Cause 3:** 1. Gap in lesson planning being aligned to TEKS/standards and rigor of end of year assessments. 2. Lack of instructional support focus on lesson delivery and guided practice.

**Problem Statement 3 Areas:** Student Learning

**Problem Statement 4:** Lack of student growth in TELPAS assessment

**Root Cause 4:** 1. Lack of a strong testing environment 2. Lack of focus on strategies around growing writing and speaking in emergent bilinguals.

**Problem Statement 4 Areas:** Student Learning

**Problem Statement 5:** Staff is not being recognized on a consistent basis

**Root Cause 5:** 1. Lack of system in place to consistently recognize staff on data and personal growth.

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

**Problem Statement 6:** Staff is not consistently coached and developed.

**Root Cause 6:** 1. Instructional lead team did not create system to prioritize teacher gaps 2. Scope and sequence not defined

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

**Problem Statement 7:** A decrease in teacher/family touchpoints.

**Root Cause 7:** 1. Lack of alternative touchpoints such as phone calls, mail, or virtual meetings 2. Lack of mechanism for teacher/family touchpoints

**Problem Statement 7 Areas:** Perceptions

**Problem Statement 8:** Decrease in family engagement opportunities.



**Root Cause 8:** 1. Lack in alternative engagement opportunities such as virtual meetings 2. Lack of mechanism in place to plan for family engagement opportunities

**Problem Statement 8 Areas:** Perceptions

**Problem Statement 9:** Did no meet CCMR readiness early in the school year

**Root Cause 9:** 1. Lack of fidelity to ACT mastery prep 2. Lack of TSI support for Reading/Math

**Problem Statement 9 Areas:** Student Learning

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- HB3 CCMR goals
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

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

## Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Grades that measure student performance based on the TEKS

## Student Data: Student Groups

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

- Dyslexia data
- Response to Intervention (RtI) student achievement data

#### **Student Data: Behavior and Other Indicators**

- Completion rates and/or graduation rates data
- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- Enrollment trends

#### **Employee Data**

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

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

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

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

- Communications data
- Budgets/entitlements and expenditures data








# Goals

**Goal 1:** Increase staff retention

**Performance Objective 1:** 100% of teachers will receive development through Teachboost by end of May 2023

**High Priority**

**Evaluation Data Sources:** Teachboost, Coaching Tracker

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Instructional Lead Team participates in instructional rounds at minimum once a week to observe classrooms. <b>Strategy's Expected Result/Impact:</b> Teachers will receive timely and high leverage feedback through quantatative and qualatative data. <b>Staff Responsible for Monitoring:</b> Instructional lead team  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools <b>Problem Statements:</b> School Processes & Programs 2	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

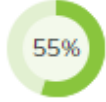




**Performance Objective 1 Problem Statements:**

School Processes & Programs
<b>Problem Statement 2:</b> Staff is not consistently coached and developed. <b>Root Cause:</b> 1. Instructional lead team did not create system to prioritize teacher gaps 2. Scope and sequence not defined

**Goal 1:** Increase staff retention

**Performance Objective 2:** Increase GPTW "Management shows appreciation for good work and extra effort" strand by 3 points.

**Evaluation Data Sources:** GPTW, Trust Surveys

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Plan to celebrate teachers throughout the year for different achievements. <b>Strategy's Expected Result/Impact:</b> Teachers feel celebrated and valued throughout the year. <b>Staff Responsible for Monitoring:</b> Lead Team and Admin Asst  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals <b>Problem Statements:</b> School Processes & Programs 1	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				








**Performance Objective 2 Problem Statements:**

School Processes & Programs
<b>Problem Statement 1:</b> Staff is not being recognized on a consistent basis <b>Root Cause:</b> 1. Lack of system in place to consistently recognize staff on data and personal growth.

## Goal 1: Increase staff retention

### Performance Objective 3: 100% of new hires are retained

**Evaluation Data Sources:** retention tracker Locus dashboard

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Implement strong business partnership with talent team who understand school's vision statement <b>Strategy's Expected Result/Impact:</b> Hire teachers that are committed to school's vision <b>Staff Responsible for Monitoring:</b> Talent team and school principal  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals <b>Problem Statements:</b> School Processes & Programs 2	Formative			Summative
	Oct	Jan	Mar	June
				
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>				

### Performance Objective 3 Problem Statements:

School Processes & Programs
<b>Problem Statement 2:</b> Staff is not consistently coached and developed. <b>Root Cause:</b> 1. Instructional lead team did not create system to prioritize teacher gaps 2. Scope and sequence not defined





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








**Performance Objective 1:** 100% of students are accepted into a 4 year college/university

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** Matriculation tracker, Naviance tracker, Director of College Counseling Check-in Tracker

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Hold 100% of match and fit conversations with seniors <b>Strategy's Expected Result/Impact:</b> 100% of students are matched to a college/university of their choosing <b>Staff Responsible for Monitoring:</b> College Counseling Team and School Principal  <b>Title I:</b> 2.5, 2.6 <b>- TEA Priorities:</b> Connect high school to career and college <b>Problem Statements:</b> Demographics 1 - Student Learning 3	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> 100% of students are CCMR ready by graduation <b>Strategy's Expected Result/Impact:</b> Students have met at least 1 component of being college, career, military ready <b>Staff Responsible for Monitoring:</b> College counseling team and school principal  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college <b>Problem Statements:</b> Student Learning 1	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Attain 21 ACT average composite score for Class of 2023 <b>Strategy's Expected Result/Impact:</b> Students increase their ACT score by at least 1 point and have better opportunities to enter <b>Staff Responsible for Monitoring:</b> College Counseling Team  <b>Title I:</b> 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college <b>Problem Statements:</b> Student Learning 3	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

### Performance Objective 1 Problem Statements:

Demographics
<b>Problem Statement 1:</b> Decreasing of student persistence in the past years. <b>Root Cause:</b> 1. Lack of strategies and professional development around building student relationships. 2. Lack of strong and streamlined parent communication. 3. Lack in investing students and families in our high school program
Student Learning
<b>Problem Statement 1:</b> Lack of student meeting percentages of meets/masters in STAAR/EOC <b>Root Cause:</b> 1. Gap in lesson planning being aligned to TEKS/standards and rigor of end of year assessments. 2. Lack of instructional support focus on lesson delivery and guided practice. <b>Problem Statement 3:</b> Did not meet CCMR readiness early in the school year <b>Root Cause:</b> 1. Lack of fidelity to ACT mastery prep 2. Lack of TSI support for Reading/Math










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

**Performance Objective 2:** IDEA Edinburg College Prep will continue to meet 100% CCMR readiness by scoring an average of 21 on the ACT.

**High Priority**

**Evaluation Data Sources:** ACT Mastery Prep, ACT Benchmarks in October/April






Strategy 1 Details		Reviews			
<b>Strategy 1:</b> Implement ACT Mastery Prep Bootcamp <b>Strategy's Expected Result/Impact:</b> Increase of ACT average score by 1% <b>Staff Responsible for Monitoring:</b> College Counseling Team, Principal, RTTC teachers  <b>Title I:</b> 2.5, 2.6 <b>- TEA Priorities:</b> Connect high school to career and college		Formative			Summative
		Oct	Jan	Mar	June
					
		 No Progress	 Accomplished	 Continue/Modify	 Discontinue

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

**Performance Objective 3:** 100% of IDEA Edinburg College Prep Seniors will be TSI exempt by end of school year.

**High Priority**

**Evaluation Data Sources:** TSI exam, TSI prep practice.


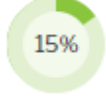




Strategy 1 Details	Reviews			
<b>Strategy 1:</b> TSI prep based on student need <b>Strategy's Expected Result/Impact:</b> TSI Exempt <b>Staff Responsible for Monitoring:</b> College Counseling Team, RTTC Teachers, Principal  <b>Title I:</b> 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college	Formative			Summative
	Oct	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

### Goal 3: IDEA achieves an A rating

#### Performance Objective 1: Increase STAAR Meets measurement by 3 points

**High Priority**

**Evaluation Data Sources:** Locus dashboard, Edcite, STAAR trackers

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Provide STAAR rigor aligned lesson plan feedback before lesson delivery <b>Strategy's Expected Result/Impact:</b> First teach is aligned to rigor of STAAR/EOC <b>Staff Responsible for Monitoring:</b> Instructional lead team, Content Teacher Leaders, STAAR/EOC teachers  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>Problem Statements:</b> Student Learning 1	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Provide accelerated learning for students who did not meet approaches in last STAAR/EOC <b>Strategy's Expected Result/Impact:</b> Close learning gaps <b>Staff Responsible for Monitoring:</b> Administration and teachers  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>Problem Statements:</b> Student Learning 1 <b>Funding Sources:</b> Teacher - Federal Grant - \$59,300	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

#### Performance Objective 1 Problem Statements:

Student Learning
<b>Problem Statement 1:</b> Lack of student meeting percentages of meets/masters in STAAR/EOC <b>Root Cause:</b> 1. Gap in lesson planning being aligned to TEKS/standards and rigor of end of year assessments. 2. Lack of instructional support focus on lesson delivery and guided practice.







### Goal 3: IDEA achieves an A rating

#### Performance Objective 2: 60% of students in special education program meet or exceed growth measures in Reading/Math

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** Formative/Summative assessments, SPED Growth Goal Tracker

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Implement SPED instructional rounds to identify areas of growth. <b>Strategy's Expected Result/Impact:</b> Increase in aligned use of accommodations and strategies to be used in lesson delivery. <b>Staff Responsible for Monitoring:</b> Instructional lead team, SPED teachers  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>Problem Statements:</b> Demographics 1 - Student Learning 1	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> SPED teacher and Gen Ed teacher bi-weekly collaboration. <b>Strategy's Expected Result/Impact:</b> Collaboration will result in aligned support and strategies for students in special education program. <b>Staff Responsible for Monitoring:</b> Instructional lead team and SPED managers.  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>Problem Statements:</b> Student Learning 1 <b>Funding Sources:</b> Interventionist - Federal Grant - \$59,300	Formative			Summative
	Oct	Jan	Mar	June
				
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>				

#### Performance Objective 2 Problem Statements:

### Demographics

**Problem Statement 1:** Decreasing of student persistence in the past years. **Root Cause:** 1. Lack of strategies and professional development around building student relationships. 2. Lack of strong and streamlined parent communication. 3. Lack in investing students and families in our high school program

### Student Learning






**Problem Statement 1:** Lack of student meeting percentages of meets/masters in STAAR/EOC **Root Cause:** 1. Gap in lesson planning being aligned to TEKS/standards and rigor of end of year assessments. 2. Lack of instructional support focus on lesson delivery and guided practice.

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

**Performance Objective 3:** 85% of EB students grow 1 composite point.

**High Priority**

**Evaluation Data Sources:** Renstar, Formative/Summative Assessments, Locus and Edcite Dashboards

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Use ELPS strategies to plan for lesson plans that provide support in all components. <b>Strategy's Expected Result/Impact:</b> TELPAS growth and exit of EB program. <b>Staff Responsible for Monitoring:</b> Instructional lead team, content leaders  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>Problem Statements:</b> Student Learning 2	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Performance Objective 3 Problem Statements:**







Student Learning
<b>Problem Statement 2:</b> Lack of student growth in TELPAS assessment <b>Root Cause:</b> 1. Lack of a strong testing environment 2. Lack of focus on strategies around growing writing and speaking in emergent bilinguals.

## Goal 4: Increase student daily attendance

### Performance Objective 1: Improve ADA by 2 points for the 22-23 School Year

**High Priority**

**Evaluation Data Sources:** ADA Tracker, ADA call log

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Implement ADA Escalation Matrix involving all stakeholders. <b>Strategy's Expected Result/Impact:</b> There is a clear and thorough process to ensure that students and families are aware of importance of ADA. <b>Staff Responsible for Monitoring:</b> Assistant Principal of Operations, Administration, SIS/REGISTRAR, teachers  <b>Title I:</b> 2.4, 2.5, 2.6, 4.1, 4.2 <b>- TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools <b>Problem Statements:</b> Perceptions 1	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Implement Engagement opportunities for new to Idea families <b>Strategy's Expected Result/Impact:</b> Build strong relationships with our families <b>Staff Responsible for Monitoring:</b> Assistant Principal of Operations, administration team, and teachers  <b>Title I:</b> 2.4, 2.5, 2.6, 4.1, 4.2 <b>- TEA Priorities:</b> Improve low-performing schools <b>Problem Statements:</b> Perceptions 1, 2	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

### Performance Objective 1 Problem Statements:

Perceptions
<b>Problem Statement 1:</b> A decrease in teacher/family touchpoints. <b>Root Cause:</b> 1. Lack of alternative touchpoints such as phone calls, mail, or virtual meetings 2. Lack of mechanism for teacher/family touchpoints

<b>Perceptions</b>
<b>Problem Statement 2:</b> Decrease in family engagement opportunities. <b>Root Cause:</b> 1. Lack in alternative engagement opportunities such as virtual meetings 2. Lack of mechanism in place to plan for family engagement opportunities









#### Goal 4: Increase student daily attendance

#### Performance Objective 2: Decrease student infractions

##### High Priority

**Evaluation Data Sources:** Behavior log, Powerschool

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Implement Capturing Kid's Heart program <b>Strategy's Expected Result/Impact:</b> Build student relationships that result in students being engaged and in a positive learning environment <b>Staff Responsible for Monitoring:</b> Administration and Grade Team Leaders  <b>Title I:</b> 2.5, 2.6 <b>- TEA Priorities:</b> Improve low-performing schools <b>Problem Statements:</b> Demographics 2	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Implement family social and emotional meetings <b>Strategy's Expected Result/Impact:</b> Build awareness of social needs of families and how to support their child <b>Staff Responsible for Monitoring:</b> Student Success Advisor and Administration  <b>Title I:</b> 2.6, 4.1, 4.2 <b>- TEA Priorities:</b> Improve low-performing schools <b>Problem Statements:</b> Perceptions 1, 2	Formative			Summative
	Oct	Jan	Mar	June
				
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>				

#### Performance Objective 2 Problem Statements:

Demographics
<b>Problem Statement 2:</b> Increase in student suspensions over the past few years. <b>Root Cause:</b> 1. Lack of consistent and clear communication around school culture expectations with staff members. 2. There has not been quarterly step backs to address misbehaviors and create solutions. 3. Lack of teacher training in restorative approaches

### Perceptions






**Problem Statement 1:** A decrease in teacher/family touchpoints. **Root Cause:** 1. Lack of alternative touchpoints such as phone calls, mail, or virtual meetings 2. Lack of mechanism for teacher/family touchpoints

**Problem Statement 2:** Decrease in family engagement opportunities. **Root Cause:** 1. Lack in alternative engagement opportunities such as virtual meetings 2. Lack of mechanism in place to plan for family engagement opportunities

**Goal 5:** Increase student persistence

**Performance Objective 1:** Increase parent engagement opportunities to 1 touchpoint minimum per month

**Evaluation Data Sources:** Engagement Tracker

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Implement a family engagement committee <b>Strategy's Expected Result/Impact:</b> Increase aligned family engagement opportunities <b>Staff Responsible for Monitoring:</b> Student Success Advisor/Administration  <b>Title I:</b> 4.1, 4.2 <b>Problem Statements:</b> Demographics 1 - Perceptions 1, 2	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				






**Performance Objective 1 Problem Statements:**

Demographics
<b>Problem Statement 1:</b> Decreasing of student persistence in the past years. <b>Root Cause:</b> 1. Lack of strategies and professional development around building student relationships. 2. Lack of strong and streamlined parent communication. 3. Lack in investing students and families in our high school program
Perceptions
<b>Problem Statement 1:</b> A decrease in teacher/family touchpoints. <b>Root Cause:</b> 1. Lack of alternative touchpoints such as phone calls, mail, or virtual meetings 2. Lack of mechanism for teacher/family touchpoints <b>Problem Statement 2:</b> Decrease in family engagement opportunities. <b>Root Cause:</b> 1. Lack in alternative engagement opportunities such as virtual meetings 2. Lack of mechanism in place to plan for family engagement opportunities

**Goal 5:** Increase student persistence

**Performance Objective 2:** Meet Healthy Kids requirements

**Evaluation Data Sources:** IHT Monitors, Public Trackers






Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Track MVPA minutes to meet District Fitness Honor Roll <b>Strategy's Expected Result/Impact:</b> Healthier students and increase in engagement <b>Staff Responsible for Monitoring:</b> PE coaches, AC, instructional lead team  <b>Title I:</b> 2.6 <b>- TEA Priorities:</b> Improve low-performing schools	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress                          Accomplished                          Continue/Modify                          Discontinue                     </div>				

Goal 5: Increase student persistence

Performance Objective 3: Rated Proficient or Higher by the end of the year on the Campus Safety Scorecard.

High Priority

Evaluation Data Sources: Intruder assessments, Completion of trainings.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Track all components of campus safety scorecard and implement next steps. <b>Strategy's Expected Result/Impact:</b> Identify glows and grows and implement next steps <b>Staff Responsible for Monitoring:</b> APO, Campus Principal, Administration, teachers, all staff.  <b>Title I:</b> 2.6, 4.1, 4.2 <b>- TEA Priorities:</b> Improve low-performing schools	Formative			Summative
	Oct	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Azucena Trevino	INTERVENTIONIST	Critical Student Intervention	1
Carlos Garza	INTERVENTIONIST	Math Interventionist	1

# Campus Funding Summary

Federal Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	2	Teacher		\$59,300.00
3	2	2	Interventionist		\$59,300.00
Sub-Total					\$118,600.00

# Addendums



## Master CNA & SAIP Reporting Checklist

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

## 2021-22 Student Achievement Improvement Plan - College Prep

[illegible]

[illegible]

## Annual Performance Objectives (APO)

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

- 1A. % of graduates who matriculate to a College or University: 100%
- 1B. % of graduates matriculate to a Tier I/II College or University: 15% | 25%
- 1C. % of Seniors accepted to a College or University: 100%
- 1D. % of Seniors named AP scholars | Earn IB diploma: 30% | 25%
- 1E. Earned State Rating: A
- 1F. % Basic | % Mastery | % Advanced on LEAP: 82% | 44% | 11%
- 1G. % Approaches | % Meets | % Masters on STAAR/EOC: 90% | 60% | 30%
- 1H. % Level 3 | % Level 4 | % Level 5 on FSA/FSAA: 70% | 40% | 20%
- 1I. % of Pre-K-2nd Students End The Year On/Above Grade Level in Reading - Year 1 Campuses | Year 2 Campuses: 80% | 90%
- 1J. % of students in CSI achieve 2 years growth in Reading | Math (measured by Ren STAR) 50% | 60%
- 1K. Average ACT score: 21
- 1L. % of students graduating college in 4 | 6 years: 25% | 55%

### Needs Assessment

S-STAAR  
D-DIBELS  
E-EOC  
A-ACT  
RR-Reading Renaissance  
ST-STAR for Math  
DR-Discipline Report  
AP-AP Tests  
O-Other

### Special Populations

All  
AR-At Risk  
ELL-English Language Learners  
ED-Economically Disadvantaged  
M-Migrant  
SE-Special Education

## Idea Edinburg College Preparatory

### Comprehensive Needs Assessment

#### **COLLEGE PREP**

#### Data Source: CSI

<b>% Meeting CSI Goal</b>	<b>Reading CP CSI</b>	
<b>% CSI (EOY Ren.)</b>	65% 22 out of 34	
<b>% of CSI Passing STAAR</b>	47% 16 out of 34	
<b>% of SPED Passing STAAR</b>	20% 1 out of 5	

#### Data Source: STAAR

	STAAR Reading 6th	STAAR Reading 7th	STAAR Reading 8th	STAAR Writing 7th	English I EOC	English II EOC
<b>% Approaches</b>	78	84	94	84	68	90%
<b>% Meets</b>	45	58	67	58	58%	80%
<b>% Masters</b>	17	34	46	34	21%	13%
<b>% Student Achievement Average</b>	47	59	69	59	49%	61%

#### Data Source: AP/IB/Electives

AP Scores	Pass AP Lit	Pass AP Lang	IB Scores	IB Group 1	% Royal Readers	% Word Master
% Score 1	35%	48%	% Score 1-3		60	92
% Score 2	28%	43%	% Score 4-5			
% Score 3+	37.50%	9.2%	% Score 6-7			
					RR Goal Met/Not Met	WM Goal Met/Not Met
					Met	Met

#### Reflections

Areas of Strength	Areas of Need
1 Middle School used i-ready to help special pops. students	1. Test prep support for special pops.
2 Included at least two novels in their instruction	2 Teachers need to be taught/trained on how to take the district curriculum (Wit and Wisdom/
3 Teachers for the most part were able to be transparent with their managers.	3 Training for managers in the content/ CSI that they are supporting. Managers must be aware of
4 The library/ AR zone is utilized regularly for 6th/7th grade, but these books aren't available for 8th grade to 12th grade students.	4 More supportive literacy programs to encourage students to read for entertainment. It may be possible to implement a campus wide book club. There are lots of unused books in our book room

## Idea Edinburg College Preparatory

### Comprehensive Needs Assessment - College Prep

#### COLLEGE PREP

#### Data Source: STAAR

	STAAR Math 6th	STAAR Math 7th	STAAR Alg I	
% Approaches	69	65	85	
% Meets	59	34	59	
% Masters	10	17	38	
% Student Achievement Average	46	39	61	

#### Data Source: AP/IB

AP Scores	Pass AP Calculus AB	Pass AP Calculus CD	Pass AP Prob. & Stats.	IB Scores	IB Group 5
% Score 1	28%	n/a	81%	% Score 1-3	N/A
% Score 2	44%	n/a	13%	% Score 4-5	N/A
% Score 3+	27.8%	n/a	6.3%	% Score 6-7	N/A

#### Reflections

Areas of Strength	Areas of Need
1. Veterans; can ID gaps	1. Foundational Skills (fractions)
2. Collaboration about alignment in resources, vocabulary , strategies	2. Intervention for the foundational skills in HS levels (Sa
3. Collaboration about students	3. BOY Collaboration to identify low students with their gaps/behavioral/attitude and POA.
	4. Summer school (could be done by the next teach

t. School)
her)

Notes:
Math models for HS
Alg, 1. Alg 2, Geometry (Math flow)
Needed resources: Clickers class set

## Campus Name

### Comprehensive Needs Assessment

#### COLLEGE PREP

#### Data Source: Internal Assessments

	<b>6th Grade EOY Assessment</b>	<b>7th Grade EOY Assessment</b>	
<b>% Passing</b>	72	85	

#### Data Source: STAAR

	<b>STAAR 8th Science</b>	<b>STAAR Biology</b>	
<b>% Approaches</b>	84	86	
<b>% Meets</b>	56	65	
<b>% Masters</b>	34	22	
<b>% Student Achievement Average</b>	58	58	

#### Data Source: AP/IB

	<b>Pass AP Biology</b>	<b>Pass AP Chemistry</b>	<b>Pass AP Physics (1, 2, &amp; C)</b>	<b>Pass AP Env. Science</b>	<b>IB Scores</b>	<b>IB Group 4</b>
<b>AP Scores</b>						
<b>% Score 1</b>	27%	n/a	83%	43%	<b>% Score 1-3</b>	N/A
<b>% Score 2</b>	38%	n/a	17%	22%	<b>% Score 4-5</b>	N/A
<b>% Score 3+</b>	35.1%	n/a	0%	34.8%	<b>% Score 6-7</b>	N/A

#### Reflections

<b>Areas of Strength</b>	<b>Areas of Need</b>
Teachers are committed to vertical alignment. Teachers identify long-lasting gaps and identify grade levels to insert new material. Teachers are always enthusiastic to try new ideas/content	A lot of practice needs to be done with FRQ writing. Students need to retain information and make connections to write and comprehend correctly.
Science practice skills are good. Since we do a lot of ACT boot camps students can read, analyze and interpret graphs.	Upcoming school year incorporate note taking skills where students can write, draw and annotate.
Students are able to identify the experimental design and plot them correctly in graph. A lot of them can read and comprehend and correctly do the MCQ	Early in school year during tutoring students will build a year long review by organizing their mini binder and build good study skills along.

6th grade- Incorporate literacy in the classroom and work on graphing

7th grade- Continue to build on the literacy

8th- Work on reading comprehension and work on graphing skills.

9th- Reading/Writing comprehension

10th- Have students analyze graphs and interpret the data

11th- Strengthen graphical analysis/relationships; push CER; unit conversions



12th - Students need to construct reports in an organized matter with thoughtful summaries (evidence of building ideas) ar



id proper citations. Plotting/reading (excel) data and unit conversions practices

## Campus Name

### Comprehensive Needs Assessment

#### COLLEGE PREP

#### Data Source: Internal Assessments

	<b>6th Grade EOY Assessment</b>	<b>7th Grade EOY Assessment</b>	
<b>% Passing</b>	<b>98</b>	<b>98</b>	

#### Data Source: STAAR

	<b>STAAR 8th US History</b>	<b>EOC US History</b>	
<b>% Approaches</b>	89	97	
<b>% Meets</b>	52	84	
<b>% Masters</b>	26	56	
<b>% Student Achievement Average</b>	56	79	

#### Data Source: AP/IB

	<b>Pass AP Human Geography</b>	<b>Pass AP World History</b>	<b>Pass AP US History</b>	<b>Pass AP Government</b>	<b>Pass AP Economics</b>		
<b>AP Scores</b>						<b>IB Scores</b>	<b>IB Group 3</b>
<b>% Score 1</b>	71%	63%	71%	71%	81%	<b>% Score 1-3</b>	n/a
<b>% Score 2</b>	10%	26%	18%	17%	12%	<b>% Score 4-5</b>	n/a
<b>% Score 3+</b>	18.4%	11.6%	10.6%	12.1%	6.8%	<b>% Score 6-7</b>	n/a

#### Reflections

<b>Areas of Strength</b>	<b>Areas of Need</b>
1. 11th US History - AP & STAAR alignment for the general population	1. 11th US History - AP/STAAR differentiation for sped students
2. 12th Gov - AP Alignment, AP Classroom	2. Vertical Alignment Document (Lead4ward?) For ex, aligning 8th gov't to 12th gov't (Mark will look into)
3. Consistency at upper levels in testing format so students get used to style	3. Possibility of opt out for some students?
4. AP Human Geo - Retention from 6th World, 8th	4. As a content - can build on blooms, Monday - Friday.
5. 8th grade - Vertical alginment from 6th/7th	5. FRQ - focus on command verbs - 6th and 7th can
6. Dept is great and gets along. All willing to share and	6. AP Multiple Choice - 5 minute mark, bubble as many as
7. 8th grade starts 9th grade Geo after STAAR (maps and	7. 6th grade can use "ESPN" to align with 9th grade
	8. Proactive approach - Talk about students that are AP
	9. Start with real life FRQs for practice (ex: Explain ice
	10. Norm on feedback symbols (Ms. Calderon will send to
	<b>11. All year history for 6th and 7th (no hybrid) Cannot</b>

## Campus Name

Comprehensive Needs Assessment <b>COLLEGE PREP</b>				
TELPAS Composite Rating (Listening, Speaking, Reading, Writing)				
	Listening	Speaking	Reading	Writing
% Beginning	19	21	10	4
% Intermediate	23	42	28	23
% Advanced	34	34	30	46
% Advanced High	36	13	36	38

% of ELL Students who grew one or more levels				
6th	7th	8th	9th	10th
3%	23%	22%	22%	38%

Reflection	
Areas of Strength	Areas of Need
1 Writing opportunities	1 Testing practice for "speaking" component
2 Peer to peer support	2 Testing environment
3 Listening opportunities	3 SIOP strategies

g)
% of ELL Students who grew one or more levels

11th	12th	Total
67%	N/A	30%

eed

## Campus Name

### Comprehensive Needs Assessment

#### COLLEGE PREP

#### 100% College Matriculation

Matriculation %	Matricuation % 4 year	Matriculation % 2 year	Tier 1/2 % Acceptances	Tier 1/2 % Matriculation	IDEA Thrive
100	83	15	100	22	7 students
Tier 1 % Matriculation	Tier 2 % Matriculation	Tier 3 % Matriculation	Tier 4 % Matriculation	Senior Class CCMR %	Senior Class TSI Completion %
15%	9%	12%	49	100%	100%

#### Campus Data

Senior Class ACT Average	Junior Class ACT Average	Overall AP Scholars (3+ or more tests)	IB Medallion Scholars (Passing 3+ exams)	Overall % IB Diploma	Campus End of Year OTG
20%	20%	33%	na	na	EOY with SS- 97% 331/339

#### Reflections

Areas of Strength	Areas of Need
1. Continue to achieve 100% Tier I/II- utilizing the support from RTTC in grades 9-12	1. How do we change the mindset of our community to push tier I/II.
2. Building college going identity-through expectations and goals aligned to college	2. Culture around OTG and why it matters and translates in college-- across grade levels
3. ACT prep & Plan is strong and we've tied it to all campus and teacher goals.. RTTC teachers support students with individualized goals.	3. ACT incorporating Mastery Prep with the textbook to provide options for students to continue doing with group work.

## Campus Name

Comprehensive Needs Assessment <b>COLLEGE PREP</b>	
Staff Quality, Recruitment, Retention	
	Percentage
% School Lead Team Retention	88%
% Instructional Support Retention	100%
% Teacher Retention	95%
% Campus Support Retention	100%
% SPED Certified Teachers	100%
% State/National Certified Teachers	5%
% State Certified Leaders	2%
% State/Board certified Counselors	25%
Number of teacher applicants per 2020-21 school year	11%

Reflections	
Areas of Strength	Areas of Need
1 PD updates	1 Alignment of behavior management/discipline
2 Valuing staff	2 Venues for communication
3 Resources provided	3 Recognizing teacher growth and others that are normally not recognized.



## Campus Name

Comprehensive Needs Assessment College Prep	
Data Source: School Culture and Climate	
	Campus %
% Average Daily Attendance	92.8
% Overall Persistence	90.17
% New Student Persistence	84.21
# of Admin Withdrawals/ Level 3 Offenses	0/22
% SPED	5
% ELL	32
% Eco Dis	83
% Migrant	0
% Race: American-Indian- Alaska-Native	13
% Asian	1
% White-Hispanic	38
% Multi	0
% Black-African-American	1
% Native-Hawaiian-Pacific- Islander	1
% White	20
% Male	48
% Female	52

Data Source: School Culture and Climate	
Reflections	
Areas of Strength	Areas of Need
1 Caring teachers- good heart	1 Consistency of expectations throughout the campus
2 Behavior Management system provided at end of year	2 Use of technology
3 Core Values	3 Lack of relationship building

## Campus Name

Comprehensive Needs Assessment <b>COLLEGE PREP</b>	
Data Source: Family and Community Involvement	
	Percentage
% Families Attended WTI	100%
% Families Attended Curriculum Night	na
% Families Who Attended EOY Ceremonies	89%
% Families who attended Fall Festival	na
% Families who attended Winter Festival	na
% Families who attended Spring Festival	na

Reflections	
Areas of Strength	Areas of Need
1 Parent Weekly	1 Family Engagement opportunities-- didn't happen due to COVID protocols
2 Social Media Communication	2 Teacher/Family touchpoints throughout the year
3 EOY celebrations	3 Specific teams tasked to follow the process

