IDEA Public Schools

Elsa College Prep

2022-2023 Campus Improvement Plan

Accountability Rating: A

Distinction Designations:
Academic Achievement in Mathematics
Top 25 Percent: Comparative Academic Growth
Top 25 Percent: Comparative Closing the Gaps
Postsecondary Readiness

Board Approval Date: October 21, 2022
Public Presentation Date: September 14, 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.

Our vision at IDEA Elsa College Prep is that graduating seniors will be fully poised to matriculate into a four-year college or university of their choice. All our students will be prepared academically, socially, emotionally and with a good sense of self in order to compete at the national and international levels. To achieve these goals IDEA ELSA College Prep students and staff will be driven by the following three pillars:

Academic Focus on College Readiness

Data Driven Instruction

Sense of Community

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 14, 2022

Demographics

Demographics Summary

IDEA Elsa College Prep is an open enrollment public school that is located in the Middle of the Rio Grande Valley. We are a scaling campus with grade levels 6th through 10th serving 546 students. Our student population consists of 97% hispanic students, 94% economically disadvantaged students and 11% special education students. At our campus our students participate in programs such as CTE courses (Principals of Law, Nursing Science and Touch Systems Data Entry) , CSI (Critical Student Intervention) classes, Advanced Placement courses (Human Geography, World History, Enviromental Science, Spanish Language and Computer Science Principals), Special Education and RISE (**R**eaching **I** ndependence through **S**upport and **E**ducation) classes, ART classes and our students participate in a variety of sports. Please see addendum for more information.

Demographics Strengths

See PDF in addendum for more information.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): The area that we have struggled with is meeting student enrollment as a campus. Our goal is to have 120 students per grade level and out of the 5 present grade level, we have only met one grade level goal. **Root Cause:** We are not marketing our selves in a competitive manner. We have not highlighted the programs we offer, the courses that prepare students for college and how we help students be college ready.

Problem Statement 2 (Prioritized): An area in which we struggle is that students are not used to IDEA culture, rigor and system structure. This lead to students leaving our campus. **Root Cause:** There is a gap in the onboarding process of families and students which leads to families leaving.

Student Learning

Student Learning Summary

In our own internal mock state assessment, our campus was predicted to be an "F" rated campus. However, thanks to the determination of our staff and students our students earned and "A" rating. Our Domain 1 score was at a 79. On Domain 2 we earned a 92 for Academic Growth and a 90 for Relative performance. In Domain 3 we earned an 86. The final rating being a 90. We also earned 4 out of 6 eligible Distinction Designations in Mathematics, Comparative academic growth, post secondary readiness and comparative closing the gaps.

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): Students had foundational gaps in mathematics. In the 2022 STAAR assessment for 7th grade math we had 64% of our students achieve an approaches or higher. We had 52% of our Emergent Learners passed and 49% of special needs students earned an approaches or higher. **Root Cause:** Teachers did not have trainings on best practices of how to differentiate instruction for the various student groups that they serve in order to close learning gaps.

Problem Statement 2: On the 2022 STAAR assessment we needed 36% of our English learners to grow one proficiency level or earn an advanced high proficiency level. Only 26% or our scholars were able to show the growth. **Root Cause:** As a campus we did not train our teachers on how to incorporate SIOP strategies to increase our English Learners' proficiency level.

Problem Statement 3: Our Meets percentages on all STAAR tested areas (except one) were all below 49%. **Root Cause:** Teachers were not trained on how to raise the rigor in their STAAR tested areas. There was also a lack of knowledge from both the leaders and teachers (new to teaching and the content) in the content. Finally, as a campus we failed to close student learning gaps in both math and reading. Leadership failed to implement interventions such as IXL, Imagine Learning, Summit K-12 to help close gaps

Problem Statement 4 (Prioritized): Our scholars had learning gaps in 8th grade US History. On the 2022 STAAR assessment for 8th grade social studies we had our students achieve a 53% received an approaches or higher. We had 42% of our Emergent Learners passed and 33% of special needs students earned an approaches or higher. **Root Cause:** Teacher and leaders lacked content knowledge and how to teach it in a way to impact student understanding.

School Processes & Programs

School Processes & Programs Summary

At IDEA Elsa College Prep we value our leaders and we invest time and resources to develop them. Leaders are clear on their responsibilities and receive guidance from the campus principal and other district coaches. Leaders are developed in lesson plan feedback, lessson rehearsals, instructional look fors, and various other aspects of being a leader. As they do this, they are also coaching and managing teachers. All leaders are coached by either the campus principal and a district Instructional Coach.

At IDEA Elsa College Prep we plan our professional development in a few ways. First is by classroom observation. That is, we observe a classroom teacher and find areas for improvement. Then we prepare our next steps and ways to train our staff. We also plan our professional development by evaluating how our teachers are preparing their lesson plans. Once we diagnose areas of improvement we plan our lesson plan clinics to help our teachers develop strong first instruction. Finally, we also track student achievement data and identify trends in the data. We use these findings and provide trainings to close learning gaps in student achievement.

As leaders on the campus we do the initial classroom observation where we diagnose the most pressing problem. We then identify the teachers next steps to address the most pressing problem. We then meet with the teacher for a coaching session in which they are given their next steps. That is, their "what" and their "how". Once this is done, we conduct a follow up classroom observations to ensure that next steps are being followed. Leaders often provide on the spot coaching.

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.

See PDF in Addendum for more information.

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 reatins 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): Lack of understanding of TELPAS and how to support our Emergent Bilingual students. **Root Cause:** Leaders and teachers did not have the knowledge of how to work with and best serve our Emergent Bilingual students. Lack of professional development on best practices (such as SIOP) to serve our English Language Learners.

Problem Statement 2 (Prioritized): Campus did not meet the goal of achieving 30% of our 9th grade students passing one AP Course. **Root Cause:** As a campus we did not have a solid plan for providing several opportunities for our scholars to challenge and pass several AP courses. We also failed to provide our teachers with sufficient AP prep to ensure teachers were well equipped for teaching at the AP course level.

Perceptions

Perceptions Summary

At IDEA Elsa College Prep we had a 23% turn over rate in 2021-2022. In previous years we have been at 90% or higher retention rate. We did not have an official teacher mentoring program. Last year we did have a high number of staff absences due to covid. However, most teachers reached levels 4 or 5 in teacher and parent surveys.

Perceptions Strengths

See PDF in Addendum for more information.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Lack of onboarding plan that includes long term HS path. **Root Cause:** We did not onboard our families effectively. As a campus we did not hold meetings that informed our parents of the long term HS plan that we have to offer her at IDEA.

Problem Statement 2 (Prioritized): There was a lack of family engagement and contribution in organizing campus and community events. **Root Cause:** There was lack of planning and vision from the leaders for families engagement events. It was not a huge priority and thus was not well planned out. As a campus we also failed to educate our parents and students on the safety protocols that we were following.

Priority Problem Statements

Problem Statement 1: Lack of understanding of TELPAS and how to support our Emergent Bilingual students.

Root Cause 1: Leaders and teachers did not have the knowledge of how to work with and best serve our Emergent Bilingual students. Lack of professional development on best practices (such as SIOP) to serve our English Language Learners.

Problem Statement 1 Areas: School Processes & Programs

Problem Statement 2: Campus did not meet the goal of achieving 30% of our 9th grade students passing one AP Course.

Root Cause 2: As a campus we did not have a solid plan for providing several opportunities for our scholars to challenge and pass several AP courses. We also failed to provide our teachers with sufficient AP prep to ensure teachers were well equipped for teaching at the AP course level.

Problem Statement 2 Areas: School Processes & Programs

Problem Statement 3: Our scholars had learning gaps in 8th grade US History. On the 2022 STAAR assessment for 8th grade social studies we had our students achieve a 53% received an approaches or higher. We had 42% of our Emergent Learners passed and 33% of special needs students earned an approaches or higher.

Root Cause 3: Teacher and leaders lacked content knowledge and how to teach it in a way to impact student understanding.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Students had foundational gaps in mathematics. In the 2022 STAAR assessment for 7th grade math we had 64% of our students achieve an approaches or higher. We had 52% of our Emergent Learners passed and 49% of special needs students earned an approaches or higher.

Root Cause 4: Teachers did not have trainings on best practices of how to differentiate instruction for the various student groups that they serve in order to close learning gaps.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: The area that we have struggled with is meeting student enrollment as a campus. Our goal is to have 120 students per grade level and out of the 5 present grade level, we have only met one grade level goal.

Root Cause 5: We are not marketing our selves in a competitive manner. We have not highlighted the programs we offer, the courses that prepare students for college and how we help students be college ready.

Problem Statement 5 Areas: Demographics

Problem Statement 6: An area in which we struggle is that students are not used to IDEA culture, rigor and system structure. This lead to students leaving our campus.

Root Cause 6: There is a gap in the onboarding process of families and students which leads to families leaving.

Problem Statement 6 Areas: Demographics

Problem Statement 7: Lack of onboarding plan that includes long term HS path.

Root Cause 7: We did not onboard our families effectively. As a campus we did not hold meetings that informed our parents of the long term HS plan that we have to offer her at IDEA.

Problem Statement 7 Areas: Perceptions

Problem Statement 8: There was a lack of family engagement and contribution in organizing campus and community events.

Root Cause 8: There was lack of planning and vision from the leaders for families engagement events. It was not a huge priority and thus was not well planned out. As a campus we also failed to educate our parents and students on the safety protocols that we were following.

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

- District goals
- Campus goals
- 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
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- 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
- Student Success Initiative (SSI) data for Grades 5 and 8
- Student failure and/or retention rates
- 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
- Special education/non-special education population including discipline, progress and participation data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Violence and/or violence prevention records

- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback

Employee Data

- Staff surveys and/or other feedback
- 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

Support Systems and Other Data

- Organizational structure data
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices

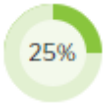
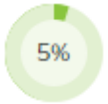
Goals

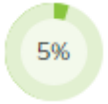
Goal 1: Increase Staff Retention

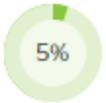
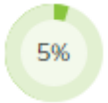
Performance Objective 1: In the 2022-2023 school year 100% of IDEA Elsa College Prep teachers will be required to attend their grade level content trainings each month or when they are provided by the district.

High Priority

Evaluation Data Sources: * The Great places to work survey results
* Attendance at district level PLCs
* Attendance to external content specific professional develop trainings.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Include content specific meeting in the yearlong PD calendar **Strategy's Expected Result/Impact:** Teachers will love what our campus stands for and will take ownership of committees that support the campus mission and that also help support and recognize our staff. **Staff Responsible for Monitoring:** Administrators, AR Facilitator, Interventionist **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** School Processes & Programs 1, 2 **Funding Sources:** AR Facilitator - Federal Grant - $37,477.44, Interventionist - Federal Grant - $54,250				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Have lead team assigned to different content trainings to ensure that teachers are attending their content meetings. **Strategy's Expected Result/Impact:** 100% of teachers attend their monthly content meetings. **Staff Responsible for Monitoring:** Administrators **Problem Statements:** Student Learning 1, 4 - School Processes & Programs 1, 2				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Have all staff members keep a log of all trainings attended through out the school year and have them submit at end of year to manager. **Strategy's Expected Result/Impact:** To have our staff attend all required trainings. **Staff Responsible for Monitoring:** Administrators. **Problem Statements:** Perceptions 1				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: Students had foundational gaps in mathematics. In the 2022 STAAR assessment for 7th grade math we had 64% of our students achieve an approaches or higher. We had 52% of our Emergent Learners passed and 49% of special needs students earned an approaches or higher. **Root Cause**: Teachers did not have trainings on best practices of how to differentiate instruction for the various student groups that they serve in order to close learning gaps.

Problem Statement 4: Our scholars had learning gaps in 8th grade US History. On the 2022 STAAR assessment for 8th grade social studies we had our students achieve a 53% received an approaches or higher. We had 42% of our Emergent Learners passed and 33% of special needs students earned an approaches or higher. **Root Cause**: Teacher and leaders lacked content knowledge and how to teach it in a way to impact student understanding.

School Processes & Programs

Problem Statement 1: Lack of understanding of TELPAS and how to support our Emergent Bilingual students. **Root Cause**: Leaders and teachers did not have the knowledge of how to work with and best serve our Emergent Bilingual students. Lack of professional development on best practices (such as SIOP) to serve our English Language Learners.

Problem Statement 2: Campus did not meet the goal of achieving 30% of our 9th grade students passing one AP Course. **Root Cause**: As a campus we did not have a solid plan for providing several opportunities for our scholars to challenge and pass several AP courses. We also failed to provide our teachers with sufficient AP prep to ensure teachers were well equipped for teaching at the AP course level.

Perceptions

Problem Statement 1: Lack of onboarding plan that includes long term HS path. **Root Cause**: We did not onboard our families effectively. As a campus we did not hold meetings that informed our parents of the long term HS plan that we have to offer her at IDEA.

Goal 2: IDEA Elsa will meet student enrollment

Performance Objective 1: By the end of the 2022-2023 school year the campus recruitment will increase student enrollment by 18%.

High Priority

Evaluation Data Sources: * Stream program
* Campus enrollment

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: * Have several super recruitments scheduled throughout the school year. **Strategy's Expected Result/Impact:** Student enrollment will increase each month. **Staff Responsible for Monitoring:** College Counselor **Title I:** 2.4, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals **Problem Statements:** Perceptions 1 **Funding Sources:** College Counselor - Federal Grant - $62,400	25%	5%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Train staff on best practices for recruitment. **Strategy's Expected Result/Impact:** Staff will know how to approach potential families. **Staff Responsible for Monitoring:** APO, Principal, Lead Team **Problem Statements:** Demographics 1, 2	15%	20%		

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Train staff on how to use recruitment materials (Why IDEA Elsa Flyer, AP Course Sequence and its alignment to College courses). **Strategy's Expected Result/Impact:** Staff is knowledgeable of what IDEA Elsa has to offer our students. **Staff Responsible for Monitoring:** Administrators, recruiter, APO **Problem Statements:** Demographics 1, 2	15%	15%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: The area that we have struggled with is meeting student enrollment as a campus. Our goal is to have 120 students per grade level and out of the 5 present grade level, we have only met one grade level goal. **Root Cause**: We are not marketing our selves in a competitive manner. We have not highlighted the programs we offer, the courses that prepare students for college and how we help students be college ready.

Problem Statement 2: An area in which we struggle is that students are not used to IDEA culture, rigor and system structure. This lead to students leaving our campus. **Root Cause** : There is a gap in the onboarding process of families and students which leads to families leaving.

Perceptions

Problem Statement 1: Lack of onboarding plan that includes long term HS path. **Root Cause**: We did not onboard our families effectively. As a campus we did not hold meetings that informed our parents of the long term HS plan that we have to offer her at IDEA.

Goal 3: IDEA achieves an A rating

Performance Objective 1: By the end of the 2022-2023 school year IDEA Elsa College Prep will met 12 out of 14 Indicators for the Academic achievement status on Domain 3.

High Priority

Evaluation Data Sources: Texas Accountability Rating System

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: * Progress monitor all populations that apply to our campus. **Strategy's Expected Result/Impact:** We will be able to identify where we have student learning gaps and develop a plan to address the gap. **Staff Responsible for Monitoring:** AR Facilitators, Interventionist, Classroom teachers and administrators. **Title I:** 2.4 **- TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 1, 4 **Funding Sources:** AR Facilitator - Federal Grant - $37,477, Interventionist - Federal Grant - $54,250	25%	5%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Train staff on SIOP strategies **Strategy's Expected Result/Impact:** Teachers will be proficient on the use of SIOP strategies to help our EB students. **Staff Responsible for Monitoring:** Administrators **Problem Statements:** School Processes & Programs 1	25%	5%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Students had foundational gaps in mathematics. In the 2022 STAAR assessment for 7th grade math we had 64% of our students achieve an approaches or higher. We had 52% of our Emergent Learners passed and 49% of special needs students earned an approaches or higher. **Root Cause**: Teachers did not have trainings on best practices of how to differentiate instruction for the various student groups that they serve in order to close learning gaps.

Student Learning

Problem Statement 4: Our scholars had learning gaps in 8th grade US History. On the 2022 STAAR assessment for 8th grade social studies we had our students achieve a 53% received an approaches or higher. We had 42% of our Emergent Learners passed and 33% of special needs students earned an approaches or higher. **Root Cause**: Teacher and leaders lacked content knowledge and how to teach it in a way to impact student understanding.

School Processes & Programs

Problem Statement 1: Lack of understanding of TELPAS and how to support our Emergent Bilingual students. **Root Cause**: Leaders and teachers did not have the knowledge of how to work with and best serve our Emergent Bilingual students. Lack of professional development on best practices (such as SIOP) to serve our English Language Learners.

Goal 3: IDEA achieves an A rating

Performance Objective 2: By the end of the 2022 - 2023 school year 52% of our students will earn academic achievement in Reading STAAR and 44% of our students will earn academic achievement in Math.

High Priority

Evaluation Data Sources: * Staar assessment results
* Domain 3 academic indicator report

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Progress monitor our student achievement data and the various special populations **Strategy's Expected Result/Impact:** Teachers will be able to identify struggling students and what populations need more attention. **Staff Responsible for Monitoring:** Administrators **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 1	25%	10%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Require struggling students to attend interventions (after school tutorials, super learning camps and Saturday schools) **Strategy's Expected Result/Impact:** The overall amount of students performing at Meets and Masters increases. **Staff Responsible for Monitoring:** Administrators **Problem Statements:** Student Learning 1, 4	25%	30%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 2 Problem Statements:

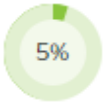
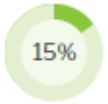
Student Learning
Problem Statement 1: Students had foundational gaps in mathematics. In the 2022 STAAR assessment for 7th grade math we had 64% of our students achieve an approaches or higher. We had 52% of our Emergent Learners passed and 49% of special needs students earned an approaches or higher. **Root Cause**: Teachers did not have trainings on best practices of how to differentiate instruction for the various student groups that they serve in order to close learning gaps.
Problem Statement 4: Our scholars had learning gaps in 8th grade US History. On the 2022 STAAR assessment for 8th grade social studies we had our students achieve a 53% received an approaches or higher. We had 42% of our Emergent Learners passed and 33% of special needs students earned an approaches or higher. **Root Cause**: Teacher and leaders lacked content knowledge and how to teach it in a way to impact student understanding.

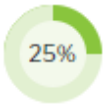
Goal 3: IDEA achieves an A rating

Performance Objective 3: IDEA Elsa College Prep 10th grade students will show a 10% increase in completing their TSI Reading by the end of the 2022-2023 school year.

High Priority

Evaluation Data Sources: * ACCUPLACER diagnostic report

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Have students track their progress towards their goal. **Strategy's Expected Result/Impact:** Students will be motivated to meet the growth. **Staff Responsible for Monitoring:** Administrators and College Counselor **Problem Statements:** Perceptions 1 **Funding Sources:** College Counselor - Federal Grant - $62,400				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Provide students who are struggling with tutorials to prepare them for the assessment. **Strategy's Expected Result/Impact:** The amount of students passing their TSI increases by 50%. **Staff Responsible for Monitoring:** Administrators and College Counselor. **Problem Statements:** Perceptions 1 **Funding Sources:** College Counselor - Federal Grant - $62,400				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Perceptions
Problem Statement 1: Lack of onboarding plan that includes long term HS path. **Root Cause**: We did not onboard our families effectively. As a campus we did not hold meetings that informed our parents of the long term HS plan that we have to offer her at IDEA.

Goal 3: IDEA achieves an A rating

Performance Objective 4: By the end of the 2022-2023 school year 19% of sped students will score at "Meets" or above in reading.

High Priority

Evaluation Data Sources: STAAR / EOC assessment results

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Track sped progress via classroom and individual student trackers. **Strategy's Expected Result/Impact:** Students will be motivated to do better than before. **Staff Responsible for Monitoring:** Interventionist, AR Facilitators, classroom teacher, sped teachers, administrator. **Problem Statements:** Student Learning 1, 4 **Funding Sources:** Interventionist - Federal Grant - $54,250, AR Facilitator - Federal Grant - $37,477	5%	5%		

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 4 Problem Statements:

Student Learning
Problem Statement 1: Students had foundational gaps in mathematics. In the 2022 STAAR assessment for 7th grade math we had 64% of our students achieve an approaches or higher. We had 52% of our Emergent Learners passed and 49% of special needs students earned an approaches or higher. **Root Cause**: Teachers did not have trainings on best practices of how to differentiate instruction for the various student groups that they serve in order to close learning gaps.
Problem Statement 4: Our scholars had learning gaps in 8th grade US History. On the 2022 STAAR assessment for 8th grade social studies we had our students achieve a 53% received an approaches or higher. We had 42% of our Emergent Learners passed and 33% of special needs students earned an approaches or higher. **Root Cause**: Teacher and leaders lacked content knowledge and how to teach it in a way to impact student understanding.

Goal 4: Increase student daily attendance

Performance Objective 1: IDEA Elsa College Prep will achieve a 97% ADA by the end of the 2022-2023 school year.

High Priority

Evaluation Data Sources: * End of year ADA reports
* Daily reports on ADA sent out by campus Registrar

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: * Educate students, parents and staff on the importance of being present every. **Strategy's Expected Result/Impact:** Student average daily attendance will increase because students, parents and staff are all aligned understand the importance of being present. In addition, student achievement will increase in all content areas. **Staff Responsible for Monitoring:** Classroom teachers, administrators, Operations team. **Title I:** 2.4 **Problem Statements:** Demographics 1	25%	5%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Create and follow our ADA plan **Strategy's Expected Result/Impact:** The ADA increases to 97% and teachers become more invested. **Staff Responsible for Monitoring:** Administrators and APO. **Problem Statements:** Demographics 1	25%	15%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: The area that we have struggled with is meeting student enrollment as a campus. Our goal is to have 120 students per grade level and out of the 5 present grade level, we have only met one grade level goal. **Root Cause**: We are not marketing our selves in a competitive manner. We have not highlighted the programs we offer, the courses that prepare students for college and how we help students be college ready.

Goal 5: Increase student persistence

Performance Objective 1: 90% or more of IDEA Elsa College Prep students will persist with IDEA for the 2023-2024 school year.

High Priority

Evaluation Data Sources: * District Persistence Tracker
* Campus tracker for leavers

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Educate students, parents and staff on why IDEA is the place for them. **Strategy's Expected Result/Impact:** 90% or more of our students will remain with IDEA. **Staff Responsible for Monitoring:** All staff members. **Problem Statements:** Demographics 1	25%	25%		

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: The area that we have struggled with is meeting student enrollment as a campus. Our goal is to have 120 students per grade level and out of the 5 present grade level, we have only met one grade level goal. **Root Cause**: We are not marketing our selves in a competitive manner. We have not highlighted the programs we offer, the courses that prepare students for college and how we help students be college ready.

Goal 5: Increase student persistence

Performance Objective 2: By the of the 2022-2023 school years 100% of students will receive counseling lessons on violence prevention and interventions.

Evaluation Data Sources: * Move This World

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Ensure that counselor calendars in dates to educate our scholars on violence prevention and interventions. **Strategy's Expected Result/Impact:** Students will know what to do if a situation arises involving violence prevention and interventions **Staff Responsible for Monitoring:** Administrators **Problem Statements:** Perceptions 1	25%	0%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 1: Lack of onboarding plan that includes long term HS path. **Root Cause**: We did not onboard our families effectively. As a campus we did not hold meetings that informed our parents of the long term HS plan that we have to offer her at IDEA.

Goal 5: Increase student persistence

Performance Objective 3: By the end of the 2022-2023 75% of students will earn Fitness Ambassador recognition.

High Priority

Evaluation Data Sources: Integrated Health Technology Systems on the HUB.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Have physical education teacher track and monitor student progress. **Strategy's Expected Result/Impact:** Students will see how they are growing and will be motivated to try harder. **Staff Responsible for Monitoring:** Teacher and administrator. **Problem Statements:** Perceptions 1, 2	25%	35%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 3 Problem Statements:

Perceptions
Problem Statement 1: Lack of onboarding plan that includes long term HS path. **Root Cause**: We did not onboard our families effectively. As a campus we did not hold meetings that informed our parents of the long term HS plan that we have to offer her at IDEA.
Problem Statement 2: There was a lack of family engagement and contribution in organizing campus and community events. **Root Cause**: There was lack of planning and vision from the leaders for families engagement events. It was not a huge priority and thus was not well planned out. As a campus we also failed to educate our parents and students on the safety protocols that we were following.

Title I Personnel

Name	Position	Program	FTE
Isis Rivera	College Counselor	Title I	1
Sayde Martinez	AR Facilitator	Title I	1
Shana Alvarado	Interventionist	Title I	1

ELA Committee

Committee Role	Name	Position
Administrator	Gracy Gomez	Assistant Principal of Instruction
Classroom Teacher	Gisela Saldana	6th Grade ELA Teacher
Classroom Teacher	Natalie Silva	7th Grade ELA Classroom Teacher
Classroom Teacher	Erica Cazares	8th Grade ELA Classroom Teacher
Classroom Teacher	Israel Trejo	9th Grade ELA Classroom Teacher

Math Committee

Committee Role	Name	Position
Administrator	Josias Cruz	Assistant Principal of Instruction
Classroom Teacher	Stephanie Soto	6th Grade Math Classroom Teacher
Classroom Teacher	Evelyn Chavez	7th Grade Math Classroom Teacher
Classroom Teacher	Maximiliano Cruz	8th Grade Algebra I Classroom Teacher
Classroom Teacher	Mark Garza	9th Grade Geometry Teacher

Humanities Committee

Committee Role	Name	Position
Administrator	Gracy Gomez	Assistant Principal of Instruction
Classroom Teacher	Jose Montoya	6th& 7th Grade Humanities Teacher
Classroom Teacher	Norma Ojeda	8th Grade US History Classroom Teacher
Classroom Teacher	Gavin Edgar	9th Grade AP Human Geography

Science Committee

Committee Role	Name	Position
Administrator	Josias Cruz	Assistant Principal of Instruction
Classroom Teacher	Pedro Reyes	6th & 7th Grade Classroom Teacher
Classroom Teacher	Jose Echavarria	8th Grade Pre-AP Biology classroom teacher
Classroom Teacher	Lizbeth Guzman	9th Grade Pre-AP Chemistry Teacher

TELPAS

Committee Role	Name	Position
Administrator	Briseida Alanis	School Counselor
Classroom Teacher	Isamar Cisneros	9 & 10th Grade Spanish II Classroom Teacher
Classroom Teacher	Maria Celeste Vazquez	8th Grade Spanish I Classroom Teacher
Classroom Teacher	Brianna Alvarado	Flex Teacher (Interventionist)

Staff Quality Retention Recruitment

Committee Role	Name	Position
Administrator	Antonio Garza	Principal
Classroom Teacher	Angela Garza	CSI Intervention Classroom Teacher
Classroom Teacher	Josette Jauregui	Special Education Teacher

School Culture and Climate Committee

Committee Role	Name	Position
Administrator	Isis Rivera	College Counselor
Classroom Teacher	Viviana Rendon	Special Education RISE Classroom Teacher
Classroom Teacher	Shana Alvarado	STAAR EOC Interventionist 9th grade
Classroom Teacher	Brandie Cavazos	Physical Education Teacher Middle School

Family and community involvement

Committee Role	Name	Position
Administrator	Elsa Hernandez	Assistant Principal of Operations
Classroom Teacher	Josuel Martinez	Special Education Teacher
Classroom Teacher	Luis Lazaro	Physical Education Teacher High School

Campus Funding Summary

Federal Grant					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	AR Facilitator		$37,477.44
1	1	1	Interventionist		$54,250.00
2	1	1	College Counselor		$62,400.00
3	1	1	AR Facilitator		$37,477.00
3	1	1	Interventionist		$54,250.00
3	3	1	College Counselor		$62,400.00
3	3	2	College Counselor		$62,400.00
3	4	1	Interventionist		$54,250.00
3	4	1	AR Facilitator		$37,477.00
				Sub-Total	$462,381.44

Addendums

Master CNA & SAIP Reporting Checklist

				PTG	90%	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 2020-2021 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, 2021 and no later than January 31, 2022.	complete		Pending	
	Locus Dashboards: CIS STARR, AP Campus IB Reports EOY Assessments	Comprehensive Needs Assessment 2021 English Language Arts	These Pages should include the percentage of students who achieved each listed score for the 2020-2021 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.	Complete		Pending	
		Comprehensive Needs Assessment 2021 Math		complete		Pending	
		Comprehensive Needs Assessment 2021 Science		complete		Pending	
		Comprehensive Needs Assessment 2021 Humanities		complete		Pending	
	State TELPAS Report	Comprehensive Needs Assessment 2021 TELPAS	This data set will outline the percentage of students that earned proficiency in the areas of Listening, Speaking, Reading, and Writing, as indicated in the State TELPAS report. Llist a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete		Pending	
	Locus Dashboards: ACT, AP, TSI Campus IB Reports Campus Matriculation Reports	100% College Matriculation 2020-2021 School Year	This page will only be applicable to campuses that had graduating classes in the Spring of 2021. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	NA		Pending	
	Locus Dashboard: Staff Rentention	Staff Quality, Retention, & Recruitment 2020-2021 School Year	Under the %SPED Data Point, this should relfect the percentage 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 2020-2021 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.	complete		Pending	
	Locus Dashboards: Student Persistence, Enrollment, ADA	School Culture & Climate 2020-2021 School Year	For the Withdrawals/Level 3 Offenses data point, list the number of withdrawals or offenses. All other data points should reflect percentages. Finalized data in this section should be pulled prior to July 23, 2021. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	complete		Pending	
	Campus Academic Counselor Tracking Systems	2021 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.	complete		Pending	

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2020-21 Student Achievement Improvement Plan - College Prep

COLLEGE PREP

APO	Initiatives	Needs Assess.	Special Pops.	Person(s) Responsible	Timeline Start/End	Resources: Human/ Material/Fiscal	Documentation	Formative Evaluation
1E	Use of Educational software such as: Study Island, Education galaxy, Sirius STAAR Prep, Brian Pop, Measuring up, Wit & Wisdom online, Imagine Learning, AP and Pre-AP resources	s		Lead Team, Teachers, Co-Teachers	Aug - June	Teacher, Co-teachers, tutors and software	Number of lessons completed and percentile growth.	Growth shown in student achievement
1E	Lead Team Training on instructional look fors	s		District, Principal, VP	June-June	Roadmap, Coaching Academies, District leadership training, and Region one, State and National conferences	Certificates of completion, sign-ins	Increase in student achievement
1E	Targetted Professional Develoment	s		District, Content Leaders, Principal, Lead Team	July - June	Course Collaborations, Content leaders, content specialists, Region one, Content Webinars, State and National conferences.	Certificates of completion, sign-ins	Implementation of learnings,increase in student achievement scores
1E	Lesson Rehearsals	s		Direct Managers	Aug-May	Managers, Teachers, co-teachers and tutors	Sign - ins for rehearsals, Calendar invites and acceptances.	INCrease in student achievement
1E	Wit & Wisdom curriculum	s		District, Principal, VP and Teacher	June - May	W&W resources, and online resources	KDA, Lesson Plans, Lesson observations	Unit assessments, Daily exit tickets, student understanding of content
1E	IDEA's Math Curriculum(s)	s		District	Aug-May	AST, Course leaders	IDEA Hub, Curriculum Corner, Student workbooks created and purchased	Student acheivement on unit assessments, and quarterly assessments, STAAR assessment.
1E	SPED Training on how to support our Special Needs students	s		District, Lead Team, Special Education teachers	Aug - May	Sped Department for district, Special education teachers, Regular Education teachers, Co-teachers and tutors	Training sign-ins, Lesson plan for verification of accommodations	5% growth by quarter in student achievement

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2020-21 Student Achievement Improvement Plan - College Prep

COLLEGE PREP

1E	Instructional Interventions outside the classroom	s		Campus Lead Team,	Aug -June	Lead Team, Campus staff, Teachers, Co-Teachers, Tutors and Front office staff. Instructional Materials, programs such as CSI and Softwares used to increase student practice and mastery	Sign ins for Tutorials, Saturday Schools, Super Learning camps, During the day interventions,	5% growth by quarter in student achievement
1E	Integration of Literacy through Humanities Lessons	s		Humanities Teachers	Aug - June	Content teacher, District assigned summer readings, ELA novels being read, and Social studies literature.	Summer reading lists, ELA novels,	Lesson plans, KDA,
1E	Incorporate more Listening,Speacking, Reading and Writing in lessons	s		Teachers, Co-teachers, Tutors	Aug - May	Teacher, Co-teachers, tutors and leaders, EL strategies training from Region I	Certificates of completion, sign-ins	Lesson plans, KDAs
	Creating of School Traditions			Lead Team, Teachers, Co-Teachers	Aug - May	Campus Culture Rubric	Creation of School traditions	Creating traditions that last

Title I Qualifying Programs			Initiatives Status			
Internal Use Only			Mid Year		End of Year	
Supplemental Program (Y/N)	New Program (Y/N)	Budget Allocation	Outcome	Increase/Decreased by X%	Outcome	Increase/Decreased by X%
Budget Allocations only need to be entered for programs that are **BOTH** Supplemental & New			Use these columns to assess your strategy progress at the middle and end of the year			
Y	N	AP $15, 000				
N	N					
Y	Y	$10,000				
N	N					
N	N					
N	N					
Y	Y	$ 3,000				

Title I Qualifying Programs			Initiatives Status			
Internal Use Only			Mid Year		End of Year	
Supplemental Program (Y/N)	New Program (Y/N)	Budget Allocation	Outcome	Increase/Decreased by X%	Outcome	Increase/Decreased by X%
Y	N					
Y	Y	$1,000				
N	N					
N	N					

Annual Performance Objective

PRIORITY #1: Students Graduate College-Ready

1A. % of graduates who matriculate to a College or University: 100%

1B. % of graduates matriculate to a Tier I/II College or University: 25%

1C. % of Seniors accepted to a College or University: 100%

1D. % of Seniors named AP scholars | Earn IB diploma: 30% | 25%

1E. Earned State Rating: A

1F. % of Pre-K-2nd Students End The Year On/Above Grade Level in Reading | Language | (Year 1 Campuses): 80% | 80% | 80%

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

1H. % of students in CSI achieve 2 years growth in Reading | Math (measured by Ren STAR) 50% | 60%

1I. Average ACT score (Class of 2020, September 2019): 21

1J. % of students graduating college in 4 | 6 years: 25% | 55%

PRIORITY #2: Build a Strong & Sustainable Organization

2A. % Teacher Retention | Employee Retention: 85% | 85%

2B. 80% composit score on GPTW

2B. %Average Daily Attendance | # Average Daily Attendance: 97.50% | 48,817

2C. Student Persistence: 90%

2D. Operating Income: $101M

2E. FIRST Rating: A

PRIORITY #3: Achieve Mission at Scale

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

3B. Enrollment in August 2020: 64,455

3C. Schools in operation in August 2020: 125

3D. Total Funds Raised (millions): $70M

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

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Comprehensive Needs Assessment

COLLEGE PREP

Data Source: CSI

% Meeting CSI Goal	Reading CP CSI
50 % CSI (EOY Ren.)	28%
% of CSI Passing STAAR	14%
% of SPED Passing STAAR	18%

Data Source: STAAR

	STAAR Reading 6th	STAAR Reading 7th	STAAR Reading 8th	STAAR Writing 7th	English I EOC	English II EOC
% Approaches	46	69	73	56	N/A	N/A
% Meets	20	36	46	23	NA	NA
% Masters	5	15	19	5	NA	NA
% Student Achievement Average	24	40	43	28	NA	NA

Data Source: AP/IB/Electives

AP Scores	Pass AP Lit	Pass AP Lang	IB Scores	IB Group 1	% Royal Readers	% Word Master
% Score 1	NA	NA	% Score 1-3	NA	10	60
% Score 2	NA	NA	% Score 4-5	NA		
% Score 3+	NA	NA	% Score 6-7	NA		
					RR Goal Met/Not Met	WM Goal Met/Not Met
					Met	Met

Reflections

Areas of Strength	Areas of Need
An area of strength found in this difficult and challenging year was that managers and other people such as Ms. Urena and Ms. Falcon provdied walkthroughs.	An area of need in this area is that walkthroughs need to be conducted since the beginning of the year and feedback needs to be provided. Teachers
This year sufficient resources were provided for teachers. . Resources such as Sirius, education galaxy, study island, wit and wisdom online were provided and used by the teachers.	An area of growth would be professional development geared towards ELA teachers. Teachers need to see how this looks in action. More professional development needs to be provided for teachers.

Writing: Teachers demonstrate team and family and helped the writing teacher and showed her how to look for TEKS and resources needed.	No curriculum was in place and no support was provided. Writing needs to be embedded across content and resources need to be provided for teachers. Teachers need guidance as to how to implement what is being asked.
ELA content meetings were beneficial because teachers were able to collaborate with each other and questions were answered.	An area of growth is rehearsing lessons and consistencay with lesson plans. Teachers need to know what is expected of them since the beginning of the year.

Recommendatons for Areas of Need	What to replicate
Managers need to provide feedback for teachers and clear expectations. Managers should meet with teachers and explain what is expected from them at the beginning of year. Managers should celebrate teachers once a month.	Managers should continue to conduct walkthroughs consistantly througout the year.
Continue to provide resources for teachers.	Plan 2-3 professional development for ELA teachers.

next year Reading and Writing will become one and Wit and Wisdom provides resources for writing. Mangers should support and provide additional resources if needed.	Send ELA teachers to writing trainings would be beneficial. Teachers should plan accordingly so 6th grade ELA teacher can being implementing writing strategies that students will see the following year.
Mangers should conduct rehearsals with teachers and provide feedback	ELA content lead will continue having biweekly meetings and meeting with mangaers to see what is expected of teachers.

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Comprehensive Needs Assessment - College Prep COLLEGE PREP					
Data Source: STAAR					
	STAAR Math 6th	**STAAR Math 7th**	**STAAR Alg I**		
% Approaches	57	53	63		
% Meets	18	18	30		
% Masters	3	6	13		
% Student Achievement Average	26	26	35		
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	NA	NA	NA	**% Score 1-3**	NA
% Score 2	NA	NA	NA	**% Score 4-5**	NA
% Score 3+	NA	NA	NA	**% Score 6-7**	NA

Reflections	
Areas of Strength	**Areas of Need**
1. Teachers adapted well to virtual learning. Modify the content to meet the needs of our virtual learners.	1. Lack of support with SPED students. Students had foundational gaps. Virtual learners not engaged in classes (ADA)
2. Three strong math teachers (experienced & knowledable in content)	2. Investing parents and support with student academic progress. Incorportating STAAR/EOC from the very beginning. Resources provided late in the game - plan as a team to potentially align.
3. IDEA curriculum helpful. Easy to give students packets to be on the same page at home and on campus.	3. Did not meet as a math team as much throughout the year (sparring to become better together)

Solutions
ID foundational gaps - Adminster a diagnostic exam to ID Foundational Skills. Collaborate with lead team + grade level to support with priority student who were not engaged throughtout the school year.
Spiral STAAR/EOC problems. Provide resouces to SPED teachers as well so that they can used them during their small group sessions. Norming strategies used accross grade levels ex: using same strategy for proportions in 6-9 grade.
Collaborate with the grade teams i.e.: hotspot and AR to support math class/instruction Educate parents about the importance of student academics: train teachers in holding these conversations. Administrators join in in these types of calls to invest parents. Give parents resources to help the student (similar to literacy nights).

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Comprehensive Needs Assessment COLLEGE PREP						
Data Source: Internal Assessments						
	6th Grade EOY Assessment	**7th Grade EOY Assessment**				
% Passing	**39/15/4**	**91/81/50**				
Data Source: STAAR						
	STAAR 8th Science	**STAAR Biology**				
% Approaches	N/A	70				
% Meets	N/A	33				
% Masters	N/A	11				
% Student Achievement Average	N/A	38				
Data Source: AP/IB						
AP Scores	**Pass AP Biology**	**Pass AP Chemistry**	**Pass AP Physics (1, 2, & C)**	**Pass AP Env. Science**	**IB Scores**	**IB Group 4**
% Score 1	N/A	N/A	N/A	N/A	**% Score 1-3**	N/A
% Score 2	N/A	N/A	N/A	N/A	**% Score 4-5**	N/A
% Score 3+	N/A	N/A	N/A	N/A	**% Score 6-7**	N/A

Reflections	
Areas of Strength	**Areas of Need**
1. Curriculum was aligned to the district curriculum. Faithful to the curriculum that was offered by district.	1. Need more feedback from manager on pedagogy and best practices.
2. Resourses such as course leaders and peer Science teacher collaboration, course leader collaborations.	2. Student engagement and participation in classes.
3. Professional developments to help develop lessons for units as a district course. Also PD sessions at the campus level.	3. Access to multiple instructional sources such as study island, Measuring up, Sirius STAAR Prep., Brian Pop.

Recommendation for Areas of Need	What to replicate
1. Making managers accountable for weekly coaching cycle. Managers creating a calendar to reflect coaching cycle.	1. Continue to collaborate with peers and course leaders, managers. , etc...
2. House competitions, Badger Store, implementing n	2. PD for lesson planning at the beginning of year.
3. Provide a list of all resources and log in credentials and provide PD for each of the programs. Providing an actual text book for students.	3. Having someone to provide oversight / guidance to ensure that we are on the right track on our curriculum.

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Comprehensive Needs Assessment COLLEGE PREP							
Data Source: Internal Assessments							
	6th Grade EOY Assessment	**7th Grade EOY Assessment**					
% Passing	**83%**	**54%**					
Data Source: STAAR							
	STAAR 8th US History	**EOC US History**					
% Approaches	24%	NA					
% Meets	7%	NA					
% Masters	2%	NA					
% Student Achievement Average	11%	NA					
Data Source: AP/IB							
AP Scores	**Pass AP Human Geography**	**Pass AP World History**	**Pass AP US History**	**Pass AP Goverment**	**Pass AP Economics**	**IB Scores**	**IB Group 3**
% Score 1	NA	NA	NA	NA	NA	**% Score 1-3**	NA
% Score 2	NA	NA	NA	NA	NA	**% Score 4-5**	NA
% Score 3+	NA	NA	NA	NA	NA	**% Score 6-7**	NA

Reflections	
Areas of Strength	**Areas of Need**
1. Integrated literacy throughout Humanities lessons and exams. This will help our scholars transitioning to AP courses.	1. Content meetings happening more frequently throughout the second semester. (Looking at data to analyze gaps)
2. Data throughout IA's, BWA's, and UE's was consistent throughout the year and demonstrated successes despite distance learning.	2. Special population support is needed more frequently throughout Humanities courses. Our special population took a big dip this year and ELA/Humanities tie closely together which would mean more support was also needed in that department.
3. Classrooms utilized technology in order to gauge student mastery and understanding. We also utilized technological databases to analyze gaps in success amongst scholars and to identify trends that also allwoed for us to close gaps.	3. Managerial support is needed more frequently in Humanities courses (coaching cycle).

Solutions
Set a schedule at the beginning of the year with the dates and times for content meetings. Send schedule via calendar invite. Create a shared document where we can discuss agenda items and track.
Admin - Teachers - Special Pop Support Teachers norm on best support system and on a schedule for teachers. Providing a special pop support meeting for teachers to identify what are some support systems we can implement in the classroom.
Admin coordinates and schedules coaching cycle and discusses how frequently they would be doing so at the beginning of year with their teachers.

IDEA Elsa

Comprehensive Needs Assessment

COLLEGE PREP

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

	Listening	Speaking	Reading	Writing	% of ELL Students who grew one or more levels
% Beginning	2%	12%	12%	4%	11% Listening
% Intermediate	21%	48%	21%	25%	24% Speaking
% Advanced	32%	35%	31%	41%	19% Reading
% Advanced High	45%	5%	36%	30%	8% Writing

Ref

Areas of Strength	Areas of Need
1. 8th Grade students have shown growth each year 85% are rated Advanced and Avanced High	1. 30 students are on track to exit but keep missing criteria by one of the 4 components (Speaking). Therefore, students are not performing linguistically at their academic level.
2. EL strategies have been present for virtual learning, in Math teachers color code, ELA images are shown for voacabulary, History and Science show videos and images to explain process/examples of events	2.With virtual learning it was hard to see students implement strategies for EL's on assignments/ in class seminars
3. 90% of students took the TELPAS exam and teachers have been supportive of not "blanketing students" ensuring to only provide translation/accomodations as needed	3.Teachers need quartly training on how to best support EL learners in class, differenciated PD for different levels of EL's

Grade Level	EL's	Total # of Students	EL %
6	42	106	40%
7	39	110	35%
8	53	126	42%
TOTAL	**134**	**342**	**39%**

ection

Recommendatons for Areas of Need	What to replicate
1.Students would benefit from practice and teachers providing more time for students to speak with one another with feedback	1. Providing Teachers with grade level ratings so they understand each students proficiency level and can best asses their need.
2. Students will return in person in August, teachers should start the school year with strategy expectation for students. (Ex. RUBIES, Color strategies, Annotations)	2.Teachers in Math have done an amazing job with color coordinating and strategy expectations, have 6th grade Math teacher present what is working and how strategies look in her class.
3. When Faculty Tuesday Schedule is made for the year, monthly EL/TELPAS PD's should be included and differciated by level.	3.Staff only providing Accommodations as needed.

IDEA Elsa

Comprehensive Needs Assessment COLLEGE PREP					
100% College Matriculation					
Matriculation %	**Matricuation % 4 year**	**Matriculation % 2 year**	**Tier 1/2 % Acceptances**	**Tier 1/2 % Matriculation**	
NA	NA	NA	NA	NA	
Tier 1 % Matriculation	**Tier 2 % Matriculation**	**Tier 3 % Matriculation**	**Tier 4 % Matriculation**	**Senior Class CCMR %**	**Senior Class TSI Completion %**
NA	NA	NA	NA	NA	NA
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**
NA	NA	NA	NA	NA	NA

Reflections	
Areas of Strength	**Areas of Need**
1	1
2	2
3	3

IDEA Elsa

Comprehensive Needs Assessment COLLEGE PREP	
Staff Quality, Recruitment, Retention	
	Percentage
% School Lead Team Retention	100%
% Instructional Support Retention	100%
% Teacher Retention	96%
% Campus Support Retention	97%
% SPED Certified Teachers	16%
% State/National Certified Teachers	42%
% State Certified Leaders	42%
% State/Board certified Counselors	10%
Number of teacher applicants per 2020-21 school year	26%

Reflections	
Areas of Strength	**Areas of Need**
1. Teachers, co-teachers and tutors are hired when campus is in need of support.	1. Implement high-quality coaching throughout the school year to ensure all skills are built despite lack of experience in teaching.
2. At least 30% - 40% of the teachers of certified in their specified content areas.	2. More teachers should be required to be certified or attend additional professional development trainings in their specific content areas.
3. Current staff are given opportunities to apply and move into different positions.	3. Provide all staff with the same opportunities to apply for any available positions in the campus.
4. District holds teacher recruitment events where each campus can participate in and out of the campus.	4.Campus should consider holding more internal recruitment events to pre-interview and identify high quality candidates.
5	5. Teachers inexperience in school and classroom culture cause them to burnout quicker and leave midyear. Provide extensive feedback and training in the areas of behavior management, setting classroom expectations and communication (between all stakeholders).
6	6. Hold more frequent Badger Nights or Teacher Celebration days that

Recommendations for Areas of Need
Leaders will revise what experience a teacher has and what they need (PD) to do well thoughout the year. Teachers will be sent to district PD that are relivent to their course and will look for outside PD to meet their needs
Sending a lead team to become a trainer of trainers on classroom culture and come back and teach the group. Then follow up with all stakeholders to follow what was presented.
Backwards plan days in which we can have Badger Socials with peers

Campus Name

Comprehensive Needs Assessment College Prep	
Data Source: School Culture and Climate	
	Campus %
% Average Daily Attendance	97.96
% Overall Persistence	98.03 (7)
% New Student Persistence	96.36 (5)
# of Admin Withdrawals/ Level 3 Offenses	0
% SPED	10
% ELL	37
% Eco Dis	92
% Migrant	1
% Race: American-Indian-Alaska-Native	0
% Asian	0
% White-Hispanic	99
% Multi	0
% Black-African-American	1
% Native-Hawaiian-Pacific-Islander	1
% White	1
% Male	48
% Female	52

Data Source: School Culture and Climate	
Reflections	
Areas of Strength	**Areas of Need**
1. ADA & Persistence was very good this year due to continual communication with families + siblings already attend this school so parent investment is established.	1. Norming schoolwide behavioral and cultural expectations accross grade levels. (all stakeholders address each and every exepectation with consistency, fidelity, and equality)

2. Good sense of school pride (students invested in the school). Teachers are also invested - many teacher led celebrations for student successes and empathy.	2. Lack of teacher moral due to not celebrating teachers (low sense of feeling valued). Consistency with teacher feedback and follow up (coaching cycle). Disconnect between teachers and admin due to low admin presence in classes and hallways.
3. Good sense of team and family (team work). Grade levels work well with each other.	3. Confusion: who to go to when addressing different types of concerns (chain of command). Gaps in lines of communication between Lead Team - GTLs - Teachers (low Leader alignment on messaging) Student privacy concerns posted in the group chat - not needed for all eyes to see

Solutions
GTL - Admin collaboration to set the expecations Effective onboarding for new to IDEA teachers. GTLs norm procedures that they will follow up to implement the expecations. Admin address all stakeholder that are not upholding the campuswide expecations.

Establish a calendar with set date for celebrating teachers i.e. teacher of the month, etc. Admin presence in the hallway to support & redirect. Set date and time to observe and follow up. Be transparent with proficient, advanced, and master teachers about observing or not (communicate effectively). Adapt to teacher's work style. Be consistent and adhere to the calendar to ensure that coaching is happening.
All leader communication shared with lead team and approved by Mr. Garza before sending. Admin needs to uphold the chain of command and/or communication with fidelity (redirect teachers stepping out of it). Set the expectation for communication with the front office staff. Send student personal concerns directly to GTL.

IDEA Elsa

Comprehensive Needs Assessment COLLEGE PREP	
Data Source: Family and Community Involvement	
	Percentage
% Families Attended WTI	37%
% Families Attended Curriculum Night	40%
% Families Who Attended EOY Ceremonies	80%
% Families who attended Fall Festival	10%
% Families who attended Winter Festival	10%
% Families who attended Spring Festival	60%

Reflections	
Areas of Strength	**Areas of Need**
1. Campus maintains communication with all parents by utilizing different platforms such as Remind, Facebook, ClassDojo, Whats App.	Ensure that all event announcements are sent out/posted in a timely manner on all platforms of communication by admin and teachers. Parent announcemnts/event flyers made in both English and Spanish language consistently.
"Drive by" events such as "Thanksgiving Pies, Christmas and STAAR PepRally" during the school year to keep parents and student engaged and committed to campus.	Advertisement for events was provided to parents and students on a short notice or day of which affected the turn out of the event. Hold inclusive events for SpEd/RISE student in our campus and involve community.

3. Majority of parents and families attend campus events yearly.	3 . Increase family engagement and contribution in organizing campus and community events.
Idea Elsa distributed countless meals to the community during a time of need. (COVID-19)	More and better advertisment of the meal on wheels program in order to reach more members of the community.

Recommendations for Areas of Need	What to replicate
1. Bring back the in-person events such as the BOY Meet The Teacher night, Our TAMALADA, The Hispanic Celebration, participation in the Community Christmas Parade, Science Discovery Day, In-Person Teacher / Parent meetings.	1. Continued use of all the communication platforms to keep parents informed of upcoming events and/or campus information.
2. Event flyer provided to campus staff at least a month in advance to ensure that ample time is given to parents before the desired event time. Inclusive events for special pops students such as: Walk for Down Syndrom, Autism Awareness Month etc.	2. Continue engaging parents and students with events while maintaning safety guidelines during Covid.

3. Establish PTO committee to engage parents with campus/family events and fundraisers. Provide families an itenary with schedule of sports season. Schedule quarterly house events where parents can attend to engage in a family activity (loteria night, movie night, father/daughter dance, spa day etc.)	3. Keep holding campus events yearly to keep parents and student engaged and committed.
Keeping the meals on wheels available to members of the community on non pandemic time.	The CNP staff did a fenominol job all year making sure those meals went out daily.