

IDEA Public Schools

Harlingen 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.

Core Values

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

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

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Comprehensive Needs Assessment

Demographics

Demographics Summary

We are a 6th-7th grade campus, serving roughly 200 students. We have students enrolled in advanced math and reading all year and humanities/science are taught for one semester each. We have 18 Special education students and 49 EL students.

Our school currently offers Decoding and Reading Success for our critical student intervention, as well as AR/Hotspot and PE as electives. Next year, we will offer CTE to our 8th graders. We also have five sports through athletics, dance and cheer through after school programs, as well as clubs like art club and GSA.

See PDF addendum for more information

Demographics Strengths

See PDF in addendum for more information

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): No differentiated PD for teachers who struggled with culture. **Root Cause:** Lack of planning in advance to have PD calendared and ready.

Problem Statement 2 (Prioritized): No plan in place in our behavior management plan for multiple level 1 and level 2 behaviors **Root Cause:** Gap in leader preparation of the document because of the assumptions that those decisions could be made without guidance.

Problem Statement 3: No full time counselor/social worker. **Root Cause:** Hiring model does not prioritize this position, and at the campus level I had the student success advisor also managing EL, which took time away from counseling students.

Student Learning

Student Learning Summary

For the 21-22 school year, we were an A rated campus, earning 4/5 distinctions. Our Domain 3 rating was a 91, with 100% of sub-pops meeting growth goals on all exams and 65% of sub-pops meeting their academic achievement targets. Our campus earned the full 10 points for TELPAS within domain three. For Domain 2, the campus earned a 92 for growth and a 90 for relative performance.

The biggest gaps in student learning were academic achievement by the following sub-populations: 6th reading- non-continuously enrolled and EL and 7th math- Hispanic, EL, and non-continuously enrolled. Our special education percent passing (while this did not count as a sub-pop last year) was: 50% passing 6th grade exams and 40% passing 7th grade exams.

Last year, 100% of our students ended the year on track to graduate, due to teacher support in making up work during tutorials/Saturday schools, and during "OTG work time."

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): EL students did not meet academic achievement benchmarks in 2/4 exams. **Root Cause:** Classroom instructional strategies do not prioritize our language learners.

Problem Statement 2 (Prioritized): Academic Achievement benchmarks were met for only 65% of sub-pops. **Root Cause:** Classroom instruction often focuses on getting 100% of students to mastery, often not pushing rigor for students who should be working towards meets/masters.

Problem Statement 3: Students struggled to perform on expository passages across all sub-pops and performance bands. **Root Cause:** District curriculum does not teach/test expository, and we did not adjust as a campus to fill the gap until later in the year.

Problem Statement 4: Our campus interviewed over 12 candidates before hiring for one math position, ultimately hiring a math teacher with gaps in content knowledge. **Root Cause:** Talent pool for math is weak.

Problem Statement 5: Our campus did not earn the ELA distinction for academic achievement. **Root Cause:** ELA instruction often lacks specific and sufficient at bats that align to STAAR assessments AND push students to explain their thinking.

School Processes & Programs

School Processes & Programs Summary

Instructional leaders on campus are developed both in house and through a district-lead training program. Here on campus, I observe and coach calendar completion and fidelity, as well as the entire coaching cycle, tactical and huddle facilitation, and professional development on our School Leadership Levers rubric. I also model each of these components for them, and rate through Teachboost on the rubric. The district also provides them with Coaching Academy sessions for targeted instruction and practices on these things and a district coach follows up in the field for new APIs.

We plan two professional development sessions a month to increase student achievement through teacher development. These sessions are then followed up with classroom observations to ensure that our instruction is making an impact in the classroom.

See PDF addendum for more information.

School Processes & Programs Strengths

See PDF attachment for more information.

Curriculum & Instruction:

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

Special Programs

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

SEL/ Mental Health and Family Engagement

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

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

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

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

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Our campus has not met the district-wide critical student intervention goal in two years. **Root Cause:** Last year, prioritized the wrong students during BOY testing, and did not prioritize the correct students when rostering classes.

Problem Statement 2 (Prioritized): New instructional leader did not have a clear scope and sequence for development based on SLLs. **Root Cause:** Principal did not create scope and sequence until later in the year, and then did not follow with fidelity.

Perceptions

Perceptions Summary

Our behavior management system is clearly documented and has restorative elements and pro-active plans to develop SEL skills in students. This includes all components of Yale's Center for Emotional Intelligence system- RULER, as well as GET 2 guiding reflection questions for teachers. If students are suspended OR have conflict with a staff member/peer, our counselor meets with them within 24 hours for mediation. We met the district goal of 85% staff retention, and also had 92% of staff agree that overall, IDEA HCP is a great place to work.

See PDF addendum for more information.

Perceptions Strengths

See PDF in addendum for more information.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): There was a lack of SEL support time for individual student needs. **Root Cause:** SSA was also leading EL work, which took up a lot of her calendar.

Problem Statement 2: Only 3 family engagement events were held on campus last year. **Root Cause:** COVID guidelines were confusing at times, and we also had multiple teachers/staff who struggled with anxiety around large groups of people on campus (due to COVID).

Problem Statement 3 (Prioritized): SSA was unclear how much money she had to spend on events for students and families. **Root Cause:** Principal did not set a clear budget.

Problem Statement 4 (Prioritized): Family engagement at events never exceeded 70%. **Root Cause:** Creating more compelling invitations/incentives/communication around when events are.

Priority Problem Statements

Problem Statement 1: No differentiated PD for teachers who struggled with culture.

Root Cause 1: Lack of planning in advance to have PD calendared and ready.

Problem Statement 1 Areas: Demographics

Problem Statement 2: No plan in place in our behavior management plan for multiple level 1 and level 2 behaviors

Root Cause 2: Gap in leader preparation of the document because of the assumptions that those decisions could be made without guidance.

Problem Statement 2 Areas: Demographics

Problem Statement 3: EL students did not meet academic achievement benchmarks in 2/4 exams.

Root Cause 3: Classroom instructional strategies do not prioritize our language learners.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Academic Achievement benchmarks were met for only 65% of sub-pops.

Root Cause 4: Classroom instruction often focuses on getting 100% of students to mastery, often not pushing rigor for students who should be working towards meets/masters.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Our campus has not met the district-wide critical student intervention goal in two years.

Root Cause 5: Last year, prioritized the wrong students during BOY testing, and did not prioritize the correct students when rostering classes.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: New instructional leader did not have a clear scope and sequence for development based on SLLs.

Root Cause 6: Principal did not create scope and sequence until later in the year, and then did not follow with fidelity.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: There was a lack of SEL support time for individual student needs.

Root Cause 7: SSA was also leading EL work, which took up a lot of her calendar.

Problem Statement 7 Areas: Perceptions

Problem Statement 8: SSA was unclear how much money she had to spend on events for students and families.

Root Cause 8: Principal did not set a clear budget.

Problem Statement 8 Areas: Perceptions

Problem Statement 9: Family engagement at events never exceeded 70%.

Root Cause 9: Creating more compelling invitations/incentives/communication around when events are.

Problem Statement 9 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 CCMR goals
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates

Student Data: Student 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
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data




Goals





Goal 1: Increase staff retention

Performance Objective 1: IDEA Harlingen will maintain or increase 92% agreement on GPTW statements by EOY.

High Priority

Evaluation Data Sources: Great Places to Work Survey

Strategy 1 Details	Reviews			
<p>Strategy 1: Lead team will analyze statements from GPTW and choose focus areas to improve adult culture throughout the year in alignment to these statements.</p> <p>Strategy's Expected Result/Impact: Great places to work survey will show 92% agreement or higher, and staff will stay at IDEA Harlingen because they are happy at work.</p> <p>Staff Responsible for Monitoring: Principal, APIs, SSA, APO</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1, 2 - Perceptions 1</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Lead team will implement both in-the-moment feedback and more formal feedback from teachers throughout the year.</p> <p>Strategy's Expected Result/Impact: Teachers will feel their voice matters and improve our campus systems/culture, which will benefit student learning.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Problem Statements: Student Learning 2</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: IDEA Harlingen lead team will reflect and act on GPTW fall pulse check survey.</p> <p>Strategy's Expected Result/Impact: Results on the lowest 3-5 GPTW pulse check questions increase by 10-15% on the GPTW final survey.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1, 2</p>	Formative			Summative
	Oct	Jan	Mar	June
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Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: No differentiated PD for teachers who struggled with culture. Root Cause: Lack of planning in advance to have PD calendared and ready.</p>
<p>Problem Statement 2: No plan in place in our behavior management plan for multiple level 1 and level 2 behaviors Root Cause: Gap in leader preparation of the document because of the assumptions that those decisions could be made without guidance.</p>
Student Learning
<p>Problem Statement 2: Academic Achievement benchmarks were met for only 65% of sub-pops. Root Cause: Classroom instruction often focuses on getting 100% of students to mastery, often not pushing rigor for students who should be working towards meets/masters.</p>
Perceptions
<p>Problem Statement 1: There was a lack of SEL support time for individual student needs. Root Cause: SSA was also leading EL work, which took up a lot of her calendar.</p>

Goal 2: IDEA Harlingen will meet enrollment by the 10th day of school.

Performance Objective 1: 90% or more of IDEA Harlingen staff will participate in at least two super recruitment days.

Evaluation Data Sources: Super recruitment day sign in.

Strategy 1 Details	Reviews			
Strategy 1: SRDs will be posted in Teacher Weekly one month in advance of SRD. Strategy's Expected Result/Impact: Increase participation because teachers are aware of the expectation. Staff Responsible for Monitoring: APO Problem Statements: Perceptions 3, 4	Formative			Summative
	Oct	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				







Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 3: SSA was unclear how much money she had to spend on events for students and families. Root Cause: Principal did not set a clear budget.
Problem Statement 4: Family engagement at events never exceeded 70%. Root Cause: Creating more compelling invitations/incentives/communication around when events are.

Goal 2: IDEA Harlingen will meet enrollment by the 10th day of school.

Performance Objective 2: IDEA Harlingen will make 3 or more social media posts a week, hi-lighting academics/student life with a "now enrolling for 23-24" in the text.

Evaluation Data Sources: Social media accounts (instagram and facebook)

Strategy 1 Details	Reviews			
Strategy 1: SSA will own a social media posting schedule Strategy's Expected Result/Impact: 3-5 posts per week with academic or student experience focus. Staff Responsible for Monitoring: SSA Problem Statements: Perceptions 3, 4	Formative			Summative
	Oct	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				







Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 3: SSA was unclear how much money she had to spend on events for students and families. Root Cause: Principal did not set a clear budget.
Problem Statement 4: Family engagement at events never exceeded 70%. Root Cause: Creating more compelling invitations/incentives/communication around when events are.

Goal 3: IDEA achieves an A rating

Performance Objective 1: IDEA Harlingen will maintain up-to-date trackers for each component of the A rating.

Evaluation Data Sources: IHCP Lead Team Data Board

Strategy 1 Details	Reviews			
<p>Strategy 1: Share tracker weekly at lead team tactical</p> <p>Strategy's Expected Result/Impact: Accountability will lead to tracker being completed weekly</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 1, 2 - School Processes & Programs 1, 2</p>	Formative			Summative
	Oct	Jan	Mar	June
				
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Performance Objective 1 Problem Statements:







Student Learning
<p>Problem Statement 1: EL students did not meet academic achievement benchmarks in 2/4 exams. Root Cause: Classroom instructional strategies do not prioritize our language learners.</p>
<p>Problem Statement 2: Academic Achievement benchmarks were met for only 65% of sub-pops. Root Cause: Classroom instruction often focuses on getting 100% of students to mastery, often not pushing rigor for students who should be working towards meets/masters.</p>
School Processes & Programs
<p>Problem Statement 1: Our campus has not met the district-wide critical student intervention goal in two years. Root Cause: Last year, prioritized the wrong students during BOY testing, and did not prioritize the correct students when rostering classes.</p>
<p>Problem Statement 2: New instructional leader did not have a clear scope and sequence for development based on SLLs. Root Cause: Principal did not create scope and sequence until later in the year, and then did not follow with fidelity.</p>

Goal 3: IDEA achieves an A rating

Performance Objective 2: Instructional coaches will complete 1 coaching cycle per STAAR tested teacher and AR facilitator each week (or bi-monthly if teacher is level 4/5).

High Priority

Evaluation Data Sources: Lead team calendars and observations

Strategy 1 Details	Reviews			
Strategy 1: Principal conducts weekly observations of APIs in the field, to rate SLLs based on coaching cycle. Strategy's Expected Result/Impact: 100% of APIs proficient in the coaching cycle by EOY Staff Responsible for Monitoring: principal Problem Statements: School Processes & Programs 2	Formative			Summative
	Oct	Jan	Mar	June
	 50%	 75%		
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Performance Objective 2 Problem Statements:







School Processes & Programs
<p>Problem Statement 2: New instructional leader did not have a clear scope and sequence for development based on SLLs. Root Cause: Principal did not create scope and sequence until later in the year, and then did not follow with fidelity.</p>

Goal 3: IDEA achieves an A rating

Performance Objective 3: Data conversations will happen after each benchmark exam.

High Priority

Evaluation Data Sources: Data conversation pre-work, observations of meetings.

Strategy 1 Details	Reviews			
<p>Strategy 1: Principal will lead data conversation model, observations, and debrief. Strategy's Expected Result/Impact: 100% APIs proficient in data convos by EOY. Staff Responsible for Monitoring: principal</p> <p>Title I: 2.4, 2.6, 4.2 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Problem Statements: Student Learning 1, 2 - School Processes & Programs 2</p>	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 3 Problem Statements:

Student Learning
<p>Problem Statement 1: EL students did not meet academic achievement benchmarks in 2/4 exams. Root Cause: Classroom instructional strategies do not prioritize our language learners.</p>
<p>Problem Statement 2: Academic Achievement benchmarks were met for only 65% of sub-pops. Root Cause: Classroom instruction often focuses on getting 100% of students to mastery, often not pushing rigor for students who should be working towards meets/masters.</p>
School Processes & Programs
<p>Problem Statement 2: New instructional leader did not have a clear scope and sequence for development based on SLLs. Root Cause: Principal did not create scope and sequence until later in the year, and then did not follow with fidelity.</p>

Goal 3: IDEA achieves an A rating











Performance Objective 4: Reading and math teachers will receive HB 4545 tutorial training at BOY and support throughout the year to increase the percent of students passing reading and math exams.

HB3 Goal

Goal 3: IDEA achieves an A rating

Performance Objective 5: Critical Student Intervention (CSI) will lead to at least 50% of our CSI students growing two years or more in reading by EOY.

HB3 Goal

Strategy 1 Details	Reviews			
<p>Strategy 1: Biweekly DAPS calls with implementation manager- feedback sent directly to teacher after each meeting. Strategy's Expected Result/Impact: Increase in Renstar results. Staff Responsible for Monitoring: API F. R.</p> <p>Title I: 2.4, 2.5, 2.6 Problem Statements: School Processes & Programs 1</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Use reading interventionist to increase RenStar results by teaching DI curriculum. Strategy's Expected Result/Impact: Increase RenStar growth Staff Responsible for Monitoring: API</p> <p>Title I: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals Problem Statements: School Processes & Programs 1</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Utilize AR facilitator to ensure students are reading independently every week. Strategy's Expected Result/Impact: Increased Renstar growth. Staff Responsible for Monitoring: API</p> <p>Problem Statements: School Processes & Programs 1 Funding Sources: AR facilitator - Federal Grant</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 5 Problem Statements:







School Processes & Programs

Problem Statement 1: Our campus has not met the district-wide critical student intervention goal in two years. **Root Cause:** Last year, prioritized the wrong students during BOY testing, and did not prioritize the correct students when rostering classes.

Goal 3: IDEA achieves an A rating

Performance Objective 6: Our special education students will perform at a 23 SAS or higher on EOY STAAR Exams.

HB3 Goal

Strategy 1 Details	Reviews			
<p>Strategy 1: Coach SpEd teachers to prioritize key points instruction during push in. Strategy's Expected Result/Impact: Increase in SpEd student achievement Staff Responsible for Monitoring: API</p> <p>Title I: 2.6 Problem Statements: Student Learning 2 - Perceptions 1</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 6 Problem Statements:







Student Learning
<p>Problem Statement 2: Academic Achievement benchmarks were met for only 65% of sub-pops. Root Cause: Classroom instruction often focuses on getting 100% of students to mastery, often not pushing rigor for students who should be working towards meets/masters.</p>
Perceptions
<p>Problem Statement 1: There was a lack of SEL support time for individual student needs. Root Cause: SSA was also leading EL work, which took up a lot of her calendar.</p>

Goal 4: Increase student daily attendance

Performance Objective 1: Teachers and lead team will make daily ADA calls before 8:15 am.

High Priority

Evaluation Data Sources: Daily observations and call logs

Strategy 1 Details	Reviews			
<p>Strategy 1: Follow up observations weekly for ADA calls. Strategy's Expected Result/Impact: Increase in percent of ADA calls made and quality of notes. Staff Responsible for Monitoring: APO</p> <p>Title I: 2.5 - ESF Levers: Lever 1: Strong School Leadership and Planning Problem Statements: Student Learning 2</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				







Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 2: Academic Achievement benchmarks were met for only 65% of sub-pops. Root Cause: Classroom instruction often focuses on getting 100% of students to mastery, often not pushing rigor for students who should be working towards meets/masters.</p>

Goal 4: Increase student daily attendance

Performance Objective 2: APO will maintain an up to date escalation matrix to ensure students with unexcused absences are receiving parent communication.

Evaluation Data Sources: school-wide escalation matrix

Strategy 1 Details	Reviews			
<p>Strategy 1: Share escalation matrix weekly at tactical. Strategy's Expected Result/Impact: Increase in fidelity to the matrix due to accountability Staff Responsible for Monitoring: APO/Principal</p> <p>Title I: 2.5 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning Problem Statements: Student Learning 2</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 2 Problem Statements:







Student Learning
<p>Problem Statement 2: Academic Achievement benchmarks were met for only 65% of sub-pops. Root Cause: Classroom instruction often focuses on getting 100% of students to mastery, often not pushing rigor for students who should be working towards meets/masters.</p>

Goal 5: Increase student persistence

Performance Objective 1: SSA will maintain an updated family engagement tracker throughout the school year.

High Priority

Evaluation Data Sources: family engagement tracker

Strategy 1 Details	Reviews			
<p>Strategy 1: Share tracker weekly at tactical</p> <p>Strategy's Expected Result/Impact: Increased pro-active problem-solving around students at risk of leaving.</p> <p>Staff Responsible for Monitoring: SSA</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 2 - Perceptions 1</p>	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				







Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 2: No plan in place in our behavior management plan for multiple level 1 and level 2 behaviors Root Cause: Gap in leader preparation of the document because of the assumptions that those decisions could be made without guidance.</p>
Perceptions
<p>Problem Statement 1: There was a lack of SEL support time for individual student needs. Root Cause: SSA was also leading EL work, which took up a lot of her calendar.</p>

Goal 5: Increase student persistence

Performance Objective 2: API will manage OTG goal so that 96% of students are on track to graduate.

HB3 Goal

Strategy 1 Details	Reviews			
<p>Strategy 1: Send weekly OTG email Strategy's Expected Result/Impact: Increase in fidelity to updated and accurate gradebooks. Staff Responsible for Monitoring: API D.R.</p> <p>Title I: 2.4 Problem Statements: Perceptions 1</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				







Performance Objective 2 Problem Statements:

Perceptions
<p>Problem Statement 1: There was a lack of SEL support time for individual student needs. Root Cause: SSA was also leading EL work, which took up a lot of her calendar.</p>

Goal 5: Increase student persistence

Performance Objective 3: Harlingen CP will host MTT, report card nights, homecoming game for community involvement, and pep rallies, dances, team meetings for student engagement.

Evaluation Data Sources: IHCP year-long calendar

Strategy 1 Details	Reviews			
<p>Strategy 1: Send invitation via remind, facebook, and instagram for the report card night. Strategy's Expected Result/Impact: Increased parent attendance. Staff Responsible for Monitoring: SSA</p> <p>Title I: 4.2 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Perceptions 4</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				







Performance Objective 3 Problem Statements:

Perceptions
<p>Problem Statement 4: Family engagement at events never exceeded 70%. Root Cause: Creating more compelling invitations/incentives/communication around when events are.</p>

Goal 5: Increase student persistence

Performance Objective 4: Middle school teachers will faithfully implement Move This World Curriculum 4/5 days a week.







Evaluation Data Sources: MTW tracker, classroom observations

Strategy 1 Details	Reviews			
Strategy 1: Monthly updates with SSA on MTW tracker, and including MTW observations in culture rounds.	Formative			Summative
	Oct	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 5: Increase student persistence

Performance Objective 5: Campus will earn PE honor roll for 6th-8th Grade

Evaluation Data Sources: PE Honor Roll Tracker

Strategy 1 Details	Reviews			
Strategy 1: Utilize weekly check ins with coach to ensure we are on track weekly.	Formative			Summative
	Oct	Jan	Mar	June
	 35%	 50%		
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Clarissa Ramirez	AR Facilitator	Title 1	1
Nancy Nerio	Interventionist	Title 1	1

Campus Funding Summary

Federal Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	5	3	AR facilitator		\$0.00
Sub-Total					\$0.00

Addendums

Master CNA & SAIP Reporting Checklist

Master CNA & SAIP Reporting Checklist				PTG	100%	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.	Complete		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.	Complete		Action Required	
		Comprehensive Needs Assessment 2022 Math		Complete		Action Required	
		Comprehensive Needs Assessment 2022 Science		Complete		Action Required	
		Comprehensive Needs Assessment 2022 Humanities		Complete		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.	Complete		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.	Complete	N/A for this campus	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.	Complete		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.	Complete		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.	Complete		Action Required		

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

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Comprehensive Needs Assessment

COLLEGE PREP

Data Source: CSI

% Meeting CSI Goal	Reading CP CSI	
% CSI (EOY Ren.)	14%	
% of CSI Passing STAAR	61%	
% of SPED Passing STAAR		

Data Source: STAAR

	STAAR Reading 6th	STAAR Reading 7th	STAAR Reading 8th	STAAR Writing 7th	English I EOC	English II EOC
% Approaches	73	92				
% Meets	38	60				
% Masters	23	30				
% Student Achievement Average	45	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			% Score 1-3			
% Score 2			% Score 4-5			
% Score 3+			% Score 6-7		17%	86%
					RR Goal Met/Not Met	WM Goal Met/Not Met
					Met	Met

Reflections

Areas of Strength	Areas of Need
Strong curriculum	CSI goals aligned to STAAR goals OR a measuring tool that better aligns to the CSI curriculum
Review plan with all resources provided by curriculum team allowed for more focus on delivery and less on planning/finding resources	More Expository district-wide formative assessments throughout the year
Three reading/ELA teachers with 4+ years of experience, all level 4	Normed school-wide STAAR test taking strategy (adopted mid-year this year)

Campus Name

Comprehensive Needs Assessment - College Prep

COLLEGE PREP

Data Source: STAAR

	STAAR Math 6th	STAAR Math 7th	STAAR Alg I	
% Approaches	75	67		
% Meets	49	35		
% Masters	31	10		
% Student Achievement Average	52	37		

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				% Score 1-3	
% Score 2				% Score 4-5	
% Score 3+				% Score 6-7	

Reflections

Areas of Strength	Areas of Need
District curriculum is (mostly) STAAR aligned and very extensive	Quality candidates in our "math bucket" to decrease time spent in interviews and increase incoming teacher
Illuminate makes data analysis effective and quick	API with math experience for coaching content expertise
backwards planning using Lead4ward resources	specific resources for filling basic math gaps due to COVID

Campus Name

Comprehensive Needs Assessment

COLLEGE PREP

Data Source: Internal Assessments

	6th Grade EOY Assessment	7th Grade EOY Assessment	
% Passing	67/39/18%	85/50/21%	

Data Source: STAAR

	STAAR 8th Science	STAAR Biology	
% Approaches			
% Meets			
% Masters			
% Student Achievement Average			

Data Source: AP/IB

	Pass AP Biology	Pass AP Chemistry	Pass AP Physics (1, 2, & C)	Pass AP Env. Science	IB Scores	IB Group 4
AP Scores						
% Score 1					% Score 1-3	
% Score 2					% Score 4-5	
% Score 3+					% Score 6-7	

Reflections

Areas of Strength	Areas of Need
ample materials for experiments and hands on learning throughout the year	Curriculum and/or teacher planning that emphasizes reading to learn
API coaching in content he taught (content experience)	Additional NTI training for teachers onboarding at MOY
backwards planning from exams in S1 and S2	Clear resource plan for what materials need to be bought at BOY

Campus Name

Comprehensive Needs Assessment

COLLEGE PREP

Data Source: Internal Assessments

	6th Grade EOY Assessment	7th Grade EOY Assessment	
% Passing	97/74/63%	97/90/87%	

Data Source: STAAR

	STAAR 8th US History	EOC US History	
% Approaches			
% Meets			
% Masters			
% Student Achievement Average			

Data Source: AP/IB

	Pass AP Human Geography	Pass AP World History	Pass AP US History	Pass AP Government	Pass AP Economics		
AP Scores						IB Scores	IB Group 3
% Score 1						% Score 1-3	
% Score 2						% Score 4-5	
% Score 3+						% Score 6-7	

Reflections

Areas of Strength	Areas of Need
API coached on backwards planning	District provided resources are not well organized, which makes finding and creating plans confusing
Curriculum that aligns to new STAAR with additional writing opportunities	More cross-curricular writing opportunities
teacher used aggressive monitoring tool from ELA	Curriculum and/or teacher planning that emphasizes reading to learn

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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	0	0	4	0	
% Intermediate	18	36	32	11	
% Advanced	18	64	32	43	
% Advanced High	64	0	32	46	59%

Reflection

Areas of Strength	Areas of Need
Lead team hosted writing tutorials specific to TELPAS writing	Increased data tracking for writing for TELPAS students throughout the year
Hostpot facilitator hosted weekly speaking tutorials with TELPAS students	PD around strategies to use when planning/teaching to EL students
TELPAS tutorials were well planned and lead	CSI schedule that prioritizes EL students

Composite

0

18

39

43

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Comprehensive Needs Assessment

COLLEGE PREP: N/A, no graduating class

100% College Matriculation

Matriculation %	Matriculation % 4 year	Matriculation % 2 year	Tier 1/2 % Acceptances	Tier 1/2 % Matriculation	
Tier 1 % Matriculation	Tier 2 % Matriculation	Tier 3 % Matriculation	Tier 4 % Matriculation	Senior Class CCMR %	Senior Class TSI Completion %

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

Reflections

Areas of Strength	Areas of Need
1	1
2	2
3	3

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Comprehensive Needs Assessment	
COLLEGE PREP	
Staff Quality, Recruitment, Retention	
	Percentage
% School Lead Team Retention	100%
% Instructional Support Retention	100%
% Teacher Retention	83%
% Campus Support Retention	76%
% SPED Certified Teachers	20%
% State/National Certified Teachers	25%
% State Certified Leaders	0%
% State/Board certified Counselors	0%
Number of teacher applicants per 2020-21 school year	

Reflections	
Areas of Strength	Areas of Need
GPTW survey data- people feel cared for, able to take days off, and that their work is meaningful	mid-year onboarding plan that helps teachers and co-teachers feel invested and supported
Events throughout the year for teachers (ex- two teacher appreciation weeks)	stronger candidates in math
More subjects with clearly organized content (like reading and math) so teachers spend less time planning content and more time practicing delivery	API coaching specifically around emotional intelligence and building relationships

Comprehensi Co
Data Source: Scl
% Average Daily Attendance
% Overall Persistence
% New Student Persistence
of Admin Withdrawals/ Level 3 Offenses
% SPED
% ELL
% Eco Dis
% Migrant
% Race: American-Indian-Alaska-
% Asian
% White-Hispanic
% Multi
% Black-African-American
% Native-Hawaiian-Pacific-Islander
% White
% Male
% Female

Data Source: School Culture and Climate	
Reflections	
Areas of Strength	Areas of Need
Clear behavior management plan	Behavior management plan gap= no clear guidelines for mu
Clearly scheduled culture rounds with follow up procedure	New teachers/teachers that are struggling with culture- no c
Adult development in emotional intelligence (1x per month)	A full time school counselor/social worker

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ive Needs Assessment
ollege Prep
chool Culture and Climate
Campus %
90.74
89.08
91.74
0
11.11
30
78.89
0
0
0.01
93.89
0
0
0.56
5.00
50.56
49.44

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Comprehensive Needs Assessment COLLEGE PREP	
Data Source: Family and Community Involvement	
	Percentage
% Families Attended WTI	50%
% Families Attended Curriculum Night	N/A
% Families Who Attended EOY Ceremonies	50%
% Families who attended Fall Festival	N/A
% Families who attended virtual CTE parent night	4%
% Families who attended Spring Report Card Night	30%

a

Reflections	
Areas of Strength	Areas of Need
planning events with clear roll out- GRPI, map, invites etc.	SSA needs more time to meet with students and plan family engagement events (next year, will not be EL point
High volume of parents read parent weekly (gets 150+ views a week)	Clearer budget from Day 1, so SSA knows what to spend for the year
teacher training around how to interact with parents at nights like report card night	More compelling invitations for nights like report card night