

IDEA Public Schools

Hidden Meadow College Prep

2022-2023 Campus Improvement Plan

Accountability Rating: A

Distinction Designations:

Academic Achievement in English Language Arts/Reading

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 16, 2022

Mission Statement

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

Vision

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

Core Values

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

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

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Comprehensive Needs Assessment

Revised/Approved: September 9, 2022

Demographics

Demographics Summary

IDEA Hidden Meadow College Prep was founded in 2020, putting us into our third year. We currently service grades 6-8, although we will eventually scale to serve 6-12 in subsequent years. We are an open enrollment public charter school primarily servicing families on the far west side of San Antonio, Tx. We utilize special programs for Special Education, Section 504, and EL and have supplemented this with additional programming for athletics and afterschool programming for fine arts. See PDF in Addendum for more information.

Demographics Strengths

See PDF in Addendum for more information.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): There is a need to increase student persistence for our campus because we have fallen short of both our persistence goal in both of our first two years. **Root Cause:** 1) Lack of communication around school expectations in our recruitment process and in our onboarding process 2) Lack of input from students and families for what program offerings are desired and most important to them.

Problem Statement 2 (Prioritized): There is a need to increase average daily attendance for our campus because we dropped significantly from our 20-21 school year and landed below our 21-22 goal. **Root Cause:** 1) Lack of communication regarding attendance expectations for students and families during onboarding process and throughout school year 2) Intervention strategies for attendance came into effect after too many absences

Student Learning

Student Learning Summary

IDEA Hidden Meadow achieved an A-Rating for school accountability. Our Domain 1 score for Student Achievement was 83. Our Domain 2 score for School Progress was 93. Our Domain 3 score for Closing the Gaps was 85. IDEA Hidden Meadow also earned Distinction Designations for all five eligible distinctions. SeePDF 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): The percent of scholars earning "Meets" and "Masters" in 6th grade Reading did not increase enough to hit our goal. **Root Cause:** 1) In prioritizing catching scholars up who were behind grade level, the rigor needed for pushing scholars to meets and masters was not present often enough. 2) Scholars were not always required to demonstrate understanding of materials by responding in complete sentences, both orally and in writing.

Problem Statement 2 (Prioritized): The percent of scholars hitting growth goals in 7th mathematics was below goal and underperformed from our district benchmarks. **Root Cause:** 1) Scholar growth goals were primarily adult driven and scholars did not regularly track their own progress. 2) Growth goals not utilized for tutorial groupings regularly

School Processes & Programs

School Processes & Programs Summary

IDEA Hidden Meadow College Prep develops instructional leaders through coaching and development. Instructional leaders attend a week-long summer training that is rooted in our district's professional development guide for school leaders, the School Leadership Leavers (SLLs). Through this training, instructional leaders take part in a See it, Name it, Do it format that ensures they are proficient in diagnosing classrooms, providing teachers with feedback and real-time coaching, and setup follow up meetings to coach teachers to mastery. Our Professional development is rooted in the SLLs and takes into account an instructional leaders proficiency level to determine which training they get and how they are coached during check-ins. The principal joins instructional leader coaching with teachers to provide feedback to instructional leaders, be a thought partner for both teachers and leaders, and provide coaching to the instructional leader as well. See PDF in Addendum for more information.

School Processes & Programs Strengths

Curriculum & Instruction:

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

Special Programs

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

SEL/ Mental Health and Family Engagement

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

- IDEA pre-pandemic ADA averaged 97.4%, district is committed to get back to that average
- IDEA retains an average of 84% of students year over year
- IDEA parents rate IDEA as 4.8/5 on the statement "My school is preparing my child for college"
- IDEA parents rate IDEA as 4.8/5 on the statement "My school hold my child to high academic standards"
- IDEA students rate IDEA as 4.6/5 on the statement "My teachers challenge me to do my best"

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

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

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

See PDF in Addendum for more information.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Teacher retention is a priority and has declined for the previous school year. **Root Cause:** Our campus hired staff who were a strong fit for culture but did not have the full level of expertise in their content to be able to plan effectively without it taking more time than teachers had available.

Problem Statement 2 (Prioritized): Large Instructional Leader coaching portfolio as staff numbers grows each year. **Root Cause:** I did not have a clear plan to ensure coaching was effective and consistent for all teachers .

Perceptions

Perceptions Summary

We survey families and scholars each year to gather feedback on our campus. When scholars are in need of it, IDEA Hidden Meadow utilizes peer mediation to reach agreements on how scholars are expected to interact with each other if a friendly resolution is not reached. Staff turnover increased after year two when compared to year one. The perception of staff's academic expectations is that we have high academic expectations for scholars and there are initial struggles during the year because many of our scholars join our school already significantly behind grade level. See PDF in Addendum for more information.

Perceptions Strengths

See PDF in Addendum for more information.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Staff retention declined in year two compared to year one. **Root Cause:** There was no clear plan to address work-life balance during the first year of teaching, knowing that the learning curve is really high.

Problem Statement 2 (Prioritized): Family engagement opportunities did not meet the demand of families. **Root Cause:** A hesitation to create large scale events for fear of COVID outbreaks limited options. The campus did not utilize enough virtual or in-person but spaced appropriately events.

Problem Statement 3 (Prioritized): Not all new families participated in our Welcome to IDEA events. **Root Cause:** Expectations for families that this is required for all families and not optional was not effectively communicated. We also did not effectively follow up with families who did not respond to the Welcome to IDEA invites.

Priority Problem Statements

Problem Statement 1: There is a need to increase average daily attendance for our campus because we dropped significantly from our 20-21 school year and landed below our 21-22 goal.

Root Cause 1: 1) Lack of communication regarding attendance expectations for students and families during onboarding process and throughout school year 2) Intervention strategies for attendance came into effect after too many absences

Problem Statement 1 Areas: Demographics

Problem Statement 2: The percent of scholars hitting growth goals in 7th mathematics was below goal and underperformed from our district benchmarks.

Root Cause 2: 1) Scholar growth goals were primarily adult driven and scholars did not regularly track their own progress. 2) Growth goals not utilized for tutorial groupings regularly

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Teacher retention is a priority and has declined for the previous school year.

Root Cause 3: Our campus hired staff who were a strong fit for culture but did not have the full level of expertise in their content to be able to plan effectively without it taking more time than teachers had available.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Family engagement opportunities did not meet the demand of families.

Root Cause 4: A hesitation to create large scale events for fear of COVID outbreaks limited options. The campus did not utilize enough virtual or in-person but spaced appropriately events.

Problem Statement 4 Areas: Perceptions

Problem Statement 5: There is a need to increase student persistence for our campus because we have fallen short of both our persistence goal in both of our first two years.

Root Cause 5: 1) Lack of communication around school expectations in our recruitment process and in our onboarding process 2) Lack of input from students and families for what program offerings are desired and most important to them.

Problem Statement 5 Areas: Demographics

Problem Statement 6: The percent of scholars earning "Meets" and "Masters" in 6th grade Reading did not increase enough to hit our goal.

Root Cause 6: 1) In prioritizing catching scholars up who were behind grade level, the rigor needed for pushing scholars to meets and masters was not present often enough. 2) Scholars were not always required to demonstrate understanding of materials by responding in complete sentences, both orally and in writing.

Problem Statement 6 Areas: Student Learning

Problem Statement 7: Large Instructional Leader coaching portfolio as staff numbers grows each year.

Root Cause 7: I did not have a clear plan to ensure coaching was effective and consistent for all teachers .

Problem Statement 7 Areas: School Processes & Programs

Problem Statement 8: Staff retention declined in year two compared to year one.

Root Cause 8: There was no clear plan to address work-life balance during the first year of teaching, knowing that the learning curve is really high.

Problem Statement 8 Areas: Perceptions

Problem Statement 9: Not all new families participated in our Welcome to IDEA events.

Root Cause 9: Expectations for families that this is required for all families and not optional was not effectively communicated. We also did not effectively follow up with families who did not respond to the Welcome to IDEA invites.

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

- 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

- 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 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
- Section 504 data

Student Data: Behavior and Other Indicators

- Annual dropout rate data
- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Enrollment trends

Employee Data

- Staff surveys and/or other feedback
- Professional development needs assessment data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Study of best practices
- Action research results

Goals

Revised/Approved: September 9, 2022

Goal 1: Increase staff retention

Performance Objective 1: IDEA Hidden Meadow will retain at least 85% of campus staff for the 22-23 school year.

High Priority

Evaluation Data Sources: District Staff Retention data, Great Places to Work survey data

Strategy 1 Details		Reviews			
Strategy 1: Tight loop coaching and clear action steps to drive immediate growth "See It, Name It, Do It" model to provide clear guidance for new teacher tools Strategy's Expected Result/Impact: Teachers report feeling successful in the Great Places to Work survey. Increased staff retention. Staff Responsible for Monitoring: Campus managers, human resources team, 3rd party vendor conducting blind surveys. Title I: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: School Processes & Programs 1, 2 - Perceptions 1		Formative			Summative
		Oct	Jan	Mar	June
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Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: Teacher retention is a priority and has declined for the previous school year. Root Cause: Our campus hired staff who were a strong fit for culture but did not have the full level of expertise in their content to be able to plan effectively without it taking more time than teachers had available.
Problem Statement 2: Large Instructional Leader coaching portfolio as staff numbers grows each year. Root Cause: I did not have a clear plan to ensure coaching was effective and consistent for all teachers .

Perceptions
Problem Statement 1: Staff retention declined in year two compared to year one. Root Cause: There was no clear plan to address work-life balance during the first year of teaching, knowing that the learning curve is really high.

Goal 2: Meets or exceeds enrollment target, as set by the Texas Board of Directors, by the homeroom period on the 11th day of school of the 2023-2024 school year

Performance Objective 1: Increase of enrollment of new grade levels and fill empty slots in current grade levels

High Priority

Evaluation Data Sources: Applications and Registrations

Strategy 1 Details	Reviews			
Strategy 1: Utilize social media platforms to recruit new families, sharing campus recognitions, accolades, and strengths Strategy's Expected Result/Impact: Increased applications and increased engagement in social media platforms Staff Responsible for Monitoring: Enrollment Coordinator Title I: 4.1	Formative			Summative
	Oct	Jan	Mar	June
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Goal 3: IDEA achieves an A rating

Performance Objective 1: 82% of scholars taking STAAR Exams will meet or exceed their Growth Goal scores for the 22-23 STAAR Exams.

High Priority

Evaluation Data Sources: TEA STAAR Exam Reports

Strategy 1 Details	Reviews			
Strategy 1: P1 ET huddles w/ remediation plan <9.12.22> Tracking scholar data and sub-pops strategically (any exemplars?) Morning Management and Lesson Rehearsals Weekly instructional Rounds w/ leaders to ensure correct next steps for teachers is being prescribed, includes special pops rounds Weekly instructional power meetings to identify trends and next steps for priority teachers/classrooms <9.5.22> Strategy's Expected Result/Impact: Increased effectiveness of instruction, increased student achievement scores Staff Responsible for Monitoring: Teachers, Assistant principals of instruction, instructional coaches, Principal Title I: 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Student Learning 1, 2 - School Processes & Programs 2	Formative			Summative
	Oct	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Use Title 1 staff member, Interventionist, to provide small group instruction to scholars not on track to hit growth goals Strategy's Expected Result/Impact: Increase of scholar growth goal performance Staff Responsible for Monitoring: Interventionist, teachers, instructional coaches, principal Title I: 2.4 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Student Learning 1, 2 Funding Sources: Interventionist - Federal Grant - \$57,000	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Use Title 1 staff member, Teacher, to provide Reading whole group and small group instruction to scholars focusing on scholars hitting individual growth goals. Strategy's Expected Result/Impact: Increase of scholar growth goal performance Staff Responsible for Monitoring: Interventionist, teachers, instructional coaches, principal Title I: 2.4 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Student Learning 1 Funding Sources: Tarah Zuber - Teacher - Federal Grant - \$59,500	Formative			Summative
	Oct	Jan	Mar	June
				
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Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: The percent of scholars earning "Meets" and "Masters" in 6th grade Reading did not increase enough to hit our goal. Root Cause: 1) In prioritizing catching scholars up who were behind grade level, the rigor needed for pushing scholars to meets and masters was not present often enough. 2) Scholars were not always required to demonstrate understanding of materials by responding in complete sentences, both orally and in writing.
Problem Statement 2: The percent of scholars hitting growth goals in 7th mathematics was below goal and underperformed from our district benchmarks. Root Cause: 1) Scholar growth goals were primarily adult driven and scholars did not regularly track their own progress. 2) Growth goals not utilized for tutorial groupings regularly

School Processes & Programs





Problem Statement 2: Large Instructional Leader coaching portfolio as staff numbers grows each year. **Root Cause:** I did not have a clear plan to ensure coaching was effective and consistent for all teachers .

Goal 3: IDEA achieves an A rating

Performance Objective 2: 60% of scholars in special populations, including Special Education, will meet or exceed their Meets Growth goals for STAAR exams in 22-23.

High Priority

Evaluation Data Sources: TEA STAAR Exam Reports

Strategy 1 Details		Reviews			
Strategy 1: P1 ET huddles w/ remediation plan <9.12.22> Tracking scholar data and sub-pops strategically (any exemplars?) Strategy's Expected Result/Impact: Scholars in special populations show improvements in student achievement. Staff Responsible for Monitoring: Teachers, Assistant principals of instruction, instructional coaches, principal Title I: 2.5 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Student Learning 1, 2 - School Processes & Programs 2		Formative			Summative
		Oct	Jan	Mar	June
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Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: The percent of scholars earning "Meets" and "Masters" in 6th grade Reading did not increase enough to hit our goal. Root Cause: 1) In prioritizing catching scholars up who were behind grade level, the rigor needed for pushing scholars to meets and masters was not present often enough. 2) Scholars were not always required to demonstrate understanding of materials by responding in complete sentences, both orally and in writing.
Problem Statement 2: The percent of scholars hitting growth goals in 7th mathematics was below goal and underperformed from our district benchmarks. Root Cause: 1) Scholar growth goals were primarily adult driven and scholars did not regularly track their own progress. 2) Growth goals not utilized for tutorial groupings regularly
School Processes & Programs
Problem Statement 2: Large Instructional Leader coaching portfolio as staff numbers grows each year. Root Cause: I did not have a clear plan to ensure coaching was effective and consistent for all teachers .

Goal 3: IDEA achieves an A rating

Performance Objective 3: Scholars ready to take ACT for 23-24

High Priority

HB3 Goal

Evaluation Data Sources: Practice ACT Exam





Strategy 1 Details	Reviews			
Strategy 1: Implement practice ACT questions into all core contents Strategy's Expected Result/Impact: Scholars prepared for and used to the rigor level and timed nature of the ACT exam. Staff Responsible for Monitoring: Principal, Assistant Principal of Instruction, Core Content Teachers TEA Priorities: Connect high school to career and college - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
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Goal 4: Increase student daily attendance

Performance Objective 1: IDEA Hidden Meadow College Prep will have a 97% Average Daily Attendance or better for the 22-23 school year.

High Priority

Evaluation Data Sources: State attendance reports, campus attendance reports.

Strategy 1 Details		Reviews			
Strategy 1: ADA mission list in PTG doc w/ scholar name and absences total starting 10/3 ADA PTG sent out to families per grade level in Nest News starting 8/29. Post homeroom ADA in their classrooms and reference starting 9/2. Strategy's Expected Result/Impact: increase of 3% ADA for the 22-23 school year Staff Responsible for Monitoring: assistant principal of operations, registrar, sis, principal Title I: 4.2 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Demographics 1, 2 - Perceptions 2, 3		Formative			Summative
		Oct	Jan	Mar	June
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Performance Objective 1 Problem Statements:





Demographics
Problem Statement 1: There is a need to increase student persistence for our campus because we have fallen short of both our persistence goal in both of our first two years. Root Cause: 1) Lack of communication around school expectations in our recruitment process and in our onboarding process 2) Lack of input from students and families for what program offerings are desired and most important to them.
Problem Statement 2: There is a need to increase average daily attendance for our campus because we dropped significantly from our 20-21 school year and landed below our 21-22 goal. Root Cause: 1) Lack of communication regarding attendance expectations for students and families during onboarding process and throughout school year 2) Intervention strategies for attendance came into effect after too many absences
Perceptions
Problem Statement 2: Family engagement opportunities did not meet the demand of families. Root Cause: A hesitation to create large scale events for fear of COVID outbreaks limited options. The campus did not utilize enough virtual or in-person but spaced appropriately events.
Problem Statement 3: Not all new families participated in our Welcome to IDEA events. Root Cause: Expectations for families that this is required for all families and not optional was not effectively communicated. We also did not effectively follow up with families who did not respond to the Welcome to IDEA invites.

Goal 5: Increase student persistence

Performance Objective 1: IDEA Hidden Meadow College Prep will have a 90% or better Persistence rate of scholars for the 22-23 school year.

High Priority

Evaluation Data Sources: PIEMS reports, Campus Persistence Reports.

Strategy 1 Details	Reviews			
Strategy 1: Create onboarding checklist with roles, responsibilities, and timeline Bring in families for a 1 hour presentation for mini WTI, culture and other campus expectations Provide culture one pager, communication flowchart, scholar information sheet, meet the teacher flyer, and ensure they're set up on REMIND Lead NTI Lunch Bunch groups so that scholars can build friendships and make connections Strategy's Expected Result/Impact: Scholars stay at IDEA Hidden Meadow for duration of school year Staff Responsible for Monitoring: teachers, administrators, principal Title I: 4.2 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1	Formative			Summative
	Oct	Jan	Mar	June
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Performance Objective 1 Problem Statements:





Demographics
Problem Statement 1: There is a need to increase student persistence for our campus because we have fallen short of both our persistence goal in both of our first two years. Root Cause: 1) Lack of communication around school expectations in our recruitment process and in our onboarding process 2) Lack of input from students and families for what program offerings are desired and most important to them.

Goal 5: Increase student persistence

Performance Objective 2: 100% of IDEA Hidden Meadow scholars will participate in a violence prevention and intervention training.

High Priority

Evaluation Data Sources: Participation reports, training Exit Tickets

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Ensure scholars receive training from a qualified organization suited for violence prevention and interventions Strategy's Expected Result/Impact: Increased scholar persistence, increased scholar satisfaction Staff Responsible for Monitoring: teachers, counselor, principal Title I: 4.1 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1, 2 - Perceptions 2, 3				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: There is a need to increase student persistence for our campus because we have fallen short of both our persistence goal in both of our first two years. Root Cause: 1) Lack of communication around school expectations in our recruitment process and in our onboarding process 2) Lack of input from students and families for what program offerings are desired and most important to them.
Problem Statement 2: There is a need to increase average daily attendance for our campus because we dropped significantly from our 20-21 school year and landed below our 21-22 goal. Root Cause: 1) Lack of communication regarding attendance expectations for students and families during onboarding process and throughout school year 2) Intervention strategies for attendance came into effect after too many absences
Perceptions
Problem Statement 2: Family engagement opportunities did not meet the demand of families. Root Cause: A hesitation to create large scale events for fear of COVID outbreaks limited options. The campus did not utilize enough virtual or in-person but spaced appropriately events.
Problem Statement 3: Not all new families participated in our Welcome to IDEA events. Root Cause: Expectations for families that this is required for all families and not optional was not effectively communicated. We also did not effectively follow up with families who did not respond to the Welcome to IDEA invites.

Goal 5: Increase student persistence

Performance Objective 3: 75% of eligible IDEA Hidden Meadow scholars will become Fitness Masters in their Physical Education classes.

High Priority

Evaluation Data Sources: Fitness Gram data

Strategy 1 Details		Reviews			
Strategy 1: Ensure scholars use fitness monitors daily and track progress to fitness master goals Strategy's Expected Result/Impact: Increased scholar health and physical fitness capabilities Staff Responsible for Monitoring: PE teacher, instructional coaches Title I: 4.2 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Demographics 1, 2 - Perceptions 3		Formative			Summative
		Oct	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>					

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: There is a need to increase student persistence for our campus because we have fallen short of both our persistence goal in both of our first two years. Root Cause: 1) Lack of communication around school expectations in our recruitment process and in our onboarding process 2) Lack of input from students and families for what program offerings are desired and most important to them.
Problem Statement 2: There is a need to increase average daily attendance for our campus because we dropped significantly from our 20-21 school year and landed below our 21-22 goal. Root Cause: 1) Lack of communication regarding attendance expectations for students and families during onboarding process and throughout school year 2) Intervention strategies for attendance came into effect after too many absences
Perceptions
Problem Statement 3: Not all new families participated in our Welcome to IDEA events. Root Cause: Expectations for families that this is required for all families and not optional was not effectively communicated. We also did not effectively follow up with families who did not respond to the Welcome to IDEA invites.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Current Vacancy	Interventionist	Title 1	1
Tarah Zuber	Teacher	Instruction	1

Campus Funding Summary

Federal Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	2	Interventionist		\$57,000.00
3	1	3	Tarah Zuber - Teacher		\$59,500.00
Sub-Total					\$116,500.00

Addendums

Master CNA & SAIP Reporting Checklist

Master CNA & SAIP Reporting Checklist				PTG		100%	PTG		100%
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	<p>This SAIP plan will require logging concrete initiatives put in place for student improvement, as well as their associated timelines, resources, and responsible staff.</p> <p>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.</p>	Complete		Verified			
	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		Verified			
		Comprehensive Needs Assessment 2022 Math		Complete		Verified			
		Comprehensive Needs Assessment 2022 Science		Complete		Verified			
		Comprehensive Needs Assessment 2022 Humanities		Complete		Verified			
	State TELPAS Report	Comprehensive Needs Assessment 2022 TELPAS	<p>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.</p> <p>List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.</p>	Complete		Verified			
	Locus Dashboards: ACT, AP, TSI Campus IB Reports Campus Matriculation Reports	100% College Matriculation 2021-2022 School Year	<p>This page will only be applicable to campuses that had graduating classes in the Spring of 2022.</p> <p>List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.</p>	Complete		Verified			
	Locus Dashboard: Staff Retention	Staff Quality, Retention, & Recruitment 2021-2022 School Year	<p>Under the %SPED Data Point, this should reflect the <u>percentage</u> of SPED certified teachers, compared to the overall SPED staff.</p> <p>Under number of teacher applicants, note how many teachers were interviewed by campus leaders for positions during the 2021-2022 School Year.</p> <p>List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.</p>	Complete		Verified			
	Locus Dashboards: Student Persistence, Enrollment, ADA	School Culture & Climate 2021-2022 School Year	<p>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>.</p> <p>List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.</p>	Complete		Verified			
	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		Verified			

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2021-22 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
1A, 1D, 1H, 2C, 2E	Instructional Rounds	S,E, A, AP, RR,	ALL	Principal, Lead Team	At least 2 times a week	Surface Pro, walk-through form (OCS)	Campus Lead Team	Walk-through form (OCS)
1A, 1D, 1H, 2C, 2E	Kagan Training	S,E, AP, RR, A	ALL	Lead Team	July-May	PD budget	Lesson Plans, Weekly specific skill observations of teachers by lead team,	Weekly specific skill observations of teachers by lead team
1A, 1D, 1H, 2C, 2E	Lead4ward Training	S,E, AP, RR, A	ALL	Content Leads	Aug-May	Lead4ward Documents/Pacing Charts/Etc.	Weekly check ins with manager to ensure proper implementation	Visual Displays, Student work/assessments
1A, 1D, 1H, 2C, 2E	Writer's Workshop Consultants	S,E, AP, RR, A	ALL	API	Aug-June	Line item in discretionary budget: Writer's Workshop personnel, curricular resources provided	Student progress, Student STAAR assessments, teacher feedback	IA Results STAAR/EOC CSR
1A, 1B, 1C, 1D, 1F	STAAR/EOC Consumable Resources	S,E, AP, RR, A	ALL	API -	Aug-June	Buckle down, mentoring minds, STAAR coach, Dana Center	Teacher feedback on resources	Teacher feedback on resources
2D	Person of influence (POI)	O	AR	Lead Team	Aug-June	Google docs, progress reports, teacher feedback, student data, merit store items	Peer observation of meeting with Poi's and providing feedback	Google doc student tracker
2C/2D	Perfect Attendance Incentives	O	ALL	APO	8/9-5/26	Ipads, Ipods, MP3, Bikes, Board Games, Footballs, Basketballs, Soccer Balls	Weekly Check Ins with Principal	Check In Doc
1A, 1B, 1C, 1D, 1F	Check for Understanding (CFU Training)	S,E, AP, RR, A	All	Instructional Managers	8/9-5/26	PD Line Item	Teacher Observation Debriefs or Coaching documents/ feedback forms	Weekly specific skill observations of teachers by lead team
1A, 1B, 1C, 1D, 1F	Student Intervention Pull Out Els (growth goals and PLD in reading, writing, speaking and writing	S,E, AP, RR, A	AR	ESL Interventionist	8/30-5/15	Google docs, progress reports, teacher feedback, student data, merit store items	weekly lead team observation	student trackers/benchmarks
1A, 1B, 1C, 1D, 1F	RTI (electronic data base)	S,E, AP, RR, A	AR	API/RTTC and CC,DCC	8/9-5/24	RTI Packet amd EdClick	Weekly Assessment, IA, STAAR Prefomance indicators	RtI Student Folder
1A	Saturday School	S,E, AP, RR, A	AR, ELL,SE	All Staff	sept-may	tested area teachers, cnp, out of box resources, COWs, Study Island/Achieve 3000	% student & teacher Participation	% student & teacher Participation. Online Google DocumentationSTAAR scores

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2021-22 Student Achievement Improvement Plan - College Prep

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1A, 1B, 1C, 1D, 1F	Sirius Education STAAR Prep	S,E	ALL	ALL Core Teachers, Interv, sped teachers	Sept-June	STAAR Resouce paperback and licenses	obs,ocs, exit tickets, trackers	benchmarks, unit exams
1A, 1B, 1C, 1D, 1F	STAAR software support	S,E	ALL	Interventionists	8/23-5/22	Achieve 3000, Khan Academy, Study Island,	Student trackers	IA scores, Staar scores
1A, 1B, 1C, 1D, 1F	STAAR summer camp	S,E	All	3 APIs	6/1-6/26	Discretionary Budget item: tested area teachers, cnp, out of box resources, COWs	% student & teacher Participation (pre-post test)	% student & teacher Participation pre- post test
1A, 1B, 1C, 1D, 1F	Student data Reviews (data conversations & trackers)	S,E	AR, SE, ELL	lead team & all faculty	8/9-5/22	teacher training at beginning of school year, data binders	weekly lead team meetings with teachers	student trackers
1A	Teacher Data Reviews (Weekly Assessments, IA, PTGs, etc.)	S,E,A,A P	SE,ELL	lead team & all faculty	Aug-May	Data binders, Grade Cam data	IA, PTG, , Exit slips	Google doc, student progress
1A, 1B, 1C, 1D, 1F	Writing across content	S,E,A,A P	ALL	API-	Aug-May	writing techniques per content	teacher use in class	student use in class
2A	Teachboost	O	ALL	Lead Team, Admin. Assist.	Aug-May	District provided software	Coaching Tracker	Coaching Tracker and Next Steps
1A, 1B, 1C, 1D, 1F	Mastery Machine by reporting category after sping mock	ST,E, AP, RR, A	ALL	STAAT Test Teachers	Aug-June	STAAR quizez, small group ins, remdiation	guided disc, reteach obs, ocs	trackers, benchmarks, exit tickets use after school or sat
1A, 1B, 1C, 1D, 1F	Providing more time for instruction for students struggling in MS by adding sep Interv plans with interventionist	s, ST, RR	All	Principal, Counselors, Teachers	Aug-June	Scheduling Intervention Resources Math Curricula Wit & Wisdom	Master Schedule, GradeBook	2022 STAAR Results
1A, 1B, 1C, 1D, 1F, 2F	Increase in parent meeting attendance	O	All	Acadeic Counselor GTLs	Aug-May	RSVP forms for meetings, updated parent info	Sign in sheets, parent surveys	Final attendance rosters for all events
1A, 1B, 1C, 1D, 1F	Increase data driven instruction by the use of trackers.	S, A, AP	All	Instructional managers ALL Teachres	Aug-May	Teachers trained to teach to use tracking resources by Instructional managers	Exit Ticket Huddle Doc Wall trackers Student Trackers in Planners	2022 STAAR report, ACT and ACT prep benchmarks, AP exams.
1A, 1B, 1C, 1D, 1F, 2D, 2F	Increasing participation in Accelerated Reading and AR incentives to 6-8 grade to build fluency and excitement around reading	S, A, AP	All	Interventionist, MS ELA teachers, English Teachers	Aug-May	AR program purchase, Library book increase	AR reports	AR reports, # of pages read over time and quizzes

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2021-22 Student Achievement Improvement Plan - College Prep

COLLEGE PREP

1A, 1B, 1C, 1D, 1F	Ensure Writing Portfolios are evident in every english classroom	S	All	English Teachers Instructional Managers hold accountable	Aug-May	District Portfolio resources	Writing scores, quarterly writing projects, grades, check ins with managers	2022 STAAR Report for 7, 9, 10
2D	Grade 6-12: Grade wide behavior system	DR	All	GTL Adminstrators	Aug-May	Folders, clipboards, tracker of homerooms	Tracker by homeroom that is kept by Homeroom Teacher - points added to House Cup for homerooms that have fewest marks	EOY referral numbers/suspension s
1A, 1B, 1C	ELA: ELL trainings for teachers	S, EOC, ACT, AP	ELL	ELL Coordinator	Aug-June	ELL training research, SIOP training	Budget usage	TELPAS results, ELL STAAR, EOC, AP, ACT results

[illegible]

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%

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.)	10%	
% of CSI Passing STAAR	79	
% of SPED Passing STAAR	67%	

Data Source: STAAR

	STAAR Reading 6th	STAAR Reading 7th	STAAR Reading 8th	STAAR Writing 7th	English I EOC	English II EOC
% Approaches	29	17	N/A	N/A	N/A	N/A
% Meets	20	22	N/A	N/A	N/A	N/A
% Masters	27	52	N/A	N/A	N/A	N/A
% Student Achievement Average	50	72	N/A	N/A	N/A	N/A

Data Source: AP/IB/Electives

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

Reflections

Areas of Strength	Areas of Need
1 Cohort overall achievement of 7th grade Reading STAAR	1 EL scholar improvement on TELPAS
2 Scholar growth goals of both 6th and 7th Reading STAAR	2 CSI Renstar
3 Masters performance of 7th Reading STAAR	3 Meets/Masters in 6th Grade Reading STAAR

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Comprehensive Needs Assessment - College Prep					
COLLEGE PREP					
Data Source: STAAR					
	STAAR Math 6th	STAAR Math 7th	STAAR Alg I		
% Approaches	42	42	N/A		
% Meets	23	15	N/A		
% Masters	14	15	N/A		
% Student Achievement Average	43	39	N/A		
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	N/A	N/A	N/A	% Score 1-3	N/A
% Score 2	N/A	N/A	N/A	% Score 4-5	N/A
% Score 3+	N/A	N/A	N/A	% Score 6-7	N/A

Reflections	
Areas of Strength	Areas of Need
1 Growth goal performance of 6th STAAR Math	1 7th STAAR Growth Goals
2 Growth goal performance of 7th STAAR Math	2 7th STAAR Cohort achievement from 20-21
3 EL performance for 6th and 7th STAAR Math	3 7th STAAR meeter performance

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Comprehensive Needs Assessment

COLLEGE PREP

Data Source: Internal Assessments

	6th Grade EOY Assessment	7th Grade EOY Assessment	
% Passing	77	83	

Data Source: STAAR

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

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	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 7th grade life science approaches	16th Grade science approaches
2 7th grade life sciences meets	2 6th Grade science meets
3 7th grade life sciences masters	3 6th grade science masters

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Comprehensive Needs Assessment

COLLEGE PREP

Data Source: Internal Assessments

	6th Grade EOY Assessment	7th Grade EOY Assessment					
% Passing	93%	61%					

Data Source: STAAR

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

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	N/A	N/A	N/A	N/A	N/A	% Score 1-3	N/A
% Score 2	N/A	N/A	N/A	N/A	N/A	% Score 4-5	N/A
% Score 3+	N/A	N/A	N/A	N/A	N/A	% Score 6-7	N/A

Reflections

Areas of Strength	Areas of Need
1 6th world cultures approaches	1 7th Texas History approaches
2 6th World cultures meets	2 7th Texas History meets
3 6th world cultures masters	3 7th Texas History masters

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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	0	17	30
% Intermediate	8	67	42	33	
% Advanced	58	33	33	17	
% Advanced High	33	0	25	33	

Reflection

Areas of Strength	Areas of Need
1 Availability of EL dictionaries	1 Normalizing use of EL dictionaries
2 Use of frayer models to display new information	2 Practice at home (rosetta stone)
3 Pre-briefing scholars	3 Providing dedicated times of EL support through intervention spaces

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Comprehensive Needs Assessment

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100% College Matriculation

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

Reflections

Areas of Strength	Areas of Need
N/A	N/A
2	2
3	3

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Comprehensive Needs Assessment	
COLLEGE PREP	
Staff Quality, Recruitment, Retention	
	Percentage
% School Lead Team Retention	66%
% Instructional Support Retention	100%
% Teacher Retention	54%
% Campus Support Retention	82%
% SPED Certified Teachers	100%
% State/National Certified Teachers	50%
% State Certified Leaders	50%
% State/Board certified Counselors	N/A
Number of teacher applicants per 2020-21 school year	1800%

Reflections	
Areas of Strength	Areas of Need
1 Sped Retention	1 Teacher retention
2 Instructional support retention	2 Math Teacher retention
3 Instructional lead team retention	3 Certified teacher retention

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Comprehensive Needs Assessment College Prep	
Data Source: School Culture and Climate	
	Campus %
% Average Daily Attendance	91.20%
% Overall Persistence	79%
% New Student Persistence	78%
# of Admin Withdrawals/ Level 3 Offenses	1
% SPED	11%
% ELL	18%
% Eco Dis	57%
% Migrant	0%
% Race: American-Indian- Alaska-Native	1%
% Asian	3%
% White-Hispanic	97%
% Multi	4
% Black-African-American	15%
% Native-Hawaiian-Pacific- Islander	1%
% White	80%
% Male	48%
% Female	52%

Data Source: School Culture and Climate	
Reflections	
Areas of Strength	Areas of Need
1 Spring ADA	1 Persistence performance
2 Minimized admin withdrawals	2 ADA performance
3 spring persistence	3 Ecodis recruitment

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Comprehensive Needs Assessment COLLEGE PREP	
Data Source: Family and Community Involvement	
	Percentage
% Families Attended WTI	77%
% Families Attended Curriculum Night	81%
% Families Who Attended EOY Ceremonies	0%
% Families who attended Fall Festival	0%
% Families who attended Winter Festival	62%
% Families who attended Spring Festival	0%

Reflections	
Areas of Strength	Areas of Need
1 Community attendance to community events	1 more family engagement events needed
2 family volunteer group and support	2 WTI participation
3 family support of athletics	3 Curriculum Night participation