

IDEA Public Schools

Ingram Hills College Prep

2022-2023 Campus Improvement Plan

Accountability Rating: B

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 16, 2022

Demographics

Demographics Summary

We are IDEA Ingram Hills College Prep serving our community in the North west side of San Antonio. We are campus that currently services 6th through 10th grade, offering Special Education, Intervention, Music, Art, Athletics, and other clubs. We have strong Special Education and EL services for our students that include inclusion, intervention and specific learning plans for individuals.

Demographics Strengths

See PDF in Addendum for more information.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Our student persistence was at 70.78, so we need to drastically improve this metric. **Root Cause:** 1. School culture was weak which caused students to want to leave. 2. There was a lack of a system to try and save families when they named they wanted to leave. 3. Families felt unheard by school administration.

Problem Statement 2 (Prioritized): Ingram Hills expelled 9 students last year, and our intention is to not expel any student. **Root Cause:** 1. There were weak behavior management system. 2. There was a lack of accountability to follow the behavior management system.

Student Learning

Student Learning Summary

Idea Ingram Hills scored an overall B rating with an 89. Our domain 1 is 80, domain 2 is a 90 and domain 3 is 88. Our biggest strength has been domain 2 and closing gaps. Overall our combined math achievement score was 41, our combined ELA achievement score was 53, our combined science achievement score was 56, and humanities was 29. This data shows clear strengths and areas of growth for us to focus on this school year.

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): The percent of SpEd scholars that mastered/met in 6th and 7th grade ELA was 0. **Root Cause:** Root cause is that our SpEd population has not been prioritized from the beginning of the year and individual plans have not been created to meet each student where they are.

Problem Statement 2 (Prioritized): Our achievement average in 8th grade History was only a 29. We only had 62% pass, making it the most off track subject from us hitting our academic goals. **Root Cause:** Subject/teacher was not a priority and they did not receive coaching that was driven by data.

School Processes & Programs

School Processes & Programs Summary

At IDEA Ingram Hills Colleg Prep, we know that students learn deeply when given the opportunity to independently practice the material aligned to their end of year exam and get feedback from their teachers. To ensure all of our teachers are prepared and ready to implement this learning environment, our instructional leaders give weekly feedback to lesson plans to ensure the material is aligned to the content on the end of year exam. The instructional leaders also give feedback on the amount of student practice assigned and where teachers will be zoning in to give feedback. Additionally instructional leaders observe live instruction at least once a week and give feedback to the teacher over their lesson delivery and classroom culture of achievement. The campus principal will also give feedback to the instructional leaders as they are coaching the teachers.

Weekly, the instructional team meets for 1 hour to name the campus needs, and then decide on a PD session to best meet the needs of the teachers. The principal or a member of the instructional team will facilitate the PD either during faculty meeting or during conference periods of the teachers.

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): 51% of the teachers from 21-22 chose not to return for the 22-23 school year. **Root Cause:** There was a lack of consistent leadership during the 21-22 school year which caused the direction of the school to shift multiple times during the school year. The teachers struggled to adapt to differing leadership styles, areas of priorities and direction of the school.

Problem Statement 2: Only 50% of the leadership team at Ingram Hills College Prep returned for the 22-23. **Root Cause:** With no consistent principal throughout the year, the leadership team did not receive quality coaching and support.

Perceptions

Perceptions Summary

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): There was no fall, winter or spring festivals planned during the 21-22 school year. **Root Cause:** The leadership team was stretched thin and chose not to prioritize these events.

Problem Statement 2 (Prioritized): Families only got to give feedback on satisfaction with the school at the end of the year. **Root Cause:** The parent surveys were only mandatory at the end of the year, and there was not a priority on soliciting feedback from families as a consistent operating mechanism.

Priority Problem Statements

Problem Statement 1: Our student persistence was at 70.78, so we need to drastically improve this metric.

Root Cause 1: 1. School culture was weak which caused students to want to leave. 2. There was a lack of a system to try and save families when they named they wanted to leave. 3. Families felt unheard by school administration.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Ingram Hills expelled 9 students last year, and our intention is to not expel any student.

Root Cause 2: 1. There were weak behavior management system. 2. There was a lack of accountability to follow the behavior management system.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Our achievement average in 8th grade History was only a 29. We only had 62% pass, making it the most off track subject from us hitting our academic goals.

Root Cause 3: Subject/teacher was not a priority and they did not receive coaching that was driven by data.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: The percent of SpEd scholars that mastered/met in 6th and 7th grade ELA was 0.

Root Cause 4: Root cause is that our SpEd population has not been prioritized from the beginning of the year and individual plans have not been created to meet each student where they are.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: 51% of the teachers from 21-22 chose not to return for the 22-23 school year.

Root Cause 5: There was a lack of consistent leadership during the 21-22 school year which caused the direction of the school to shift multiple times during the school year. The teachers struggled to adapt to differing leadership styles, areas of priorities and direction of the school.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: There was no fall, winter or spring festivals planned during the 21-22 school year.

Root Cause 6: The leadership team was stretched thin and chose not to prioritize these events.

Problem Statement 6 Areas: Perceptions

Problem Statement 7: Families only got to give feedback on satisfaction with the school at the end of the year.

Root Cause 7: The parent surveys were only mandatory at the end of the year, and there was not a priority on soliciting feedback from families as a consistent operating mechanism.

Problem Statement 7 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Local benchmark or common assessments data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- 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
- Campus leadership data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data







Goals

Goal 1: Increase staff retention

Performance Objective 1: 100% of instructional staff will have measurable growth in their data to ensure they feel successful.

High Priority

Evaluation Data Sources: Teach boost, Edcite, STAAR

Strategy 1 Details	Reviews			
Strategy 1: 100% of all instructional staff will have a weekly observation and action step from their manager. Strategy's Expected Result/Impact: Consistent bite sized feedback to ensure gradual growth every week. Staff Responsible for Monitoring: Instructional Team Members, Principal TEA Priorities: Recruit, support, retain teachers and principals Problem Statements: School Processes & Programs 1	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: 100% of instructional staff will have a weekly check in with their manager to coach them on their weekly action step. Strategy's Expected Result/Impact: Teachers show mastery on the weekly action step, leading to growth every week. Staff Responsible for Monitoring: Instructional Team Members, Principal TEA Priorities: Recruit, support, retain teachers and principals Problem Statements: School Processes & Programs 1	Formative			Summative
	Oct	Jan	Mar	June
				
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Performance Objective 1 Problem Statements:

School Processes & Programs







Problem Statement 1: 51% of the teachers from 21-22 chose not to return for the 22-23 school year. **Root Cause:** There was a lack of consistent leadership during the 21-22 school year which caused the direction of the school to shift multiple times during the school year. The teachers struggled to adapt to differing leadership styles, areas of priorities and direction of the school.

Goal 1: Increase staff retention

Performance Objective 2: 100% of staff members will name that Ingram Hills is a Great Place to Work

High Priority

Evaluation Data Sources: Great Places to Work Survey

Strategy 1 Details	Reviews			
Strategy 1: Written praise for all teachers during tactical and sent in staff weekly. Strategy's Expected Result/Impact: Teachers get specific praise weekly to feel successful. Staff Responsible for Monitoring: Instructional Team, Principal TEA Priorities: Recruit, support, retain teachers and principals Problem Statements: School Processes & Programs 1	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Give monthly survey to staff members for job satisfaction and resources needed. Strategy's Expected Result/Impact: Teachers have the resources they need to teach. Teachers can give specific feedback aligned to the great places to work survey. Staff Responsible for Monitoring: Principal. TEA Priorities: Recruit, support, retain teachers and principals Problem Statements: School Processes & Programs 1	Formative			Summative
	Oct	Jan	Mar	June
				
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Performance Objective 2 Problem Statements:

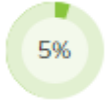
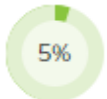




School Processes & Programs
Problem Statement 1: 51% of the teachers from 21-22 chose not to return for the 22-23 school year. Root Cause: There was a lack of consistent leadership during the 21-22 school year which caused the direction of the school to shift multiple times during the school year. The teachers struggled to adapt to differing leadership styles, areas of priorities and direction of the school.

Goal 2: All IDEA students matriculate to college

Performance Objective 1: 100% of 10th graders and 80% of 9th graders will be exempt in TSI ELAR by end of school year.

High Priority

Evaluation Data Sources: TSI tracker.

Strategy 1 Details	Reviews			
Strategy 1: Provide tutoring for TSI during Road to and through College Class Strategy's Expected Result/Impact: 100% of 10th graders and 80% of 9th graders pass ELAR Staff Responsible for Monitoring: RTTC teacher, College Counselor TEA Priorities: Build a foundation of reading and math Problem Statements: Demographics 1 Funding Sources: College Counselor - Federal Grant - \$70,200	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Test all 9th and 10th grade scholars once a quarter on TSI Strategy's Expected Result/Impact: 100% of 10th graders and 80% of 9th graders pass ELAR Staff Responsible for Monitoring: RTTC teacher and College Counselor TEA Priorities: Build a foundation of reading and math Problem Statements: Demographics 1	Formative			Summative
	Oct	Jan	Mar	June
				
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>				







Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Our student persistence was at 70.78, so we need to drastically improve this metric. Root Cause: 1. School culture was weak which caused students to want to leave. 2. There was a lack of a system to try and save families when they named they wanted to leave. 3. Families felt unheard by school administration.

Goal 2: All IDEA students matriculate to college

Performance Objective 2: 98% of 8th, 9th, and 10th graders will be on track to graduate at the end of the year.

Evaluation Data Sources: OTG report, transcripts.

Strategy 1 Details	Reviews			
Strategy 1: College Counselor will pull low grade report weekly and send to teachers. Then monitor improvement in number of students passing their classes. Strategy's Expected Result/Impact: 98% of students do not can take grade level coursework and not be in credit recovery. Staff Responsible for Monitoring: College Counselor. TEA Priorities: Connect high school to career and college Problem Statements: Demographics 1	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Execute Credit Recovery days the last 3 weeks of each quarter. Strategy's Expected Result/Impact: Students are given a clear opportunity to submit missing work to increase their grade to passing before the end of the quarter. Staff Responsible for Monitoring: College Counselor, teachers TEA Priorities: Connect high school to career and college Problem Statements: Demographics 1	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:







Demographics
Problem Statement 1: Our student persistence was at 70.78, so we need to drastically improve this metric. Root Cause: 1. School culture was weak which caused students to want to leave. 2. There was a lack of a system to try and save families when they named they wanted to leave. 3. Families felt unheard by school administration.

Goal 3: IDEA achieves an A rating

Performance Objective 1: 100% of teachers will use daily exit tickets to drive their instructional decisions.

High Priority

Evaluation Data Sources: Internal Exit Ticket Tracker

Strategy 1 Details	Reviews			
Strategy 1: 100% of teachers will report on exit ticket data daily, name student misconception and reteach plan if mastery is under 80% Strategy's Expected Result/Impact: Teachers make daily data driven decisions that impact student mastery. Staff Responsible for Monitoring: Instructional Lead Team, Teachers TEA Priorities: Build a foundation of reading and math Problem Statements: Student Learning 2	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Use ELA interventionist to improve 6-8 Reading scores. Strategy's Expected Result/Impact: CSI students increase 2 years or more in their reading level. Staff Responsible for Monitoring: Interventionist, instructional lead team TEA Priorities: Build a foundation of reading and math Problem Statements: Student Learning 1 Funding Sources: Interventionist - Federal Grant - \$57,000	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:








Student Learning
Problem Statement 1: The percent of SpEd scholars that mastered/met in 6th and 7th grade ELA was 0. Root Cause: Root cause is that our SpEd population has not been prioritized from the beginning of the year and individual plans have not been created to meet each student where they are.
Problem Statement 2: Our achievement average in 8th grade History was only a 29. We only had 62% pass, making it the most off track subject from us hitting our academic goals. Root Cause: Subject/teacher was not a priority and they did not receive coaching that was driven by data.

Goal 3: IDEA achieves an A rating

Performance Objective 2: 100% of SPED teachers report on SPED exit ticket data daily, name the student misconception and reteach plan if mastery is under 80%.

High Priority

Evaluation Data Sources: Internal Exit Ticket Tracker

Strategy 1 Details	Reviews			
Strategy 1: 100% of SPED teachers will report on SPED exit ticket data daily, name student misconception and reteach plan if mastery is under 80% Strategy's Expected Result/Impact: 30% of SPED Students hit meets on the STAAR Staff Responsible for Monitoring: SPED teachers, instructional lead team TEA Priorities: Build a foundation of reading and math Problem Statements: Student Learning 1	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Use Interventionist to increase SPED data. Strategy's Expected Result/Impact: 30% of SPED Students hit meets on the STAAR Staff Responsible for Monitoring: Interventionist, SPED teachers, instructional team TEA Priorities: Build a foundation of reading and math Problem Statements: Student Learning 1	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Use AR teacher to give reading support to all scholars in 6th and 7th grade. Strategy's Expected Result/Impact: ELA scores increase. Staff Responsible for Monitoring: AR teacher TEA Priorities: Build a foundation of reading and math Problem Statements: Student Learning 1	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Problem Statements:







Student Learning
Problem Statement 1: The percent of SpEd scholars that mastered/met in 6th and 7th grade ELA was 0. Root Cause: Root cause is that our SpEd population has not been prioritized from the beginning of the year and individual plans have not been created to meet each student where they are.

Goal 4: Increase student daily attendance

Performance Objective 1: Invest families in being at school every day.

High Priority

Evaluation Data Sources: Ada report with notes added.

Strategy 1 Details	Reviews			
Strategy 1: 100% of students not on campus will receive an ADA phone call by 8:30am daily. Strategy's Expected Result/Impact: Families feel noticed when their scholar is absent. Families can communicate why their scholar is absent. Staff can help convince parent to bring in their scholars. Staff Responsible for Monitoring: Assistant Principal of Operations TEA Priorities: Connect high school to career and college Problem Statements: Perceptions 2	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Celebrate perfect attendance monthly with an incentive. Strategy's Expected Result/Impact: Students have perfect attendance monthly. Staff Responsible for Monitoring: Assistant Principal of Operations TEA Priorities: Connect high school to career and college Problem Statements: Perceptions 2	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				







Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 2: Families only got to give feedback on satisfaction with the school at the end of the year. Root Cause: The parent surveys were only mandatory at the end of the year, and there was not a priority on soliciting feedback from families as a consistent operating mechanism.

Goal 4: Increase student daily attendance

Performance Objective 2: 100% of students who are chronically absent follow the ADA matrix with consequences and next steps.

Evaluation Data Sources: ADA matrix tracker.

Strategy 1 Details	Reviews			
Strategy 1: Launch tracking system for student absences that connects ADA matrix. Strategy's Expected Result/Impact: Leaders have a clear place to communicate absences and next steps with families. Staff Responsible for Monitoring: APO TEA Priorities: Connect high school to career and college Problem Statements: Perceptions 2	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Use weekly tactical to communicate ADA matrix next steps and support needed from entire lead team. Strategy's Expected Result/Impact: Grade Level administrators are able to have conferences with families who have too many absences. Staff Responsible for Monitoring: APO TEA Priorities: Connect high school to career and college Problem Statements: Perceptions 2	Formative			Summative
	Oct	Jan	Mar	June
				
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>				







Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 2: Families only got to give feedback on satisfaction with the school at the end of the year. Root Cause: The parent surveys were only mandatory at the end of the year, and there was not a priority on soliciting feedback from families as a consistent operating mechanism.

Goal 4: Increase student daily attendance

Performance Objective 3: Ensure 100% of students feel emotionally safe at school







Evaluation Data Sources: Move This World, student survey

Strategy 1 Details	Reviews			
Strategy 1: All homerooms participate in move this world 4/5 days per week. Strategy's Expected Result/Impact: Building student capacity in self regulation and de-escalation. Staff Responsible for Monitoring: Iris Perales, Jordan Morrison, Grade Team Leaders	Formative			Summative
	Oct	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 5: Increase student persistence

Performance Objective 1: 100% of grade teams will build deep relationships with families.

Evaluation Data Sources: Admin observation weekly.

Strategy 1 Details	Reviews			
Strategy 1: Grade Team Leaders will conduct a grade level meeting weekly to bring joy, name a culture focus and name scholar of the week. Strategy's Expected Result/Impact: Scholars are joyfully making deep connections with both staff and each other. Staff Responsible for Monitoring: Grade Team Leaders, grade level administrators. TEA Priorities: Connect high school to career and college Problem Statements: Perceptions 1	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: 100% of teachers make 5 positive phone calls per week. Strategy's Expected Result/Impact: Families hear about the great things their students are doing, building the deep connection between family and school. Staff Responsible for Monitoring: College Counselor TEA Priorities: Connect high school to career and college Problem Statements: Perceptions 2	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:






Perceptions
Problem Statement 1: There was no fall, winter or spring festivals planned during the 21-22 school year. Root Cause: The leadership team was stretched thin and chose not to prioritize these events.
Problem Statement 2: Families only got to give feedback on satisfaction with the school at the end of the year. Root Cause: The parent surveys were only mandatory at the end of the year, and there was not a priority on soliciting feedback from families as a consistent operating mechanism.

Goal 5: Increase student persistence

Performance Objective 2: School Counselor creates clear flowchart with persistence concerns, and 100% of teachers uphold the flowchart.

High Priority

Evaluation Data Sources: School Counselor flow chart.

Strategy 1 Details	Reviews			
Strategy 1: School Counselor trains teachers on steps when they hear a student potentially leaving. Strategy's Expected Result/Impact: Teachers have clear expectations when they hear of persistence concern. GTL and SC can take next steps to connect with families to ultimately keep them at IDEA Ingram Hills. Staff Responsible for Monitoring: School Counselor. TEA Priorities: Connect high school to career and college Problem Statements: Perceptions 2	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				








Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 2: Families only got to give feedback on satisfaction with the school at the end of the year. Root Cause: The parent surveys were only mandatory at the end of the year, and there was not a priority on soliciting feedback from families as a consistent operating mechanism.

Goal 5: Increase student persistence

Performance Objective 3: 100% of scholars in grades 6, 7, and 9 will hit 900 MVPA (Minutes of vigorous physical activity)

Evaluation Data Sources: MVPA data from the watches.

Strategy 1 Details	Reviews			
Strategy 1: Weekly update from coaches to their manager during check ins. Strategy's Expected Result/Impact: Data accountability and the ability to respond to the data Staff Responsible for Monitoring: Jennifer Neudek	Formative			Summative
	Oct	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Angel Escalante Granados	College Counselor	Title 1	1
Melissa Caballero	Interventionist	Title 1	1

Campus Funding Summary

Federal Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	College Counselor		\$70,200.00
3	1	2	Interventionist		\$57,000.00
Sub-Total					\$127,200.00

Addendums

Master CNA & SAIP Reporting Checklist

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

2021-22 Student Achievement Improvement Plan - College Prep

[illegible]

Annual Performance Objectives (APO)

PRIORITY #1: Students Graduate College-Ready

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

Needs Assessment

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

Special Populations

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

Campus Name

Comprehensive Needs Assessment

COLLEGE PREP

Data Source: CSI

% Meeting CSI Goal	Reading CP CSI	
% CSI (EOY Ren.)	1.50%	
% of CSI Passing STAAR	22%	
% of SPED Passing STAAR	27%	

Data Source: STAAR

	STAAR Reading 6th	STAAR Reading 7th	STAAR Reading 8th	STAAR Writing 7th	English I EOC	English II EOC
% Approaches	74	74	85	n/a	73	n/a
% Meets	53	52	57	n/a	60%	n/a
% Masters	30	37	33	n/a	12%	n/a
% Student Achievement Average	52	54	58	n/a	48%	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			% Score 1-3			
% Score 2			% Score 4-5			
% Score 3+			% Score 6-7			
					Word Master (6th,7th)	Royal Readers (6th,7th)
					67%	15%

Reflections

Areas of Strength	Areas of Need
8th grade achievement average of 58	6th, 7th, Eng I approaches
7th grade masters of 37	Eng I achievement average
English lit meets of 60	Sped data for 6th 25/0/0 7th 17/0/0

Campus Name

Comprehensive Needs Assessment - College Prep					
COLLEGE PREP					
Data Source: STAAR					
	STAAR Math 6th	STAAR Math 7th	STAAR Alg I		
% Approaches	74	64	78		
% Meets	34	30	38		
% Masters	19	15	21		
% Student Achievement Average	42	36	46		
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
1. EL students achieved 86/43/43 with an achievement of 57 in 6th Math.	1. 7th Math had 64% approaches
2. 7th Math had 67% of SPED students at approaches	2. Algebra 1 had 78% at approaches and 38% at meets
3. Algebra 1 had 29% of EL students at masters	3. In 6th and Algebra 1, 13% of SPED students hit meets and in 7th grade, 17% of SPED were at meets

Campus Name

Comprehensive Needs Assessment

COLLEGE PREP

Data Source: Internal Assessments

	6th Grade EOY Assessment	7th Grade EOY Assessment	
% Passing	53/16/4	91/68/43	

Data Source: STAAR

	STAAR 8th Science	STAAR Biology	
% Approaches		85	
% Meets		62	
% Masters		22	
% Student Achievement Average		56	

Data Source: AP/IB

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

Reflections

Areas of Strength	Areas of Need
1. In Biology, 62% of students hit meets	1. Biology approaches is 85%
2. In Biology, EL students out performed the gen ed population with 94/78/39	2. 41% of SPED students in Biology hit approaches
3. 7th Science performed at 91/68/43	3. 6th grade performed at 53/16/4

Campus Name

Comprehensive Needs Assessment

COLLEGE PREP

Data Source: Internal Assessments

	6th Grade EOY Assessment	7th Grade EOY Assessment					
% Passing	94/78/45	96/85/75					

Data Source: STAAR

	STAAR 8th US History	EOC US History					
% Approaches	62%						
% Meets	21%						
% Masters	5%						
% Student Achievement Average	29						

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
EL were at 88/31/12 and out-performed the gen ed population	Our Sped population only scored 20/10/0 in 8th Humanities
7th grade masters was at 75%	Overall approaches for 8th Humanities was 62%.
Achievement average for 7th grade was 85	8th grade Hunanities had 5% masters.

Campus Name

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	14%	10%	2%	2%	
% Intermediate	15%	53%	22%	21%	
% Advanced	32%	36%	40%	48%	
% Advanced High	40%	1%	36%	29%	5%

Reflection

Areas of Strength	Areas of Need
Advanced in writing for our overall college prep campus projected to move to high	1% scored advanced high in speaking.
Advanced high for listening is 40%	53% of our EL scholars scored intermediate in speaking.
Advanced high for reading for our college prep scholars was at 36%	14% of our EL scholars scored beginning in listening.

Campus Name

Comprehensive Needs Assessment

COLLEGE PREP

100% College Matriculation

Matriculation %	Matricuation % 4 year	Matriculation % 2 year	Tier 1/2 % Acceptances	Tier 1/2 % Matriculation	
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

Campus Name

Comprehensive Needs Assessment	
COLLEGE PREP	
Staff Quality, Recruitment, Retention	
	Percentage
% School Lead Team Retention	50%
% Instructional Support Retention	60%
% Teacher Retention	58%
% Campus Support Retention	100%
% SPED Certified Teachers	80%
% State/National Certified Teachers	27%
% State Certified Leaders	50%
% State/Board certified Counselors	100%
Number of teacher applicants per 2021-22 school year	52.00

Reflections	
Areas of Strength	Areas of Need
1. 100% of our operational staff were retained for 22-23	1. Lead team retention was only 50%
2. We had 1/1 school social worker certified	2. Teacher retention was 58%
3. 100% of our SPED teacher positions were filled by certified teachers	3. We only have 27% of our lead teachers certified.

Campus Name

Comprehensive Needs Assessment	
College Prep	
Data Source: School Culture and Climate	
	Campus %
% Average Daily Attendance	91.69%
% Overall Persistence	75.87%
% New Student Persistence	73.39%
# of Admin Withdrawals/ Level 3 Offenses	Expulsions: 9
% SPED	18.82%
% ELL	18.21%
% Eco Dis	40%
% Migrant	0%
% Race: American-Indian- Alaska-Native	0%
% Asian	1%
% White-Hispanic	90.37%
% Multi	0%
% Black-African-American	8.64%
% Native-Hawaiian-Pacific- Islander	0%
% White	2.30%
% Male	51.60%
% Female	48.39%

Data Source: School Culture and Climate	
Reflections	
Areas of Strength	Areas of Need
1. Scholar population is relatively balanced between M/F.	1 Our campus needs to work on campus culture to improve scholar persistence
2. ADA in alignment with District peers.	2 Our campus needs to work on campus culture to reduce number of expulsions.
3. Diversity of student population is high with SpED and ELL scholars.	3. Ensure proper coding within PowerSchool.

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Campus Name

Comprehensive Needs Assessment COLLEGE PREP	
Data Source: Family and Community Involvement	
	Percentage
% Families Attended WTI	100%
% Families Attended Curriculum Night	N/A
% Families Who Attended EOY Ceremonies	85%
% Families who attended Fall Festival	N/A
% Families who attended Winter Festival	N /A
% Families who attended Spring Festival	N/A

Reflections	
Areas of Strength	Areas of Need
1. 100% of our families attended an onboarding session.	1. Host family engagement events for all families.
2 Families were ready to start the school year knowing campus expectations.	2 Host a curriculum night that will help parents. understand.
3 Strong system in place for those scholars who registered after deadline to ensure those families were still onboarded.	3 Utilize various communication methods to over communicate events to families.