

# IDEA Public Schools

## Owassa College Prep

### 2022-2023 Campus Improvement Plan

**Accountability Rating: A**

**Distinction Designations:**

Academic Achievement in English Language Arts/Reading

Academic Achievement in Mathematics

Academic Achievement in Science

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**

**Our school core values are servant leadership, honor, unity, and perserverance. These are the founding core pillars of our school.**

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# Comprehensive Needs Assessment

Revised/Approved: September 8, 2022

## Demographics

### Demographics Summary

IDEA Owassa College Prep is a charter school located in Pharr, Texas. IDEA Owassa was founded in 2018 and currently has grades 6-10th. We are an open enrollment charter school. At IDEA Owassa we focus on Data Driven Instruction. We set numerical goals and we track our progress towards those goals on a daily, weekly and monthly basis. We also look at trends in student misconceptions, and we use the data to adjust instruction in real time to best meet the needs of our students. We offer intervention classes and tutoring to students in need. Our population has a large number of first generation college students as well as students who commute from Mexico. We offer support and tutoring on the daily. We celebrate wins by recognizing incremental and individual growth.

At IDEA Owassa we love our students. We have a culture of joy engaging students by investing programs, classes tailored to their interests and passions. We offer CTE courses, after school electives and clubs like National Honor Society and Student Counsel. We work on having a culture of achievement where we set high expectations of all stakeholders. We are an A campus, selected from our peers as best scaling campus. We currently have 6th-10th grade students and we have 2 AP scholars. We offer Advance Placement Courses for all students. We strive to meet and exceed high academic expectations. We teach students these skills through core values, culture checks, professional development for teachers and administrative presence. We will keep standards high and tailor our strategies to help every child reach their full potential.

See PDF addendum for more information.

### Demographics Strengths

See Addendum PDF for more information.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** We did not meet ADA goal of 97% **Root Cause:** There was a lack of investment from parents and students around ADA. Parents had concerns regarding COVID and wanted virtual option. We started ADA matrix very late in the year due to COVID.

**Problem Statement 2 (Prioritized):** Student persistence was not met. **Root Cause:** Root Cause: (1) lack of consistent and clear communication around campus activities. 25% of students left IDEA Owassa stating lack of school electives. Root Cause: (2) lack of interest surveys on what students/families at IDEA Owassa needs to offer for extra-curricular activities, athletics, or clubs.

**Problem Statement 3 (Prioritized):** There is a lack of student centered school culture. **Root Cause:** Root Cause (1) school culture geared more towards middle school activities, lacking high school student participation Root Cause (2) lack of interest surveys on what students perceive as the high school experience and building cultural events that are high school student centered.

**Problem Statement 4:** Not a focus on developing new teachers to adjust to school culture. **Root Cause:** Root Cause (1) Discipline issues increased significantly 4 students were

withdrawn due to disciplinary concerns. Root Cause (2) Founding students withdrew stating that they no longer liked the culture at school due to disrespect in the classroom with new to IDEA teachers.

# Student Learning

## Student Learning Summary

Domain ratings Domain 1-83, Domain 2-91, Domain 3-99. Our overall score from our STAAR ratings was a 95. Our students are 90.6% Hispanic and 95.5 economically disadvantaged. We have met 6/7 distinctions. We met all math, ela, SPED and EL targets. We met distinctions for top 25% of schools in academic growth. Our top performing domain is domain 3. This was the highest our students have performed in previous years. Our hispanic and EL populations outperformed other schools with similar demographics. The only distinction we did not meet was Social Studies. We also did not meet the continuously enrolled target. Student performance on STAAR aligns with what student performed on benchmarks. Each benchmark students met greater than expected growth.

Our students are currently on track to graduate. Our current passing rates are 99% for classes.

We currently do not have CCMR.

## Student Learning Strengths

See PDF addendum for more information.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** There is a lack of student progress in math as students progress through grade levels. **Root Cause:** Root Cause 1: Lead team has not provided enough time for content teams to align on strategies that align and work across all grade levels. Root Cause 2: Content leader was not holding content team accountable for transferable skills and strategies.

**Problem Statement 2 (Prioritized):** Support around instructional strategies that can be used across the content in all grade levels was not provided. **Root Cause:** (1) Teachers needed more time to collaborate as a content to share best practices. (2) Vertical aligned between 6th History and AP World History needs to be prioritized to help close gaps in student learning. (3) Norming on scoring open-ended needs to be implemented.

**Problem Statement 3 (Prioritized):** Overall student growth on TELPAS has been minimal. **Root Cause:** (1) Students need more opportunities to practice speaking in class in order through a variety of class discussions/collaboration. (2) Teachers need to be held accountable to apply instructional strategies that are presented during PDs to support ELs. (3) Teachers need more training around TELPAS expectations so that they can implement best practices throughout the school year.

**Problem Statement 4 (Prioritized):** Middle school Science struggled to meet its STAAAR Goal. **Root Cause:** Root Cause 1: The amount of EL students at our campus is above 90% all of these students struggled with vocabulary. Root Cause 2: Lead Team and Content Team need to do a better job at consistently using EL Strategies to help all of our students be successful. Root Cause 3: Sped students need to be pushed to consistently use accommodations, graphic organizers, tables, to be successful.

**Problem Statement 5:** Lack of collaboration between all stakeholders who support students in ELA. **Root Cause:** 1. Content vertical alignment and norming needs to be implemented from middle school to high school. 2. Collaboration between ELA teachers for 8th grade and up with AR is not implemented. 3. ELA teachers and CSI teachers need to work together to develop a strong tutoring plan for students.

# School Processes & Programs

## School Processes & Programs Summary

We develop instructional leaders by using the School Leadership Levers which is a rubric designed to help coach key leadership skills. All leaders have a leadership plan in which we decide which levers to focus on for the year. Those levers are then observed and rated throughout the year and feedback is given to the leader on what to improve. All roles and responsibilities are made clear from the beginning of the year using a RASI. Each leader is given their scope of work along with goals and metrics for that goal.

All of staff PD is planned by collecting data during instructional rounds and from our metrics such as ADA, Persistence, and state assessments. We utilize this data to create a scope and sequence of PD sessions for our teachers. Every week we look at low assessment data and prioritize coaching for those teachers. We also utilize the GET rubric to determine the topics covered for teachers. Some of the key actions we take are providing coaching and models for the teachers. We provide examples and criteria for success for teachers. We also rehearse with teachers to ensure that they have mastered these key skills. We make sure that all teachers have feedback on their lesson plans so that they have engaging lessons for students.

Some of the academic programs that we have in place are Imagine Learning/Math, DI/DISE, and Accelerated Reader. These programs all support our core classes and have goals and metrics for them. We track progress of all of these programs. They supplement the learning of the students and provide equity by providing access to the struggling students.

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):** There is a lack of accountability among staff members **Root Cause:** Root Cause 1: Pandemic protocols limited opportunities for team building  
Root Cause 2: There was a lack of participation in planned events due to pandemic  
Root Cause 3: There were no trainings in crucial conversations for staff

**Problem Statement 2 (Prioritized):** Lack of clear procedures for disciplinary action. **Root Cause:** (1) Level of infractions were not shared and clarified with teachers and grade team leaders. (2) Roles and responsibilities were not clarified with staff members. (3) Lack of communication and follow up between teachers and administrators.

**Problem Statement 3 (Prioritized):** Teachers state a lack of work life balance in their lives. **Root Cause:** Root Cause (1) clear communication roles and responsibilities to alleviate misconceptions. Root Cause (2) lack of mentorship relationships with veteran teachers and new to IDEA teachers.



# Perceptions

## Perceptions Summary

We currently do not have graduation or drop out rates since we are a scaling campus.

When conflict arises on campus, we use de-escalation techniques with students. When students are not getting along with each other, we have peer mediations and discuss how to resolve conflict appropriately. We also offer counseling services and social-emotional curriculum to teach students healthy conflict resolution skills.

Our recent staff turnover was 85%. This is a little bit lower than previous years in which we were above 90%. Staff members do have high academic expectations for students. Absences have increased due to Covid. Overall staff perceptions are positive.

Parent/guardian/community participation is measured by having surveys after parent engagement events and sign in sheets. Some barriers that prevent participation may be transportation for some parents or working schedules. Most of our population is economically disadvantaged so they may have lack of transportation. We have offered virtual options for parents to accommodate.

## Perceptions Strengths

See PDF addendum for more information.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** Lacks focus on mental health, concerns have consistently grown year to year. **Root Cause:** Root Cause (1) There has been a lack of a mental health counselor on campus. Root Cause (2) There has been a lack of training provided for teachers on how to address issues of mental health. Root Cause (3) mental health curriculum provided from the district has not be implemented with fidelity by campus. Root Cause (4) Parent centered programs for mental health not available to families.

**Problem Statement 2 (Prioritized):** Connection with families with school is lacking. **Root Cause:** Root Cause (1) Time limitations, work conflicts and childcare needs are causing lack of participation in family events.

**Problem Statement 3 (Prioritized):** Lack of clear visions and goals of family engagement events that lack tracking of family demographic participation. **Root Cause:** Root Cause (1) There is no tracking of family participation in family events. Root Cause (2) Lack of surveys on family engagement events geared towards our demographic.

# Priority Problem Statements

**Problem Statement 1:** We did not meet ADA goal of 97%

**Root Cause 1:** There was a lack of investment from parents and students around ADA. Parents had concerns regarding COVID and wanted virtual option. We started ADA matrix very late in the year due to COVID.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** There is a lack of student progress in math as students progress through grade levels.

**Root Cause 2:** Root Cause 1: Lead team has not provided enough time for content teams to align on strategies that align and work across all grade levels. Root Cause 2: Content leader was not holding content team accountable for transferable skills and strategies.

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 3:** Support around instructional strategies that can be used across the content in all grade levels was not provided.

**Root Cause 3:** (1) Teachers needed more time to collaborate as a content to share best practices. (2) Vertical aligned between 6th History and AP World History needs to be prioritized to help close gaps in student learning. (3) Norming on scoring open-ended needs to be implemented.

**Problem Statement 3 Areas:** Student Learning

**Problem Statement 4:** Overall student growth on TELPAS has been minimal.

**Root Cause 4:** (1) Students need more opportunities to practice speaking in class in order through a variety of class discussions/collaboration. (2) Teachers need to be held accountable to apply instructional strategies that are presented during PDs to support ELs. (3) Teachers need more training around TELPAS expectations so that they can implement best practices throughout the school year.

**Problem Statement 4 Areas:** Student Learning

**Problem Statement 5:** Middle school Science struggled to meet its STAAAR Goal.

**Root Cause 5:** Root Cause 1: The amount of EL students at our campus is above 90% all of these students struggled with vocabulary. Root Cause 2: Lead Team and Content Team need to do a better job at consistently using EL Strategies to help all of our students be successful. Root Cause 3: Sped students need to be pushed to consistently use accommodations, graphic organizers, tables, to be successful.

**Problem Statement 5 Areas:** Student Learning

**Problem Statement 6:** Student persistence was not met.

**Root Cause 6:** Root Cause: (1) lack of consistent and clear communication around campus activities. 25% of students left IDEA Owassa stating lack of school electives. Root Cause: (2) lack of interest surveys on what students/families at IDEA Owassa needs to offer for extra-curricular activities, athletics, or clubs.

**Problem Statement 6 Areas:** Demographics

**Problem Statement 7:** There is a lack of student centered school culture.

**Root Cause 7:** Root Cause (1) school culture geared more towards middle school activities, lacking high school student participation Root Cause (2) lack of interest surveys on what students perceive as the high school experience and building cultural events that are high school student centered.

**Problem Statement 7 Areas:** Demographics

**Problem Statement 8:** There is a lack of accountability among staff members

**Root Cause 8:** Root Cause 1: Pandemic protocols limited opportunities for team building Root Cause 2: There was a lack of participation in planned events due to pandemic Root Cause 3: There were no trainings in crucial conversations for staff

**Problem Statement 8 Areas:** School Processes & Programs

**Problem Statement 9:** Lack of clear procedures for disciplinary action.

**Root Cause 9:** (1) Level of infractions were not shared and clarified with teachers and grade team leaders. (2) Roles and responsibilities were not clarified with staff members. (3) Lack of communication and follow up between teachers and administrators.

**Problem Statement 9 Areas:** School Processes & Programs

**Problem Statement 10:** Teachers state a lack of work life balance in their lives.

**Root Cause 10:** Root Cause (1) clear communication roles and responsibilities to alleviate misconceptions. Root Cause (2) lack of mentorship relationships with veteran teachers and new to IDEA teachers.

**Problem Statement 10 Areas:** School Processes & Programs

**Problem Statement 11:** Lack of clear visions and goals of family engagement events that lack tracking of family demographic participation.

**Root Cause 11:** Root Cause (1) There is no tracking of family participation in family events. Root Cause (2) Lack of surveys on family engagement events geared towards our demographic.

**Problem Statement 11 Areas:** Perceptions

**Problem Statement 12:** Lacks focus on mental health, concerns have consistently grown year to year.

**Root Cause 12:** Root Cause (1) There has been a lack of a mental health counselor on campus. Root Cause (2) There has been a lack of training provided for teachers on how to address issues of mental health. Root Cause (3) mental health curriculum provided from the district has not be implemented with fidelity by campus. Root Cause (4) Parent centered programs for mental health not available to families.

**Problem Statement 12 Areas:** Perceptions

**Problem Statement 13:** Connection with families with school is lacking.

**Root Cause 13:** Root Cause (1) Time limitations, work conflicts and childcare needs are causing lack of participation in family events.

**Problem Statement 13 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
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

## Student Data: Student Groups

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

- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

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

- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

#### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

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

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

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





- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

# Goals

## Goal 1: Increase staff retention

**Performance Objective 1:** Increase staff retention from 87% to 90%.

**High Priority**

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide more opportunities for staff mixers</p> <p><b>Strategy's Expected Result/Impact:</b> Staff will continue to build relationships with each other and will internally create trust during the work hours.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1, 2, 3</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Onboard, train, and Promote Teachers to ensure that they feel that all their needs are met professionally.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will grow professionally and in their roles through training keeping more teachers at our campus.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1, 2, 3</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> create and facilitate professional development for all teachers.</p> <p><b>Strategy's Expected Result/Impact:</b> to provide teachers with the necessary skills to have effective instruction</p> <p><b>Staff Responsible for Monitoring:</b> principal, APIS</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

**Title I:**

2.4

**- TEA Priorities:**

Recruit, support, retain teachers and principals



No Progress



Accomplished



Continue/Modify



Discontinue

**Performance Objective 1 Problem Statements:**

**School Processes & Programs**

**Problem Statement 1:** There is a lack of accountability among staff members **Root Cause:** Root Cause 1: Pandemic protocols limited opportunities for team building Root Cause 2: There was a lack of participation in planned events due to pandemic Root Cause 3: There were no trainings in crucial conversations for staff

**Problem Statement 2:** Lack of clear procedures for disciplinary action. **Root Cause:** (1) Level of infractions were not shared and clarified with teachers and grade team leaders. (2) Roles and responsibilities were not clarified with staff members. (3) Lack of communication and follow up between teachers and administrators.

**Problem Statement 3:** Teachers state a lack of work life balance in their lives. **Root Cause:** Root Cause (1) clear communication roles and responsibilities to alleviate misconceptions. Root Cause (2) lack of mentorship relationships with veteran teachers and new to IDEA teachers.

**Goal 1:** Increase staff retention

**Performance Objective 2:** Increase Org Health Survey from 88% to 93%..

**High Priority**

**Evaluation Data Sources:** org health survey data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Ensure that all staff members have what they need in order to be successful in their role  <b>Strategy's Expected Result/Impact:</b> Teachers will feel like they are provided the tools for them to be successful, and will rate our organization a better place to work.  <b>Staff Responsible for Monitoring:</b> Administrative Assistant, Business clerk , Principals, Assistant Principals   <b>TEA Priorities:</b>                      Recruit, support, retain teachers and principals, Improve low-performing schools  <b>Problem Statements:</b> School Processes &amp; Programs 1, 2, 3</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide Monthly Lunch bunch with grade levels to allow them to express grow and glows of the campus and organization.  <b>Strategy's Expected Result/Impact:</b> Teachers will know that their opinions are being heard and that they matter when making school wide decisions.  <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, College Conuselor   <b>TEA Priorities:</b>                      Recruit, support, retain teachers and principals  <b>Problem Statements:</b> School Processes &amp; Programs 1, 2, 3</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Ask for referrals from current staff members for vacancies to recruit teachers  <b>Strategy's Expected Result/Impact:</b> recruit highly effective teachers and like minded individuals  <b>Staff Responsible for Monitoring:</b> principal, APIs   <b>TEA Priorities:</b>                      Recruit, support, retain teachers and principals</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p style="text-align: center;">  No Progress                           Accomplished                           Continue/Modify                           Discontinue                 </p>				



**Performance Objective 2 Problem Statements:**

**School Processes & Programs**

**Problem Statement 1:** There is a lack of accountability among staff members **Root Cause:** Root Cause 1: Pandemic protocols limited opportunities for team building Root Cause 2: There was a lack of participation in planned events due to pandemic Root Cause 3: There were no trainings in crucial conversations for staff

**Problem Statement 2:** Lack of clear procedures for disciplinary action. **Root Cause:** (1) Level of infractions were not shared and clarified with teachers and grade team leaders. (2) Roles and responsibilities were not clarified with staff members. (3) Lack of communication and follow up between teachers and administrators.

**Problem Statement 3:** Teachers state a lack of work life balance in their lives. **Root Cause:** Root Cause (1) clear communication roles and responsibilities to alleviate misconceptions. Root Cause (2) lack of mentorship relationships with veteran teachers and new to IDEA teachers.

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

**Performance Objective 1:** 96% of students will be on track to graduate by passing all classes.

**High Priority**

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> College Counselor will track this data and provide intervention for students not on track.  <b>Strategy's Expected Result/Impact:</b> 100 percent of students matriculate to college  <b>Staff Responsible for Monitoring:</b> James Martinez, Samantha Rivera, Principal, and Assistant, Principal</p> <p><b>Title I:</b> 2.5                      - <b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools  <b>Funding Sources:</b> College Counselor - Federal Grant</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Teachers will create intervention plans to support students who are not on track to passing their class.  <b>Strategy's Expected Result/Impact:</b> 100% of students will pass all classes with a 70% or higher.  <b>Staff Responsible for Monitoring:</b> Teachers, College Counselors, Assistant Principals</p> <p><b>Title I:</b> 2.5                      - <b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools  <b>Problem Statements:</b> Demographics 2 - Student Learning 1  <b>Funding Sources:</b> College Counselor - Federal Grant</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p style="text-align: center;">  No Progress                           Accomplished                           Continue/Modify                           Discontinue                 </p>				

**Performance Objective 1 Problem Statements:**

<b>Demographics</b>
<p><b>Problem Statement 2:</b> Student persistence was not met. <b>Root Cause:</b> Root Cause: (1) lack of consistent and clear communication around campus activities. 25% of students left IDEA Owassa stating lack of school electives. Root Cause: (2) lack of interest surveys on what students/families at IDEA Owassa needs to offer for extra-curricular activities, athletics, or clubs.</p>

## Student Learning







**Problem Statement 1:** There is a lack of student progress in math as students progress through grade levels. **Root Cause:** Root Cause 1: Lead team has not provided enough time for content teams to align on strategies that align and work across all grade levels. Root Cause 2: Content leader was not holding content team accountable for transferable skills and strategies.

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

**Performance Objective 2:** 50% of Freshman class will pass TSI.

**High Priority**

**Evaluation Data Sources:** TSI benchmarks and assessment data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> A tutor will be hired and the tutor will work with small group of students on specific subjects</p> <p><b>Strategy's Expected Result/Impact:</b> Tutor will work with students and prepare them in a smaller group setting in order for students to pass and receive TSi Credit</p> <p><b>Staff Responsible for Monitoring:</b> Tutors, College counselor, RTTC teacher</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 2 - Student Learning 2</p>	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Performance Objective 2 Problem Statements:**

Demographics
<p><b>Problem Statement 2:</b> Student persistence was not met. <b>Root Cause:</b> Root Cause: (1) lack of consistent and clear communication around campus activities. 25% of students left IDEA Owassa stating lack of school electives. Root Cause: (2) lack of interest surveys on what students/families at IDEA Owassa needs to offer for extra-curricular activities, athletics, or clubs.</p>
Student Learning
<p><b>Problem Statement 2:</b> Support around instructional strategies that can be used across the content in all grade levels was not provided. <b>Root Cause:</b> (1) Teachers needed more time to collaborate as a content to share best practices. (2) Vertical aligned between 6th History and AP World History needs to be prioritized to help close gaps in student learning. (3) Norming on scoring open-ended needs to be implemented.</p>

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

**Performance Objective 3:** Increase ACT average to at least a 19 for the sophomore class.

**High Priority**

**Evaluation Data Sources:** ACT benchmarks











Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> ACT Bootcamps on Saturdays  <b>Strategy's Expected Result/Impact:</b> increase student achievement on ACT  <b>Staff Responsible for Monitoring:</b> college counselor, principal, APIS</p> <p><b>Title I:</b> 2.4  <b>- TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college  <b>Funding Sources:</b> College Counselor - Federal Grant</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> ACT mini lessons during homeroom time  <b>Strategy's Expected Result/Impact:</b> increase ACT average for students  <b>Staff Responsible for Monitoring:</b> teachers, College counselor, principal, API</p> <p><b>TEA Priorities:</b> Connect high school to career and college</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

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

**Performance Objective 1:** 8th US History will increase from 50/25/12 to

**High Priority**

**Evaluation Data Sources:** Semester Exam, Unit Exams, Mock Exams, State Assessment

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> AR zone will support with writing book reports that will push students ability for comprehension</p> <p><b>Strategy's Expected Result/Impact:</b> Student will read more and express their comprehension on book reports pushing comprehension on STAAR 8th grade History</p> <p><b>Staff Responsible for Monitoring:</b> Noel Villa, Jonathan Escamilla</p> <p><b>Title I:</b> 2.4, 2.6</p> <p><b>- TEA Priorities:</b> Improve low-performing schools</p> <p><b>Problem Statements:</b> Student Learning 2</p> <p><b>Funding Sources:</b> AR Zone Teacher - Federal Grant</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Teacher training-teacher will attend Lead4ward Staar trainings to learn about new TEKS</p> <p><b>Strategy's Expected Result/Impact:</b> increase in student achievement for History STAAR</p> <p><b>Staff Responsible for Monitoring:</b> APIS, principal</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> vertical alignment through history content PLCs</p> <p><b>Strategy's Expected Result/Impact:</b> build better foundation for history in lower grades and increase history scores in 8th grade</p> <p><b>Staff Responsible for Monitoring:</b> principal, APIS</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Performance Objective 1 Problem Statements:**

**Student Learning**

**Problem Statement 2:** Support around instructional strategies that can be used across the content in all grade levels was not provided. **Root Cause:** (1) Teachers needed more time to collaborate as a content to share best practices. (2) Vertical aligned between 6th History and AP World History needs to be prioritized to help close gaps in student learning. (3) Norming on scoring open-ended needs to be implemented.







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

**Performance Objective 2:** Increase Domain 2 from 91-96 percent.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** Semester Exam, Unit Exams, Mock Exams, State Assessment

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> provide reading interventions for at-risk students.  <b>Strategy's Expected Result/Impact:</b> increase the amount of at-risk students reading on grade level  <b>Staff Responsible for Monitoring:</b> Interventionists, principal, API</p> <p><b>TEA Priorities:</b>                      Build a foundation of reading and math  <b>- ESF Levers:</b>                      Lever 5: Effective Instruction  <b>Problem Statements:</b> Student Learning 2, 3  <b>Funding Sources:</b> Interventionist - Federal Grant</p>	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Performance Objective 2 Problem Statements:**

Student Learning
<p><b>Problem Statement 2:</b> Support around instructional strategies that can be used across the content in all grade levels was not provided. <b>Root Cause:</b> (1) Teachers needed more time to collaborate as a content to share best practices. (2) Vertical aligned between 6th History and AP World History needs to be prioritized to help close gaps in student learning. (3) Norming on scoring open-ended needs to be implemented.</p>
<p><b>Problem Statement 3:</b> Overall student growth on TELPAS has been minimal. <b>Root Cause:</b> (1) Students need more opportunities to practice speaking in class in order through a variety of class discussions/collaboration. (2) Teachers need to be held accountable to apply instructional strategies that are presented during PDs to support ELs. (3) Teachers need more training around TELPAS expectations so that they can implement best practices throughout the school year.</p>









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

**Performance Objective 3:** Increase SPED passing rates to at least 70% approaches on STAAR in reading and math.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** utilize unit exams and semester exams to track progress towards STAAR

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Track and monitor SPED data after every assessment using Locus Dashboard.  <b>Strategy's Expected Result/Impact:</b> increase SPED student performance  <b>Staff Responsible for Monitoring:</b> SPED teacher, APIs, teacher, principals</p> <p><b>TEA Priorities:</b>                      Improve low-performing schools                      - <b>ESF Levers:</b>                      Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<p style="text-align: center;">  No Progress                           Accomplished                           Continue/Modify                           Discontinue                 </p>				





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







**Performance Objective 4:** Increase Domain I score from 83 to 87.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** STAAR semester exam, exit tickets, unit exams.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Use Locus dashboard to track and respond to data.  <b>Strategy's Expected Result/Impact:</b> meet indicators for domain 1, 2, 3  <b>Staff Responsible for Monitoring:</b> APIs, core STAAR tested teachers</p> <p><b>Title I:</b>                      2.6                      - <b>TEA Priorities:</b>                      Build a foundation of reading and math                      - <b>ESF Levers:</b>                      Lever 5: Effective Instruction  <b>Funding Sources:</b> Interventionist - Federal Grant</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> students will close gaps by taking accelerated courses in AR and Hotspot  <b>Strategy's Expected Result/Impact:</b> These accelerated course offer individualized instruction for students.  <b>Staff Responsible for Monitoring:</b> AR/Hotspot Facilitator</p> <p><b>Title I:</b>                      2.4                      - <b>TEA Priorities:</b>                      Build a foundation of reading and math                      - <b>ESF Levers:</b>                      Lever 5: Effective Instruction  <b>Funding Sources:</b> AR and Hotspot Facilitator - Federal Grant</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> host parent engagement events to increase knowledge of ways to partner in increasing student achievement data</p> <p><b>Strategy's Expected Result/Impact:</b> higher student achievement data</p> <p><b>Staff Responsible for Monitoring:</b> Principal, counselor, APIS</p> <p><b>Title I:</b> 2.4</p> <p>- <b>TEA Priorities:</b> Connect high school to career and college</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Perceptions 2, 3</p>	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Performance Objective 4 Problem Statements:**







Perceptions
<p><b>Problem Statement 2:</b> Connection with families with school is lacking. <b>Root Cause:</b> Root Cause (1) Time limitations, work conflicts and childcare needs are causing lack of participation in family events.</p> <p><b>Problem Statement 3:</b> Lack of clear visions and goals of family engagement events that lack tracking of family demographic participation. <b>Root Cause:</b> Root Cause (1) There is no tracking of family participation in family events. Root Cause (2) Lack of surveys on family engagement events geared towards our demographic.</p>

**Goal 4:** Increase student daily attendance

**Performance Objective 1:** Increase ADA from 91% to 97%.

**High Priority**

**Evaluation Data Sources:** utilize locus dashboard and Power BI

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> bi-weekly student incentives such as moon jump party, monthly ADA dance for all students who have perfect attendance and no more than 3 tardies.</p> <p><b>Strategy's Expected Result/Impact:</b> This strategy will help increase student investment and motivation.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, APO, Lead Team, GTLS</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Demographics 1</p>	Formative			Summative
	Oct	Jan	Mar	June
	 <p>90%</p>	 <p>95%</p>		
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Performance Objective 1 Problem Statements:**








Demographics
<p><b>Problem Statement 1:</b> We did not meet ADA goal of 97% <b>Root Cause:</b> There was a lack of investment from parents and students around ADA. Parents had concerns regarding COVID and wanted virtual option. We started ADA matrix very late in the year due to COVID.</p>

**Goal 4:** Increase student daily attendance

**Performance Objective 2:** Implement the ADA matrix with fidelity.

**High Priority**

**Evaluation Data Sources:** track ADA using locus dashboard and PowerSchool

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Create bi weekly, monthly and quarterly incentives to encourage student ada.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will find pride in being invited to these events and in turn will assist school with more fidelity.</p> <p><b>Staff Responsible for Monitoring:</b> SSI, APO,GTL,APIs</p> <p><b>Title I:</b> 2.4, 2.6</p> <p><b>- ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Demographics 1, 3</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Performance Objective 2 Problem Statements:**







Demographics
<p><b>Problem Statement 1:</b> We did not meet ADA goal of 97% <b>Root Cause:</b> There was a lack of investment from parents and students around ADA. Parents had concerns regarding COVID and wanted virtual option. We started ADA matrix very late in the year due to COVID.</p>
<p><b>Problem Statement 3:</b> There is a lack of student centered school culture. <b>Root Cause:</b> Root Cause (1) school culture geared more towards middle school activities, lacking high school student participation Root Cause (2) lack of interest surveys on what students perceive as the high school experience and building cultural events that are high school student centered.</p>

**Goal 5:** Increase student persistence

**Performance Objective 1:** Increase student persistence from 86% to 90%.

**High Priority**

**Evaluation Data Sources:** locus dashboard

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide Monthly opportunities for student events, led by students.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will get invested in their own school because they are the ones that are planning the events they would like to see on their campus.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Grade Team Leaders, School counselor</p> <p><b>TEA Priorities:</b> Connect high school to career and college, Improve low-performing schools</p> <p><b>Problem Statements:</b> Demographics 2, 3</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Performance Objective 1 Problem Statements:**







Demographics
<p><b>Problem Statement 2:</b> Student persistence was not met. <b>Root Cause:</b> Root Cause: (1) lack of consistent and clear communication around campus activities. 25% of students left IDEA Owassa stating lack of school electives. Root Cause: (2) lack of interest surveys on what students/families at IDEA Owassa needs to offer for extra-curricular activities, athletics, or clubs.</p> <p><b>Problem Statement 3:</b> There is a lack of student centered school culture. <b>Root Cause:</b> Root Cause (1) school culture geared more towards middle school activities, lacking high school student participation Root Cause (2) lack of interest surveys on what students perceive as the high school experience and building cultural events that are high school student centered.</p>

**Goal 5:** Increase student persistence

**Performance Objective 2:** Increase Move this World participation to 90%.

**High Priority**

**Evaluation Data Sources:** Move this world dashboard

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> track and monitor the move this world dashboard and provide feedback to teachers on progress of lessons</p> <p><b>Strategy's Expected Result/Impact:</b> increase participation of move this world among teachers and students</p> <p><b>Staff Responsible for Monitoring:</b> School counselor, principal</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Demographics 3</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Performance Objective 2 Problem Statements:**







Demographics
<p><b>Problem Statement 3:</b> There is a lack of student centered school culture. <b>Root Cause:</b> Root Cause (1) school culture geared more towards middle school activities, lacking high school student participation Root Cause (2) lack of interest surveys on what students perceive as the high school experience and building cultural events that are high school student centered.</p>

**Goal 5:** Increase student persistence

**Performance Objective 3:** Increase student physical activity to at least 900 minutes per year.

**High Priority**

**Evaluation Data Sources:** fitness watches

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> track and monitor fitness goals through the use of fitness watches</p> <p><b>Strategy's Expected Result/Impact:</b> increase student fitness minutes</p> <p><b>Staff Responsible for Monitoring:</b> PE coaches, APIS</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				









**Goal 5:** Increase student persistence

**Performance Objective 4:** Decrease level II and III discipline referrals by at least 20%.

**High Priority**

**Evaluation Data Sources:** student code of conduct, disciplinary records

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> decrease negative student behaviors through the use of PBIS Live School store</p> <p><b>Strategy's Expected Result/Impact:</b> decrease violations of the code of conduct and level 2/3 infractions</p> <p><b>Staff Responsible for Monitoring:</b> principal, APIS, School Counselor</p> <p><b>Title I:</b> 2.6</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<p>  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Alicia Oliva	INTERVENTIONIST	Title 1	1
Erika Castillo	INTERVENTIONIST	Title I	1
James Martinez	SR. COLLEGE COUNSELOR	Title 1	1
Melissa Estorga	INTERVENTIONIST	Title 1	1
Noel Villa	AR ZONE FACILITATOR	Title 1	1
Samantha Rivera	RTTC Teacher	Tile I	1

# Campus Funding Summary

Federal Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	College Counselor		\$0.00
2	1	2	College Counselor		\$0.00
2	3	1	College Counselor		\$0.00
3	1	1	AR Zone Teacher		\$0.00
3	2	1	Interventionist		\$0.00
3	4	1	Interventionist		\$0.00
3	4	2	AR and Hotspot Facilitator		\$0.00
<b>Sub-Total</b>					<b>\$0.00</b>

# 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	<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>	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.	Pending		Action Required	
		Comprehensive Needs Assessment 2022 Math		Pending		Action Required	
		Comprehensive Needs Assessment 2022 Science		Pending		Action Required	
		Comprehensive Needs Assessment 2022 Humanities		Pending		Action Required	
	State TELPAS Report	Comprehensive Needs Assessment 2022 TELPAS	<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>	Pending		Action Required	
	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>	Pending		Action Required	
	Locus Dashboard: Staff Rentention	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>	Pending		Action Required	
	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>	Pending		Action Required	
Campus Academic Counselor Tracking Systems	2022 Family & Community Involvement	<p>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.</p>	Pending		Action Required		





## Annual Performance Objectives (APO)

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

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

## Needs Assessment

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

## Special Populations

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



## Owassa COLLEGE PREP

### Comprehensive Needs Assessment

#### Owassa COLLEGE PREP

#### Data Source: CSI

<b>% Meeting CSI Goal</b>	<b>Reading CP CSI</b>	
<b>% CSI (EOY Ren.)</b>	65%	
<b>% of CSI Passing STAAR</b>	51%	
<b>% of SPED Passing STAAR</b>	50%	

#### Data Source: STAAR

	STAAR Reading 6th	STAAR Reading 7th	STAAR Reading 8th	STAAR Writing 7th	English I EOC
<b>% Approaches</b>	77	89	78	NA	85
<b>% Meets</b>	44	59	51	NA	70%
<b>% Masters</b>	18	40	35	NA	9%
<b>% Student Achievement Average</b>	46	63	55	NA	55%

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

AP Scores	Pass AP Lit	Pass AP Lang	IB Scores	IB Group 1	% Royal Readers
<b>% Score 1</b>	NA	NA	<b>% Score 1-3</b>	NA	13%
<b>% Score 2</b>	NA	NA	<b>% Score 4-5</b>	NA	NA
<b>% Score 3+</b>	NA	NA	<b>% Score 6-7</b>	NA	NA
					<b>RR Goal Met/Not Met</b>
					MET

#### Reflections

Areas of Strength	Areas of Need
Collaborative Reteach Strategies	Content Vertical Alignment and no Content/ From Middle School to 1
Cross Content Collaboration - Close Reading Support	Access to AR Lab for 8th, 9th, and Collaborate to create rotation for g
Vertically Aligned - Reading Strategies	Collaboration between AR coordir team for greater push in reading an

Data tracking on excel and in the classrooms	Collaboration between ELA teacher team for greater tutorial support.
RENSTAR testing without pushback during open window period	Software program to supplement C (i.e. Nearpod, Study.com, ect.)
Incentives to motivate students to reach campus goals.	



ers and CSI
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SI curriculum
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## Owassa College Prep

### Comprehensive Needs Assessment - Owassa College Prep

#### COLLEGE PREP

#### Data Source: STAAR

	STAAR Math 6th	STAAR Math 7th	STAAR Alg I	
% Approaches	78	85	90	
% Meets	42	57	51	
% Masters	13	24	33	
% Student Achievement Average	44	55	58	

#### Data Source: AP/IB

AP Scores	Pass AP Calculus AB	Pass AP Calculus CD	Pass AP Prob. & Stats.	IB Scores	IB Group 5
% Score 1	NA	NA	NA	% Score 1-3	NA
% Score 2	NA	NA	NA	% Score 4-5	NA
% Score 3+	NA	NA	NA	% Score 6-7	NA

#### Reflections

Areas of Strength	Areas of Need
The team had a very good set of key points for every objective taught.	The team determine that one area of growth will be to teach the students from the very beginning test strategies and skills that might help them more successful.
The team had a very good tracking and monitoring students performance.	The team needs to improve on the way we differentiate during class and during review time
The team was good at finding misconceptions and using them to close learning gaps.	The team wants to create a tutoring buddy system when the students from higher grades can come and help the ones on the lower grades.

## Campus Name

### Comprehensive Needs Assessment

### COLLEGE PREP

#### Data Source: Internal Assessments

	<b>6th Grade EOY Assessment</b>	<b>7th Grade EOY Assessment</b>	
<b>% Passing</b>	<b>81%</b>	<b>90%</b>	

#### Data Source: STAAR

	<b>STAAR 8th Science</b>	<b>STAAR Biology</b>	
<b>% Approaches</b>	69	96	
<b>% Meets</b>	42	69	
<b>% Masters</b>	26	22	
<b>% Student Achievement Average</b>	46	62	

#### Data Source: AP/IB

	<b>Pass AP Biology</b>	<b>Pass AP Chemistry</b>	<b>Pass AP Physics (1, 2, &amp; C)</b>	<b>Pass AP Env. Science</b>	<b>IB Scores</b>	<b>IB Group 4</b>
<b>AP Scores</b>						
<b>% Score 1</b>	NA	NS	NA	NA	<b>% Score 1-3</b>	NA
<b>% Score 2</b>	NA	NA	NA	NA	<b>% Score 4-5</b>	NA
<b>% Score 3+</b>	NA	NA	NA	NA	<b>% Score 6-7</b>	NA

### Reflections

Areas of Strength	Areas of Need
Mastery machine usage and implementation	Planning labs
Science team collaboration	Getting lab materials
Tutoring and Saturday school	Vocab, literacy, and writing

## Campus Name

### Comprehensive Needs Assessment

#### COLLEGE PREP

#### Data Source: Internal Assessments

	6th Grade EOY Assessment	7th Grade EOY Assessment	
% Passing	100%	100%	

#### Data Source: STAAR

	STAAR 8th US History	EOC US History	
% Approaches	59	NA	
% Meets	26	NA	
% Masters	12	NA	
% Student Achievement Average	32	NA	

#### Data Source: AP/IB

	Pass AP Human Geography	Pass AP World History	Pass AP US History	Pass AP Government	Pass AP Economics	IB Scores	IB Group 3
AP Scores							
% Score 1	80	NA	NA	NA	NA	% Score 1-3	NA
% Score 2	10	NA	NA	NA	NA	% Score 4-5	NA
% Score 3+	7	NA	NA	NA	NA	% Score 6-7	NA

### Reflections

Areas of Strength	Areas of Need
silently collaborating, vertical alignment	Have more vertical alignment of instructional strategies in history.
different methods of teaching and student learning	open ended response practice
Teacher are always wiling to share working practices to ensure that all students are succesful	We need to be meeting more as a content, it will be a little better next year when we have an additional AP teacher and we can reflect on how to collaborate starting from 6th grade

## 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
<b>% Beginning</b>	6th- 4% 7th- 7% 8th- 6% 9th- 3%	6th- 4% 7th- 9% 8th- 12% 9th- 9%	6th- 14% 7th- 13% 8th- 16% 9th- 5%	6th- 6% 7th- 9% 8th- 10% 9th- 3%	<b>LISTENING</b> 6th- 31% 7th- 25% 8th- 16% 9th- 19% Overall- 23%
<b>% Intermediate</b>	6th- 4% 7th- 7% 8th- 6% 9th- 3%	6th- 53% 7th- 46% 8th- 46% 9th- 24%	6th- 24% 7th- 14% 8th- 28% 9th- 16%	6th- 27% 7th- 18% 8th- 24% 9th- 9%	<b>SPEAKING</b> 6th- 12% 7th- 29% 8th- 13% 9th- 43% Overall- 24%
<b>% Advanced</b>	6th- 27% 7th- 21% 8th- 27% 9th- 41%	6th- 41% 7th- 41% 8th- 37% 9th- 57%	6th- 35% 7th- 27% 8th- 31% 9th- 50%	6th- 39% 7th- 29% 8th- 37% 9th- 31%	<b>READING</b> 6th- 8% 7th- 21% 8th- 13% 9th- 26% Overall- 17%
<b>% Advanced High</b>	6th- 55% 7th- 64% 8th- 49% 9th- 40%	6th- 2% 7th- 4% 8th- 4% 9th- 10%	6th- 37% 7th- 46% 8th- 24% 9th- 29%	6th- 27% 7th- 45% 8th- 28% 9th- 57%	<b>WRITING</b> 6th- 12% 7th- 16% 8th- 18% 9th- 26% Overall- 18%

#### Reflection

Areas of Strength	Areas of Need
Finished on time	Collecting the 5 samples
Designated teacher to practice speaking portion- students scored higher	Printed one pager of Specific instructions of common misconceptions. Ex. ONLY black pen, student first and last name etc.
Core teachers in charge of writing prompts	Core teachers collecting samples for each subject



## Campus Name

### Comprehensive Needs Assessment

#### COLLEGE PREP

#### 100% College Matriculation

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

#### Campus Data

Senior Class ACT Average	Junior Class ACT Average	Overall AP Scholars (3+ or more tests)	IB Medallion Scholars (Passing 3+ exams)	Overall % IB Diploma	Campus End of Year OTG
NA	NA	2%	NA	NA	NA

#### Reflections

Areas of Strength	Areas of Need
1. 100% passing AP Spanish	1. Need more ACT prep for the students in lower grades
2	2
3	3

## Campus Name

<b>Comprehensive Needs Assessment</b>	
<b>COLLEGE PREP</b>	
<b>Staff Quality, Recruitment, Retention</b>	
	<b>Percentage</b>
<b>% School Lead Team Retention</b>	100%
<b>% Instructional Support Retention</b>	63%
<b>% Teacher Retention</b>	85%
<b>% Campus Support Retention</b>	71%
<b>% SPED Certified Teachers</b>	75%
<b>% State/National Certified Teachers</b>	N/A
<b>% State Certified Leaders</b>	100%
<b>% State/Board certified Counselors</b>	NA
<b>Number of teacher applicants per 2020-21 school year</b>	N/A

<b>Reflections</b>	
<b>Areas of Strength</b>	<b>Areas of Need</b>
Gifts throughout the year, showing appreciation	Clear procedures for disciplinary action - to ensure focus on teacher role.
Celebrated staff success and awarded successes	Work life balance
Check-in's and feedback	Retention Compensation
Holiday parties and events for staff bonding	Follow through with student expectations and consequences
	Teacher responsibilities should be limited to job description. there are too many add-ons that keep teachers from their actual job
	Building a sense of Team within the grade teams. Not just from teacher leaders but also from admin.

## Campus Name

Comprehensive Needs Assessment Owassa College Prep	
Data Source: School Culture and Climate	
	Campus %
% Average Daily Attendance	91.15%
% Overall Persistence	91.75%
% New Student Persistence	90.91%
# of Admin Withdrawals/ Level 3 Offenses	4
% SPED	7.69
% ELL	82.05%
% Eco Dis	94.10%
% Migrant	0%
% Race: American-Indian- Alaska-Native	0%
% Asian	0.77%
% White-Hispanic	93.59%
% Multi	0.26%
% Black-African-American	0.51%
% Native-Hawaiian-Pacific- Islander	0.26%
% White	4.62%
% Male	52.82%
% Female	47.18%

### Data Source: School Culture and Climate

#### Reflections

Areas of Strength	Areas of Need
The school has a very effective way to communicate with the registrar regarding absences	We need to promote awareness to parents and students regarding ADA.
The students were engaged with ADA incentives	Students need to have input on activities and clubs that are happening in school.
The students were motivated knowing they received liveschool prizes.	More participation from teachers and Lead Team in campus spirit weeks and activities.
	Mentoring system for veteran teachers to help with new to IDEA teachers; adjust to pace and new campus culture.

## Campus Name

Comprehensive Needs Assessment <b>COLLEGE PREP</b>	
Data Source: Family and Community Involvement	
	Percentage
% Families Attended WTI	91%
% Families Attended Curriculum Night	NA
% Families Who Attended EOY Ceremonies	90%
% Families who attended Fall Festival	NA
% Families who attended Winter Festival	NA
% Families who attended Spring Festival	NA

Reflections	
Areas of Strength	Areas of Need
Unpresendeted amounts families came to the welcome to Idea.	more festivals
Families are getting more comfortable coming to WTI events, participating and asking questions	more family oriented days
Facilities and admin do a great job at accomodating award assemblies and getting everything ready/set up	Incentives for report card pick up night for parents. Something more inviting like snacks, meeting the teachers in the classroom so parents can see where their kids are learning