IDEA Public Schools

Palmview College Prep

2022-2023 Campus Improvement Plan

Accountability Rating: A

Distinction Designations:
Academic Achievement in English Language Arts/Reading
Academic Achievement in Mathematics
Top 25 Percent: Comparative Academic Growth
Top 25 Percent: Comparative Closing the Gaps
Postsecondary Readiness

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

Mission Statement

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

Vision

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

IDEA Palmview College Prep

"Of the thousands, be the one." -Drew Brees; NFL quarterback.

Vision: IDEA Palmview College Prep strives to ensure 100% of students reach their full potential of being "the one" prepared for success in college and citizenship. We are guided by three pillars that we instill in our scholars everyday: we have a **choice** in the pathway of our lives, engage and partner with our **community,** and become the **change** we want to see.

Pillar 1: Choice

"It is our choices that show what we truly are, far more than our abilities." – J.K. Rowling

According to the USDA, "between 2010 and 2015 there were more jobs available in agriculture and food systems, renewable energy, and environment than qualified graduates to fill them." IDEA Palmview will answer this need by producing scholars prepared for college in many majors of focus including agriculture.

The IDEA Palmview is composed of three integral components:

- Classroom Instruction aligned to Pre-AP and AP Pathways to college
- Supervised agricultural experience (SAE)
- Student organization (4H and/or FFA)

Pathways:

Our Aggie families come together to make an informed choice toward their future college major in the College of Sciences pathways. We will align curriculum, identify strengths, and provide AP coursework to introduce and engage students in their choice major to encourage self-agency.

A study conducted by Texas A&M, found that many students balance college and jobs. Seidman, author of the new book Crossing the Finish Line: How to Retain and Graduate Your Students. Students "don't understand the cost-benefit of going to college" — the typically higher wages earned by degree-holders — "and we do a bad job of explaining that." I have also seen this firsthand while working in Laredo ISD, IDEA San Juan and Mission. Many of our students, both struggling and high achieving, are enticed by the quick money or easy wages of the pipeline, welding, and trucking industries. They see family members working or are recruited by companies because of their age and resiliency. IPCP will combat this short-term mentality of a "quick win" and focus on long-term effects by creating foundational awareness (family graduation plan meetings, classroom instruction, and labs), learning to balance academics and work (internships, SAEs), along with college experiences (FFA, CSAP) and field lessons (you cannot dream about what you don't know exists).

Supervised agricultural experience (SAE):

Students learn by doing with the SAEs. Agricultural Education teachers assist students in developing an SAE project based on their interests and available opportunities in our community. Most SAE programs are performed outside of regular class time, either after school, at home, or in a place of business. There are four types of SAE programs: exploratory, entrepreneurship, placement, and research/experimentation. This experience allows students to explore possible careers in agriculture and become a competitive college candidate ready to become leaders in their chosen field/college major.

Student organization:

FFA is an intracurricular student organization for those interested in agriculture and leadership. A study conducted by the American Association for Agricultural Education found that the majority of FFA members' three basic human needs are met due to their involvement in career development events, leadership positions, and other FFA activities including "love and belonging, self-esteem, and self-actualization." Of all research questions, the highest concentration of members claimed to have a more enjoyable high school experience as a result of their membership in FFA allowing them to build life-long friendships.

FFA members embrace concepts taught in agricultural science classrooms, build valuable skills through hands-on experiential learning, and each year demonstrate their proficiency in competitions based on real-world agricultural and leadership skills used to prepare them for 235 unique college majors/careers in agriculture and leadership. Competitions also render scholarship opportunities and networking with leaders in the agricultural sciences and business. To date, more than $44 million in FFA collegiate scholarships have been awarded to students pursuing higher education.

Pillar 2: Community

"Alone we can do so little; together we can do so much." - Helen Keller

Family:

When we share connections, values, and work together as a family (parent/school team), we become committed to each other. We cannot achieve our goals alone. We are all partners each giving 100% every day.

Commitment: Upon entering the commitment of joining IDEA Palmview for the duration of our Aggies' middle/high school career, our families start with the end in mind. During WTI, our families experience testimonials from students who have graduated from IDEA, parents of those students, and watch a video of College Signing Day or even visit the event. Many families know there are possibilities but seeing an exemplar that met the goals of being accepted into college(s), moving away/staying local, returning, graduating from college, and starting a career is proving the possible. Families hear testimonies of the parents who sacrificed to know that their sacrifice will also pay off. We won't stop at WTI; every assembly of families will begin with a story of the possible to keep the feeling fresh until our school begins to produce exemplars of our own.

Open, consistent, two-way communication: As a parent, all I really want is for my children to be safe, learn, and be celebrated for their successes. I want to be notified of the struggles in behavior, academics, when they grow, and overcome their obstacles. I want to know what is going on each week/month/year on campus whether it is an event, something is due, informed of a need in advanced with frequent reminders, and know that I am a partner not an obstacle.

As a team it is important to hold each other accountable and welcome feedback. In addition, we will call our families. If a student is absent, we will call because we know they are missing instruction. We will call if the child is out of uniform because professionalism and safety is essential. We want families to call us when they have questions or share a home

situation to make our Aggies feel comfortable and safe. Teachers will call/text/send home notes (called Aggie mail) with updates on progress and positive accolades at least twice a month, if not more, to every single student.

Our families are part of the campus: Our Aggie families know they are part of our everyday by receiving information in several ways including: the parent weekly we call "The Paw Print," a text system called REMIND, our IDEA website, and our Facebook page. Aggie families know what our children are experiencing so they can see the joy through photos and extend support at home. We get to know our families and build quality relationships with them. Our Aggie families are partners and are encouraged to call, send notes, leave comments on our pages, and visit our campus. Our families are welcome to share concerns, accolades, perspectives and ideas.

We know it is crucial to not only be a team but to get to know each member on the team. IPCP will host family events because we want our school to feel like a home away from home for the whole family. Our families participate whether in Donuts with Dad, chaperoning field trips and field lessons, being a guest speaker, attending college counseling sessions, attending Report Card/Open House nights, or simply observing in school tours. Our families participate and are present.

Community:

Our Palmview community is made up of a fellowship with others, as a result of sharing common experiences, attitudes, interests, and goals. We share the goal of having our children meet their full potential, do better than we did, and have a life full of purpose and wellbeing. IDEA Palmview will support this by serving our community and sharing our why we chose to "be the one."

Community Service: At IDEA Palmview we build empathetic students who aren't only prepared to get into college but enter with a purpose, skill sets, and use those skills to get through college in order to return and improve their community. A 126-hour graduation requirement for our students, community service will build joy, belonging, and application of the skills in social engagement, self-agency like problem-solving, advocating, etc. resulting in self-efficacy (independence) and a college-going identity.

Studies conducted by Georgetown, DePaul University (2015), and Birkenholz (1993), have shown that participating in campus organizations increase the likelihood of students not only graduate from college but within the 4-5year mark rather than the 6+ year mark. Students tend to be more successful with higher GPAs if they are involved in student-life organizations on campus because participating creates support-systems, leadership skills, communication skills, time management, and social awareness.

We practice this to learn how to handle all AP coursework and the demands of advanced curriculum by teaching them to get involved with community organizations such as Habitat for Humanity, Mujeres Unidas, participating in pantries, crop sharing with local farmers, becoming historians of the elder community, correct stereotypes with organizations like LUPE who help advocate for the rights of immigrants to be a big brother/sister mentor to our younger students at the academy level.

Service to others helps push our students in the direction of true college readiness by practicing what they learn in the classroom, taking it to the real world, and partnering with people the content is written about and applies. Aggies will engage in community service by grade level to help their community build, act, and thrive. This ranges from being able to 5 times per year (for at least 4 hours each day= 140 hours of service) students will go out to engage in community service projects developed by the school appropriate for the grade level, FFA, and/or mini-capstone/AP Capstone requirements aligned to WE Service.

College and Sharing our Why:

In my leadership story, I mentioned one of the reasons I became the person I am today was due to the realization that it was not my fault that I had obstacles in my life, but it was my responsibility to figure out how to deal with them and build success. I also shared how I feel that it is my responsibility and those of all our Aggie family members to lead by example, show students that anything is possible, and there is no excuse that can stop us. Rather, these are opportunities to answer the call of leadership. We do that by sharing our stories of how we were "the one" in our family and community.

When you walk into classrooms, you'll hear how teachers answered the vocation of education, their underdog stories that took resilience, and turning point moments in their lives. When you set foot in our assemblies, you will hear professionals from our community share their breakthrough moments of "being the one" in their family as a 1st generation college student. When you listen to the student leaders on our campus, you will hear how they have chosen to "be the one," overcome hurdles, and take responsibility. You can also see this in our monthly showcase highlighting a nonstudent Aggie family member who sacrificed and lead their family.

CSAP internships, partnerships with Colleges of Agriculture, and internships with career experts further help our students follow a pathway into college through firsthand experience, inspiring stories, and mentorships. Guest speakers showcase their why, what it takes to be admitted into college as undergraduates and graduate students, follow career paths, and inspire innovation. Everyone on campus will be encouraged to share their story whether it is an administrator, teacher, operations member, student, or even parents because we are proud of where we come from because it helps shape who we are and who we can be in the future!

Pillar 3: Change Agency

"There is no power for change greater than a community discovering what it cares about." – Margaret J. Wheatley

Mini-Capstones:

Academy and middle school students will prep for rigorous independent AP Capstone classes in high school by engaging in mini-capstone projects with a gradual release from whole class projects to small group projects. Students as young as Kindergarten host plant and animal project-based learning experiences in order to be exposed to cause/effect and problem/solutions in agriculture and life sciences to enact change in their community.

AP Capstone:

By their senior year in high school, students can earn the AP Capstone Diploma or the AP Seminar and Research Certificate. Students who earn scores of 3 or higher in AP Seminar and AP Research and on four additional AP Exams of their choosing receive the AP Capstone Diploma. Students who earn scores of 3 or higher in AP Seminar and AP Research but not on four additional AP Exams receive the AP Seminar and Research Certificate. This endorsement is highly valued on college transcripts and furthers our students' competitive appeal. Benefits include standing out to colleges in the application process, develop key academic skills students use in college and beyond, become self-confident, independent thinkers and problem solvers, and earn college credit that many colleges offer for qualifying scores.

WE Service (AP Partnership):

Through WE Service AP partnership Aggies become agents of change. For instance, students in ourAP Environmental Science students can propose a solution to reduce biodiversity loss; AP Human Geography students can develop an action plan that addresses hunger in our community; AP Studio Art: 2-D Design students can paint a mural to demonstrate their individual perspectives on man-made and natural environments. Service learning incorporated in our AP courses further our students' college-going identity.

Students who earn AP credit with WE Service Recognition may be eligible to apply for AP with WE Service-Learning Scholarship, made possible by the Allstate Foundation. This award recognizes exceptional students who have made a positive impact through their service-learning project (can be combined with their Capstone). $50,000 scholarships are awarded to either an individual student or a team annually. With the WE Service AP endorsement IDEA Agriculture & Science students are that much more sought after, recognized, and competitive in the college admission market. Rather than asking our Aggies what they want to be when they grow up, we ask what problems they want to solve and how can they "be the one."

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**

Table of Contents

Comprehensive Needs Assessment

Revised/Approved: September 14, 2022

Demographics

Demographics Summary

In 2021-22, IDEA Palmview College Prep served grades 6th and 7th.

Data Source: School Culture and Climate

	Campus %
% Average Daily Attendance	91.11%
% Overall Persistence	90.00%
% New Student Persistence	94.32%
# of Admin Withdrawals/ Level 3 Offenses	3%
% SPED	18.95%
% ELL	62%
% Eco Dis	96.08%
% Migrant	0
% Race: American-Indian-Alaska-Native	0
% Asian	0
% White-Hispanic	95%
% Multi	0
% Black-African-American	1%
% Native-Hawaiian-Pacific-Islander	0

Data Source: School Culture and Climate

% White	4%
% Male	39%
% Female	61%

Staff Quality, Recruitment, Retention

	Percentage
% School Lead Team Retention	100%
% Instructional Support Retention	83%
% Teacher Retention	87%
% Campus Support Retention	100%
% SPED Certified Teachers	27%
% State/National Certified Teachers	85%
% State Certified Leaders	20%
% State/Board certified Counselors	0%
Number of teacher applicants per 2021-22 school year	65%

Demographics Strengths

Data Source: School Culture and Climate

Reflections

Areas of Strength

1 Owning roles & responsibility
with ADA Daily process.

2 New student onboarding

Data Source: School Culture and Climate

3 Income surveys follow through

Staff Quality, Recruitment, Retention

Reflections

Areas of Strength

1 Teacher Retention

2 Feedback from teachers/staff
surveys for org health

3 Honoring time with
purposful training and
meetings

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Lack of community partnerships built by our leaders with SEL and persistence as their driving goal. **Root Cause:** Families of low-socioeconomic category do not have the knowledge or means to learn about or seek out support from services provided (community partnerships for SEL, SPED, EL, 504).

Problem Statement 2 (Prioritized): Lack of knowledge and experience in educating individuals at differing level of special needs. **Root Cause:** Professional development was not focused on how to serve and differentiate for students in special populations.

Problem Statement 3: Insufficient certified special education teachers in order to facilitate the needs of our special education scholars and fulfill compliance mandates. **Root Cause:** Lack of candidates with RISE/SPED certifications.

Student Learning

Student Learning Summary

Reading Intervention:

% Meeting CSI Goal	Reading CP CSI
% CSI (EOY Ren.)	64
% of CSI Passing STAAR	58
% of SPED Passing STAAR	60

ELA STAAR:

	STAAR Reading 6th	STAAR Reading 7th
% Approaches	76.6%	76.5%
% Meets	41.6%	47.2%
% Masters	23.3%	28.3%
% Student Achievement Average	47.1%	50.3%

Math STAAR:

	STAAR Math 6th	STAAR Math 7th
% Approaches	73%	61%
% Meets	34%	31%
% Masters	10%	14%

	STAAR Math 6th	STAAR Math 7th
% Student Achievement Average	39%	35%

Student Learning Strengths

ELA:

Areas of Strength

1. 92.2% of students met growth goal

2 Domain 2- All indicators met for both Relative Performance and Academic Growth

3 Domain 3- All indicators met for Academic Growth and all but 1 met for Academic Achievement

Math:

Areas of Strength

1 Mastery Tracking student growth goals- 90% of students in math met/exceeded their growth target.

2 Mastery Tracking student STAAR goals. All Domain 3 categories hit their target %.

3 Co-Teacher Math Interventionist provided by ESSR funding. Helped with full year push-in/pull-out and small group reteach.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): iLearning Hotspot was not aligned to the needs of our students from the beginning of the school year. **Root Cause:** Switched from Dreambox

because it did not meet the needs of our students especially our special populations.

Problem Statement 2 (Prioritized): Isolated push in/pull out support for students in math was only available in 6th or 7th grade every other day. **Root Cause:** By having only 1 ESSR funded intervention co-teacher, their ability was limited to serving push in/pull out students every other day.

Problem Statement 3 (Prioritized): Lack of ELA- specific interventions/strategies for Sped population **Root Cause:** SPED teacher/point person was not used to observe and check for student accommodations usage and accuracy.

Problem Statement 4: Did not focus on tracking Meets from BOY- Mastery tracking **Root Cause:** Focused on Academic Growth for our A rating.

School Processes & Programs

School Processes & Programs Summary

Vision and Rationale:

At IDEA Palmview CP, we believe that exemplars are the roadmaps/guides for our Aggies. Students will have the opportunity, in every classroom, to engage in rigorous course work whether it is Pre-AP or AP. However, to produce AP level work themselves, they must first see it.

Every educator will be carefully selected and coached in how to produce exemplar work/practices during BOY and throughout the year. This will allow our educators to show students the standard of work needed to master content for college readiness. Exemplars will give the educators look-fors when aggressively monitoring student work, giving instant feedback, tracking trends of misconceptions, and using the opportunity to reteach in real-time before our students practice incorrectly. As coaches we will engage in instructional rounds, instructional scripting, coaching conversations, and follow-up to uphold this vision (aka: The Coaching Cycle).

Our WIG, wildly important goal, is to move our SAS from X to Y by Semester exams (example move our SAS from 38% to 47% by STAAR season to become an "A" Rated campus). We will then engage in a Stepback, to reassess/reset our Lead measures. Using the Scoreboarding technique, the data will narrow our focus and advise the team on where observations are needed as a group. We will do this during our WIG meetings.

Once we have narrowed our focus for the week, we will engage in the Coaching Cycle Instructional Rounds that consist of:

Monday

- WIG meeting (During Tactical for 30 mins)
- Norming the GET/GBF focus
- Initial observations
- Scripting coaching conversations
- Rehearsals & feedback for the leader
- Observing check-ins & feedback for the leader

Tuesday

- Follow-up observations with receipts
- Debrief observations

*Principal will observe the instructional leader tight loop coach the teacher

Wednesday

- Repeat Tuesday as needed to coach to mastery
- Observations to ensure the teacher can produce results without real-time coaching

Thursday

- Lesson plan feedback- must reflect the planning of the last action step
- Criteria for success on the campus GET/GBF focus of the week

further opportunity to coach to mastery if needed

Friday

- SWAM/Data conversations over the current data (UE, BWA, Mastery tracking reteach TEKS/Standards)
- Setting up reteach over lowest scoring high priority TEKS/Standards

student/teacher awareness come from Mastery tracking

- Instructional leader scoreboarding EOD
- Instructional leader reflects and preps for Monday's WIG meeting

In order to fulfill our vision, we must the following SMART goals:

1. 100% of teachers will meet the action steps consistently within 1 week of it being given.
2. 100% of teachers will be Advanced or better in Aggressive Monitoring by end of Semester 1. (priority GET for S1)
3. 100% of teachers will be Advanced or better in Remediation and Reteach. (priority GET for S2)

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 reatins an average of 84% of students year over year
- IDEA parents rate IDEA as 4.8/5 on the statement "My school is preparing my child for college"
- IDEA parents rate IDEA as 4.8/5 on the statement "My school hold my child to high academic standards"
- IDEA students rate IDEA as 4.6/5 on the statement "My teachers challenge me to do my best"

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

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

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

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): SPED/EL Point person did not own observations and PTGs for student accommodation usage and educating the teacher on best practices. **Root**

Cause: Professional development of the point person's role and knowledge of the job requirements was not clearly defined.

Perceptions

Perceptions Summary

IDEA Palmview College Prep conducts beginning of year strengths interviews, staff retreat to share vision, our why, and mindset, monthly pulse checks, and quarterly surveys. Our GPTW survey has been one of if not the highest in the network for 2 year in a row.

Student and Parent surveys and feedback are incoorporated throughout the year and used for teacher and leader developement and annual performance reviews.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Lack of community partnerships for services in SEL, SPED, and other resources to help parents and families. **Root Cause:** Lack of skill setting them up through our Family Engagement point person.

Priority Problem Statements

Problem Statement 1: Lack of community partnerships for services in SEL, SPED, and other resources to help parents and families.

Root Cause 1: Lack of skill setting them up through our Family Engagement point person.

Problem Statement 1 Areas: Perceptions

Problem Statement 2: Lack of community partnerships built by our leaders with SEL and persistence as their driving goal.

Root Cause 2: Families of low-socioeconomic category do not have the knowledge or means to learn about or seek out support from services provided (community partnerships for SEL, SPED, EL, 504).

Problem Statement 2 Areas: Demographics

Problem Statement 3: iLearning Hotspot was not aligned to the needs of our students from the beginning of the school year.

Root Cause 3: Switched from Dreambox because it did not meet the needs of our students especially our special populations.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Isolated push in/pull out support for students in math was only available in 6th or 7th grade every other day.

Root Cause 4: By having only 1 ESSR funded intervention co-teacher, their ability was limited to serving push in/pull out students every other day.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: SPED/EL Point person did not own observations and PTGs for student accommodation usage and educating the teacher on best practices.

Root Cause 5: Professional development of the point person's role and knowledge of the job requirements was not clearly defined.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: Lack of knowledge and experience in educating individuals at differing level of special needs.

Root Cause 6: Professional development was not focused on how to serve and differentiate for students in special populations.

Problem Statement 6 Areas: Demographics

Problem Statement 7: Lack of ELA- specific interventions/strategies for Sped population

Root Cause 7: SPED teacher/point person was not used to observe and check for student accommodations usage and accuracy.

Problem Statement 7 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations

Student Data: Assessments

- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local benchmark or common assessments data
- Observation Survey results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data

Student Data: Behavior and Other Indicators

- Attendance data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- 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 department and/or faculty meeting discussions and data

Parent/Community Data

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

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Goal 1: Increase staff retention

Performance Objective 1: Become known as the greatest place to work in education by May 2023.

Vision

IDEA Public School will become known as the greatest place to work in education by being a high performing, rewarding, and supportive organization where all students and staff can succeed.   Our greatest resource to achieve our mission of preparing 100% of our students for college is the people we attract and retain. We believe that when our adults are supported, developed, and celebrated - our students thrive.

As an organization that benefits from the rich and diverse backgrounds of nearly 75,000 students and 11,000 staff members, we acknowledge that this is a lifetime journey and one in which each IDEA team member plays a critical role. This year, on our path to becoming the best place to work in education, our focus will specifically be on:

Defining and aligning our organization around our Employee Value Proposition (EVP) to clarify what makes IDEA Public School the greatest place to work in education.

Growing and developing Effective People Managers by capturing and transferring resources and promising practices from IDEA leaders who have created environments where all staff and students can succeed.

Increasing Employee Engagement through successful internal communication that creates clarity, fosters transparency, champions diversity, equity, and inclusion, and builds connection to the IDEA network.

At our best, we have a clear understanding of what attracts and retains the IDEA Team & Family , develop and strengthen the people management skills of all IDEA leaders, and effectively communicate to meaningfully engage our uniquely diverse and widespread staff.

Supporting Research
External:
Great Place to Work (GPTW) Trust Model provides a recognized standard of what it means to be a great workplace. Learn more here.

A strong employee value proposition (EVP) is an effective tool for attracting and retaining talent. See visual aid at bottom of this document and learn more here.

Once an organization has a strong employee value proposition, ensuring person-organization (P-O) fit between candidates and their colleagues is a strong

predictor of teacher retention. Learn more here.

Internal communication is key to employee engagement. Learn more here.

Employee recognition can prevent employee attrition. Learn more here.

Effective people-management skills and mindsets must be practiced and refined regularly. Teaching from the work of Dr. Brene Brown (Dare to Lead) and Elena Aguilar (Onward and The Art of Coaching Teams) guided the manager training scope and sequence.

Internal:
The 5 GPTW Impact Statements (fun, pride, cooperation, resources, and hiring for fit) have a strong correlation to retention. See research here.

Yearlong Performance Indicators
85% Staff Retention
By region
By job group
By race/ethnicity
80% New Staff Retention
80% GPTW Annual Trust Index Agreement on 22-23 annual survey
2% average improvement across the 5 impact statements from fall 2022 org-wide pulse check to spring 2023 org-wide pulse check

Role Overview: Key Impacts
What will be true at the end of the year for the various IDEA stakeholders?
Students
Staff
Performance Managers
Executive Leadership
Students demonstrate high achievement because they feel a sense of stability knowing they will interact with, learn from, and be supported by the same individuals throughout the entire school year.

Students persist at IDEA because they are surrounded by joyful, motivated and skillful staff that have significant positive impacts on their growth each day.

New Staff feel motivated by the workplace culture and are clear about their role expectations and how they will develop and be supported to meet those expectations.

Returning Staff feel a sense of belonging at IDEA and are consistently reminded of why they love working here.

All Staff feel informed, inspired, and connected to IDEA in a genuine way.

All Staff desire to return to IDEA the following year due to their confidence in the path IDEA is on and how it fits their long-term career goals.

Performance Managers implement practices that create a high-performance environment that supports staff development and well-being.

Performance Managers are trained, supported, and empowered to foster a strong team and staff culture that enables the realization of their vision and goals.

Senior Leaders champion our employee value proposition (EVP) and work strategically to ensure all our regions and campuses feel connected to the q1 mission and core values of our organization.

Senior Leaders adapt to the diverse needs of our staff, students, and schools to provide support and direction that leads to success.

High Priority

Evaluation Data Sources: Milestone 1 (July-Dec)

Milestone 2 (Jan-June)

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: Frequent pulse checks and surveys.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Teachers report that they have all of the resources and PD to do their work well each time.	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: API AA Principal **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	0%	0%		

Strategy 2 Details	Reviews			
Strategy 2: Training and support for managers to ensure completion effectively and with fidelity.	**Formative**			**Summative**
Strategy's Expected Result/Impact: All leaders will complete the weekly coaching cycle consistently throughout the school year. 100% of teachers will be rated L3+ on their APR.	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: API Principal AA **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals	0%	0%		
	0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue			

Goal 2: IDEA Palmview Campus meets or exceeds enrollment target, as set by the Texas Board of Directors.

Performance Objective 1: Talking points while recruiting: IDEA Palmview prepares 8th grade to be on track to graduate with 2 high school credits- Algebra I and Principles of Agriculture.
CTE credit for programs of study- Animal Science and AgriBuisness (7th grade Professional Communication and 8th grade Principles of Agriculture). Students also engage in math, science, reading, writing, and humanities aligned to Pre-AP and AP coursework at an A rated campus.

Evaluation Data Sources: STAAR and local grade/district assessments throughout the year. STREAM with benchmarks for application targets.

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: Mastery Tracking	**Formative**			**Summative**
Strategy's Expected Result/Impact: 90%+ student meet/exceed growth goals.	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: API Teachers Principal **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction	0%	0%	0%	

Strategy 2 Details	Reviews			
Strategy 2: 7th and 8th graders are on track to become completers in CTE programs of study.	**Formative**			**Summative**
Strategy's Expected Result/Impact: 100% of 7th graders have earned 1/2 HS credit and CTE funding for Professional Communications. 100% of 8th graders earned 1 HS credit and CTE funding for Principles of Agriculture. **Staff Responsible for Monitoring:** CTE Teachers API Principal Registrar **Title I:** 2.5 **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction	**Oct**	**Jan**	**Mar**	**June**
	0%	0%		
0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue	

Goal 2: IDEA Palmview Campus meets or exceeds enrollment target, as set by the Texas Board of Directors.

Performance Objective 2: 100% of the campus will engage in at least 2 super recruitment days, 4 open to the community events for refer-a-friend campaigns, and 2 additional ops/community tabling events in order to gain student applications for enrollment.

    Evaluation Data Sources: Ops participation tracking

Strategy 1 Details			Reviews		
Strategy 1: Super recruitment days 1 in S1 and 1 in S2.			**Formative**		**Summative**
Strategy's Expected Result/Impact: Meeting benchmarks set per week, month, and semesters. **Staff Responsible for Monitoring:** Ops	**Oct**	**Jan**	**Mar**	**June**
		0%	0%		
0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue		

Goal 2: IDEA Palmview Campus meets or exceeds enrollment target, as set by the Texas Board of Directors.

Performance Objective 3: Reregistration- 90% of current student persist into the following year.

    Evaluation Data Sources: Persistence Dashboard

Strategy 1 Details		Reviews			
Strategy 1: S2 Ops will host reregistration.		**Formative**			**Summative**
Strategy's Expected Result/Impact: 100% enrollment and 90% persistence		**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: SSA and APO		0%	0%		
0% No Progress	100% Accomplished	Continue/Modify		Discontinue	

Goal 3: IDEA achieves an A rating

Performance Objective 1: Excellent writing, discourse, and use of evidence in every classroom.

Priority Overview

Vision Our scholars will get better at what they do every day. Scholars at IDEA write, have meaningful discourse, and support their ideas with evidence in class every day. Our future leaders, scientists, doctors, educators, etc. need to be prepared starting in Pre-K and Kindergarten with the knowledge and skills they will need in college and their future careers. When our teachers engage students in rigorous practice and hold students to an excellent standard of writing, discourse, and use of evidence every day in every class, students learn what they are capable of, gain critical thinking skills, and master grade level content. When campus leaders coach teachers in real time to build skill, provide feedback on lesson plans and observations, and deep dive into student work with teachers, our teachers gain the capacity to make an even bigger impact on our scholars. When our regional and national leaders are aligned in their campus support, have a common vision of excellence, and provide research-based development and resources, our campus Team and Family members are empowered to focus on what they do best: teach and lead our scholars on the path to fulfilling their potential. Instructional Priority Look-Fors: Click here

Supporting

Research Writing improves reading comprehension & memory of what was read (Naka & Naoi, 1995) Writing about content in science, social studies, and mathematics enhances learning in all subjects (Graham, Kiuhara, MacKay, 2020) Discussion helps students share and build meaning collaboratively and serves as an essential process for learning in the mathematics and science classrooms because it leads to collective, reciprocal, supportive, cumulative, and purposeful interactions (Hattie, 2012) Discourse promotes higher-cognitive learning (Gall & Acheson, 2011) Students develop problem solving abilities during discourse when they look at material from several points of view and build on earlier understandings through frequent discussions with peers (Sergiovanni, 2014) Key Performance Indicators End of year (EOY) student achievement with no statistically significant gaps across lines of difference: - RMT (on level) - State/Non-State (on or above GL) - AP (2+/3+) - ACT (21+)" *Still pending 21-22 data, this section will be finalized by Milestone 2. We believe that when our instructional staff are supported to have success in their roles related to this priority, it will also drive success with staff experience. See the staff experience priority KPIs as a way to measure this.

High Priority

HB3 Goal

Evaluation Data Sources: Milestone 1 [August + September]: Culture & Planning

December- Semester Exam
March- Mock Exam
May- STAAR

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: Mastery, Growth, and Accelerated Learning Tracking to identify areas to intervene with the follow student groups: Special Populations (SPED/EL), HB4545 students, ECD, and Hispanic students.	Formative			Summative
	Oct	Jan	Mar	June
Strategy's Expected Result/Impact: 90%+ student meet/exceed growth goals. **Staff Responsible for Monitoring:** API Teachers Principal **Title I:** 2.4, 2.5, 2.6 - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction **Funding Sources:** Olga Garcia - Federal Grant - $55,500, Delilah Garcia - Federal Grant - $57,500, Eric Villegas - Federal Grant - $34,000, Melina Villarreal - Federal Grant - $34,000, Maria Elena Hernandez - Federal Grant - $34,000, Alex Davila - Federal Grant - $54,000	0%	0%		
0% No Progress	100% Accomplished		→ Continue/Modify	✗ Discontinue

Goal 4: Increase student daily attendance

Performance Objective 1: Milestone 1 [July-Sept 2023]: Family Engagement

Priority Overview:

Vision Family engagement begins before students enter an IDEA school--our recruitment process needs to be founded on strong marketing campaigns and communication so that families learn the academic reputation of our schools and they clearly understand the commitment they make when they choose IDEA. Responsiveness and informative onboarding for new families are an opportunity to further invest students and families before their first day at IDEA. Families who feel connected to their school are more likely to return year after year. Students who are engaged and feel cared for at school are more likely to attend school every day. Students who attend school each day are more likely to have improved academic outcomes that will set them on a successful path--academically, socially, emotionally, and physically--to and through college. IDEA must be more than just what happens in the classroom. Not only do we commit to supporting the whole child, but we also have the discipline to invest in and uphold that commitment to the whole child--from rigorous and joyful instruction and school culture; to consistent extracurriculars and athletics; to a strong infrastructure of non-academic supports; and to staff who are well-trained with the skills to build relationships, communicate, and stay with IDEA to strengthen bonds. Genuine family engagement requires strong multi-way communication and feedback loops among schools, families, students, and communities to inform how we continue to improve our schools together and tackle local needs. This means that our families interact with their school and are informed about their student through weekly newsletters, frequent Remind communication from teachers and administrators that is responsive and appropriately addresses individual needs, frequent vibrant social media posts, academic updates through progress reports and parent portals, and ongoing surveys and family needs assessments. Creating and reinforcing healthy family engagement mindsets, processes, and systems will drive higher family and student investment, higher attendance leading to better academic and non-academic outcomes, higher persistence into the next academic year, and more stable demands on enrollment.

Key

Performance

Indicators

(KPIs) Outcome Metrics: * ADA (Texas: 97%; IPS: TBD) * ADA Compliance (100% attendance verifications and 95% Daily Teacher submission) * Chronic Absenteeism * Enrollment (Rolling Enrollment to Schools Projected Enrollment) * Persistence Rates: Overall, New, and Targeted Grades o 90% Overall Persistence o 90% New Persistence o 1% Increase for Specific Grades (Pre-K/K/6th/8th) * 1% decrease in persistence leaver codes for lack of communication * Parent Rating of 4.5 on Panorama Survey Question: "The school asks parents for their opinions on the school and its programs." (LY: 4.3) * Parent Rating of 4.7 on Panorama Survey Question: "The school provides materials and training to help parents work with their children to improve student achievement." (LY: 4.5) Supporting Research: * Research shows that parental or family engagement in a child's education can improve their test scores, attendance, social skills, relationships, behavior, and how a child feels about school. (https://www.canr.msu.edu/news/the-importance-of-family-engagement) * Parents are the experts on their children. Yet, district leaders know that promoting family engagement is far from a simple endeavor. Educators and administrators play a large role in shaping family-school partnerships. When schools elevate families as true partners and the experts that they are, students benefit significantly. When districts support families through thoughtful, equitable policies and programs, it encourages broader community engagement that can help to enrich student learning and

optimize student success. (Panorama Ed) * National Association of Family, School, and Community Engagement: High-impact family and community engagement is collaborative, culturally competent, and focused on improving children's learning (Parent involvement and student academic performance: A multiple mediational analysis https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3020099/) * Research shows that parental or family engagement in a child's education can improve their test scores, attendance, social skills, relationships, behavior and how a
child feels about school. (https://www.canr.msu.edu/news/the-importance-of-family-engagement).

Strategy 1: Build investment and capacity of campus leaders to impact enrollment, ADA, and persistence

* Tactic #1: Develop a training scope and sequence that targets principals, APIs, and PIRs, specifically building capacity to communicate and invest parents in Pre-K/K, 6th, and 8th grades. The organization's training sessions on priorities will occur the second and third Thursday of every month.

* Tactic #2: Train campus cohort teams on course collaboration days. Require principals, APOs, APIs, Counselors, SIS Coordinators, and Registrars to attend a 2-hour training session that holds the team accountable to the co-dependent goals and builds capacity to manage and meet goals.

Strategy #2: Increase family feedback strategically throughout the year- Building authentic relationships with families through high-quality two-way communication

* Tactic #1: Every campus meets standard expectations to build 2-way communication with families (ex. REMIND, social media, Parent Comms Flow Charts)

* Tactic #2: Standardize the expectations for schools to host academically aligned parent engagement and academic celebration events such as "Meet the Teacher," report card pickup night and/or curriculum nights, monthly town halls, etc. (ex. 4: 1 required MTT, schools pick 2-4 example: DI on track night, CSI night)-

* Tactic #3: Implementation of 3 parent surveys to increase parent feedback (1. BOY survey 2. Fall Survey (October)- 50% of every campus 3. Spring Panorama Survey)

* Tactic #4: Identify trends in feedback from parents and create focus area for improvement. This will include a National ALP Project around non-academic programs and extracurricular.

Evaluation Data Sources: National Collaboration: Operating Mechanisms

Family Engagement Core Committee:

* AST: Heather, Joelisse, Maya

* IST: Amanda, Grace, Inelba, Lisa

* MCC: Andie, Matt, Shalimar

* Ops: Abby, Derrick, Jovanna, Liz, Osvaldo

* Schools: TBD (designated by Superintendent)

* Data Reporting (Dashboard): Adriana

When What Who

Family Engagement Core

Committee Tactical Weekly, Tuesdays, 1 hour (starts in September) Tackle projects and strategy implementation; Report progress from subcommittees and implementation; Identify gaps Core Committee members (listed above)

Regional Family

Engagement Strategy Quarterly, 1 hour (multiplied by number of priority regions) Replace Quarterly regional persistence calls by adding ADA and enrollment; Prioritization of specific regions **these will be in place of the regional persistence strategy sessions we had the last 2 years EDs, VPs of Schools, RDOs

Family Engagement Report-

Out and Step-Back Quarterly, 90 minutes Present progress and review obstacles, gaps to close, upcoming strategies and other information to Chiefs Heather, Inelba, Osvaldo

Direct Report Check-Ins Weekly Team leader will bring updates and project progress to check-ins with Chief Heather, Inelba, Osvaldo

Training Prep Monthly dress rehearsal and feedback sessions Team will review upcoming trainings weekly in tactical, identify designer, facilitators and additional roles in preparation. Standing agenda item in the weekly tactical to continue to ensure alignment across all teams. Core Committee members

Summative Evaluation: Met Objective

Strategy 1 Details		Reviews			
Strategy 1: Campus rated as a Healthy Kids Here compliant campus.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Honor Roll for student fitness assessment data, methods to ensure students participate in moderate to vigorous physical activity.		**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: PE Teacher API **Title I:** 2.5 - **ESF Levers:** Lever 3: Positive School Culture		0%	0%		

Strategy 2 Details	Reviews			
Strategy 2: Following our ADA Matrix so 100% of students are here 97% of the time.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Parent Meetings with Grade team and leaders upon the 3rd absence in a row. APO meetings with persist absences.	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: APO SSA Teachers **Title I:** 2.4, 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	0%	0%		

0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue

Goal 5: Increase student persistence

Performance Objective 1: We operate physically and emotionally safe schools:

Creating safe, orderly, and welcoming learning environments is critical to educating and preparing IDEA students to achieve their highest potential and contribute to society. Efforts to improve school climate, safety, and learning are not separate endeavors and must be designed and implemented as a comprehensive school-wide approach. Ensuring that mental health and safety programming and services are appropriately integrated into the overall multitiered system of support is essential for successful and sustainable improvements in school safety and academic achievement. Students spend most of their waking lives in schools. Our school-based staff are the life of our school buildings. School safety and positive school climate are not achieved by singular actions like purchasing a designated program or piece of equipment but rather by effective comprehensive and collaborative efforts requiring the dedication and commitment of all school staff. At IDEA Public Schools, we are committed to providing a safe and secure environment to support our mission of preparing students from the communities we serve for success in college and citizenship. Physical and Emotional Safety Priorities: 1. Our students and staff must first feel physically and emotionally safe to achieve our mission a. We set a vision and create ambitious goals to promote physically and emotionally safe schools b. We track progress to our goals and make our data visible to all stakeholders c. We believe that meeting foundational needs will lead our students and staff towards their full potential 2. Physical and emotional safety is everyone's responsibility a. We invest our staff, families, and students in the importance of safety and the need for standardized safety practices and routines b. We cross-functionally train, coach, and support our school, regional, and national staff in proactive/preventative and reactive/responsive safety measures c. We empower students to build capacity in self-awareness, self-management, responsible decision-making, relationship skills, and social awareness 3. Everything I say and do matters (and so does everything I don't say and don't do) a. We hold team members accountable to this priority by inspecting what we expect b. We execute safety and security program, mental health, and SEL initiatives transformationally (not transactionally) to maximize their impact c. We model actions and behaviors aligned to our physical and emotional safety strategy.

Supporting Research * SEL interventions that address the five core competencies increased students' academic performance by 11 percentile points, compared to students who did not participate (CASEL, 2022). * Students participating in SEL programs showed improved classroom behavior, an increased ability to manage stress and depression, and better attitudes about themselves, others, and school (CASEL, 2022). * Additional meta-analyses echoed these findings. Consistency across independent research teams offers strong support that well-implemented SEL programs are beneficial (CASEL, 2022). * Our students and families respond to several questions each year through the Panorama Survey reporting their feelings about safety at school. Last year, students reported they "feel safe at school" at a 4.2 out of a 5-point scale. Parents responses to questions were rated at a 4.6 out of 5 last year. * Any effort to address school safety should balance building and security/physical safety with psychological safety. Relying on highly restrictive physical safety measures alone, such as increasing armed security or imposing metal detectors, typically does not objectively improve school safety. In fact, such measures may cause students to feel less safe and more fearful at school and could undermine the learning environment. In contrast, combining reasonable physical security measures with efforts to enhance school climate more fully promotes overall school safety (Framework for Safe and Successful Schools, NASP, 2013). Key Performance Indicators Outcome Metrics 100% of Staff complete BOY Crisis Management / Emergency Response Training 100% Safety Drill Execution o Monthly, Quarterly, Annually 80% of campuses are rated Proficient or higher by the end of the year on the Campus Safety Score (Regional & National Aggregate) o Intruder Assessment o Physical Building Safety o Climate & Culture SS Staff, Students, Families o Compliance SS Training, Facility Safety, Execution 100% of lead facilitators deliver Move This World with fidelity (3 days a week) 100% of teachers are trained in trauma informed practices at BOY training before the first day of school Leaders rate org priority training throughout the year as a 60+ NPS score Student and family survey goals: 1. Students rate the statement "I feel safe at school" a 4.5 out of 5 2. Parent safety and security Composite rating of 4.8 out of 5.

Evaluation Data Sources: Milestone #1: July - September Milestone #2: October- December Milestone #3: January-February Milestone #4: March- June

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: Develop and distribute Parent and Family Engagement Policy	**Formative**			**Summative**
The following individuals, including roles (parents, teachers, admin, etc.) assisted with the development of the Parent and Family Engagement Policy:	**Oct**	**Jan**	**Mar**	**June**

Parents - PTO and SDMC
Teachers
Campus Leadership Team
The PFE was distributed
On the campus website
The Parent Weekly
PTO meeting
   English
  Spanish

Four strategies to increase Parent and Family Engagement include:
1. Develop with parents a parent-school compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement.
2. The school will provide full opportunities for the participation, including virtual participation, of all parents especially those with limited English proficiency, parents of students with disabilities, and parents of migratory children.
3. Campus will provide materials and training to help parents work with their children to improve their children's academic achievement and encourage their participation. These meetings will be held at flexible times to accommodate parents' schedules.
4. Campus will take the following actions to ensure that information related to the school and parent programs, meetings, and other activities is sent to parents in an understandable and uniform format, including alternate formats upon request, and to the extent practicable, in a language the parents can understand. All Title I materials will be sent in English and Spanish versions.

Strategy's Expected Result/Impact: 90%+ parents report that they have access to Parent Weekly and other communication.

90%+ parents attend at least 4 family engagement events throughout the year.

Students and parents report out on survey's that they feel safe at school.
Staff Responsible for Monitoring: SSA

Title I:
4.1, 4.2
 - **ESF Levers:**
Lever 3: Positive School Culture

0%	0%

0%   No Progress   100%   Accomplished   → Continue/Modify   ✗ Discontinue

Goal 5: Increase student persistence

Performance Objective 2: Continue being recognized as a Healthy Kids Here School

    Evaluation Data Sources: Healthy kids initiative through our PE, Health Aid and CNP programs.

Strategy 1 Details	Reviews			
Strategy 1: Track the MVP minutes in PE per student.	**Formative**			**Summative**
Strategy's Expected Result/Impact: 100% of students meet the honor roll requirement in MVP minutes in PE. Fitness Gram is 100% complete by all students. **Staff Responsible for Monitoring:** PE Teacher, Athletic Coordinator **Title I:** 2.4, 2.5, 2.6 **- ESF Levers:** Lever 3: Positive School Culture	**Oct**	**Jan**	**Mar**	**June**
	0%	0%		
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

State Compensatory

Budget for Palmview College Prep

Total SCE Funds:
Total FTEs Funded by SCE: 2
Brief Description of SCE Services and/or Programs

Personnel for Palmview College Prep

Name	Position	FTE
Delilah Garcia	Intervention Teacher	1
Maria Elena Hernandez	Math Intervention CoTeacher	0.5
Melina Villarreal	iLearning Facilitator	0.5

Title I Personnel

Name	Position	Program	FTE
Alex Davila	Science Teacher	Title 1	1

Campus Funding Summary

			Federal Grant		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	1	1	Melina Villarreal		$34,000.00
3	1	1	Eric Villegas		$34,000.00
3	1	1	Delilah Garcia		$57,500.00
3	1	1	Maria Elena Hernandez		$34,000.00
3	1	1	Alex Davila		$54,000.00
3	1	1	Olga Garcia		$55,500.00
				Sub-Total	$269,000.00

Addendums

IDEA Palmview

Comprehensive Needs Assessment
COLLEGE PREP

Data Source: CSI		
% Meeting CSI Goal	**Reading CP CSI**	
% CSI (EOY Ren.)	64	
% of CSI Passing STAAR	58	
% of SPED Passing STAAR	60	

Data Source: STAAR						
	STAAR Reading 6th	**STAAR Reading 7th**	**STAAR Reading 8th**	**STAAR Writing 7th**	**English I EOC**	**English II EOC**
% Approaches	76.6%	76.5%	NA	NA	NA	NA
% Meets	41.6%	47.2%	NA	NA	NA	NA
% Masters	23.3%	28.3%	NA	NA	NA	NA
% Student Achievement Average	47.1%	50.3%	NA	NA	NA	NA

Data Source: AP/IB/Electives						
AP Scores	**Pass AP Lit**	**Pass AP Lang**	**IB Scores**	**IB Group 1**	**% Royal Readers**	**% Word Master**
% Score 1	NA	NA	**% Score 1-3**	NA	71%	20%
% Score 2	NA	NA	**% Score 4-5**	NA		
% Score 3+	NA	NA	**% Score 6-7**	NA		
					RR Goal Met/Not Met	**WM Goal Met/Not Met**
					Met	Met

Reflections	
Areas of Strength	**Areas of Need**
1. 92.2% of students met growth goal	1. specific interventions/strategies for Sped population (the 1 indicator missed for Academic
2 Domain 2- All indicators met for both Relative Performance and Academic Growth	2 Focus on tracking Meets from BOY- Mastery tracking
3 Domain 3- All indicators met for Academic Growth and all but 1 met for Academic Achievement	3 Persistence for our Masters students

IDEA Palmview

Comprehensive Needs Assessment - College Prep				
COLLEGE PREP				
Data Source: STAAR				
	STAAR Math 6th	**STAAR Math 7th**	**STAAR Alg I**	
% Approaches	73%	61%	NA	
% Meets	34%	31%	NA	
% Masters	10%	14%	NA	
% Student Achievement Average	39%	35%	NA	
Data Source: AP/IB				
AP Scores	**Pass AP Calculus AB**	**Pass AP Calculus CD**	**Pass AP Prob. & Stats.**	**IB Scores**	**IB Group 5**
% Score 1	NA	NA	NA	**% Score 1-3**	NA
% Score 2	NA	NA	NA	**% Score 4-5**	NA
% Score 3+	NA	NA	NA	**% Score 6-7**	NA

Reflections	
Areas of Strength	**Areas of Need**
1 Mastery Tracking student growth goals- 90% of students in math met/exceeded their growth target.	1 Begin analysis and filling gaps in iLearning Hotspot since BOY using pathways (we started this during STAAR unit and was helpful).
2 Mastery Tracking student STAAR goals. All Domain 3 categories hit their target %.	2 NTI teacher will now have more experience and mentored by a master teacher/course leader to gain
3 Co-Teacher Math Interventionist provided by ESSR funding. Helped with full year push-in/pull-out and small group reteach.	3 Continue funding the Co-Teacher Interventionist in middle school- adding 8th grade Alg 1 next year.

IDEA Palmview

Comprehensive Needs Assessment COLLEGE PREP		

Data Source: Internal Assessments		
	6th Grade EOY Assessment	7th Grade EOY Assessment
% Passing	63/35/14	65/42/17

Data Source: STAAR		
	STAAR 8th Science	STAAR Biology
% Approaches	NA	NA
% Meets	NA	NA
% Masters	NA	NA
% Student Achievement Average	NA	NA

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

Reflections	
Areas of Strength	Areas of Need
1 Receptive to feedback	1 Qualified content knowledgable teacher
2 Alignment support from Ag class	2 Classroom Management
3 New teacher coming with background in Science	3 Use of district curriculum

IDEA Palmview

Comprehensive Needs Assessment COLLEGE PREP							
Data Source: Internal Assessments							
	6th Grade EOY Assessment	**7th Grade EOY Assessment**					
% Passing	95/76/67	100/100/100					
Data Source: STAAR							
	STAAR 8th US History	**EOC US History**					
% Approaches	NA	NA					
% Meets	NA	NA					
% Masters	NA	NA					
% Student Achievement Average	NA	NA					
Data Source: AP/IB							
AP Scores	**Pass AP Human Geography**	**Pass AP World History**	**Pass AP US History**	**Pass AP Goverment**	**Pass AP Economics**	**IB Scores**	**IB Group 3**
% Score 1	NA	NA	NA	NA	NA	**% Score 1-3**	NA
% Score 2	NA	NA	NA	NA	NA	**% Score 4-5**	NA
% Score 3+	NA	NA	NA	NA	NA	**% Score 6-7**	NA

Reflections	
Areas of Strength	**Areas of Need**
1 Interactive lessons	1 Mastery tracking
2 Joy in the classroom	2 Prioritizing heavy hitting students
3 Content knowledge teacher	3 Goal conversations

IDEA Palmview

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	7%	15%	15%	13%	
% Intermediate	18%	52%	22%	26%	
% Advanced	30%	32%	27%	43%	
% Advanced High	44%	1%	37%	18%	

Reflection	
Areas of Strength	**Areas of Need**
1 Teachers used visuals (anchor charts) for in person learning	1. TC can host in person TELPAS testing sessions during the year for EL population.
2 Tracking ELs and their data througout the school year	2 Teachers reference and use Proficiency Level Descriptors (PLDs) when considering students' access to lesson (differentiation)
3 Validity of testing enviorment done by 2 consistent people	3 Implement accommodations for EL students throughout the school year

IDEA Palmview

Comprehensive Needs Assessment				
COLLEGE PREP				
100% College Matriculation				
Matriculation %	Matricuation % 4 year	Matriculation % 2 year	Tier 1/2 % Acceptances	Tier 1/2 % Matriculation	
NA	NA	NA	NA	NA	
Tier 1 % Matriculation	Tier 2 % Matriculation	Tier 3 % Matriculation	Tier 4 % Matriculation	Senior Class CCMR %	Senior Class TSI Completion %
NA	NA	NA	NA	NA	NA
Campus Data				
Senior Class ACT Average	Junior Class ACT Average	Overall AP Scholars (3+ or more tests)	IB Medallion Scholars (Passing 3+ exams)	Overall % IB Diploma	Campus End of Year OTG
NA	NA	NA	NA	NA	NA

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

IDEA Palmview

Comprehensive Needs Assessment	
COLLEGE PREP	
Staff Quality, Recruitment, Retention	
	Percentage
% School Lead Team Retention	100%
% Instructional Support Retention	83%
% Teacher Retention	87%
% Campus Support Retention	100%
% SPED Certified Teachers	27%
% State/National Certified Teachers	85%
% State Certified Leaders	20%
% State/Board certified Counselors	0%
Number of teacher applicants per 2021-22 school year	65%

Reflections	
Areas of Strength	**Areas of Need**
1 Teacher Retention	1. 2 not certified teachers
2 Feedback from teachers/staff surveys for org health	2 SPED recruitment pool
3 Honoring time with purposful training and meetings	3 State certified Leaders

IDEA Palmview

Comprehensive Needs Assessment	
College Prep	
Data Source: School Culture and Climate	
	Campus %
% Average Daily Attendance	91.11%
% Overall Persistence	90.00%
% New Student Persistence	94.32%
# of Admin Withdrawals/ Level 3 Offenses	3%
% SPED	18.95%
% ELL	62%
% Eco Dis	96.08%
% Migrant	0
% Race: American-Indian-Alaska-Native	0
% Asian	0
% White-Hispanic	95%
% Multi	0
% Black-African-American	1
% Native-Hawaiian-Pacific-Islander	0
% White	4%
% Male	39%
% Female	61%

Data Source: School Culture and Climate	
Reflections	
Areas of Strength	**Areas of Need**
1 Owning roles & responsibility with ADA Daily process.	1 Parent contracts, commitment letters.
2 New student onboarding	2 Parent communication and follow up
3 Income surveys follow through	3 Educating about services

IDEA Palmview

Comprehensive Needs Assessment COLLEGE PREP	
Data Source: Family and Community Involvement	
	Percentage
% Families Attended WTI	58%
% Families Attended Curriculum Night	10%
% Families Who Attended EOY Ceremonies	87%
% 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 Inviting all of our new families and current families to campus events.	1 Having a plan in place to properly onboarding 100% of students event if enrolling the first 10 days of the new
2 Preplanning and hosting is strong	2 Relating the message that some events are mandatory attendance is required.
3 Make up WTI- 1:1	3 Survey when parents can attend
	4. Highlight parents that attended events throughout the

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		Pending		Action Required	
		Comprehensive Needs Assessment 2022 Math	These Pages should include the percentage of students who achieved each listed score for the 2021-2022 School Year.	Pending		Action Required	
		Comprehensive Needs Assessment 2022 Science	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 Humanities		Pending		Action Required	
	State TELPAS Report	Comprehensive Needs Assessment 2022 TELPAS	This data set will outline the percentage of students that earned proficiency in the areas of Listening, Speaking, Reading, and Writing, as indicated in the State TELPAS report. Llist a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	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		Action Required	
	Locus Dashboard: Staff Rentention	Staff Quality, Retention, & Recruitment 2021-2022 School Year	Under the %SPED Data Point, this should relfect the percentage of SPED certified teachers, compared to the overall SPED staff. Under number of teacher applicants, note how many teachers were interviewed by campus leaders for positions during the 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		Action Required	
	Locus Dashboards: Student Persistence, Enrollment, ADA	School Culture & Climate 2021-2022 School Year	For the Withdrawals/Level 3 Offenses data point, list the number of withdrawals or offenses. All other data points should reflect 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		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		Action Required	

IDEA PALMVIEW
2022-23 Student Achievement Improvement Plan - College Prep
COLLEGE PREP

APO	Initiatives	Needs Assess.	Special Pops.	Person(s) Responsible	Timeline Start/End	Resources: Human/ Material/Fiscal	Documentation	Formative Evaluation
1E	Fidelity to the Coaching Cycle	S	All	Principal	8/9-5/26	All instructional staff and leaders	Scoreboard, Check-in docs, & TeachBoost	STAAR Accountability Rating
1E	Mastery Tracking	S	All	Principal	8/9-5/26	All instructional staff and leaders	Scoreboard, Check-in docs, & TeachBoost	STAAR Accountability Rating
1H	CSI Intervention	RR	AR	API	8/9-5/26	Interventionist and Coteacher, DISE, DI, Reading Success, Imagine Learning math and reading, and Expressive Writing	Scoreboard, Check-in docs, & TeachBoost	RenStar
1H	SPED/EL/504/RTI/CSI Push in/Pull out intervention	S	All	API	8/9-5/26	SPED teachers, interventionist, coteacher, Dyslexia resources, SAIP	Scoreboard, IEPs, ARDs, Check-in docs, & TeachBoost	STAAR Accountability Rating
1H	Brain Breakfast	S	All	SC	8/9-5/26	Accelerate resources and training, Study Island, STAAR Maker	Scoreboard, Check-in docs, & TeachBoost	STAAR Accountability Rating
2A	Camp Rio Staff Retreat during BOY PD	O	All	Principal	8/5-8/6	5K in budget, Camp Rio accommodations	BOY PD	GPTW Survey
2B	Quarterly PTG Staff Meeting/CNA/SAIP meetings	S	All	Principal	8/9-5/26	CNA/SAIP resources, staff PD materials	Scorecard, Scoreboard, CNA/SAIP docs	GPTW Survey
2B	5 step ADA Matrix	O	All	SC and APO	8/9-5/26	Homevisit resources, School Van	1 pager	YTD ADA
2C	House Cups- Quarterly	O	All	Athletic Coor.	8/9-5/26	Party Rental supplies, 1/2 day scheduling and staff	Attendance Rosters	YTD Persistence
2C	Kickboard Tracking for Behavior Management System	DR	All	SC	8/9-5/26	4K in budget for materials, training, software and hardwware	Kickboard platform	YTD Persistence
2C	Aggie Community Circle	O	All	SC	8/9-5/26	Move this World, Project RESSPECT (3K) resources, Leadership training for staff	Assembly Schedules and Minutes	YTD Persistence
3B	Monthly Super Recruitment Days	O	All	APO	6/17/21-6/17/22	Extra duty pay for hourly staff, van, buses, recruitment materials and swag, partnership vending	STREAM	Enrollment

IDEA PALMVIEW
2022-23 Student Achievement Improvement Plan - College Prep

2C	Behavior Unit and Sensory Learning	O	SE	PIR and Principal	8/9-5/26	Coteachers, RISE, SPED and training. Supplies and furniture	IEPs, ARDs, Behavior intervention documentation record (ABC)	YTD Persistence
2C	Agriculture Program and 4H	O	All	API	8/9-5/26	4H membership= $25 per student, iCEVonline curriculum= 2K per grade level lisences, PD for teachers, FTEs for Ag Science classes, extra duty and mileage pay for teachers, travel for students	4H membership, awards and recognitions	YTD Persistence
2C	21st Century after school programs	O	All	APO	8/9-5/26	Coordinator, tutors, partnerships, materials	APO tracker	YTD Persistence

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

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

Annual Performance Objectives (APO)

PRIORITY #1: Students Graduate College-Ready

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

1B. % of graduates matriculate to a Tier I/II College or University: 15% | 25%

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

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

1E. Earned State Rating: A

1F. % Basic | % Mastery | % Advanced on LEAP: 82% | 44% | 11%

1G. % Approaches | % Meets | % Masters on STAAR/EOC: 90% | 60% | 30%

1H. % Level 3 | % Level 4 | % Level 5 on FSA/FSAA: 70% | 40% | 20%

1I. % of Pre-K-2nd Students End The Year On/Above Grade Level in Reading - Year 1 Campuses | Year 2 Campuses: 80% | 90%

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

1K. Average ACT score: 21

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

Needs Assessment

S-STAAR

D-DIBELS

E-EOC

A-ACT

RR-Reading Renaissance

ST-STAR for Math

DR-Discipline Report

AP-AP Tests

O-Other

Special Populations

All

AR-At Risk

ELL-English Language Learners

ED-Economically Disadvantaged

M-Migrant

SE-Special Education