IDEA Public Schools

Pflugerville College Prep

2022-2023 Campus Improvement Plan

Accountability Rating: B

Distinction Designations:
Academic Achievement in English Language Arts/Reading
Academic Achievement in Mathematics
Academic Achievement in Social Studies
Postsecondary Readiness

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

Mission Statement

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

Vision

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

Core Values

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

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

As a campus, we also focus on being:

Challenge Seekers

Creative & Critical

Community Centered

Secure & Proud

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Comprehensive Needs Assessment

Revised/Approved: September 14, 2022

Demographics

Demographics Summary

IDEA Pflugerville College Prep currently serves grades 6-10 and will serve grades 6-12 starting in 2024. Our founding class of students who started with us as a sixth graders will graduate in May of 2025. IDEA Public Schools follows an "AP For All" program, and our students take their first AP Course in 9th grade. This is our first year offering CTE Programming; we plan to offer two pathways: Multimedia and Nursing Science. We also offer Band and Art and have a robust and ever-growing Athletics program. Approximately 14% of our student body receives Special Education services, and we also have a RISE unit.

Demographics Strengths

See PDF in Addendum for more information

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Our Average Daily Attendance fell short of our district goal of 97%; we ended the year with 90.70% Average Daily Attendance. **Root Cause:** Lack of consistent tracking to identify large number of absences and lack of meetings with families to inform them of attendance policies and impact on academic development. Lack of differentiation between COVID absences and general absences.

Problem Statement 2 (Prioritized): Our New Student Persistence was 57.38%. **Root Cause:** 1) Parents did not receive frequent or systematic communication about academic progress of their students. 2) Our consequence system lacked uniformity on the teacher level.

Student Learning

Student Learning Summary

Our school was rated a B (88) for our Academic Achievement during the 2021-2022 school year. We earned an 80 in Academic Achievement, a 90 on School Progress, and an 83 in Closing the Gaps.

The last year we received a rating was pre-pandemic in our founding year, 2018, when we earned an 87 (B). During this past school year, we also earned our Distinctions for Academic Achievement in Reading, Math, and Social Studies. We also earned our Postsecondary Readiness Distinctions. Our distinctions indicate that we are peforming well above schools with a similar student body.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Only 39% of our students in grades 6-8 were at Meets Grade Level Standard or Above on the STAAR. **Root Cause:** 1) We did not sufficiently address conceptual gaps in math understanding; 2) We need more robust math intervention; 3) We did not have a strong understanding of math gaps or track performance until second semester.

Problem Statement 2 (Prioritized): Less than 50% of our sixth and seventh grade cohorts made 1 year of growth on TELPAS. **Root Cause:** 1) Speaking was the lowest performing category across all grade levels, which indicates a need for more practice and evaluation embedded in the curricula. 2) We need to strengthen our ELL supports.

School Processes & Programs

School Processes & Programs Summary

Our campus develops instructional leaders through collaboration with our Regional Team and a robust coaching and collaboration cycle. We observe classrooms daily and go on weekly Lead Team rounds for instruction and culture. Our professional development prioritizes teacher growth in instructional skills and data analysis. All teachers have weekly check-in's, unless they are on the path to master teacher, which focus on specific and targeted skills for their practice.

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 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

All of our instructional lead team members at IDEA Pflugerville College Prep stayed at IDEA Public Schools.

See PDF in Addendum for more information.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Almost all of our ninth grade teachers left to pursue other opportunities. **Root Cause:** 1) Lack of vision for high school culture and discipline 2) New teacher onboarding was not sufficient (all but one teacher was new to the school)

Problem Statement 2 (Prioritized): Overall, our teacher retention is low **Root Cause:** 1) Our hiring process did not identify staff who wanted the experience of founding a school 2) Lack of monitoring staff culture more closely throughout the year and offering opportunities for feedback and staff voice.

Perceptions

Perceptions Summary

IDEA provides bi-annual surveys for families and students to share their experiences, opinions, and feelings about our school the Panorama Platform. Teachers provide feedback on the Great Places to Work Survey, and we offer a place for teachers to offer suggestions throughout the school year to improve our campus. We have monthly events for families and advertise through social media and our Weekly Newsletter. We are gradually cultivating partnerships with our community through inviting them to our events, such as Trunk or Treat. We have a strong partnership with Backpack Friends, which ensures that our students do not experience food insecurity over weekends. Our most popular events are Beginning of Year Orientation, Step Up's/Graduations, and Trunk or Treat.

See PDF in Addendum for more information.

Perceptions Strengths

See PDF in Addendum for more information.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Our families did not have access to staff except for administrators, which led to lack of community and also a lack of awareness around academic progress. **Root Cause:** 1) No system or technology was in place for teachers to reach out to families ; the existing technology (Remind) was hard to navigate 2) Little expectations or guidance were provided to teachers around what communication needed to be

Problem Statement 2 (Prioritized): We saw a dip in engagement during the winter events, with families only attending graduation and Trunk or Treat. **Root Cause:** 1) Lack of social media presence for engaging families 2) Hard to navigate communication platform (Remind) 3) Insufficient advertising to students

Priority Problem Statements

Problem Statement 1: Less than 50% of our sixth and seventh grade cohorts made 1 year of growth on TELPAS.

Root Cause 1: 1) Speaking was the lowest performing category across all grade levels, which indicates a need for more practice and evaluation embedded in the curricula. 2) We need to strengthen our ELL supports.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Only 39% of our students in grades 6-8 were at Meets Grade Level Standard or Above on the STAAR.

Root Cause 2: 1) We did not sufficiently address conceptual gaps in math understanding; 2) We need more robust math intervention; 3) We did not have a strong understanding of math gaps or track performance until second semester.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Almost all of our ninth grade teachers left to pursue other opportunities.

Root Cause 3: 1) Lack of vision for high school culture and discipline 2) New teacher onboarding was not sufficient (all but one teacher was new to the school)

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Overall, our teacher retention is low

Root Cause 4: 1) Our hiring process did not identify staff who wanted the experience of founding a school 2) Lack of monitoring staff culture more closely throughout the year and offering opportunities for feedback and staff voice.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: We saw a dip in engagement during the winter events, with families only attending graduation and Trunk or Treat.

Root Cause 5: 1) Lack of social media presence for engaging families 2) Hard to navigate communication platform (Remind) 3) Insufficient advertising to students

Problem Statement 5 Areas: Perceptions

Problem Statement 6: Our families did not have access to staff except for administrators, which led to lack of community and also a lack of awareness around academic progress.

Root Cause 6: 1) No system or technology was in place for teachers to reach out to families ; the existing technology (Remind) was hard to navigate 2) Little expectations or guidance were provided to teachers around what communication needed to be

Problem Statement 6 Areas: Perceptions

Problem Statement 7: Our New Student Persistence was 57.38%.

Root Cause 7: 1) Parents did not receive frequent or systematic communication about academic progress of their students. 2) Our consequence system lacked uniformity on the teacher level.

Problem Statement 7 Areas: Demographics

Problem Statement 8: Our Average Daily Attendance fell short of our district goal of 97%; we ended the year with 90.70% Average Daily Attendance.

Root Cause 8: Lack of consistent tracking to identify large number of absences and lack of meetings with families to inform them of attendance policies and impact on academic development. Lack of differentiation between COVID absences and general absences.

Problem Statement 8 Areas: Demographics

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)
- 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
- Local Accountability Systems (LAS) 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

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

Student Data: Behavior and Other Indicators

- Attendance data
- Student surveys and/or other feedback
- Enrollment trends

Employee Data

- Staff surveys and/or other feedback
- State certified and high quality staff data

Parent/Community Data

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

Support Systems and Other Data

- Communications data
- Budgets/entitlements and expenditures data

Goals

Goal 1: Increase staff retention

Performance Objective 1: Ensure all staff participate in the staff development cycle to increase feelings of being coached, personal and professional growth, and being able to give feedback.

Evaluation Data Sources: Percentage of staff members who have completed each aspect of staff development cycle.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Communication on campus level is sent 3 weeks in advance of each cycle's start date. **Strategy's Expected Result/Impact:** Completion and investment in staff development. **Staff Responsible for Monitoring:** Admin Assistant, Principal, Talent Partner, API's **TEA Priorities:** Recruit, support, retain teachers and principals **Problem Statements:** School Processes & Programs 1, 2	15%	50%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Train and support all managers to ensure completion effectively and with fidelity, including scheduling time into pre-existing check-in's for high leverage conversations around the cycle. **Strategy's Expected Result/Impact:** Effective implementation of each Staff Development cycle task. **Staff Responsible for Monitoring:** Admin Assistant, Principal, Talent Partner **Problem Statements:** School Processes & Programs 1, 2	15%	50%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: Almost all of our ninth grade teachers left to pursue other opportunities. **Root Cause**: 1) Lack of vision for high school culture and discipline 2) New teacher onboarding was not sufficient (all but one teacher was new to the school)
Problem Statement 2: Overall, our teacher retention is low **Root Cause**: 1) Our hiring process did not identify staff who wanted the experience of founding a school 2) Lack of monitoring staff culture more closely throughout the year and offering opportunities for feedback and staff voice.

Goal 1: Increase staff retention

Performance Objective 2: Achieve 75% or higher average on Great Places to Work Survey.

Evaluation Data Sources: Final Great Places to Work Survey Results

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Comprehensive communication and tracking plans to ensure high completion rate. **Strategy's Expected Result/Impact:** Ensure high completion rate that leads to broader staff input. **Staff Responsible for Monitoring:** Admin assistant, principal, managers **TEA Priorities:** Recruit, support, retain teachers and principals **Problem Statements:** School Processes & Programs 1, 2	0%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Use monthly pulse points from district to analyze data with campus lead team and present findings to staff in whole or small group setting to provide more detailed ideas around what changes would make our campus staff feel supported. **Strategy's Expected Result/Impact:** Improve employee engagement and satisfaction **Staff Responsible for Monitoring:** Principal, Admin Assistant, Talent Partner, Managers **TEA Priorities:** Recruit, support, retain teachers and principals **Problem Statements:** School Processes & Programs 1, 2	0%			

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 1: Almost all of our ninth grade teachers left to pursue other opportunities. **Root Cause**: 1) Lack of vision for high school culture and discipline 2) New teacher onboarding was not sufficient (all but one teacher was new to the school)
Problem Statement 2: Overall, our teacher retention is low **Root Cause**: 1) Our hiring process did not identify staff who wanted the experience of founding a school 2) Lack of monitoring staff culture more closely throughout the year and offering opportunities for feedback and staff voice.

Goal 2: All IDEA students matriculate to college

Performance Objective 1: Increase percentage of students who are TSI exempt on campus: 90% of all sophomores are TSI reading and writing exempt by end of year and 90% of freshmen and sophomores are TSI math exempt by EOY.

HB3 Goal

Evaluation Data Sources: TSI end of year testing data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: All tenth graders will take ACT Prep every other day to improve their overall test readiness. **Strategy's Expected Result/Impact:** -Increase percentage of students who are TSIA exempt in the 2025 cohort. -Average increase of at least 1 point on ACT each semester. **Staff Responsible for Monitoring:** College Counselor, ACT Prep Teacher, Testing Coordinator, Principal **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college	25%	25%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Increase TSIA content in Road to and Through College. **Strategy's Expected Result/Impact:** Increase TSIA exemption. **TEA Priorities:** Connect high school to career and college **Problem Statements:** Student Learning 1	0%			

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Only 39% of our students in grades 6-8 were at Meets Grade Level Standard or Above on the STAAR. **Root Cause**: 1) We did not sufficiently address conceptual gaps in math understanding; 2) We need more robust math intervention; 3) We did not have a strong understanding of math gaps or track performance until second semester.

Goal 3: IDEA achieves an A rating

Performance Objective 1: All students in grades 6-8 performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase from 39% to 47%.

High Priority

Evaluation Data Sources: Internal Exam Dashboard, Instructional Dashboard, Bi-Weekly Internal Data Analysis, EOY STAAR Performance

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Ensure all teachers are delivering a strong, effective First Teach. **Strategy's Expected Result/Impact:** All teachers receive impactful coaching and development; students receive strong first introduction to content. **Staff Responsible for Monitoring:** Classroom Teachers, Assistant Principals of Instruction, Principal, Regional Math Coach, Vice President of School **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 1	10%	20%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Implement appropriate, targeted skills-based learning pathways for intervention and acceleration. **Strategy's Expected Result/Impact:** Close gaps for students who have conceptual misunderstandings or gaps from previous years. **Staff Responsible for Monitoring:** Classroom teachers (math, AR/HotSpot), Content Lead, Assistant Principal of Instruction, Principal, Regional Math Coach, Vice President of Schools **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 1	15%	45%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Only 39% of our students in grades 6-8 were at Meets Grade Level Standard or Above on the STAAR. **Root Cause**: 1) We did not sufficiently address conceptual gaps in math understanding; 2) We need more robust math intervention; 3) We did not have a strong understanding of math gaps or track performance until second semester.

Goal 3: IDEA achieves an A rating

Performance Objective 2: At least 61% of our Special Education students in grades 6-8 will meet their state-assigned performance goal.

Evaluation Data Sources: Internal Exam Dashboard, Instructional Dashboard, Bi-Weekly Internal Data Analysis, EOY STAAR Performance

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Increase data tracking of Special Education students' performance through developing case managers' knowledge and skill of state goals and school systems of data tracking and investment. **Strategy's Expected Result/Impact:** Increased family, student, and staff awareness of our Special Education students' academic progress in math.	10%	15%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 3: IDEA achieves an A rating

Performance Objective 3: 50% of 7th grade students taking TELPAS assessments will maintain or increase a proficiency level.

Evaluation Data Sources: Internal Exam Dashboard, Instructional Dashboard, Monthly Internal Data Analysis

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Targeted instruction with strategic seating. **Strategy's Expected Result/Impact:** Increase staff knowledge of students who qualify as EL. **Staff Responsible for Monitoring:** Classroom Teachers, Assistant Principal of Instruction, Campus Principal, National and Regional EL Coordinators/Coaches **Problem Statements:** Student Learning 2	20%	50%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Coach and develop all leaders and teachers in implementing learning opportunities for all emergent bilingual students focused on listening, speaking, reading, and writing. **Strategy's Expected Result/Impact:** Increase emergent bilingual students' language attainment to increase proficiency. **Staff Responsible for Monitoring:** Classroom Teachers, Assistant Principal of Instruction, Campus Principal, National and Regional EL Coordinators/Coaches **Problem Statements:** Student Learning 2	15%			

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 2: Less than 50% of our sixth and seventh grade cohorts made 1 year of growth on TELPAS. **Root Cause**: 1) Speaking was the lowest performing category across all grade levels, which indicates a need for more practice and evaluation embedded in the curricula. 2) We need to strengthen our ELL supports.

Goal 4: Increase student daily attendance

Performance Objective 1: Reduce chronic absenteeism rate among student population from 37.01% (2021-2022 end of year average) to 10% or less by the end of 2022-2023 school year.

High Priority

Evaluation Data Sources: ADA Dashboard

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Build data visibility through regular use of the Chronic Absenteeism report on the ADA dashboard to facilitate conversations and interventions around learning loss. **Strategy's Expected Result/Impact:** School and community wide awareness of current chronic absenteeism risk. **Staff Responsible for Monitoring:** Assistant Principal of Operations, Principal, School Success Advisor, Social Worker, College Counselor **Problem Statements:** Demographics 1	0%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Leverage district approved ADA escalation matrix to ensure structured accountability for students missing multiple days of instruction. **Strategy's Expected Result/Impact:** Increased communication and engagement with families of frequently absent scholars to change trajectory early in the year. **Staff Responsible for Monitoring:** Assistant Principal of Operations, Principal, School Success Advisor, Social Worker, College Counselor **Problem Statements:** Demographics 1	15%			

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Our Average Daily Attendance fell short of our district goal of 97%; we ended the year with 90.70% Average Daily Attendance. **Root Cause**: Lack of consistent tracking to identify large number of absences and lack of meetings with families to inform them of attendance policies and impact on academic development. Lack of differentiation between COVID absences and general absences.

Goal 4: Increase student daily attendance

Performance Objective 2: Campus receives a score of proficient or higher on the campus safety scorecard for the 2022-2023 school year.

Evaluation Data Sources: Campus Safety Score Card

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Campus implements actions and recommendations identified in audit finding reports in quarters 2 and 4. **Strategy's Expected Result/Impact:** Improve overall safety and security readiness; ensure families feel safe sending students to school daily. **Staff Responsible for Monitoring:** Assistant Principal of Operations, Facilities Manager, Principals **Problem Statements:** Demographics 1 - School Processes & Programs 2	0%			

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

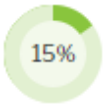
Performance Objective 2 Problem Statements:

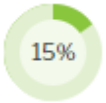
Demographics
Problem Statement 1: Our Average Daily Attendance fell short of our district goal of 97%; we ended the year with 90.70% Average Daily Attendance. **Root Cause**: Lack of consistent tracking to identify large number of absences and lack of meetings with families to inform them of attendance policies and impact on academic development. Lack of differentiation between COVID absences and general absences.
School Processes & Programs
Problem Statement 2: Overall, our teacher retention is low **Root Cause**: 1) Our hiring process did not identify staff who wanted the experience of founding a school 2) Lack of monitoring staff culture more closely throughout the year and offering opportunities for feedback and staff voice.

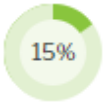
Goal 5: Increase student persistence

Performance Objective 1: Increase new student persistence to 80% across all grade levels and increase overall student persistence to 90% by 11th day of 23-24 School Year.

Evaluation Data Sources: Student Persistence Dashboard (sourced through Powerschool)

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Increase family communication between teachers and families around academic performance through Deanslist platform and bi-weekly progress reports. **Strategy's Expected Result/Impact:** Increased connection to campus and family understanding of student progress and daily campus life. **Staff Responsible for Monitoring:** Student Success Advisor, College Counselor, Principal, Grade Team Leaders, Assistant Principals of Instruction **Problem Statements:** Demographics 2 - Perceptions 1, 2				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Increased social media presence to at least 3 post weekly in order to share school happenings and upcoming events. **Strategy's Expected Result/Impact:** Connect new and returning families to campus events and daily campus life. **Staff Responsible for Monitoring:** Student Success Advisor, College Counselor, Principal, Grade Team Leaders, Assistant Principals of Instruction **Problem Statements:** Demographics 2 - Perceptions 1, 2				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Restart our PTA by Semester 2 and hold at least 5 meetings. **Strategy's Expected Result/Impact:** Increased family and community voice and support on campus. **Staff Responsible for Monitoring:** Assistant Principal of Operations, Student Success Advisor, Principal, Grade Team Leaders, Assistant Principals of Instruction **Problem Statements:** Demographics 2 - Perceptions 1, 2				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 2: Our New Student Persistence was 57.38%. **Root Cause**: 1) Parents did not receive frequent or systematic communication about academic progress of their students. 2) Our consequence system lacked uniformity on the teacher level.

Perceptions

Problem Statement 1: Our families did not have access to staff except for administrators, which led to lack of community and also a lack of awareness around academic progress. **Root Cause**: 1) No system or technology was in place for teachers to reach out to families ; the existing technology (Remind) was hard to navigate 2) Little expectations or guidance were provided to teachers around what communication needed to be

Problem Statement 2: We saw a dip in engagement during the winter events, with families only attending graduation and Trunk or Treat. **Root Cause**: 1) Lack of social media presence for engaging families 2) Hard to navigate communication platform (Remind) 3) Insufficient advertising to students

Goal 5: Increase student persistence

Performance Objective 2: 100% of students participate in Fitness Gram data which is then shared with families.

HB3 Goal

Evaluation Data Sources: FitnessGram Dashboard

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Increase awareness with families around Fitness Gram via Remind, Deanslist, and Social Media. **Strategy's Expected Result/Impact:** Emphasize IDEA's strong Physical Education programming. **Staff Responsible for Monitoring:** Student Success Advisor, PE Teachers **Problem Statements:** Demographics 2 - Perceptions 1	0%			
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: Our New Student Persistence was 57.38%. **Root Cause**: 1) Parents did not receive frequent or systematic communication about academic progress of their students. 2) Our consequence system lacked uniformity on the teacher level.

Perceptions
Problem Statement 1: Our families did not have access to staff except for administrators, which led to lack of community and also a lack of awareness around academic progress. **Root Cause**: 1) No system or technology was in place for teachers to reach out to families ; the existing technology (Remind) was hard to navigate 2) Little expectations or guidance were provided to teachers around what communication needed to be

Title I Personnel

Name	Position	Program	FTE
Tameka Thomas	COLLEGE COUNSELOR		1

Addendums

Master CNA & SAIP Reporting Checklist

				PTG	90%	PTG	0%
DEPT	**Data Source**	**Data Tabs**	**Guidance**	**Status**	**Principal Notes or Questions**	**VP Verification**	**Notes & Next Steps**
College Prep	KEYS Tab (Tab 3)	Student Achievement Improvement Plan 2021-2022 School Year	This SAIP plan will require logging concrete initiatives put in place for student improvement, as well as their associated timelines, resources, and responsible staff. Each initiative will be tracked mid-year and at the end of the year. Mid-year assessments should be completed by each campus between December 1, 2022 and no later than January 31, 2023.	Complete	Any thoughts of what to add here?	Action Required	
	Locus Dashboards: CIS STARR, AP Campus IB Reports EOY Assessments	Comprehensive Needs Assessment 2022 English Language Arts	These Pages should include the percentage of students who achieved each listed score for the 2021-2022 School Year. For each subject, list a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete		Action Required	
		Comprehensive Needs Assessment 2022 Math		Complete		Action Required	
		Comprehensive Needs Assessment 2022 Science		Complete		Action Required	
		Comprehensive Needs Assessment 2022 Humanities		Complete		Action Required	
	State TELPAS Report	Comprehensive Needs Assessment 2022 TELPAS	This data set will outline the 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.	Complete		Action Required	
	Locus Dashboards: ACT, AP, TSI Campus IB Reports Campus Matriculation Reports	100% College Matriculation 2021-2022 School Year	This page will only be applicable to campuses that had graduating classes in the Spring of 2022. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Pending	N/A	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.	Complete		Action Required	
	Locus Dashboards: Student Persistence, Enrollment, ADA	School Culture & Climate 2021-2022 School Year	For the Withdrawals/Level 3 Offenses data point, list the 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.	Complete		Action Required	
	Campus Academic Counselor Tracking Systems	2022 Family & Community Involvement	In addition to listing data percentages, list a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete	missing a few data points	Action Required	

Campus Name

2021-22 Student Achievement Improvement Plan - College Prep

COLLEGE PREP

APO	Initiatives	Needs Assess.	Special Pops.	Person(s) Responsible	Timeline Start/End	Resources: Human/ Material/Fiscal	Documentation	Formative Evaluation
1G/1E	7th Grade ELA and Math Intervention	S	All./SE	Dougherty, Orth	9/2022-5/2023	Human (Math Interventionist) IXL (fiscal), Book Studies (fiscal/prep)	HB4545 Trackers	Internal Assessment Tracking
1G/1E	Weekly Data Huddle for STAAR + Targeted Exit Ticket	S/E	All.	Banghart, Orth	9/2022-5/2023	Human: Leaders model and monitor	ET Tracker	Internal Assessment Tracking
1G/1E	Goal and Data Tracking Process	S/E	All	Lead Team + Teachers	9/2022-5/2023	LT rolls out and monitors teacher implementation	ET Tracker	Internal Assessment Tracking
1G/1E	Celebration Cycle	S/E	All	Grade Team Leaders +SW+CC	9/2022-5/2023	Fiscal/material: cardstock for certificates, Human: post on social media and planning		

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			

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

Pflugerville

Comprehensive Needs Assessment - College Prep COLLEGE PREP					
Data Source: STAAR					
	STAAR Math 6th	**STAAR Math 7th**	**STAAR Alg I**		
% Approaches	62	67	66		
% Meets	31	40	41		
% Masters	10	17	24		
% Student Achievement Average	34	41	44		
Data Source: AP/IB					
AP Scores	**Pass AP Calculus AB**	**Pass AP Calculus CD**	**Pass AP Prob. & Stats.**	**IB Scores**	**IB Group 5**
% Score 1	N/A	N/A	N/A	**% Score 1-3**	N/A
% Score 2	N/A	N/A	N/A	**% Score 4-5**	N/A
% Score 3+	N/A	N/A	N/A	**% Score 6-7**	N/A

Reflections	
Areas of Strength	**Areas of Need**
1 - Math small groups - students were placed into small groups to help them be successful and get	1 - Assess gaps in knowledge and build skill continually and in a targeted manner throughout the year.
2 - Planning for the misconception - teachers focused on anticipating the misconceptions for each skill	2- Our rising 7th grade cohort needs lots of attention with building missed skills from the past.
3 - Once data tracking started, teachers and students responded well to the challenge of keeping and	3 Begin data tracking from the beginning of the year for gaps identified in number 1.

Pflugerville CP

Comprehensive Needs Assessment
COLLEGE PREP

Data Source: CSI

% Meeting CSI Goal	Reading CP CSI
% CSI (EOY Ren.)	10.45%
% of CSI Passing STAAR	not available yet
% of SPED Passing STAAR	not available yet

Data Source: STAAR

	STAAR Reading 6th	STAAR Reading 7th	STAAR Reading 8th	STAAR Writing 7th	English I EOC
% Approaches	61	83	88	N/A	70
% Meets	39	54	60	N/A	58%
% Masters	19	33	40	N/A	19%
% Student Achievement Average	42	57	63	N/A	49%

Data Source: AP/IB/Electives

AP Scores	Pass AP Lit	Pass AP Lang	IB Scores	IB Group 1	% Royal Readers
% Score 1	N/A	N/A	% Score 1-3	N/A	N/A
% Score 2	N/A	N/A	% Score 4-5	N/A	N/A
% Score 3+	N/A	N/A	% Score 6-7	N/A	10%

RR Goal Met/Not Met
Met

Reflections

Areas of Strength	Areas of N
1 The class of 2026 and 2027 cohorts made a lot of ELA growth throughout the year due to strong instructional strategies and coaching.	1 Begin data tracking and goal setti build awareness of state-set growth and students.
2. Our students met the RR and WM goal, indicating a strong motivation created through our AR programming.	2 We need to ensure fidelity to imp programming weekly.

3. Our 8th grade Master's percentage is high, indicating a sufficent amount of rigor in that classroom.	3. We need to plan for and strategi rising 7th Grade students' interven

English II EOC
N/A
N/A
N/A
N/A
% Word Master
N/A
N/A
60%
WM Goal Met/Not Met
Met

eed
ing earlier in the year to ı goals for both teachers
plementation of vocabulary

ze around our focus on
tion and skills.

Campus Name

Comprehensive Needs Assessment
COLLEGE PREP

Data Source: Internal Assessments

	6th Grade EOY Assessment	7th Grade EOY Assessment
% Passing		90%

Data Source: STAAR

	STAAR 8th Science	STAAR Biology
% Approaches	73	85
% Meets	39	61
% Masters	24	20
% Student Achievement Average	35	55

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

Reflections

Areas of Strength	Areas of Need
1 - Students did well problem solving by breaking down the questions and being sure to use what they know to answer questions.	1 - In science courses, students struggled with foundational math skills to solve the mathematics problems.
2 - Students completed labs where they were able to apply their learning to the lab.	2 - In science, we need more emphasis on vocabulary and teaching students science words and concepts that occur throughout an entire unit of study.
3 - Students received material in different ways. Students worked in small groups and pairs. They did research projects and presentations to help apply their learning.	3 - Working on writing in science. As students move through high school and college, they will need to be able to explain and justify their scientific knowledge. Focusing more on writing in science will be these foundational skills.

Campus Name

Comprehensive Needs Assessment

COLLEGE PREP

Data Source: Internal Assessments

	6th Grade EOY Assessment	7th Grade EOY Assessment
% Passing	88	88

	STAAR 8th US History	EOC US History
% Approaches	69	N/A
% Meets	36	N/A
% Masters	23	N/A
% Student Achievement Average	43	N/A

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	72%	N/A	N/A	N/A	N/A	% Score 1-3	N/A
% Score 2	9%	N/A	N/A	N/A	N/A	% Score 4-5	N/A
% Score 3+	19%	N/A	N/A	N/A	N/A	% Score 6-7	N/A

Reflections

Areas of Strength	Areas of Need
1 - Student achievement. Students in 7G and 8G performed well this year on their end of semester assessments; this teacher taught the course for two years, so retenention has helped.	1 - Late start to data tracking. Once systems were in place, the tracking was effective. We would like to start these earlier in the year to ensure we can follow student progress throughout the entire year.
2 - Data Tracking - Once systems and expectations were set, data tracking became a strength on our campus. Humanities teachers were able to use the data to inform their instrucitonal choices specifically regarding individual students and their goals.	2--Skills around contextualization within timeframes. Our students need to understand how to contextualize different events in history in accordance with timelines.
3 - When high annotation expectations were set, teachers helped students meet these expectations by holding them accountable and expecting best efforts from students.	3 - Study and memorization skills--our students need to learn to memorize facts about history.

Campus Name

Comprehensive Needs Assessment
COLLEGE PREP

TELPAS Composite Rating (Listening, Speaking, Reading, V

	Listening	Speaking	Reading
% Beginning	6G:2/7G:0/8G:0/9G:4	6G:13/7G:7/8G: 22/9G:17	6G: 13/7G:10/8G:15/9G:5
% Intermediate	6G: 24/ 7G:18/8G: 14/9G:14	6G:62/7G:52/8G:45/9G:25	6G: 25/7G:19/8G:38/9G:27
% Advanced	6G: 29/ 7G:29/8G:19/9G:44	6G:25/7G: 39/8G:29/9G:45	6G: 28/7G:38/8G:24/9G:35
% Advanced High	6G: 45/ 7G:54/8G:56/9G: 38	6G:0/7G: 2/8G:4/9G:13	6G: 34/7G:33/8G:24/9G:32

Reflection

Areas of Strength	
1 Our class of 2025 has the largest number of advanced high students in the Reading category, which indicates growth in alignment with their age and exposure to langauge acquisition.	1 Our 6G students did not make as more monitoring and intervention
2 Students performed better in Reading and Writing, which aligns with the two most practiced skills in our Humanities courses.	2 Speaking is the lowest performi more practice in the coming years
3 Our students had the highest achivement in the Advanced High Category in the "Listening" section, indicating a strong command of academic listening abilities.	3 There are a high percentage of s which indicates a need for those s

Writing)

Writing	% of ELL Students who grew one or more levels
6G:4/7G:0/8G:6/9G:0	6G: 29%
6G: 40/7G:19/8G:11/9G:13	7G: 40%
6G: 43/7G: 52/8G:51/9G:34	8G:50%
6G: 13/7G:30/8G:32/9G:54	9G:50%

Areas of Need

; much growth as other grade levels, which indicates a need for
ı in the coming year.

ıg category across all grade levels, which indicates a need for
--through socratic seminars and verbal assessments.

tudents in grades 6-8 who are at "Beginning" in Reading,
tudents to receive intervention in Reading.

Campus Name

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

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

Campus Name

Comprehensive Needs Assessment COLLEGE PREP	
Staff Quality, Recruitment, Retention	
	Percentage
% School Lead Team Retention	100%
% Instructional Support Retention	100%
% Teacher Retention	68%
% Campus Support Retention	75%
% SPED Certified Teachers	100%
% State/National Certified Teachers	
% State Certified Leaders	N/A
% State/Board certified Counselors	100%
Number of teacher applicants per 2020-21 school year	?

Reflections	
Areas of Strength	**Areas of Need**
1 100% of our SPED Certified teachers are planning on returning next year; one transferred to an IDEA Academy.	1 Almost all of our ninth grade teachers left, which indicates a need to look at our high school systems and culture.
2 All of our instructional lead team stayed in roles at IDEA Public Schools with one leaving to become a prinicpal and another taking a teaching role, which indicates a strong lead team culture and belief in the work our school does.	2 Overall, our teacher retention is low, indicating a need to closely monitor staff culture throughout the year and to review hiring practices to ensure that we are hiring for fit.
3 Two of our three teachers who had the highest achievement are returning next year.	3 We need to invest our hourly staff in our team and advocate for their pay in order to retain them.

IDEA Pflugerville CP

Comprehensive Needs Assessment College Prep	
Data Source: School Culture and Climate	
	Campus %
% Average Daily Attendance	90.65%
% Overall Persistence	71.89
% New Student Persistence	57.38
# of Admin Withdrawals/ Level 3 Offenses	0 w/d
% SPED	13.80%
% ELL	58.26%
% Eco Dis	63.10%
% Migrant	0%
% Race: American-Indian-Alaska-Native	1.20%
% Asian or Pacific Islander	8.30%
% Hispanic	72%
% Multi	1.70%
% Black-African-American	10.70%
% White	10.10%
% Male	47.30%
% Female	52.70%

Data Source: School Culture and Climate	
Reflections	
Areas of Strength	**Areas**
1 Our overall persistence is near our organizational goal of 90%, despite the challenges of the pandemic and the increased cost of living in the area, which shows that our families are satisified with our school culture and academic program.	1 We need to hold meetings with families w more regularly.

2 Our attendance on STAAR days and AP testing days was in the high 90's, indicating investment in our academic programming.	2 We need to ensure new families understar
3 We honor different identities through affinity organizations, celebratory months, and events.	3 We need to connect with local organizatic families.

nd that we do not have transportation.

ons to help find afforadable housing for our

Campus Name

Comprehensive Needs Assessment COLLEGE PREP	
Data Source: Family and Community Involvement	
	Percentage
% Families Attended WTI	37%
% Families Attended Curriculum Night	
% Families Who Attended EOY Ceremonies	
% Families who attended Fall Festival (Trunk or Treat)	
% Families who attended Winter Festival	n/a
% Families who attended Spring Festival	

Reflections	
Areas of Strength	**Areas of Need**
1 Our eighth grade graduation ceremony was so well attended that we were at capacity in our gym, which indicates strong communication with families and investment in our community from the class of 2026.	1We need to strengthen the frequecy with which we share on social media, to allow for a wider variety of family and community engagement.Our daytime events were not well attended (Coffee and Conversations, etc)
2 Our weekly newsletter is sent with fidelity and contains important information about our school events, updates, and expectations.	2 We need to offer parents access to the curricula through parent-facing content nights. We could also offer parent information nights on parenting strategies and helping students grow emotionally.
3 Despite the challenges of the pandemic, we still had community events monthly.	3 We need to increase teacher-parent contact by dedicating specific times during Staff Meetings for family contact and through updating our technology and resources for teachers to reach out.