

# IDEA Public Schools

## Pharr College Prep

### 2022-2023 Campus Improvement Plan

**Accountability Rating: A**

**Distinction Designations:**

Academic Achievement in English Language Arts/Reading

Academic Achievement in Mathematics

Academic Achievement in Science

Academic Achievement in Social Studies

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.

## Core Values

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

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

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# Comprehensive Needs Assessment

Revised/Approved: September 16, 2022

## Demographics

### Demographics Summary

IDEA College Preparatory Pharr is a 6th through 12th grade school that services students from the Pharr, San Juan, Alamo area. The school was opened in 2011 and is located in Pharr, Texas. ICP Pharr is an open-enrollment charter school. There are 15 AP classes offered from grades 8 through 12, with 100% of students participating in the AP program. The athletics program has many state titles in volleyball, track, and soccer. The arts program includes mariachi, folklorico, and numerous other activities for students to participate in, with state finalists in UIL Physics and Drama, amongst others. ICP Pharr has over 550 students identified as English Language Learners.

See PDF in Addendum for more information

### Demographics Strengths

A factor of strength at ICP Pharr is our sense of community and belonging. With all students participating in AP for all, all students comign from our neighboring area, and our families having been at our school since its inception, our families have a strong sense of ownership over our school and therefore work hard to see its continued success.

See PDF in addendum for more information

### Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** Last year we had many families not bringing students to school for various reasons, meaning our attendance was low throughout the year. **Root Cause:** Families did not feel that the school was a safe or healthy environment for their students due to poor communication from school.

**Problem Statement 2 (Prioritized):** There is a need to improve disciplinary actions against male students. **Root Cause:** There has not been enough training and leader vision specifically geared towards assisting male students deal with their emotional states.

# Student Learning

## Student Learning Summary

ICP Pharr received an A Rating from TEA, and also received 7 out of 7 distinctions this past year. We are performing as well or better than schools with similar demographics, and are able to ensure that our students are meeting their growth goals. Our middle school was able to achieve greater numbers of students achieving at least approaches in than in previous years on all tests, with our high school staying steadily high. Our students are consistently on track to graduate, with over 95% hitting CCMR every year. Students perform as well or better on state exams than on benchmarks.

Our areas of need are mostly around where we can improve our meets and masters for our subjects, specifically in math. Our domain 3 scores in math were our lowest as a school.

## Student Learning Strengths

See PDF in Addendum for more information.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** Percentage of students reaching meets and masters in math was much lower than in other subjects. **Root Cause:** Math instruction is lacking targeted intervention for students needing more rigor, meaning more students need to engage in productive struggle with proper scaffolds.

**Problem Statement 2 (Prioritized):** Students passing with a 3 or higher in AP in STEM subjects is lower than students passing in Languages and Arts. **Root Cause:** Instruction in STEM subjects needs more scaffolding for students who lack foundational skills.

# School Processes & Programs

## School Processes & Programs Summary

Our campus uses core leader levers to ensure instructional leaders are able to accomplish their duties well, and with clear expectations for their duties and roles. Our professional development follows a scope and a sequence that assists teachers in the ways that they will need throughout the year, with additional topics being added as needed. We observe our teachers frequently, and provide feedback on our observations in various ways to ensure that teachers are able to improve often.

See PDF in addendum for more information.

## School Processes & Programs Strengths

### Curriculum & Instruction:

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

### Special Programs

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

### SEL/ Mental Health and Family Engagement

- IDEA has increased the number of licensed counselors and Social Workers by 50% over the past 2 years
- IDEA pre-pandemic ADA averaged 97.4%, district is committed to get back to that average
- IDEA retains an average of 84% of students year over year
- IDEA parents rate IDEA as 4.8/5 on the statement "My school is preparing my child for college"
- IDEA parents rate IDEA as 4.8/5 on the statement "My school hold my child to high academic standards"
- IDEA students rate IDEA as 4.6/5 on the statement "My teachers challenge me to do my best"

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

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

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

See PDF in addendum for more information.

### **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1 (Prioritized):** Leaders do not have all the skills necessary to deal with student mental health issues. **Root Cause:** Our school does not have a comprehensive training program for leaders on how to ensure students are able to identify coping strategies when needing support.

**Problem Statement 2 (Prioritized):** Lack of family engagement across whole school. **Root Cause:** Grades were prioritized due to historical data pre-pandemic, but we needed to engage with the whole school in order to improve trust and engagement.

# Perceptions

## Perceptions Summary

ICP Pharr has a 100% graduation rate, with 100% of our students making it to a college of their choice. Our students are able to are 99% Hispanic, with over 97% of them coming from low-income backgrounds. We had only 1 teacher leave us last year, with our turnover rate being less than 3%. We did have frequent teacher absences, however, due to COVID.

## Perceptions Strengths

See PDF in Addendum for more information.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** We struggled to ensure that all students attended class as frequently as before the pandemic. **Root Cause:** Leaders and teachers did not have adequate training or accountability around attendance procedures and following escalation protocols when faced with high volume of absences.

**Problem Statement 2 (Prioritized):** Our teachers struggled to make meaningful connections with families throughout the year before crises began. **Root Cause:** Teachers were not trained by leaders around a central vision concerning family engagement and events.



# Priority Problem Statements

**Problem Statement 1:** Percentage of students reaching meets and masters in math was much lower than in other subjects.

**Root Cause 1:** Math instruction is lacking targeted intervention for students needing more rigor, meaning more students need to engage in productive struggle with proper scaffolds.

**Problem Statement 1 Areas:** Student Learning

**Problem Statement 2:** Students passing with a 3 or higher in AP in STEM subjects is lower than students passing in Languages and Arts.

**Root Cause 2:** Instruction in STEM subjects needs more scaffolding for students who lack foundational skills.

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 3:** Leaders do not have all the skills necessary to deal with student mental health issues.

**Root Cause 3:** Our school does not have a comprehensive training program for leaders on how to ensure students are able to identify coping strategies when needing support.

**Problem Statement 3 Areas:** School Processes & Programs

**Problem Statement 4:** Lack of family engagement across whole school.

**Root Cause 4:** Grades were prioritized due to historical data pre-pandemic, but we needed to engage with the whole school in order to improve trust and engagement.

**Problem Statement 4 Areas:** School Processes & Programs

**Problem Statement 5:** We struggled to ensure that all students attended class as frequently as before the pandemic.

**Root Cause 5:** Leaders and teachers did not have adequate training or accountability around attendance procedures and following escalation protocols when faced with high volume of absences.

**Problem Statement 5 Areas:** Perceptions

**Problem Statement 6:** Our teachers struggled to make meaningful connections with families throughout the year before crises began.

**Root Cause 6:** Teachers were not trained by leaders around a central vision concerning family engagement and events.

**Problem Statement 6 Areas:** Perceptions

**Problem Statement 7:** Last year we had many families not bringing students to school for various reasons, meaning our attendance was low throughout the year.

**Root Cause 7:** Families did not feel that the school was a safe or healthy environment for their students due to poor communication from school.

**Problem Statement 7 Areas:** Demographics

**Problem Statement 8:** There is a need to improve disciplinary actions against male students.

**Root Cause 8:** There has not been enough training and leader vision specifically geared towards assisting male students deal with their emotional states.

**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

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

## Accountability Data

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

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- 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
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity,

- gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- STEM and/or STEAM data

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

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Class size averages by grade and subject
- School safety data
- Enrollment trends

#### **Employee Data**

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

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

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

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

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Action research results









# Goals

## Goal 1: Increase staff retention

**Performance Objective 1:** 80% of staff will indicate that they believe that "IDEA Pharr is a great place to work" on the GPTW survey.

**High Priority**

**Evaluation Data Sources:** GPTW Survey

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Principal create focus groups each month.</p> <p><b>Strategy's Expected Result/Impact:</b> Increases teacher satisfaction and voice.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, administrative assistant.</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>Problem Statements:</b> Perceptions 2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> For any position open, recruit and select highly effective teachers through careful screening and highlighting key non-negotiables for staff.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase staff who feel that school is a good fit.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>Problem Statements:</b> Perceptions 2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
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## Performance Objective 1 Problem Statements:







<b>Perceptions</b>
<p><b>Problem Statement 2:</b> Our teachers struggled to make meaningful connections with families throughout the year before crises began. <b>Root Cause:</b> Teachers were not trained by leaders around a central vision concerning family engagement and events.</p>

**Goal 1:** Increase staff retention

**Performance Objective 2:** 85% of staff will return for school year 2023-2024.

**High Priority**

**Evaluation Data Sources:** Staff retention data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Leaders have frequent coaching check-ins with teachers to provide two-way feedback.  <b>Strategy's Expected Result/Impact:</b> Teachers are retained and stay at school.  <b>Staff Responsible for Monitoring:</b> APIs, Counselors, Principal</p> <p><b>TEA Priorities:</b>                      Recruit, support, retain teachers and principals  <b>Problem Statements:</b> School Processes &amp; Programs 1  <b>Funding Sources:</b> College Counselor - Federal Grant</p>	Formative			Summative
	Oct	Jan	Mar	June
				
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**Performance Objective 2 Problem Statements:**



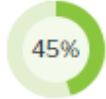





<b>School Processes &amp; Programs</b>
<p><b>Problem Statement 1:</b> Leaders do not have all the skills necessary to deal with student mental health issues. <b>Root Cause:</b> Our school does not have a comprehensive training program for leaders on how to ensure students are able to identify coping strategies when needing support.</p>

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

**Performance Objective 1:** 100% of students will graduate from ICP Pharr with a planned college to attend.

**High Priority**

**Evaluation Data Sources:** NSLU and matriculation data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> College Counselors create Great College Lists with students.  <b>Strategy's Expected Result/Impact:</b> Students have a college they would like to attend.  <b>Staff Responsible for Monitoring:</b> College Counselors.</p> <p><b>Title I:</b> 2.6  <b>- TEA Priorities:</b> Connect high school to career and college  <b>Problem Statements:</b> School Processes &amp; Programs 2  <b>Funding Sources:</b> College Counselor - Federal Grant, Teacher - Federal Grant</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> RTTC teachers are able to help students identify what makes a college a great fit and provide parents with information to help ensure students are able to go to college.  <b>Strategy's Expected Result/Impact:</b> 100% of students are able to best-fit colleges.  <b>Staff Responsible for Monitoring:</b> RTTC teachers, Principal, College Counselors</p> <p><b>TEA Priorities:</b> Connect high school to career and college  <b>Problem Statements:</b> Perceptions 2  <b>Funding Sources:</b> College Counselors - Federal Grant, Teacher - Federal Grant</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
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**Performance Objective 1 Problem Statements:**

<b>School Processes &amp; Programs</b>
<p><b>Problem Statement 2:</b> Lack of family engagement across whole school. <b>Root Cause:</b> Grades were prioritized due to historical data pre-pandemic, but we needed to engage with the whole school in order to improve trust and engagement.</p>

## Perceptions

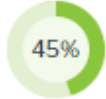





**Problem Statement 2:** Our teachers struggled to make meaningful connections with families throughout the year before crises began. **Root Cause:** Teachers were not trained by leaders around a central vision concerning family engagement and events.



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

**Performance Objective 2:** 100% of ICP Pharr students will matriculate into a college of their choice.

**Evaluation Data Sources:** NSLU and matriculation data.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> College counselors work closely with students and families throughout year to ensure students are confident with their decisions and make it to college.</p> <p><b>Strategy's Expected Result/Impact:</b> 100% of students matriculate into a college.</p> <p><b>Staff Responsible for Monitoring:</b> College counselors, principal.</p> <p><b>TEA Priorities:</b> Connect high school to career and college</p> <p><b>Problem Statements:</b> Perceptions 2</p> <p><b>Funding Sources:</b> College Counselors - Federal Grant</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Performance Objective 2 Problem Statements:**







Perceptions
<p><b>Problem Statement 2:</b> Our teachers struggled to make meaningful connections with families throughout the year before crises began. <b>Root Cause:</b> Teachers were not trained by leaders around a central vision concerning family engagement and events.</p>

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

**Performance Objective 1:** 100% of Special Education Students perform at their expected growth level on the STAAR exam.

**High Priority**

**Evaluation Data Sources:** STAAR exam results.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Leaders and Special Education teacher work collaboratively with families to ensure students attend tutorials and get the extra support they need.</p> <p><b>Strategy's Expected Result/Impact:</b> Special Education students receive extra support.</p> <p><b>Staff Responsible for Monitoring:</b> API and Special education teacher</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>- TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Problem Statements:</b> Student Learning 1, 2</p>	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Performance Objective 1 Problem Statements:**

Student Learning
<p><b>Problem Statement 1:</b> Percentage of students reaching meets and masters in math was much lower than in other subjects. <b>Root Cause:</b> Math instruction is lacking targeted intervention for students needing more rigor, meaning more students need to engage in productive struggle with proper scaffolds.</p> <p><b>Problem Statement 2:</b> Students passing with a 3 or higher in AP in STEM subjects is lower than students passing in Languages and Arts. <b>Root Cause:</b> Instruction in STEM subjects needs more scaffolding for students who lack foundational skills.</p>









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

**Performance Objective 2:** Percentage of students meeting their CCMR by end of junior year increases by 30 points.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** CCMR readiness

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Create schedule of classes from middle school to high school which ensures 100% of students have multiple opportunities to pass an AP exam between 8th grade and 11th grade.</p> <p><b>Strategy's Expected Result/Impact:</b> 100% of students pass at least 1 AP exam by 11th grade and are therefore TSI exempt.</p> <p><b>Staff Responsible for Monitoring:</b> College Counselor, API, Principal</p> <p><b>Title I:</b> 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Problem Statements:</b> Student Learning 2</p> <p><b>Funding Sources:</b> College Counselor - Federal Grant</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> TSI test all students by end of junior year and provide scaffolded and targeted instruction to students not passing by end of 11th grade.</p> <p><b>Strategy's Expected Result/Impact:</b> 100% of students start 12th grade with either having been TSI exempt or clear next steps.</p> <p><b>Staff Responsible for Monitoring:</b> College Counselor</p> <p><b>Title I:</b> 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Problem Statements:</b> Student Learning 1</p> <p><b>Funding Sources:</b> College Counselors - Federal Grant</p>	Formative			Summative
	Oct	Jan	Mar	June
				
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**Performance Objective 2 Problem Statements:**

**Student Learning**

**Problem Statement 1:** Percentage of students reaching meets and masters in math was much lower than in other subjects. **Root Cause:** Math instruction is lacking targeted intervention for students needing more rigor, meaning more students need to engage in productive struggle with proper scaffolds.





**Problem Statement 2:** Students passing with a 3 or higher in AP in STEM subjects is lower than students passing in Languages and Arts. **Root Cause:** Instruction in STEM subjects needs more scaffolding for students who lack foundational skills.

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

**Performance Objective 3:** ICP Pharr increases in Domain 3 by an overall 3 points.

**High Priority**

**Evaluation Data Sources:** STAAR data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Assess and track student achievement across all domains (i.e., growth and overall achievement).  <b>Strategy's Expected Result/Impact:</b> Students increase in overall growth and mastery.  <b>Staff Responsible for Monitoring:</b> Teachers, APIs, Principal</p> <p><b>Title I:</b> 2.4, 2.6  <b>- TEA Priorities:</b> Build a foundation of reading and math  <b>Problem Statements:</b> Student Learning 1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide professional development for all staff that increases tracking and student mastery attainment.  <b>Strategy's Expected Result/Impact:</b> Teachers improve in their instruction.</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals  <b>Problem Statements:</b> Student Learning 2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Provide accelerated learning for all students through in class support and after school tutorials.  <b>Strategy's Expected Result/Impact:</b> Students are provided with scaffolds for material that they have not mastered and demonstrate growth.</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

**Staff Responsible for Monitoring:** Teachers, APIs, Principal

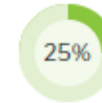
**Title I:**

2.4, 2.5, 2.6

**- TEA Priorities:**

Build a foundation of reading and math

**Problem Statements:** Student Learning 1



No Progress

Accomplished

Continue/Modify

Discontinue

**Performance Objective 3 Problem Statements:**

**Student Learning**







**Problem Statement 1:** Percentage of students reaching meets and masters in math was much lower than in other subjects. **Root Cause:** Math instruction is lacking targeted intervention for students needing more rigor, meaning more students need to engage in productive struggle with proper scaffolds.

**Problem Statement 2:** Students passing with a 3 or higher in AP in STEM subjects is lower than students passing in Languages and Arts. **Root Cause:** Instruction in STEM subjects needs more scaffolding for students who lack foundational skills.

**Goal 4:** Increase student daily attendance

**Performance Objective 1:** 100% of students will experience violence prevention and intervention instruction through various curriculum in school.

**Evaluation Data Sources:** Attendance rates

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Counselor implements Move This World instruction and informs students of ways to identify interventions and behaviors necessary to reduce stress.</p> <p><b>Strategy's Expected Result/Impact:</b> Students feel safe and secure in their classes and have outlets for their behavior.</p> <p><b>Staff Responsible for Monitoring:</b> School counselor and principal</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Performance Objective 1 Problem Statements:**


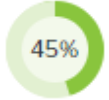




School Processes & Programs
<p><b>Problem Statement 1:</b> Leaders do not have all the skills necessary to deal with student mental health issues. <b>Root Cause:</b> Our school does not have a comprehensive training program for leaders on how to ensure students are able to identify coping strategies when needing support.</p>

**Goal 4:** Increase student daily attendance

**Performance Objective 2:** 97% of students attend school every day.

**High Priority**

**Evaluation Data Sources:** Attendance data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide families with multiple opportunities to engage with school personnel for feedback and increase student achievement.</p> <p><b>Strategy's Expected Result/Impact:</b> Students attend school more and families are involved in academics of students.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, School Counselor, APO, API, Principal</p> <p><b>Title I:</b> 4.1, 4.2</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 2</p>	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Performance Objective 2 Problem Statements:**

School Processes & Programs
<p><b>Problem Statement 2:</b> Lack of family engagement across whole school. <b>Root Cause:</b> Grades were prioritized due to historical data pre-pandemic, but we needed to engage with the whole school in order to improve trust and engagement.</p>









**Goal 5:** Increase student persistence

**Performance Objective 1:** 90% of students return to school year 2023-2024.

**High Priority**

**Evaluation Data Sources:** Enrollment data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Families are able to meet with teachers and principal frequently through various kinds of meetings and provided ample opportunities to give feedback.</p> <p><b>Strategy's Expected Result/Impact:</b> Families feel connected to school and therefore students persist year after year.</p> <p><b>Staff Responsible for Monitoring:</b> School Counselor, Principal</p> <p><b>Title I:</b> 4.2</p> <p><b>Problem Statements:</b> Perceptions 2</p>	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				







**Performance Objective 1 Problem Statements:**

Perceptions
<p><b>Problem Statement 2:</b> Our teachers struggled to make meaningful connections with families throughout the year before crises began. <b>Root Cause:</b> Teachers were not trained by leaders around a central vision concerning family engagement and events.</p>

**Goal 5:** Increase student persistence

**Performance Objective 2:** 100% of students engage in a coordinated health program and engage in vigorous physical activity in class or extracurriculars throughout the year.

**Evaluation Data Sources:** Health watch data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Leaders and teachers incentivize student performance goals around physical activity.  <b>Strategy's Expected Result/Impact:</b> Students feel engaged in school and active.  <b>Staff Responsible for Monitoring:</b> PE teachers, APIs, Principal</p> <p><b>Title I:</b> 2.5  <b>Problem Statements:</b> Perceptions 1</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Performance Objective 2 Problem Statements:**

Perceptions
<p><b>Problem Statement 1:</b> We struggled to ensure that all students attended class as frequently as before the pandemic. <b>Root Cause:</b> Leaders and teachers did not have adequate training or accountability around attendance procedures and following escalation protocols when faced with high volume of absences.</p>

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Aida Martinez	Teacher	Title 1	1
Alondra Guerra	Teacher	Title 1	1
Carla Olivarez	College Counselor	Title	1
Luzie Espinoza	College Counselor	Title 1	1
San Juanita Ruiz	Director of College Counseling	Title 1	1

# Campus Funding Summary

Federal Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	College Counselor		\$0.00
2	1	1	Teacher		\$0.00
2	1	1	College Counselor		\$0.00
2	1	2	Teacher		\$0.00
2	1	2	College Counselors		\$0.00
2	2	1	College Counselors		\$0.00
3	2	1	College Counselor		\$0.00
3	2	2	College Counselors		\$0.00
<b>Sub-Total</b>					<b>\$0.00</b>

# Addendums

## Campus Name

<b>Comprehensive Needs Assessment</b>	
<b>COLLEGE PREP</b>	
<b>Staff Quality, Recruitment, Retention</b>	
	<b>Percentage</b>
<b>% School Lead Team Retention</b>	100%
<b>% Instructional Support Retention</b>	85%
<b>% Teacher Retention</b>	98%
<b>% Campus Support Retention</b>	100%
<b>% SPED Certified Teachers</b>	100%
<b>% State/National Certified Teachers</b>	%
<b>% State Certified Leaders</b>	84%
<b>% State/Board certified Counselors</b>	25%
<b>Number of teacher applicants per 2020-21 school year</b>	N/A

<b>Reflections</b>	
<b>Areas of Strength</b>	<b>Areas of Need</b>
We've built a strong school support system for our teachers	Work life balance can sometimes suffer
We focus on the GPTW	Support for teachers in lesson planning
Lots of incentives for teachers	3