

IDEA Public Schools

Rio Grande City College Prep

2022-2023 Campus Improvement Plan

Accountability Rating: B

Distinction Designations:

Academic Achievement in Mathematics

Academic Achievement in Social Studies

Top 25 Percent: Comparative Academic Growth



Board Approval Date: October 21, 2022
Public Presentation Date: September 16, 2022

Mission Statement

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

Vision

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

Core Values

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

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

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	4
School Processes & Programs	5
Perceptions	7
Priority Problem Statements	8
Comprehensive Needs Assessment Data Documentation	10
Goals	12
Goal 1: Increase staff retention	13
Goal 2: IDEA achieves 100% Enrollment	14
Goal 3: IDEA achieves an A rating	16
Goal 4: Increase student daily attendance	20
Goal 5: Increase student persistence	23
Title I Personnel	25
Campus Funding Summary	26
Addendums	27

Comprehensive Needs Assessment

Revised/Approved: September 14, 2022

Demographics

Demographics Summary

Our school opened in 2017 to serve only 6th grade students that year. For the 22-23 school year we serve 6th - 11th grade. We are located in Rio Grande City but serve all of Starr County. We are an open enrollment charter school.

The following special programs exist at our school: Emergent Bilingual, Special Education, Athletics, CTE, RISE. Since our priority goal for all of our students is for them to attend college, it is important to prioritize setting up systems to support all students in any special program.

See PDF in Addendum for more information.

Demographics Strengths

See PDF in Addendum for more information.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): There is a need to have stronger recruitment plans need to be put in place and followed with fidelity. **Root Cause:** Recruitment plans are surface level and not being followed with fidelity. What the school has to offer is not being showcased.

Problem Statement 2 (Prioritized): There is a need to increase student persistence. **Root Cause:** Persistence events are not well attended. Events planned are not targeting the wants of teenagers.

Problem Statement 3 (Prioritized): There is a need to well inform parents of the school expectations so that they can support students. **Root Cause:** Parent meetings were not be held early on in the year. Expectations have not been clear to parents.

Student Learning

Student Learning Summary

Students have made large gains in closing gaps by meeting or exceeding their growth goals. Data significantly increased from previous years.

During the 21-22 school year, students showed significant improvement from benchmark 1 to STAAR testing.

See PDF in Addendum for more information.

Student Learning Strengths

See PDF in Addendum for more information.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): The percent of students at meets and masters have increased minimally from BOY to EOY. **Root Cause:** Teachers are not giving students sufficient practice time so that they can practice various question types.

Problem Statement 2 (Prioritized): There is a gap in performance between students in the general education population and students in special education. **Root Cause:** There are not any strong operating mechanisms between GenEd and SpEd teachers.

Problem Statement 3 (Prioritized): In Biology, there are very few students scoring at the masters level. **Root Cause:** Teacher lacks the knowledge to be able to push the high level students.

Problem Statement 4 (Prioritized): In Humanities, there is a problem with low student achievement data. **Root Cause:** Humanities teachers lacked content knowledge.

Problem Statement 5 (Prioritized): There is a low percentage of students scoring Advanced High in the Speaking portion of TELPAS. **Root Cause:** Students are not being pushed to practice their English speaking year around.

Problem Statement 6: There is a low passing rate on the TSI. **Root Cause:** Students are unfamiliar with the format and content of the test due to not being exposed to practice tests.

School Processes & Programs

School Processes & Programs Summary

Instructional leaders all attend coaching academy at the regional level. They all have clear roles and responsibilities and are encouraged to reach out for support. We have weekly professional development held on campus led by instructional leaders. Professional development topics are aligned to the most pressing problems that have been identified at the campus level.

See PDF in Addendum for more information.

School Processes & Programs Strengths

See PDF in Addendum for more information.

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

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Our teachers do not feel prepared at the beginning of the year and become stressed and overwhelmed early on in the year. **Root Cause:** 1 week of BOY Professional development is not enough for teachers to prepare for the school year.

Problem Statement 2 (Prioritized): We have a low turn out for most parent events. **Root Cause:** Parents are not informed nor invested in our goals because we have not prioritized investment over the last 2 years.

Perceptions

Perceptions Summary

Parents, students and staff receive feedback surveys at least 2 times per year. This feedback is looked at by campus leaders and changes are made based on feedback given. Currently, we have a 0% drop out rate and have not had our first graduating class. During the 21-22 school year, staff retention increased from the previous year.

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): Parents often feel uninformed about events taking place on campus. **Root Cause:** School is only utilizing Remind and Facebook to communicate and not all parents have access to either.

Problem Statement 2 (Prioritized): We have had a decrease of parent/teacher collaboration. **Root Cause:** Teachers feel overwhelmed by the amount of work that they do.

Priority Problem Statements

Problem Statement 1: There is a need to have stronger recruitment plans need to be put in place and followed with fidelity.

Root Cause 1: Recruitment plans are surface level and not being followed with fidelity. What the school has to offer is not being showcased.

Problem Statement 1 Areas: Demographics

Problem Statement 2: There is a need to increase student persistence.

Root Cause 2: Persistence events are not well attended. Events planned are not targeting the wants of teenagers.

Problem Statement 2 Areas: Demographics

Problem Statement 3: There is a need to well inform parents of the school expectations so that they can support students.

Root Cause 3: Parent meetings were not be held early on in the year. Expectations have not been clear to parents.

Problem Statement 3 Areas: Demographics

Problem Statement 4: The percent of students at meets and masters have increased minimally from BOY to EOY.

Root Cause 4: Teachers are not giving students sufficient practice time so that they can practice various question types.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: There is a gap in performance between students in the general education population and students in special education.

Root Cause 5: There are not any strong operating mechanisms between GenEd and SpEd teachers.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: There is a low percentage of students scoring Advanced High in the Speaking portion of TELPAS.

Root Cause 6: Students are not being pushed to practice their English speaking year around.

Problem Statement 6 Areas: Student Learning

Problem Statement 7: In Biology, there are very few students scoring at the masters level.

Root Cause 7: Teacher lacks the knowledge to be able to push the high level students.

Problem Statement 7 Areas: Student Learning

Problem Statement 8: In Humanities, there is a problem with low student achievement data.

Root Cause 8: Humanities teachers lacked content knowledge.

Problem Statement 8 Areas: Student Learning

Problem Statement 9: We have a low turn out for most parent events.

Root Cause 9: Parents are not informed nor invested in our goals because we have not prioritized investment over the last 2 years.

Problem Statement 9 Areas: School Processes & Programs

Problem Statement 10: Our teachers do not feel prepared at the beginning of the year and become stressed and overwhelmed early on in the year.

Root Cause 10: 1 week of BOY Professional development is not enough for teachers to prepare for the school year.

Problem Statement 10 Areas: School Processes & Programs

Problem Statement 11: Parents often feel uninformed about events taking place on campus.

Root Cause 11: School is only utilizing Remind and Facebook to communicate and not all parents have access to either.

Problem Statement 11 Areas: Perceptions

Problem Statement 12: We have had a decrease of parent/teacher collaboration.

Root Cause 12: Teachers feel overwhelmed by the amount of work that they do.

Problem Statement 12 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Local benchmark or common assessments data

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
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- School safety data

Employee Data

- Staff surveys and/or other feedback
- State certified and high quality staff data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Communications data

- Action research results







Goals

Goal 1: Increase staff retention

Performance Objective 1: By the end of 2023, 100% of teachers will attend at least 2 professional development opportunities that align to their growth.

High Priority

Evaluation Data Sources: Teacher Surveys
Instructional Rounds

Strategy 1 Details	Reviews			
Strategy 1: Campus leaders will use data from instructional rounds to determine what are the greatest needs of the teacher. Strategy's Expected Result/Impact: Teachers to close gaps within their own growth. Staff Responsible for Monitoring: Campus Principal TEA Priorities: Recruit, support, retain teachers and principals Problem Statements: School Processes & Programs 1	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:








School Processes & Programs
Problem Statement 1: Our teachers do not feel prepared at the beginning of the year and become stressed and overwhelmed early on in the year. Root Cause: 1 week of BOY Professional development is not enough for teachers to prepare for the school year.

Goal 1: Increase staff retention

Performance Objective 2: 100% of weekly campus professional development will be tied to problems of practice that are evident on campus.

High Priority

Evaluation Data Sources: Instructional Rounds Data

Strategy 1 Details	Reviews			
Strategy 1: Campus principal will work directly with talent partner to set up monthly meetings to discuss current and previous teachers. Strategy's Expected Result/Impact: Determine the quality of teachers being recruited. Staff Responsible for Monitoring: Campus Principal Campus Talent Partner TEA Priorities: Recruit, support, retain teachers and principals Problem Statements: School Processes & Programs 1	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

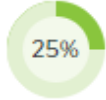






School Processes & Programs
Problem Statement 1: Our teachers do not feel prepared at the beginning of the year and become stressed and overwhelmed early on in the year. Root Cause: 1 week of BOY Professional development is not enough for teachers to prepare for the school year.

Goal 2: IDEA achieves 100% Enrollment

Performance Objective 1: By the end of the 2022 - 2023 school year, we will increase the number of applications received by 50%.

High Priority

Evaluation Data Sources: Stream

Strategy 1 Details	Reviews			
Strategy 1: The operations team will hold monthly recruitment events throughout the community. Strategy's Expected Result/Impact: Increase number of applications Staff Responsible for Monitoring: APO Enrollment Coordinator Problem Statements: Demographics 1, 2	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:


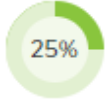




Demographics
Problem Statement 1: There is a need to have stronger recruitment plans need to be put in place and followed with fidelity. Root Cause: Recruitment plans are surface level and not being followed with fidelity. What the school has to offer is not being showcased.
Problem Statement 2: There is a need to increase student persistence. Root Cause: Persistence events are not well attended. Events planned are not targeting the wants of teenagers.

Goal 2: IDEA achieves 100% Enrollment

Performance Objective 2: By the end of the 2022 - 23 school year, we will retain 100% of 8th grade students.

High Priority

Evaluation Data Sources: Persistence Data

Strategy 1 Details		Reviews			
Strategy 1: Leaders will develop systems that allow students to embrace the high school experience at IDEA through building traditions and bringing joy. Strategy's Expected Result/Impact: 100% Persistence Staff Responsible for Monitoring: School Counselor APO Problem Statements: Demographics 2, 3 - School Processes & Programs 2		Formative			Summative
		Oct	Jan	Mar	June
					
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>					

Performance Objective 2 Problem Statements:










Demographics
Problem Statement 2: There is a need to increase student persistence. Root Cause: Persistence events are not well attended. Events planned are not targeting the wants of teenagers.
Problem Statement 3: There is a need to well inform parents of the school expectations so that they can support students. Root Cause: Parent meetings were not be held early on in the year. Expectations have not been clear to parents.
School Processes & Programs
Problem Statement 2: We have a low turn out for most parent events. Root Cause: Parents are not informed nor invested in our goals because we have not prioritized investment over the last 2 years.

Goal 3: IDEA achieves an A rating

Performance Objective 1: 7th grade students performing at or above grade level in mathematics as measured by the Meets Grade Level Standard on STAAR will increase from 35% to 50% in Spring 2023.

High Priority

Evaluation Data Sources: Internal Exam Dashboard, Bi-weekly Internal Data Analysis, Benchmark Exam Data Conversations, Student Work Analysis Meetings.

Strategy 1 Details	Reviews			
Strategy 1: Mathematics teacher will attend all Lead4ward trainings, receive support from Regional Mathematics Coach and will have job-embedded coaching throughout the year. Strategy's Expected Result/Impact: Increase students scoring at the Meets Performance Level Staff Responsible for Monitoring: Instructional Leader Regional Math Coach Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools Problem Statements: Student Learning 1, 2 Funding Sources: Jessica Villarreal - State Funding	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Campus will use HB 4545 to accelerate student learning in order to close gaps. Strategy's Expected Result/Impact: Increased student data. Staff Responsible for Monitoring: Instructional leaders Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools Problem Statements: Student Learning 1, 2 Funding Sources: Karen Alanis - State Compensatory Education	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: The percent of students at meets and masters have increased minimally from BOY to EOY. **Root Cause:** Teachers are not giving students sufficient practice time so that they can practice various question types.

Problem Statement 2: There is a gap in performance between students in the general education population and students in special education. **Root Cause:** There are not any strong operating mechanisms between GenEd and SpEd teachers.







Goal 3: IDEA achieves an A rating

Performance Objective 2: By then end of the 2022 - 2023 school year, the number of students that show college readiness on the TSI will reach 40%.

High Priority

HB3 Goal

Evaluation Data Sources: TSI Data

Strategy 1 Details		Reviews			
Strategy 1: RTTC teachers will imbed TSI practice in their curriculum. Strategy's Expected Result/Impact: Increase the number of students passing the TSI. Staff Responsible for Monitoring: Director of College Counseling. Title I: 2.4, 2.5 Problem Statements: Student Learning 5 Funding Sources: Director of College Counseling - State Compensatory Education		Formative			Summative
		Oct	Jan	Mar	June
					
		 No Progress	 Accomplished	 Continue/Modify	 Discontinue

Performance Objective 2 Problem Statements:








Student Learning
Problem Statement 5: There is a low percentage of students scoring Advanced High in the Speaking portion of TELPAS. Root Cause: Students are not being pushed to practice their English speaking year around.

Goal 3: IDEA achieves an A rating

Performance Objective 3: Students in the Special Education program performing at or above the Approaches Level will increase by 15% points in Reading STAAR in Spring 2023.

High Priority

Evaluation Data Sources: Internal Exam Dashboard, Bi-weekly Internal Data Analysis, Benchmark Exam Data Conversations, Student Work Analysis Meetings

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: All general education teachers and special education will plan all lessons collaboratively where they will be able to specialize instruction for special education students. Strategy's Expected Result/Impact: Teachers will increase knowledge of practices that will support special education students. Staff Responsible for Monitoring: Special Education Leader Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math Problem Statements: Student Learning 2 Funding Sources: Interventionist - Jessica Villarreal - Federal Grant - \$54,250, Interventionist - Karen Alanis - Federal Grant - \$55,500				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 3 Problem Statements:








Student Learning
Problem Statement 2: There is a gap in performance between students in the general education population and students in special education. Root Cause: There are not any strong operating mechanisms between GenEd and SpEd teachers.

Goal 4: Increase student daily attendance

Performance Objective 1: School counselor will utilize monthly meetings with parents to prioritize communicating how she will support student mental health.

High Priority

Evaluation Data Sources: Counselor tracking system

Strategy 1 Details	Reviews			
Strategy 1: Counselor will collaborate with teachers in order to determine students who need support with their mental health. Strategy's Expected Result/Impact: Increase the number of students who attend school regularly. Staff Responsible for Monitoring: School Counselor Registrar Title I: 2.4, 2.6, 4.2 - TEA Priorities: Improve low-performing schools Problem Statements: Demographics 3	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:







Demographics
Problem Statement 3: There is a need to well inform parents of the school expectations so that they can support students. Root Cause: Parent meetings were not be held early on in the year. Expectations have not been clear to parents.

Goal 4: Increase student daily attendance

Performance Objective 2: Strengthen communication between the attendance office, student supports and families.

High Priority

Evaluation Data Sources: ADA tracker
Family survey results

Strategy 1 Details	Reviews			
Strategy 1: Student attendance will be incentivized for all students who meet the weekly goal set by the campus. Strategy's Expected Result/Impact: Increase ADA. Staff Responsible for Monitoring: Registrar Assistant Principal of Operations. Title I: 2.4, 2.6 Problem Statements: School Processes & Programs 2 - Perceptions 1	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

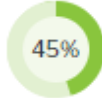






School Processes & Programs
Problem Statement 2: We have a low turn out for most parent events. Root Cause: Parents are not informed nor invested in our goals because we have not prioritized investment over the last 2 years.
Perceptions
Problem Statement 1: Parents often feel uninformed about events taking place on campus. Root Cause: School is only utilizing Remind and Facebook to communicate and not all parents have access to either.

Goal 4: Increase student daily attendance

Performance Objective 3: The campus will use our coordinated health program, Healthy Kids Here, to prevent obesity, cardiovascular disease, and Type 2 diabetes.

High Priority

Evaluation Data Sources: Healthy Kids Here reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: The campus will have monthly meetings with parents and students to share Healthy Kids Here data and focus on a current trend that is affecting student health. Strategy's Expected Result/Impact: Healthier students Staff Responsible for Monitoring: School Nurse Physical Education Coaches Title I: 2.5 - TEA Priorities: Improve low-performing schools Problem Statements: Demographics 3 - Perceptions 1				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 3 Problem Statements:

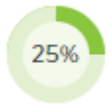






Demographics
Problem Statement 3: There is a need to well inform parents of the school expectations so that they can support students. Root Cause: Parent meetings were not be held early on in the year. Expectations have not been clear to parents.
Perceptions
Problem Statement 1: Parents often feel uninformed about events taking place on campus. Root Cause: School is only utilizing Remind and Facebook to communicate and not all parents have access to either.

Goal 5: Increase student persistence

Performance Objective 1: 100% of students will be trained by school counselor on our student safety and security checklist.

High Priority

Evaluation Data Sources: School Counselor Log

Strategy 1 Details	Reviews			
Strategy 1: School Counselor will expose children to what is safe and unsafe regarding violence prevention intervention, safe and unsafe touching and to say something when they see something. Strategy's Expected Result/Impact: Consistent student safety Staff Responsible for Monitoring: School Counselor Title I: 2.5, 2.6 - TEA Priorities: Improve low-performing schools Problem Statements: Demographics 2, 3	Formative			Summative
	Oct	Jan	Mar	June
	 25%	 100%	 100%	
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:







Demographics
Problem Statement 2: There is a need to increase student persistence. Root Cause: Persistence events are not well attended. Events planned are not targeting the wants of teenagers.
Problem Statement 3: There is a need to well inform parents of the school expectations so that they can support students. Root Cause: Parent meetings were not be held early on in the year. Expectations have not been clear to parents.

Goal 5: Increase student persistence

Performance Objective 2: Professional learning focused on restorative discipline practices as well as culturally responsive classrooms.

High Priority

Evaluation Data Sources: PowerSchool records

Strategy 1 Details		Reviews			
Strategy 1: Teachers and leaders will attend professional development focused on restorative discipline practices. Strategy's Expected Result/Impact: Students feel supported at all times. Staff Responsible for Monitoring: Principal Registrar Title I: 2.6 - TEA Priorities: Improve low-performing schools Problem Statements: Demographics 2, 3		Formative			Summative
		Oct	Jan	Mar	June
					
		 No Progress	 Accomplished	 Continue/Modify	 Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: There is a need to increase student persistence. Root Cause: Persistence events are not well attended. Events planned are not targeting the wants of teenagers.
Problem Statement 3: There is a need to well inform parents of the school expectations so that they can support students. Root Cause: Parent meetings were not be held early on in the year. Expectations have not been clear to parents.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Jessica Villarreal	Interventionist	Title I	1
Karen Alanis	Interventionist	Title I	1
Mayra Lozano	Director of College Counseling	Title I	1

Campus Funding Summary

Federal Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	3	1	Interventionist - Karen Alanis		\$55,500.00
3	3	1	Interventionist - Jessica Villarreal		\$54,250.00
Sub-Total					\$109,750.00
State Funding					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	1	Jessica Villarreal		\$0.00
Sub-Total					\$0.00
State Compensatory Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	2	Karen Alanis		\$0.00
3	2	1	Director of College Counseling		\$0.00
Sub-Total					\$0.00

Addendums

Master CNA & SAIP Reporting Checklist

Master CNA & SAIP Reporting Checklist				PTG	100%	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		Action Required	
	Locus Dashboards: CIS STARR, AP Campus IB Reports EOY Assessments	Comprehensive Needs Assessment 2022 English Language Arts	These Pages should include the <u>percentage</u> of students who achieved each listed score for the 2021-2022 School Year. For each subject, list a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	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 <u>percentage</u> of students that earned proficiency in the areas of Listening, Speaking, Reading, and Writing, as indicated in the State TELPAS report. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	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.	Complete	N/A - Scaling Campus	Action Required	
	Locus Dashboard: Staff Retention	Staff Quality, Retention, & Recruitment 2021-2022 School Year	Under the %SPED Data Point, this should reflect the <u>percentage</u> of SPED certified teachers, compared to the overall SPED staff. Under number of teacher applicants, note how many teachers were interviewed by campus leaders for positions during the 2021-2022 School Year. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	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 <u>number</u> of withdrawals or offenses. All other data points should reflect <u>percentages</u> . List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	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		Action Required	

2021-22 Student Achievement Improvement Plan - College Prep

COLLEGE PREP

[illegible]

Annual Performance Objectives (APO)

PRIORITY #1: Students Graduate College-Ready

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

Needs Assessment

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

Special Populations

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

IDEA Rio Grande City College Prep

Comprehensive Needs Assessment

COLLEGE PREP

Data Source: CSI

% Meeting CSI Goal	Reading CP CSI	
% CSI (EOY Ren.)	55%	
% of CSI Passing STAAR	20%	
% of SPED Passing STAAR	57%	

Data Source: STAAR

	STAAR Reading 6th	STAAR Reading 7th	STAAR Reading 8th	STAAR Writing 7th	English I EOC	English II EOC
% Approaches	66%	80%	75%		76%	76%
% Meets	33%	48%	48%		59%	62%
% Masters	16%	32%	26%		17%	15%
% Student Achievement Average	39	53	50		51	51

Data Source: AP/IB/Electives

AP Scores	Pass AP Lit	Pass AP Lang	IB Scores	IB Group 1	% Royal Readers	% Word Master
% Score 1			% Score 1-3		27%	72%
% Score 2			% Score 4-5			
% Score 3+			% Score 6-7			
					RR Goal Met/Not Met	WM Goal Met/Not Met
					Met	Met

Reflections

Areas of Strength	Areas of Need
1. Early implementation of STAAR formatted questions and passages early on with effected resources.	1. Stronger operating mechanisms between SpEd and GenEd teachers needs to be true.
2. Students, parents, teachers and leaders were aware of student growth goals earlier than in previous years and set ups systems to help students meet their individual goals.	2. Data review and remediation needs to be true earlier in the year.
3. Teachers were able to provide rigorous instruction by focusing on the quality of work.	3. More support is needed for students who are lacking foundational skills.

IDEA Rio Grande City College Prep

Comprehensive Needs Assessment - College Prep

COLLEGE PREP

Data Source: STAAR

	STAAR Math 6th	STAAR Math 7th	STAAR Alg I	
% Approaches	69%	62%	87%	
% Meets	35%	28%	46%	
% Masters	13%	17%	30%	
% Student Achievement Average	39	36	54	

Data Source: AP/IB

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

Reflections

Areas of Strength	Areas of Need
1. Strong tutorial plans allowed for gaps to be closed for struggling students.	1. Foundational skills need to be addressed early on through individual student intervention.
2. All Math teachers have strong content knowledge and are able to support student needs.	2. Teachers need more focused professional development in order to be able to target specific TEKS more effectively.
3. Curriculum is STAAR aligned.	3. STAAR resources that align to the new testing format.

IDEA Rio Grande City College Prep

Comprehensive Needs Assessment

COLLEGE PREP

Data Source: Internal Assessments

	6th Grade EOY Assessment	7th Grade EOY Assessment	
% Passing	53%	72%	

Data Source: STAAR

	STAAR 8th Science	STAAR Biology	
% Approaches		79%	
% Meets		41%	
% Masters		7%	
% Student Achievement Average		42	

Data Source: AP/IB

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

Reflections

Areas of Strength	Areas of Need
1. Teachers were able to teaching using a variety of interactive methods such as hands on labs.	1. Students who should be scoring at the masters level based on previous years are struggling.
2. Students were provided with differentiated instruction based on individual needs.	2. Intervention and tutorials should have begun sooner in this content area.
3. Strong teacher content knowledge in all science areas.	3. Training and coaching new Biology teacher with STAAR format and content is necessary.

IDEA Rio Grande City College Prep

Comprehensive Needs Assessment

COLLEGE PREP

Data Source: Internal Assessments

	6th Grade EOY Assessment	7th Grade EOY Assessment	
% Passing	93%	91%	

Data Source: STAAR

	STAAR 8th US History	EOC US History	
% Approaches	63%		
% Meets	25%		
% Masters	15%		
% Student Achievement Average	34		

Data Source: AP/IB

	Pass AP Human Geography	Pass AP World History	Pass AP US History	Pass AP Government	Pass AP Economics		
AP Scores						IB Scores	IB Group 3
% Score 1	84%					% Score 1-3	
% Score 2	7%					% Score 4-5	
% Score 3+	9%					% Score 6-7	

Reflections

Areas of Strength	Areas of Need
1. The leader coaching this area has strong content knowledge and was able to build trust with the teacher early on.	1. Teacher struggled with content knowledge.
2. Teachers and students were able to accept and implement all feedback given throughout the year.	2. Teacher and leader struggled with their familiarity of the exam.
3. Students were invested in the curriculum and would attend after school tutorials and Saturday school early on.	3. There was a lack of urgency from the teacher early on which trickled to the students.

IDEA Rio Grande City College Prep

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	6%	33%	10%	3%	8%
% Intermediate	21%	48%	31%	13%	27%
% Advanced	32%	39%	26%	26%	31%
% Advanced High	40%	10%	33%	58%	34%

Reflection

Areas of Strength	Areas of Need
1. Teachers were exposed to their student's data early on in order to service them at BOY.	1. Students need more opportunities to practice their speaking.
2. Teachers were using proper accommodations at all times, including exams.	2. Students need to engage in more practice opportunities besides just the TELPAS Mock.
3. EL point person created a strong testing plan and ensuring all testing environments were positive. Strong testing plan and testing environment.	3. Students need to be pushed to use proper academic language by all teachers and leaders.

IDEA Rio Grande City College Prep

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

IDEA Rio Grande City College Prep

Comprehensive Needs Assessment COLLEGE PREP	
Staff Quality, Recruitment, Retention	
	Percentage
% School Lead Team Retention	100%
% Instructional Support Retention	100%
% Teacher Retention	96.90%
% Campus Support Retention	90%
% SPED Certified Teachers	50%
% State/National Certified Teachers	48%
% State Certified Leaders	12.5%
% State/Board certified Counselors	0
Number of teacher applicants per 2020-21 school year	208

Reflections	
Areas of Strength	Areas of Need
1. Teachers felt supported by their managers and by the organization.	1. It would be effective to have 2 weeks of BOY PD rather than just 1 week. Teachers need to feel prepared early on.
2. Staff was allowed to provide feedback to campus principal which was implemented, where applicable.	2. Teachers need to feel comfortable providing feedback to their managers in order to feel better supported.
3. Teacher retention was higher than the previous school years.	3. Staff need more time to build relationships with each other.

IDEA Rio Grande City College Prep

Comprehensive Needs Assessment College Prep	
Data Source: School Culture and Climate	
	Campus %
% Average Daily Attendance	88.09%
% Overall Persistence	92.20%
% New Student Persistence	90.10%
# of Admin Withdrawals/ Level 3 Offenses	0.00%
% SPED	11.13%
% ELL	63.92%
% Eco Dis	86.19%
% Migrant	0.00%
% Race: American-Indian- Alaska-Native	0.41%
% Asian	0.21%
% White-Hispanic	94.23%
% Multi	0.00%
% Black-African-American	0.21%
% Native-Hawaiian-Pacific- Islander	0.00%
% White	4.95%
% Male	50.10%
% Female	49.90%

Data Source: School Culture and Climate	
Reflections	
Areas of Strength	Areas of Need
1. More persistence events were incorporated this year.	1. Stronger recruitment plans need to be true.
2. Teachers were able to build stronger relationships with parents than in years past.	2. Parent meetings need to take place earlier in the school year in order to target students with ADA concerns.
3. There were no administrative withdrawals this school year.	3. Persistence events need to be focused more on student wants.

IDEA Rio Grande City College Prep

Comprehensive Needs Assessment COLLEGE PREP	
Data Source: Family and Community Involvement	
	Percentage
% Families Attended WTI	85%
% Families Attended Curriculum Night	85%
% Families Who Attended EOY Ceremonies	90%
% Families who attended Fall Festival	70%
% Families who attended Winter Festival	75%
% Families who attended Spring Festival	70%

Reflections	
Areas of Strength	Areas of Need
1. Compared to previous years, attendance was higher for our campus. Parents were excited to have in person meetings regarding their children.	1. It would be effective to be able to purchase tangible items to give parents as part of our joy factor.
2. Communication - All parents received personal phone calls from homeroom teachers inviting them to meetings.	2. Meetings need to be bilingual or we need to provide two different session in both English and Spanish.
3. Parent feedback was positive and parents were comfortable giving feedback for growth.	3. Invest more staff members to participate in these events.