

# IDEA Public Schools

## Robindale College Prep

### 2022-2023 Campus Improvement Plan

**Accountability Rating: A**

**Distinction Designations:**

Academic Achievement in English Language Arts/Reading

Academic Achievement in Mathematics

Academic Achievement in Science

Top 25 Percent: Comparative Academic Growth

Top 25 Percent: Comparative Closing the Gaps



**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**

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

We have 6th through 9th grades. The total enrollment is 375 for middle school 375 (6th-8th) and HS 124 (9th grade). Total of 499 students. Students' ages range from 11-16 years old. We are located in the Rio Grade Valley in Brownsville, Texas and we are a border city. We have open enrollment and students enter a lottery to get selected. There is no lottery for the section since we accept all subpopulations of students Providing equal opportunities. This is a scaling campus and we offer many programs gear to college readiness since our mission is 100% of student going to and through college. '

We offer many programs to close gaps and ensure we Ramon true to our Mission. Some programs include:

CSI: Critical student intervention that targets students 2 years below grade level and provided with small setting instruction on devoting programs to better support them and bring them to the level where they can be successful in class.

Accelerated Reader and Dream Box. These 2 programs provide support to students in individual needs identified by a pre assessment in reading and math. Students work on individual pathways to build foundational skills.

CTE: Career and Technical education: We offer two pathways on fields that are competitive in the work field. We are offering computer programming and biomedical.

AP for all: All students are challenged in advanced or AP classes. At IDEA we believe in AP for all.

Athletics: Our scholars get opportunities to join after school sports such as: golf, volleyball, flag football, soccer, baseball, softball, and track.

Afterschool programs: Students also have opportunities to join various clubs such as art, French, student council, Science, cheerleading, dance and yearbook.

Special programs support: Our scholars have the opportunity to get support in special education through inclusion services. Also scholars in 504 get support with services and small group testing as well as EL students.

"See PDF in Addendum for more information."

### Demographics Strengths

"See PDF in Addendum for more information."

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** Clear expectations are not set and this is causing a break in culture. **Root Cause:** Being a scaling campus, a large volume of New teachers, that are getting

familiarized with expectations, causes inconsistencies in culture reinforcement.

**Problem Statement 2 (Prioritized):** We are lacking a system to establish clear consequences when expectations are not met and understand the severity of the offense. **Root Cause:** Teachers are not following the Aviator Landing Base (behavior flow chart) and this causes a lack of discipline consistency.

**Problem Statement 3 (Prioritized):** We did not meet 90% of scholars new to IDEA persistence goal. **Root Cause:** This past year we have struggled with students straying at IDEA. Part of the reason might be poor onboarding due to COVID and restrictions that did not allowed us to set clear expectations to parents. This year this will be a focus. We will engage parents and set very clear expectation as well as to create a joy factor to where scholars are doing to want to come to school every day.

# Student Learning

## Student Learning Summary

The overall rating was an A rating with 95. On students' achievement, we scored 85/100. School progress 93/100 and closing gaps 100/100. For STAAR performance 87% of students or approached grade level or above in all subjects. In meeting grade level or above we have a 53% in all subjects. In students mastering grade level or above, we scored a 23% in all subjects. 100% of students took STAAR in 21-22. In school progress, we were at 93 academic growth and 92 relative performance. For closing the gaps in academic achievement, we received 30%, and growth status 50%. ELP 10% and student success 10%. We also met 5/6 distinctions: 1. Academic achievement in English Language Arts 2. Academic achievement in mathematics 3. Top 25% comparative academic growth 4. Postsecondary readiness 5. Top 25% comparative closing the gaps

See PDF addendum for more information

## Student Learning Strengths

See PDF addendum for more information

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** Lack of horizontal and vertical alignment caused a gap between scores in sped and regular populations. **Root Cause:** Conflicts in schedules did not allow for alignment meetings.

**Problem Statement 2:** Lack of tactile understanding/experimental learning in complex concepts. **Root Cause:** Materials and equipment for labs were limited - still missing complete classroom sets of equipment - Microscopes

**Problem Statement 3 (Prioritized):** Students did not track their progress early in the year. **Root Cause:** Trackers were used but towards November. Late start on tracking towards goals to hold students accountable and make their progress visible to verbalize.

# School Processes & Programs

## School Processes & Programs Summary

Our campus develops instructional leaders by building their capacities in each of the coaching cycle components. To enhance their skills, we practice perfect by maintaining norming practices in classroom observations, data gathering tools, using OCS to diagnose possible problems of practice, leading SND as a coaching technique, Next steps implementation, and utilizing data to guide the next steps for leaders, teachers, and students. Roles and responsibilities are clearly defined during onboarding and maintained through annual step-backs. 2. We plan Professional Development by creating a coaching cycle for each teacher at the beginning of the year based on experience and a scope and sequence for instructional development for the year. The scope and sequence are a live document that lends itself to be modified around non-negotiable training and training based on collected data that drives instructional decisions. Data collected based on observations and student assessments guides modification decisions. 3. As a means to support powerful teaching and learning, instructional coaches utilize the coaching cycle daily to gather data to enhance teacher skills to enhance student outcomes. Based on observations, instructional leaders can identify trends that can be addressed either immediately, on the spot during observations, during check-ins, during Monday's Teacher Development, and/or added as a next step. Instructional leaders conduct follow-up observations to support teachers attain mastery of any skills that need to be polished. 4. We offer numerous programs aligned with our vision, mission, goals, and values. These programs highlight high academic expectations. These include but are not limited to AP courses, CTE courses, Critical Student Intervention, Accelerated Reader, and Dream box. Our campus has implemented very strict systems and procedures that are held to very high accountability to maintain a safe and healthy learning environment for all.

See PDF in Addendum for more information

## School Processes & Programs Strengths

See PDF in Addendum for more information

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1 (Prioritized):** There were gaps in cascading information that created confusion or missed opportunities on pertinent information and possible course of action to close identified gaps in a timely manner. **Root Cause:** The lack of one operating mechanism to let all team members know when events are approaching--maintaining consistent use and accessibility to all stakeholders for easy reference.

**Problem Statement 2 (Prioritized):** Events and celebrations were not consistent throughout the year. **Root Cause:** The lack of a yearly calendar that provides all events, assessments, and professional development that is updated consistently to reflect all events.

# Perceptions

## Perceptions Summary

1. Staff turnover rate at IDEA Robindale College Prep for the 2021-2022 school year was 81.82% having lost 6 teachers. The average turnover rate improved from the previous year when we ended at 76%. Staff at IDEA believe that teachers are motivated by following the "Teacher Career Pathway" cycle. This incentive motivates teachers who are high performing to stay in the classroom and continue doing what they enjoy doing, without having to leave the classroom for higher pay. When given the culture and climate survey IDEA Robindale scored on average below the district.

2. Parent/guardian/community participation rates are measured in the form of sign-in sheets at each event. Sign-in sheets are given back to our School Counselor who files data and identifies trends. We work together as a team to see what days and times had the highest participation trends to replicate for future events maximizing participation.

"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/Guardians main form of communication with the school was electronically through remind. Not all parents could receive information making parent engagement a priority on our campus. Families informed teachers and staff that they were not always aware of events even though these were shared through social media platforms. **Root Cause:** Parents/Guardians main form of communication with the school was electronically .

**Problem Statement 2:** Not having an active PTA that could assist with the planning and execution of events. PTA provides the opportunity to increase involvement, enrollment, and increase of school culture. Lack of parent and family involvement was apparent in school-wide systems. **Root Cause:** Not having an active PTA to create a higher parent involvement in campus based decisions and involvement.

**Problem Statement 3 (Prioritized):** We were not able to achieve the teacher retention goal. **Root Cause:** Teachers struggled with distance learning and COVID daily changes that affected ADA and persistence.

# Priority Problem Statements

**Problem Statement 1:** We are lacking a system to establish clear consequences when expectations are not met and understand the severity of the offense.

**Root Cause 1:** Teachers are not following the Aviator Landing Base (behavior flow chart) and this causes a lack of discipline consistency.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** We did not meet 90% of scholars new to IDEA persistence goal.

**Root Cause 2:** This past year we have struggled with students straying at IDEA. Part of the reason might be poor onboarding due to COVID and restrictions that did not allowed us to set clear expectations to parents. This year this will be a focus. We will engage parents and set very clear expectation as well as to create a joy factor to where scholars are doing to want to come to school every day.

**Problem Statement 2 Areas:** Demographics

**Problem Statement 3:** Students did not track their progress early in the year.

**Root Cause 3:** Trackers were used but towards November. Late start on tracking towards goals to hold students accountable and make their progress visible to verbalize.

**Problem Statement 3 Areas:** Student Learning

**Problem Statement 4:** Lack of horizontal and vertical alignment caused a gap between scores in sped and regular populations.

**Root Cause 4:** Conflicts in schedules did not allow for alignment meetings.

**Problem Statement 4 Areas:** Student Learning

**Problem Statement 5:** Events and celebrations were not consistent throughout the year.

**Root Cause 5:** The lack of a yearly calendar that provides all events, assessments, and professional development that is updated consistently to reflect all events.

**Problem Statement 5 Areas:** School Processes & Programs

**Problem Statement 6:** There were gaps in cascading information that created confusion or missed opportunities on pertinent information and possible course of action to close identified gaps in a timely manner.

**Root Cause 6:** The lack of one operating mechanism to let all team members know when events are approaching--maintaining consistent use and accessibility to all stakeholders for easy reference.

**Problem Statement 6 Areas:** School Processes & Programs

**Problem Statement 7:** Parents/Guardians main form of communication with the school was electronically through remind. Not all parents could receive information making parent engagement a priority on our campus. Families informed teachers and staff that they were not always aware of events even though these were shared through social media platforms.

**Root Cause 7:** Parents/Guardians main form of communication with the school was electronically .

**Problem Statement 7 Areas:** Perceptions

**Problem Statement 8:** We were not able to achieve the teacher retention goal.

**Root Cause 8:** Teachers struggled with distance learning and COVID daily changes that affected ADA and persistence.

**Problem Statement 8 Areas:** Perceptions

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Campus/District improvement plans (current and prior years)

## Accountability 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
- 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 Success Initiative (SSI) data for Grades 5 and 8
- SSI: Compass Learning accelerated reading assessment data for Grades 6-8 (TEA approved statewide license)
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Grades that measure student performance based on the TEKS

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

**Student Data: Behavior and Other Indicators**

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

**Employee Data**

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

**Parent/Community Data**

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

**Support Systems and Other Data**

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

# Goals

## Goal 1: Increase staff retention






**Performance Objective 1:** 85% of teachers will remain at IDEA Robindale for the year 2022-2023

### High Priority

**Evaluation Data Sources:** Great places to work surveys above district percentages.

Temperature checks meetings with the principal (2 per quarter)

Focus groups, are organized by HQ to find trends and find solutions.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Temperature checks meetings with the principal (2 per quarter) to determine trends and teacher investment strategies. Focus groups, are organized by HQ to find trends and find solutions to possible gaps. Clear systems of communication in order to avoid frustration in teachers. Cascade all information through grade level team leader.  <b>Strategy's Expected Result/Impact:</b> Increase opportunities for feedback and take proactive measures to increase retention <b>Staff Responsible for Monitoring:</b> Grade level managers and principal  <b>Title I:</b> 2.4, 2.5, 2.6, 4.2 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals <b>- ESF Levers:</b> Lever 3: Positive School Culture <b>Problem Statements:</b> Perceptions 3	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

### Performance Objective 1 Problem Statements:

Perceptions
<b>Problem Statement 3:</b> We were not able to achieve the teacher retention goal. <b>Root Cause:</b> Teachers struggled with distance learning and COVID daily changes that affected ADA and persistence.

## Goal 2: IDEA achieves an A rating


**Performance Objective 1:** IDEA Robindale will achieve an A rating for the year 2022-2023.






### High Priority

**Evaluation Data Sources:** Mock exams and Semester Exams to track progress

Tracking by subpopulations

Track individual student growth and create individual plans per TEKS to close gaps

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Identify individual goals and create accountability systems for student and teacher ownership. Identify subpopulations through domains and track their growth goals individually <b>Strategy's Expected Result/Impact:</b> Domain 3 will be an A rating increasing the possibility to get an A as a campus <b>Staff Responsible for Monitoring:</b> Instructional managers and principal  <b>Title I:</b> 2.4, 2.5 <b>- TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 5: Effective Instruction <b>Problem Statements:</b> Student Learning 1, 3 <b>Funding Sources:</b> Interventionist - Federal Grant	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Interventionist will support students receiving Critical Students Intervention and subpopulations in order to hit domain 3 projections. <b>Strategy's Expected Result/Impact:</b> Close gaps for at risk students	Formative			Summative
	Oct	Jan	Mar	June

<p><b>Staff Responsible for Monitoring:</b> Interventionist</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1, 3</p> <p><b>Funding Sources:</b> Interventionist - Federal Grant</p>				
<div> <div>  No Progress         </div> <div>  Accomplished         </div> <div>  Continue/Modify         </div> <div>  Discontinue         </div> </div>				

**Performance Objective 1 Problem Statements:**

Student Learning
<p><b>Problem Statement 1:</b> Lack of horizontal and vertical alignment caused a gap between scores in sped and regular populations. <b>Root Cause:</b> Conflicts in schedules did not allow for alignment meetings.</p> <p><b>Problem Statement 3:</b> Students did not track their progress early in the year. <b>Root Cause:</b> Trackers were used but towards November. Late start on tracking towards goals to hold students accountable and make their progress visible to verbalize.</p>

## Goal 2: IDEA achieves an A rating

### Performance Objective 2: 82% Sub populations (SPED and/or ELL) meet Domain 3 STAAR Growth Measure






#### High Priority

#### HB3 Goal

**Evaluation Data Sources:** Mock exams and Semester Exams to track progress

Tracking by subpopulations

Track individual student growth and create individual plans per TEKS to close gaps

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Identify individual goals and create accountability systems for student and teacher ownership. Identify subpopulations through domains and track their growth goals individually <b>Strategy's Expected Result/Impact:</b> Domain 3 will be an A rating increasing the possibility to get an A as a campus <b>Staff Responsible for Monitoring:</b> Instructional managers and principal  <b>Title I:</b> 2.4, 2.5, 2.6, 4.2 <b>- TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction <b>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</b> <b>Problem Statements:</b> Student Learning 3 <b>Funding Sources:</b> Additional co teacher to teach CSI and give more time for sped teachers to serve special pops - State Grant	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:

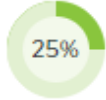




Student Learning
<b>Problem Statement 3:</b> Students did not track their progress early in the year. <b>Root Cause:</b> Trackers were used but towards November. Late start on tracking towards goals to hold students accountable and make their progress visible to verbalize.

### Goal 3: Increase student daily attendance

**Performance Objective 1:** By the end of the 2022-2023 school year, IDEA ROBINDALE COLLEGE PREP will have 97% overall daily attendance.

**High Priority**

**Evaluation Data Sources:** Final ADA provided by the district

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> We will use a campus-based escalation matrix were the lead team, OPS, teachers, and parents will work together to address patterns and recurring absentees. <b>Strategy's Expected Result/Impact:</b> Increase attendance rate. <b>Staff Responsible for Monitoring:</b> Attendance will be monitored by our APO, Registrar, teachers, and grade level admin.  <b>Title I:</b> 2.4, 2.6 <b>- TEA Priorities:</b> Improve low-performing schools <b>Problem Statements:</b> Demographics 3	Formative			Summative
	Oct	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

### Performance Objective 1 Problem Statements:







Demographics
<b>Problem Statement 3:</b> We did not meet 90% of scholars new to IDEA persistence goal. <b>Root Cause:</b> This past year we have struggled with students straying at IDEA. Part of the reason might be poor onboarding due to COVID and restrictions that did not allowed us to set clear expectations to parents. This year this will be a focus. We will engage parents and set very clear expectation as well as to create a joy factor to where scholars are doing to want to come to school every day.

#### Goal 4: Increase student persistence

**Performance Objective 1:** By the end of the 2022-2023 school year, IDEA ROBINDALE COLLEGE PREP will have 90% overall and new student persistence.

##### High Priority

**Evaluation Data Sources:** Final data provided by the district. Hot list created by the school counselor and grade levels where patterns are identified using attendance and students of concern.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> We will use a campus-based tracker to identify students of concern during grade-level team meetings. A Hot List will be created and followed through by the grade level administrator. <b>Strategy's Expected Result/Impact:</b> Increase student persistence rate. <b>Staff Responsible for Monitoring:</b> Teachers, administrators, and operations.  <b>Title I:</b> 2.6 <b>- TEA Priorities:</b> Improve low-performing schools <b>Problem Statements:</b> Demographics 3	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> 80% of campuses are rated Proficient or higher by the end of the year on the Campus Safety Score (Regional & National Aggregate) <b>Strategy's Expected Result/Impact:</b> Increase student persistence rate. <b>Staff Responsible for Monitoring:</b> Teachers, administrators, and operations.  <b>Title I:</b> 2.4, 2.5, 2.6, 4.2 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture <b>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</b> <b>Problem Statements:</b> Demographics 3	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

#### Performance Objective 1 Problem Statements:

### Demographics






**Problem Statement 3:** We did not meet 90% of scholars new to IDEA persistence goal. **Root Cause:** This past year we have struggled with students straying at IDEA. Part of the reason might be poor onboarding due to COVID and restrictions that did not allowed us to set clear expectations to parents. This year this will be a focus. We will engage parents and set very clear expectation as well as to create a joy factor to where scholars are doing to want to come to school every day.

#### Goal 4: Increase student persistence

**Performance Objective 2:** College Prep campus will earn Fitness Honor Roll; when 75% of students meet Fitness Ambassador status by the end of the school year.

##### High Priority

**Evaluation Data Sources:** Data provided by the district and track individually by PE coaches to identify "hot list"

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
<b>Strategy 1:</b> Students progress will be tracked by mini milestones in order to achieve the 1200 minutes per student for the Honor Roll designations in Fitness Honor Roll <b>Strategy's Expected Result/Impact:</b> Increase student persistence rate <b>Staff Responsible for Monitoring:</b> Teachers and administrators  <b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Connect high school to career and college, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction - <b>Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</b> <b>Problem Statements:</b> Demographics 3				
 No Progress  Accomplished  Continue/Modify  Discontinue				

#### Performance Objective 2 Problem Statements:








Demographics
<b>Problem Statement 3:</b> We did not meet 90% of scholars new to IDEA persistence goal. <b>Root Cause:</b> This past year we have struggled with students straying at IDEA. Part of the reason might be poor onboarding due to COVID and restrictions that did not allowed us to set clear expectations to parents. This year this will be a focus. We will engage parents and set very clear expectation as well as to create a joy factor to where scholars are doing to want to come to school every day.

**Goal 5:** By the 11th day of school, campus will meet enrollment set by the district

**Performance Objective 1:** By the 11th day of school, the campus will meet the enrollment set by the district

**High Priority**

**Evaluation Data Sources:** On the first week of school, a tiger team will be utilized to ensure body counts are made and that we meet the district's required number of student enrollments.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> A Tiger team will be meeting daily for the first 2 weeks of school and we will review possible leavers and now shows and strategize on retention strategies to meet enrollment.  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- ESF Levers:</b> Lever 3: Positive School Culture <b>Problem Statements:</b> Demographics 3	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Performance Objective 1 Problem Statements:**

Demographics
<b>Problem Statement 3:</b> We did not meet 90% of scholars new to IDEA persistence goal. <b>Root Cause:</b> This past year we have struggled with students straying at IDEA. Part of the reason might be poor onboarding due to COVID and restrictions that did not allowed us to set clear expectations to parents. This year this will be a focus. We will engage parents and set very clear expectation as well as to create a joy factor to where scholars are doing to want to come to school every day.

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
	COLLEGE COUNSELOR		1
	INTERVENTIONIST		1
Amanda Villarreal	College Counselor	Title I	1
Cinthia Bochas	Interventionist	Title I	1

# CNA

Committee Role	Name	Position
Administrator	Juana Ibarra	Principal, College Prep
Administrator	Angelita Escamilla	Assistant Principal of Instruction
Classroom Teacher	Marissa Luna	6th Math
Classroom Teacher	Gisela Castillo	6th ELA
Classroom Teacher	Jacob Ahee	6th/7th Science
Paraprofessional	Azeneth Bazan	Accelerated Reader
Classroom Teacher	Sonia Martinez	7th Math
Classroom Teacher	Paulina Mendoza	7th ELA
Classroom Teacher	Erika Mejia	6th/7th Social Studies
Paraprofessional	Brenda Hernandez	HotSpot Facilitator
Classroom Teacher	Patricia Torres	8th Algebra 1
Classroom Teacher	Jessica Proa	8th U.S. History
Classroom Teacher	Rosario Johnson	8th ELA
Classroom Teacher	Monica Saldivar	8th Spanish
Classroom Teacher	Victoria Garza	8th Pre-AP Biology
Classroom Teacher	Jacob Alarcon	Flex Teacher
Classroom Teacher	Cynthia Bochas	Interventionist
Classroom Teacher	Rochelle Ramos	RISE Teacher
Classroom Teacher	Maria Torres	SPED Teacher
Classroom Teacher	Nancy Robles	SPED Teacher
Classroom Teacher	Jose Garcia	PE Coach

# Campus Funding Summary

Federal Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	Interventionist		\$0.00
2	1	2	Interventionist		\$0.00
Sub-Total					\$0.00
State Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	1	Additional co teacher to teach CSI and give more time for sped teachers to serve special pops		\$0.00
Sub-Total					\$0.00

# Addendums

Student Populations	Number of Students	Percentage of Students
Enrollment	<b>Student Total: 248</b> <b>6th Grade: 120</b> <b>7th Grade: 128</b>	<b>Student Total: 100%</b> <b>6th Grade: 48.4%</b> <b>7th Grade: 51.6%</b>
At Risk	116	46.80%
SPED	28	11.30%
F.A.R.M	0	0%
EB	109	44.00%
Male	118	47.60%
Female	130	52.40%
Amer. Indian	0	0%
Asian	0	0%
Black	0	0.00%
White	23	9.30%
Hispanic	224	90.30%

## School Processes & Programs

1. Our campus develops instructional leaders by building their capacities in each of the coaching cycle components. To enhance their skills, we practice perfect by maintaining norming practices in classroom observations, data gathering tools, using OCS to diagnose possible problems of practice, leading SND as a coaching technique, Next steps implementation, and utilizing data to guide the next steps for leaders, teachers, and students. Roles and responsibilities are clearly defined during onboarding and maintained through annual step-backs.
2. We plan Professional Development by creating a coaching cycle for each teacher at the beginning of the year based on experience and a scope and sequence for instructional development for the year. The scope and sequence are a live document that lends itself to be modified around non-negotiable training and training based on collected data that drives instructional decisions. Data collected based on observations and student assessments guides modification decisions.
3. In a means to support powerful teaching and learning, instructional coaches utilize the coaching cycle daily to gather data to enhance teacher skills to enhance student outcomes. Based on observations, instructional leaders can identify trends that can be addressed either immediately, on the spot during observations, during check-ins, during Monday's Teacher Development, and/or added as a next step. Instructional leaders conduct follow-up observations to support teachers attain mastery of any skills that need to be polished.
4. We offer numerous programs aligned with our vision, mission, goals, and values. These programs highlight high academic expectations. These include but are not limited to AP courses, CTE courses, Critical Student Intervention, Accelerated Reader, and Dream box. Our campus has implemented very strict systems and procedures that are held to very high accountability to maintain a safe and healthy learning environment for all.



# Aviators

The overall rating was an A rating with 95. On students' achievement we scored an 85/100. School progress 93/100 and closing gaps 100/100. For STAAR performance 87% of students or approached grade level or above in all subjects. In meeting grade level or above we have a 53% in all subjects. In students mastering grade level or above we scored a 23% in all subjects. 100% of students took STAAR in 21-22. In school progress we were at 93 academic growth and 92 relative performance. For closing the gaps in academic achievement, we received 30%, growth status 50%. ELP 10% and student success 10%. We also met 5/6 distinctions:

1. Academic achievement in English Language Arts
2. Academic achievement in mathematics
3. Top 25% comparative academic growth
4. Postsecondary readiness
5. Top 25% comparative closing the gaps

## ELA

Areas of Strength
1 Teachers tracked data and created data-driven instruction based on exit ticket data, bi-weekly assessments, end of module assessments, and aggressive monitoring.
2. Teachers create and follow a scope and sequence and tracking plan for the entire year in order to ensure that specific TEKS were covered and mastered for assessments.
3. Close the achievement gap by targeting students through after school tutorial, Saturday tutorial and Academic block to close gaps.

## Math

Areas of Strength
1)There was support from the curriculum department on the HUB, the majority of the time which provided daily resources and materials necessary in order to plan for every unit.
2) Support from the SPED department, by having one specific SPED teacher assigned to only the math content. Collaborations between the SPED teacher and content teacher to identify students areas of needs, pull-outs of small groups to focus on specific skills.
3) Exit tickets, TEKS mastery quizzes, and unit exams where all aligned to the content of the STAAR assessment which enabled the students to become familiar with the vocabulary and style of the STAAR test.
4) Professional collaboration among grade level teachers through exit ticket huddles, helped find common misconceptions in order for students to build a stronger understanding of content.

## Science

Areas of Strength
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1. Usage/Implementation of Mastery Machine and diagnostic exams to target areas of strength/weaknesses. Usage of TEKS tracker on wall allowed teacher/students to own their efforts and identify areas of need quickly and easily

2. Usage of online platforms allowed teachers to live audit understanding, participation, and identify gaps in lesson/understanding. Allowed for engaging lessons that increased student enthusiasm - Quizziz, Gimkit,

3. Group Work/Turn Pair and Share - Allowed students opportunities to express the concepts in different ways that made the material more understandable to peers.

## Humanities

### Areas of Strength

1 Implemented interactive journals/notebooks and instructional tech like Nearpod per subject, daily Do Now's, and consistent notetaking.

2 Incorporated a strong focus on vocabulary, key concepts, and historical figures instruction in order to ensure mastery of content objectives

3 Students regularly engaged with and interpreted primary sources such as government documents, speeches, images, political cartoons, paintings, etc.

## TELPAS

### Areas of Strength

1. A total of 97% of scholars tested during the testing window. One to one meeting with students of concern helped students be present on days of testing. Campus teachers also provided support with ensuring students were tested during the window.

2. During BOY many of our scholars were identified due to respecting the testing window.

3. TELPAS rater and calibration expectations were successfully executed and met timelines to better support testing.

4. Incorporating writing in ELA and Social Studies classes really enhanced student performance related to TELPAS writing samples.

Data Source: School Culture and Climate

Reflections

Areas of Strength

1. Majority of students were in full uniform 100% of the time. Teachers emphasized importance of uniform among students.

2. 100% of teachers are readily available to students needs. Students feel comfortable and happy with peers and teachers while at school.

3 Teachers collaboration for student success. Teachers plan events and celebrations for students who met goals. Students are rewarded for hard work and dedication.

Areas of Need

1 By the end of the 22-23 school year, we must be 100% clear expectations, across the board, are required to ensure all teachers are on the same page when enforcing dress code because students feel there is favoritism. Expectations to be upheld by all employees, not just the teacher who is responsible for that class/grade level.

2. By the end of the 22-23 school year, we must establish clear consequences when expectations are not met and understand the severity of the offense. Solution: There needs to be a designated ISS room with a fulltime monitor where students are separate from their peers so that they can understand the severity of their actions.

3. By the end of the 22-23 , 100% teachers and staff must follow through with consequence in order to eliminate the issues of behavior. Teachers should ensure they are establishing consequences consistently to EVERY student.

#### 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