

IDEA Public Schools

Round Rock Tech College Prep

2022-2023 Campus Improvement Plan

Accountability Rating: A

Distinction Designations:

Academic Achievement in English Language Arts/Reading

Academic Achievement in Mathematics

Top 25 Percent: Comparative Academic Growth

Top 25 Percent: Comparative Closing the Gaps

Postsecondary Readiness



Board Approval Date: October 21, 2022
Public Presentation Date: August 13, 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 7, 2022

Demographics

Demographics Summary

We are the Thunderbirds. We launched in 2020 during the pandemic with 5th and 6th grade. We now have grades 5-8. We are an open-enrollment charter school that offers PE, coding, Art, after school clubs, sports, and Special Education. We will graduate our first class in 2027.

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): We have a need to increase student persistence for new to IDEA students because it has declined over the past two year **Root Cause:** 1) Lack of consistent, clear communication around attendance, behavior, and grades 2) Lack of afterschool offerings

Problem Statement 2 (Prioritized): We are a diverse campus we have a need to ensure equitable practices & consequences for all students **Root Cause:** 1) Staff needs to increase cultural competency 2) Staff needs to know how to have race talk conversations

School Processes & Programs

School Processes & Programs Summary

We develop instructional leaders through Coaching Academy and Instructional Rounds. We also have weekly teacher PD to work on addressing different skills as well as weekly check-ins.

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

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): We struggled to find certified sped candidates this year for next year **Root Cause:** 1) Lack of candidates in the hiring pool 2) Lack of clear sped expectations & onboarding

Problem Statement 2 (Prioritized): Ensure we retain our leaders year after year **Root Cause:** 1) lack on onboarding with mid-years hires 2) inconsistent coaching

Perceptions

Perceptions Summary

Currently, for the past two year we have had the highest Great Places to Work Survey data for staff and have had 85% Staff Retention. Overall, we have a strong staff culture. We currently, need to work to get more information on the parent experience and bring families in. Since we launched during a pandemic, the barriers have been due to COVID.

Perceptions Strengths

See PDF in Addendum for more information

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): We need to ensure we start hosting quarterly family events and a fall curriculum night and spring festival **Root Cause:** 1) No events on our calendar 2) Lack of clear expectations for ownership of this

Problem Statement 2 (Prioritized): We need to start hosting quarterly report cards nights **Root Cause:** 1) No events on our calendar 2) Lack of clear expectations for ownership of this

Priority Problem Statements

Problem Statement 1: Staff will need to rolling out strong academic expectations to set them up for success with new test format (online; more writing).

Root Cause 1: 1) Teachers are unfamiliar new test content 2) Teachers are unfamiliar with new online software

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Lack of programming for new English Language Learners

Root Cause 2: 1) Not prioritizing space in CSI for new ELs 2) Not Identifying placement for mid-year transfers

Problem Statement 2 Areas: Student Learning

Problem Statement 3: We need to ensure we start hosting quarterly family events and a fall curriculum night and spring festival

Root Cause 3: 1) No events on our calendar 2) Lack of clear expectations for ownership of this

Problem Statement 3 Areas: Perceptions

Problem Statement 4: We have a need to increase student persistence for new to IDEA students because it has declined over the past two year

Root Cause 4: 1) Lack of consistent, clear communication around attendance, behavior, and grades 2) Lack of afterschool offerings

Problem Statement 4 Areas: Demographics

Problem Statement 5: We are a diverse campus we have a need to ensure equitable practices & consequences for all students

Root Cause 5: 1) Staff needs to increase cultural competency 2) Staff needs to know how to have race talk conversations

Problem Statement 5 Areas: Demographics

Problem Statement 6: We struggled to find certified sped candidates this year for next year

Root Cause 6: 1) Lack of candidates in the hiring pool 2) Lack of clear sped expectations & onboarding

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: Ensure we retain our leaders year after year

Root Cause 7: 1) lack on onboarding with mid-years hires 2) inconsistent coaching

Problem Statement 7 Areas: School Processes & Programs

Problem Statement 8: We need to start hosting quarterly report cards nights

Root Cause 8: 1) No events on our calendar 2) Lack of clear expectations for ownership of this

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 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 released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)

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
- Section 504 data
- Homeless data

Student Data: Behavior and Other Indicators

- Attendance data
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

Round Rock Tech College Prep
Generated by Plan4Learning.com

- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data







- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Goal 1: Increase staff retention

Performance Objective 1: 100% of staff completes a quarterly staff trust survey and results average 3.75-5.0 and increase .25% each survey round

Evaluation Data Sources: GPTW survey

Strategy 1 Details		Reviews			
Strategy 1: Get GTL 2 X 2 feedback weekly and add to to a We Asked, You Responded section in Thunderbird Tribune Strategy's Expected Result/Impact: 100% of staff completes a quarterly staff trust survey and results average 3.75-5.0 and increase .25% each survey round Staff Responsible for Monitoring: Grade Team Culture Leaders monitor TEA Priorities: Recruit, support, retain teachers and principals Problem Statements: School Processes & Programs 2		Formative			Summative
		Oct	Jan	Mar	June
					
		 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 1 Problem Statements:







School Processes & Programs
Problem Statement 2: Ensure we retain our leaders year after year Root Cause: 1) lack on onboarding with mid-years hires 2) inconsistent coaching

Goal 1: Increase staff retention

Performance Objective 2: 100% of SDC conversations completed by the deadline and executed at a proficient level

Evaluation Data Sources: SLL rubric

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details		Reviews			
Strategy 1: Monthly GET Ratings in Teachboost so on the same page about progress Strategy's Expected Result/Impact: Metric = 75-100% of teachers observed implement 1 action steps per week as recorded in coaching tracker and self-reflect on implementation Metric = 75-100% of teachers show consistent gains in student exit ticket mastery and/or weekly assessment and mastery is above 80% Metric = 100% of teacher rated on GET power rows and 90-100% of teacher rated proficient in monthly Target GET rows Metric = 100% of SDC conversations completed by the deadline and executed at a proficient level Staff Responsible for Monitoring: Leaders monitor and teachers/staff execute TEA Priorities: Recruit, support, retain teachers and principals Problem Statements: School Processes & Programs 2		Formative			Summative
		Oct	Jan	Mar	June
					
		 No Progress  Accomplished  Continue/Modify  Discontinue			







Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 2: Ensure we retain our leaders year after year Root Cause: 1) lack on onboarding with mid-years hires 2) inconsistent coaching

Goal 1: Increase staff retention

Performance Objective 3: 90-100% of actions listed on Staff Onboarding plan are executed on weekly and monthly basis

High Priority

Strategy 1 Details	Reviews			
Strategy 1: Execute the onboarding plan and review during ILT tactical Strategy's Expected Result/Impact: Metric = 90-100% of actions listed on Staff Onboarding plan are executed on weekly and monthly basis Metric = 90-100% of actions listed on Staff Onboarding plan are executed on monthly basis and Staff Accountability tracker is discussed weekly during lead team tactical Metric = 100% of NTI teachers engage in TLAC workshops and are rated proficient on foundational culture rubric and GET 2C by Sept 1st Metric = 100% of leaders are proficient in SLL 2B and SLL 5E by Sept 1st Staff Responsible for Monitoring: Instructional Lead Team TEA Priorities: Recruit, support, retain teachers and principals Problem Statements: School Processes & Programs 2	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				








Performance Objective 3 Problem Statements:

School Processes & Programs
Problem Statement 2: Ensure we retain our leaders year after year Root Cause: 1) lack on onboarding with mid-years hires 2) inconsistent coaching

Goal 1: Increase staff retention

Performance Objective 4: 90% Students will hit their MVPA minutes in PE so that PE teacher maintains Level 4 status







Evaluation Data Sources: MVPA minutes data from PE teacher

Strategy 1 Details	Reviews			
Strategy 1: Coach & Develop PEteacher Strategy's Expected Result/Impact: 90% of students hit their MVPA goals Staff Responsible for Monitoring: Megan Lane/PE Coach; API/Jessica Moreno Title I: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: All IDEA students matriculate to college

Performance Objective 1: By October 7th 100% of teachers will set ambitious goals, track progress, daily and respond to data

High Priority

Strategy 1 Details	Reviews			
<p>Strategy 1: Use MSR to set ambitious goal that will exceed results in all Domains, update data drops weekly, and hold SWAMS after every assessment</p> <p>Strategy's Expected Result/Impact: Metric = 100% of teachers have an MSR and ambitious growth goals for every student they teach</p> <p>Metric = 100% of students know their goals and why they are important</p> <p>Metric = 100% of leaders track student progress on a weekly basis and 100% of teacher update wall trackers on a daily basis</p> <p>Metric = 100% of students have an updated daily tracker, know if they are on/off track to meet their goals, and strengths/growth areas Leaders and teachers use data to adjust instruction</p> <p>Metric = 100% of leaders proficient in SLL 1B and 75-100% of teachers show 2 levels of proficiency growth on GET 5A-5E on a monthly basis</p> <p>Metric = 100% of leaders and teachers discuss data, priority objectives and students, and engage in a SWAM after every major district assessment.</p> <p>Staff Responsible for Monitoring: Instructional lead team and teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 2</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				







Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: Staff will need to rolling out strong academic expectations to set them up for success with new test format (online; more writing). Root Cause: 1) Teachers are unfamiliar new test content 2) Teachers are unfamiliar with new online software</p>

School Processes & Programs
Problem Statement 2: Ensure we retain our leaders year after year Root Cause: 1) lack on onboarding with mid-years hires 2) inconsistent coaching

Goal 2: All IDEA students matriculate to college

Performance Objective 2: 100% of teacher will have bi-weekly coaching conversations and all Level 1-Level 3 teachers will receive Lesson plan feedback weekly.

Strategy 1 Details	Reviews			
Strategy 1: Leaders hold coaching conversations & teachers implement actions steps; Leaders give LP feedback and teachers implement Strategy's Expected Result/Impact: Metric = 75-100% of teachers observed implement 1 action steps per week as recorded in coaching tracker and self-reflect on implementation Metric = 75-100% of teachers show consistent gains in student exit ticket mastery and/or weekly assessment and mastery is above 80% Metric = 100% of teacher rated on GET power rows and 90-100% of teacher rated proficient in monthly Target GET rows Metric = 100% of leaders rated on target monthly SLL and 90-100% of leaders rated proficient in target SLL of the month Metric = 100% of teacher submit lesson plans/internalizations on time Metric = 75-100% of teachers receive a what + how action step weekly and teachers implement feedback Staff Responsible for Monitoring: Instructional Lead Team TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math Problem Statements: Student Learning 1, 2 - School Processes & Programs 2	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				







Performance Objective 2 Problem Statements:

Student Learning
<p>Problem Statement 1: Staff will need to rolling out strong academic expectations to set them up for success with new test format (online; more writing). Root Cause: 1) Teachers are unfamiliar new test content 2) Teachers are unfamiliar with new online software</p> <p>Problem Statement 2: Lack of programming for new English Language Learners Root Cause: 1) Not prioritizing space in CSI for new ELs 2) Not Identifying placement for mid-year transfers</p>

School Processes & Programs
Problem Statement 2: Ensure we retain our leaders year after year Root Cause: 1) lack on onboarding with mid-years hires 2) inconsistent coaching

Goal 2: All IDEA students matriculate to college

Performance Objective 3: 100% of Adults will celebrate Celebrate student Growth & Academic Excellence after every quarter

Strategy 1 Details	Reviews			
Strategy 1: Leaders plan modified schedule, AA orders prizes and creates posters, GTLs host the events, Students attend Strategy's Expected Result/Impact: Metric: Every week at least 1 teacher is shouted out for growth or academic excellence based on academic results Metric: 100% of GTLS host a semester, quarter 3, and quarter awards ceremony Metric: 100% of students meeting their growth goals receive a prize for each goal met during awards ceremony Metric: 100% of teachers send home a positive Remind message for every student who meet a growth goal on a semester or mock exam Metric: 100% of teachers send home a positive Remind message for student achieving meets/master on a semester or mock exam Staff Responsible for Monitoring: Lead Team and GTLs TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools Problem Statements: Demographics 1 - Student Learning 1 - Perceptions 1	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 3 Problem Statements:







Demographics
Problem Statement 1: We have a need to increase student persistence for new to IDEA students because it has declined over the past two year Root Cause: 1) Lack of consistent, clear communication around attendance, behavior, and grades 2) Lack of afterschool offerings
Student Learning
Problem Statement 1: Staff will need to rolling out strong academic expectations to set them up for success with new test format (online; more writing). Root Cause: 1) Teachers are unfamiliar new test content 2) Teachers are unfamiliar with new online software
Perceptions
Problem Statement 1: We need to ensure we start hosting quarterly family events and a fall curriculum night and spring festival Root Cause: 1) No events on our calendar 2) Lack of clear expectations for ownership of this

Goal 3: IDEA achieves an A rating

Performance Objective 1: By October 7th 100% of teachers will set ambitious goals, track progress, daily and respond to data

High Priority







- Evaluation Data Sources:** Metric = 100% of teachers have an MSR and ambitious growth goals for every student they teach
Metric = 100% of students know their goals and why they are important
Metric = 100% of leaders track student progress on a weekly basis and 100% of teacher update wall trackers on a daily basis
Metric = 100% of students have an updated daily tracker, know if they are on/off track to meet their goals, and strengths/growth areas Leaders and teachers use data to adjust instruction
Metric = 100% of leaders proficient in SLL 1B and 75-100% of teachers show 2 levels of proficiency growth on GET 5A-5E on a monthly basis
Metric = 100% of leaders and teachers discuss data, priority objectives and students, and engage in a SWAM after every major district assessment.

Strategy 1 Details		Reviews			
Strategy 1: Use MSR to set ambitious goal that will exceed results in all Domains, update data drops weekly, and hold SWAMS after every assessment		Formative			Summative
		Oct	Jan	Mar	June
					
 No Progress		 Accomplished	 Continue/Modify	 Discontinue	

Goal 3: IDEA achieves an A rating

Performance Objective 2: 100% of teacher will have bi-weekly coaching conversations and all Level 1-Level 3 teachers will receive Lesson plan feedback weekly.

Evaluation Data Sources: Metric = 75-100% of teachers observed implement 1 action steps per week as recorded in coaching tracker and self-reflect on implementation
 Metric = 75-100% of teachers show consistent gains in student exit ticket mastery and/or weekly assessment and mastery is above 80%
 Metric = 100% of teacher rated on GET power rows and 90-100% of teacher rated proficient in monthly Target GET rows
 Metric = 100% of leaders rated on target monthly SLL and 90-100% of leaders rated proficient in target SLL of the month
 Metric = 100% of teacher submit lesson plans/internalizations on time
 Metric = 75-100% of teachers receive a what + how action step weekly and teachers implement feedback

Strategy 1 Details	Reviews			
Strategy 1: Leaders hold coaching conversations & teachers implement actions steps; Leaders give LP feedback and teachers implement	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: IDEA achieves an A rating

Performance Objective 3: 100% of Adults will celebrate Celebrate student Growth & Academic Excellence after every quarter




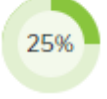




- Evaluation Data Sources: Metric: Every week at least 1 teacher is shouted out for growth or academic excellence based on academic results
- Metric: 100% of GTLS host a semester, quarter 3, and quarter awards ceremony
- Metric: 100% of students meeting their growth goals receive a prize for each goal met during awards ceremony
- Metric: 100% of teachers send home a positive Remind message for every student who meet a growth goal on a semester or mock exam
- Metric: 100% of teachers send home a positive Remind message for student achieving meets/master on a semester or mock exam

Strategy 1 Details	Reviews			
Strategy 1: Leaders plan modified schedule, AA orders prizes and creates posters, GTLs host the events, Students attend	Formative			Summative
	Oct	Jan	Mar	June
	<div><div></div></div> 40%	<div><div></div></div> 50%		
<div><div>0%</div>No Progress</div> <div><div>100%</div>Accomplished</div> <div><div>→</div>Continue/Modify</div> <div><div>✖</div>Discontinue</div>				

Goal 3: IDEA achieves an A rating

Performance Objective 4: 60% of SWIEPS will hit approaches on STAAR with support of CSI Interventionist

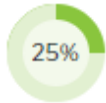





Evaluation Data Sources: Metric: Semester Exam, Mock Exam, STAAR Exam

Strategy 1 Details	Reviews			
Strategy 1: Coach and Develop Teachers Strategy's Expected Result/Impact: 100% of teachers hit advanced on GET 5E Staff Responsible for Monitoring: APIs Title I: 2.4 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Provide small group pull-out instructional to SWIEPS Strategy's Expected Result/Impact: 50% of students grow 2 or more grade levels in CSI Staff Responsible for Monitoring: Interventionist Title I: 2.4 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 4: Increase student daily attendance

Performance Objective 1: 100% of teachers make daily ADA calls

High Priority

Strategy 1 Details		Reviews			
Strategy 1: APO monitors daily, Leaders observe weekly, teachers make daily, and any team at 100% gets Tuesday Time Back Strategy's Expected Result/Impact: Increase ADA Staff Responsible for Monitoring: APO, Leaders, and GTLS TEA Priorities: Improve low-performing schools Problem Statements: Demographics 1		Formative			Summative
		Oct	Jan	Mar	June
					
		 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: We have a need to increase student persistence for new to IDEA students because it has declined over the past two year Root Cause: 1) Lack of consistent, clear communication around attendance, behavior, and grades 2) Lack of afterschool offerings





Goal 4: Increase student daily attendance

Performance Objective 2: 100% of staff follow ADA escalation matrix

Strategy 1 Details	Reviews			
Strategy 1: APO brings data to tactical, Leaders own for their grade level, and GTLs and teahcers host meetings	Formative			Summative
	Oct	Jan	Mar	June
	<div><div></div>10%</div>	<div><div></div>20%</div>		
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>				

Goal 4: Increase student daily attendance

Performance Objective 3: 100% of staff celebrate and incentive ADA on a monthly basis

Strategy 1 Details		Reviews			
Strategy 1: Add to monthly calendar Strategy's Expected Result/Impact: Increase ADA Staff Responsible for Monitoring: APO, Leaders, and GTLs TEA Priorities: Improve low-performing schools Problem Statements: Demographics 1		Formative			Summative
		Oct	Jan	Mar	June
					
		 No Progress	 Accomplished	 Continue/Modify	 Discontinue


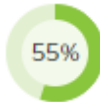




Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: We have a need to increase student persistence for new to IDEA students because it has declined over the past two year Root Cause: 1) Lack of consistent, clear communication around attendance, behavior, and grades 2) Lack of afterschool offerings

Goal 5: Increase student persistence

Performance Objective 1: 100% make 3 positive phone calls per week to families

High Priority







Strategy 1 Details	Reviews			
Strategy 1: SSA checks forms weekly and brings data to tactical to discuss as lead team Strategy's Expected Result/Impact: Increase persistence and ADA Staff Responsible for Monitoring: SSA, Leaders, and GTLs TEA Priorities: Improve low-performing schools Problem Statements: Demographics 1	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
Problem Statement 1: We have a need to increase student persistence for new to IDEA students because it has declined over the past two year Root Cause: 1) Lack of consistent, clear communication around attendance, behavior, and grades 2) Lack of afterschool offerings

Goal 5: Increase student persistence

Performance Objective 2: 100% of GTLs hold a weekly team & family meeting to celebrate scholars







Strategy 1 Details	Reviews			
Strategy 1: Grade team principals prep GTLs to complete this weekly! Strategy's Expected Result/Impact: Increase persistence and ADA Staff Responsible for Monitoring: GTLs TEA Priorities: Improve low-performing schools Problem Statements: Demographics 1	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: We have a need to increase student persistence for new to IDEA students because it has declined over the past two year Root Cause: 1) Lack of consistent, clear communication around attendance, behavior, and grades 2) Lack of afterschool offerings

Goal 5: Increase student persistence

Performance Objective 3: 100% of staff participate in quarterly family nights (reports card, etc).

Strategy 1 Details	Reviews			
Strategy 1: SSA puts on calendar, all staff participate, PSA supports with planning Strategy's Expected Result/Impact: Increase ADA and persistence Staff Responsible for Monitoring: SSA TEA Priorities: Improve low-performing schools Problem Statements: Demographics 1 - Perceptions 1, 2	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				







Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: We have a need to increase student persistence for new to IDEA students because it has declined over the past two year Root Cause: 1) Lack of consistent, clear communication around attendance, behavior, and grades 2) Lack of afterschool offerings
Perceptions
Problem Statement 1: We need to ensure we start hosting quarterly family events and a fall curriculum night and spring festival Root Cause: 1) No events on our calendar 2) Lack of clear expectations for ownership of this Problem Statement 2: We need to start hosting quarterly report cards nights Root Cause: 1) No events on our calendar 2) Lack of clear expectations for ownership of this

Goal 5: Increase student persistence

Performance Objective 4: 100% of safety drills are performed and executed on time per district safety standards

Evaluation Data Sources: 100% of safety drills are performed and executed on time per district safety standards

Strategy 1 Details	Reviews			
Strategy 1: Execute monthly drills on the calendar Strategy's Expected Result/Impact: Percentage of students and staff meeting expectations increases over time Staff Responsible for Monitoring: Aaron Freeman/APO ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Aileen Encinia	Interventionist		1

Addendums

Master CNA & SAIP Reporting Checklist

Master CNA & SAIP Reporting Checklist				PTG	40%	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.	Pending	Just need to add final data	Action Required	
		Comprehensive Needs Assessment 2022 Math		Pending	Just need to add final data	Action Required	
		Comprehensive Needs Assessment 2022 Science		Pending	Just need to add final data	Action Required	
		Comprehensive Needs Assessment 2022 Humanities		Pending	Just need to add final data	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.	Pending	Just need to add final data	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	Don't have high school so n/a	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	All done; just need to include summer loss	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.	Pending	Need Registrar to get demographic data	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	All done; just need to complete	Action Required	

Campus Name

Campus Name
2021-22 Student Achievement Improvement Plan - 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

Campus Name

Comprehensive Needs Assessment					
COLLEGE PREP					
Data Source: CSI					
% Meeting CSI Goal	Reading CP CSI				
% CSI (EOY Ren.)	42%				
% of CSI Passing STAAR	81%				
% of SPED Passing STAAR	53%				
Data Source: STAAR					
	STAAR Reading 5th	STAAR Reading 6th	STAAR Reading 7th	English I EOC	English II EOC
% Approaches	81	85	93	n/a	n/a
% Meets	68	62	76	n/a	n/a
% Masters	46	42	56	n/a	n/a
% Student Achievement Average	65	63	75	n/a	n/a
Data Source: AP/IB/Electives					
AP Scores	Pass AP Lit	Pass AP Lang	IB Group 1	% Royal Readers	% Word Master
% Score 1	n/a	n/a	n/a	n/a	n/a
% Score 2	n/a	n/a	n/a	n/a	n/a
% Score 3+	n/a	n/a	n/a	n/a	n/a
				RR Goal Met/Not Met	WM Goal Met/Not Met
				12.43%	62.70%

Reflections	
Areas of Strength	Areas of Need
1 Teachers has strong key points, ample practice time, and strong first teach lessons internalizations during semester 1.	1 Ensure teachers are rolling out strong academic expectations to set them up for success with new test format (online; more writing).

2 All reteaches that were discussed during SWAMs and data conversations happened with fidelity.	2 Use new growth goals based on 22-23 STAAR data to prioritize scholars that have been off track for 1+ school years from day 1.
3 Tweaking curriculum to include non-fiction & poetry texts and additional reteaches to modify W&W curriculum.	3 Begin CSI lessons rehearsals and extra vocabulary practice with from the first day of school (this was started semester 2 and had a dramatic impact on data).

Campus Name

Comprehensive Needs Assessment - College Prep

COLLEGE PREP

Data Source: STAAR

	STAAR Math 5th	STAAR Math 6th	STAAR Math 7th	
% Approaches	74	81	83	
% Meets	40	53	54	
% Masters	27	24	29	
% Student Achievement Average	47	53	55	

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	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	% Score 1-3	<i>n/a</i>
% Score 2	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	% Score 4-5	<i>n/a</i>
% Score 3+	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	% Score 6-7	<i>n/a</i>

Reflections

Areas of Strength	Areas of Need
1 Teachers has strong key points, ample practice time, and strong first teach lessons internalizations during semester 1.	1 Ensure teachers are rolling out strong academic expectations to set them up for success with new test format (online; more writing).
2 All reteaches that were discussed during SWAMs and data conversations happened with fidelity.	2 Use new growth goals based on 22-23 STAAR data to prioritize scholars that have been off track for 1+ school years from day 1.
3 All teachers plan spiraling content in Do Nows and extended Friday quizzes starting second semester	3 Begin spiraling content from Do Nows and extended Friday exit tickets from day 1 and semester 1.

Campus Name

Comprehensive Needs Assessment

COLLEGE PREP

Data Source: Internal Assessments

	6th Grade EOY Assessment	7th Grade EOY Assessment	
% Passing	83%	93%	

Data Source: STAAR

	STAAR 5th Science	STAAR Biology	
% Approaches	85	<i>n/a</i>	
% Meets	64	<i>n/a</i>	
% Masters	30	<i>n/a</i>	
% Student Achievement Average	60	<i>n/a</i>	

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	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	% Score 1-3	<i>n/a</i>
% Score 2	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	% Score 4-5	<i>n/a</i>
% Score 3+	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	% Score 6-7	<i>n/a</i>

Reflections

Areas of Strength	Areas of Need
1 Teachers has strong key points, ample practice time, and strong first teach lessons internalizations during semester 1.	1 Ensure teachers are rolling out strong academic expectations to set them up for success with new test
2 All reteaches that were discussed during SWAMs and data conversations happened with fidelity.	2 Use new growth goals based on 22-23 STAAR data to prioritize scholars that have been off track for 1+ school
3 All teachers plan spiraling content in Do Nows and extended Friday quizzes starting second semester	3 Students need to do more rigorous, open-ended writing to justify their thinking. Students should use CER: Claim, Evidence, Reasoning to respond to in class questions.

Campus Name

Comprehensive Needs Assessment							
COLLEGE PREP							
Data Source: Internal Assessments							
	5th Grade EOY Assessment	6th Grade EOY Assessment	7th Grade EOY Assessment				
% Passing	95%	100%	97%				
Data Source: STAAR							
	STAAR 8th US History	EOC US History					
% Approaches	<i>n/a</i>	<i>n/a</i>					
% Meets	<i>n/a</i>	<i>n/a</i>					
% Masters	<i>n/a</i>	<i>n/a</i>					
% Student Achievement Average	<i>n/a</i>	<i>n/a</i>					
Data Source: AP/IB							
AP Scores	Pass AP Human Geography	Pass AP World History	Pass AP US History	Pass AP Government	Pass AP Economics	IB Scores	IB Group 3
% Score 1	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	% Score 1-3	<i>n/a</i>
% Score 2	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	% Score 4-5	<i>n/a</i>
% Score 3+	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	% Score 6-7	<i>n/a</i>

Reflections	
Areas of Strength	Areas of Need
1 Teachers has strong key points, ample practice time, and strong first teach lessons internalizations during semester 1.	1 Ensure teachers are rolling out strong academic expectations to set them up for success with new test
2 All reteaches that were discussed during SWAMs and data conversations happened with fidelity.	2 Use new growth goals based on 22-23 STAAR data to prioritize scholars that have been off track for 1+ school
3 All teachers plan spiraling content in Do Nows and extended Friday quizzes starting second semester	3 Raise the bar for rigor. Teachers need to take the AP test, write their own open-ended response, and include quarterly AP aligned writing to supplement the curriculum.

Campus Name

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 - 0 7 - 3	6 - 3 7 - 0	6 - 3 7 - 5	6 - 3 7 - 3	58%
% Intermediate	6 - 3 7 - 11	6 - 24 7 - 18	6 - 28 7 - 21	6 - 24 7 - 21	
% Advanced	6 - 38 7 - 16	6 - 72 7 - 76	6 - 24 7 - 18	6 - 31 7 - 32	
% Advanced High	6 - 59 7 - 71	6 - 0 7 - 5	6 - 45 7 - 55	6 - 41 7 - 42	

Reflection

Areas of Strength	Areas of Need
1 Strong testing environment that kids practiced	1 Stronger programs for new to country ELLs (there was not a lot of extra room in CSI)
2 We expect based on benchmark data for reading to be an area of strengths	2 We expect based on benchmark data for writing to be an area of need, especially for our beginning and intermediate scholars
3 Growth in advanced and advanced high scholars	3 Supporting our scholars that enter mid-year

Campus Name

Comprehensive Needs Assessment

COLLEGE PREP

100% College Matriculation

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

Note: Do not have high-school scholars

Reflections

Areas of Strength	Areas of Need
1	1
2	2
3	3

Campus Name

Comprehensive Needs Assessment	
COLLEGE PREP	
Staff Quality, Recruitment, Retention	
	Percentage
% School Lead Team Retention	80%
% Instructional Support Retention	100%
% Teacher Retention	85%
% Campus Support Retention	100%
% SPED Certified Teachers	100%
% State/National Certified Teachers	61%
% State Certified Leaders	0%
% State/Board certified Counselors	0%
Number of teacher applicants per 2020-21 school year	n/a

Reflections	
Areas of Strength	Areas of Need
1 Strong GPTW survey results. #1 in Austin and #5 in IDEA overall. 100% of respondents said our campus was a "great place to work."	1 We struggled to find certified sped candidates this year for next year; many are using IDEA's sped program or an alternative certification
2 All managers hold consistent weekly check-ins where action steps are delivered and two-way feedback is given and received.	2 This year we had 1 API quit mid-year and the two new APIs are not familiar with sped compliance nor managing sped, which lead to difficulties onboarding new
3 100% of returning teacher site relationship with direct manager or staff culture as reason for returning	3 In order to continue to retain leaders, the principal need to begin monthly SLL conversations based on leaders ILP and follow through with this. Coaching was inconsistent for leaders this year.

Campus Name

Comprehensive Needs Assessment College Preparatory	
Data Source: School Culture and Climate	
	Campus %
% Average Daily Attendance	91.09%
% Overall Persistence	TBD
% New Student Persistence	TBD
# of Admin Withdrawals/ Level 3 Offenses	2/ 28
% SPED	16.75%
% ELL	35.53%
% Eco Dis	47.72%
% Migrant	0.00%
% Race: American-Indian-Alaska-Native	1.02%
% Asian	7.11%
% White-Hispanic	25.77%
% Multi	0.00%
% Black-African-American	16.75%
% Native-Hawaiian-Pacific-Islander	0.00%
% White	23.35%
% Male	53.30%
% Female	46.70%

Data Source: School Culture and Climate	
Reflections	
Areas of Strength	Areas of Need
1) ADA meetings in January were able to help us increase ADA second semester when due to non COVID related	1) ADA was 9th in the region and 87 overall in district - this was a dip from last year
2) Family partnership and student behavior contracts for scholars who had level III behaviors eliminated repeated behaviors in 90% of scholars.	2) We had an increased number of Level III and Level 4 offenses this school year (especially with new students or students who were virtual last school year)
3) Hosting monthly culture camp during school year based on repeated culture incidents we were seeing to be proactive vs. reactive	3) We need to prioritize setting a high-bar for culture since we are only 80% enrolled and we have new families in every grade.

Campus Name

Comprehensive Needs Assessment	
COLLEGE PREP	
Data Source: Family and Community Involvement	
	Percentage
% Families Attended WTI	47%
% Families Attended Curriculum Night	n/a
% Families Who Attended EOY Ceremonies	90%
% Families who attended Fall Festival	n/a
% Families who attended Winter Festival	n/a
% Families who attended Spring Festival	n/a

Reflections	
Areas of Strength	Areas of Need
1) Holding 100% of 1:1 with requested families	1) We need to work as our new families get registered to have them attend WTI. We recorded our virtual session and created a form so that they can still be onboarding appropriately.
2) While we only have 47% of families that attended WTI that number represents over 90% of families that are registered attending a welcome event; feedback on event was very positive	2) Start hosting quarterly family events and a fall curriculum night and spring festival
3) Second semester family events (spring festival; 5G to and thru ceremony; recording virtual awards for parents to watch)	3) Start hosting quarterly report cards nights