

IDEA Public Schools

Rundberg College Prep

2022-2023 Campus Improvement Plan

Accountability Rating: A

Distinction Designations:

Academic Achievement in English Language Arts/Reading
Academic Achievement in Mathematics
Academic Achievement in Science
Academic Achievement in Social Studies
Top 25 Percent: Comparative Academic Growth
Top 25 Percent: Comparative Closing the Gaps
Postsecondary Readiness



Board Approval Date: October 21, 2022
Public Presentation Date: September 22, 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.

IRCP Specific Vision:

IDEA Rundberg College Prep exists to be the best school for preparing and matriculating all students to college. Rattlers will be engaged in authentic, rigorous learning experiences, held to high expectations, and cared for through intentional and joyful partnerships between students, staff, and families. This allows IDEA Rundberg College Prep to cultivate gritty, resilient, and self-driven learners who believe they have the power and responsibility to create change in their communities and society at large. IDEA Rundberg College prep will ensure each scholar reaches their true, boundless potential of becoming bold critical thinkers, passionate lifelong learners, and overall good people.

Core Values

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

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

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	4
School Processes & Programs	5
Perceptions	7
Priority Problem Statements	8
Comprehensive Needs Assessment Data Documentation	10
Goals	12
Goal 1: Increase staff retention	13
Goal 2: All IDEA students matriculate to college	15
Goal 3: IDEA achieves an A rating	18
Goal 4: Increase student daily attendance	23
Goal 5: Increase student persistence	24
Title I Personnel	27
Campus Funding Summary	28
Addendums	29

Comprehensive Needs Assessment

Demographics

Demographics Summary

Total Enrollment: 769 students

Grades: 6-12

Admissions: Open Enrollment Charter School

Location: 9504 N Interstate 35 Frontage Rd, Austin, TX 78753

Special Programs:

- **CTE** - Computer Science and Photography emphasis
- **Athletics** - Flag Football, Cross Country, Volleyball, Basketball, Soccer, Track, Baseball, Softball
- **AP for All** - Students take 9+ AP courses upon graduation

See PDF in Addendum for more information

Demographics Strengths

See PDF in Addendum for more information

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): There is a need to fostering a sense of student accountability when it comes to grades and assignments. **Root Cause:** 1. Students are not checking grades regularly 2. Communication around grades between teachers, parents, and students has been inconsistent and unclear. 3. Lack of follow through on the OTG system.

Problem Statement 2 (Prioritized): There is a need to increase buy in to our mission of college for all before senior year. **Root Cause:** 1. Lack of RTTC lessons in middle school grades. 2. Not emphasizing the mission enough during student onboarding.

Student Learning

Student Learning Summary

Domain 1 - Student Achievement: A-Rated

Domain 2 - School Progress: A -Rated

Domain 3 - Closing the Gaps: A-Rated

All sub pops met their Domain 3 indicators. During the 2021 - 2022 school year we improved from the previous year by hitting our TELPAS goal, increasing the number of white students who scored meets and masters, and increasing our meets and masters in math.

We earned 100% of distinctions which means we are performing in the top 25% of the state for similar schools our size and demographic.

100% of our seniors graduated, 100% of our seniors were accepted into a 4 year university, 100% of our seniors are on track to matriculate to college in the fall.

We were at 98% of students meeting College, Career, and Military Readiness.

See PDF in Addendum for more information

Student Learning Strengths

See PDF in Addendum for more information

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): There is a need for vertical alignment in English, math, history, and science from 6-12 grade in all contents. **Root Cause:** 1. Lack of common planning time 2. Inconsistent content expectation in each grade level due to various managers expecting different instructional look fors.

Problem Statement 2 (Prioritized): There is a need for more cross content writing to ensure students are prepared for the demands of AP rigor in high school. **Root Cause:** 1. Lack of writing training for teachers and leaders 2. Writing has been deprioritized since it is not STAAR tested.

School Processes & Programs

School Processes & Programs Summary

1. Instructional leaders receive weekly coaching from the principal. Additionally, they attend district trainings such as coaching academy. We have 4 assistant principals who each oversee a specific department (Math, English, Social Studies, and Science). This allows leaders to become experts in their content areas.
2. Professional Development occurs weekly on Mondays from 4:15 - 5:15. Topics for PD are determined based off trends in instructional rounds and culture rounds.
- 3.

Special Programs:

- **CTE** - Computer Science and Photography emphasis
- **Athletics** - Flag Football, Cross Country, Volleyball, Basketball, Soccer, Track, Baseball, Softball
- **AP for All** - Students take 9+ AP courses upon graduation
- Music Program through the school of music
- RISE - a partnership with UT School of Business to prepare students for the college admissions process

See PDF in Addendum for more information

School Processes & Programs Strengths

Curriculum & Instruction:

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

Special Programs

- IDEA exceeded the expected growth target for EL student performance on TELPAS in 2021 with 48% of ELs meeting that target.
- IDEA provide targeted research based instruction to students who have a 2.0 year gap in Reading and/or Math with the goal of closing that gap by 2.0 years during the school

year with our initiative called Critical Student Intervention (CSI). During the 21-22 school year, 2,562 out of 6,632 students meet that goal for Reading and 703 out of 1,268 students met the goal for Math.

- IDEA is in Year 3 of our TEA awarded Autism Grant. Through this grant we were able to increase support for 195 students with autism in Rio Grande Valley and Austin who met the criteria outlined by TEA for this grant.
- IDEA submitted and was awarded a Dyslexia Grant by the TEA so that we will be able to provide increased professional development to teachers and leaders on working with students with dyslexia and increase the support resources for our students with dyslexia.

SEL/ Mental Health and Family Engagement

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

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

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

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

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): There is a need for a clear mid year onboarding system that is replicable because currently mid year hires are the most dissatisfied due to poor onboarding. **Root Cause:** 1. Not giving new teachers several days of onboarding before putting them in front of students 2. Principal not looking at onboarding plans and giving feedback

Problem Statement 2 (Prioritized): Teachers state that working at IRCP long term is not sustainable due to the amount of hours needed to complete job with high quality. **Root Cause:** 1. High school teachers only have 1 hour of plan a day. 2. Leaders are not coaching teachers around time management best practices 3. Lack of clarity around the # of hours being worked

Perceptions

Perceptions Summary

1. 100% of seniors graduated from IDEA Rundberg College Prep
2. Conflict is reduced through mediation with our school counselor and social worker
3. Teacher retention was 76.39%. This is a marginal increase from the prior year and below the 85% goal.
4. We track parent communication from teacher to parent weekly. The expectation is teachers make 3 positive contacts a week. At events we have a sign in sheet.
5. Language at times is a barrier. However, we do have a high number of bilingual staff members. Additionally, we have adopted two language translation services.

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): There is a need to ensure that parents are being informed of all items in their primary language to increase connection. **Root Cause:** 1. Lack of translation supports 2. Documents are often times on released in English to parents

Problem Statement 2 (Prioritized): There is a need to increase positive communication with parents around their students performance **Root Cause:** 1. Lack of a clear systems 2. Not prioritized by administration

Priority Problem Statements

Problem Statement 1: There is a need to fostering a sense of student accountability when it comes to grades and assignments.

Root Cause 1: 1. Students are not checking grades regularly 2. Communication around grades between teachers, parents, and students has been inconsistent and unclear. 3. Lack of follow through on the OTG system.

Problem Statement 1 Areas: Demographics

Problem Statement 2: There is a need to increase buy in to our mission of college for all before senior year.

Root Cause 2: 1. Lack of RTTC lessons in middle school grades. 2. Not emphasizing the mission enough during student onboarding.

Problem Statement 2 Areas: Demographics

Problem Statement 3: There is a need for vertical alignment in English, math, history, and science from 6-12 grade in all contents.

Root Cause 3: 1. Lack of common planning time 2. Inconsistent content expectation in each grade level due to various managers expecting different instructional look fors.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: There is a need for more cross content writing to ensure students are prepared for the demands of AP rigor in high school.

Root Cause 4: 1. Lack of writing training for teachers and leaders 2. Writing has been deprioritized since it is not STAAR tested.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: There is a need for a clear mid year onboarding system that is replicable because currently mid year hires are the most dissatisfied due to poor onboarding.

Root Cause 5: 1. Not giving new teachers several days of onboarding before putting them in front of students 2. Principal not looking at onboarding plans and giving feedback

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: Teachers state that working at IRCP long term is not sustainable due to the amount of hours needed to complete job with high quality.

Root Cause 6: 1. High school teachers only have 1 hour of plan a day. 2. Leaders are not coaching teachers around time management best practices 3. Lack of clarity around the # of hours being worked

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: There is a need to increase positive communication with parents around their students performance

Root Cause 7: 1. Lack of a clear systems 2. Not prioritized by administration

Problem Statement 7 Areas: Perceptions

Problem Statement 8: There is a need to ensure that parents are being informed of all items in their primary language to increase connection.

Root Cause 8: 1. Lack of translation supports 2. Documents are often times on released in English to parents

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

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- SAT and/or ACT assessment data
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Section 504 data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Student surveys and/or other feedback

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback

Parent/Community Data

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





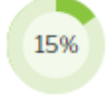

Goals







Goal 1: Increase staff retention

Performance Objective 1: IDEA Rundberg College Prep will hit 85% Staff Retention

High Priority

Evaluation Data Sources: Great Places To Work Survey, Monthly Staff Culture Survey, and Staff Retention Data

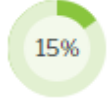




Strategy 1 Details	Reviews			
Strategy 1: Increase the amount of time back for teachers Strategy's Expected Result/Impact: Increase Teacher Retention Staff Responsible for Monitoring: Reilly Blackwelder TEA Priorities: Recruit, support, retain teachers and principals	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Have bi-monthly pulse points to determine staff satisfaction and # of hours being worked each week Strategy's Expected Result/Impact: Increase Teacher Retention Staff Responsible for Monitoring: Reilly Blackwelder TEA Priorities: Recruit, support, retain teachers and principals	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Ensure weekly staff PD is data driven and relevant for teachers Strategy's Expected Result/Impact: Increase Staff Satisfaction Staff Responsible for Monitoring: Reilly Blackwelder TEA Priorities: Recruit, support, retain teachers and principals	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 4 Details		Reviews			
Strategy 4: Host a teacher recruitment strategy meeting with out Level 4 and 5 teachers to gain ideas around how to recruit highly effective teachers like them. Strategy's Expected Result/Impact: Increase staff retention Staff Responsible for Monitoring: Meggie Summers TEA Priorities: Recruit, support, retain teachers and principals		Formative			Summative
		Oct	Jan	Mar	June
					
		 No Progress	 Accomplished	 Continue/Modify	 Discontinue

Goal 1: Increase staff retention

Performance Objective 2: Ensure PE teachers hit PE honor roll status by meeting the requirements for moderate to vigorous physical activity

Evaluation Data Sources: PE Watch Data










Strategy 1 Details	Reviews			
Strategy 1: PE Teachers receive weekly coaching around data received through the watches Strategy's Expected Result/Impact: Increase # of minutes in MVPA Staff Responsible for Monitoring: Tat Picott Title I: 2.5	Formative			Summative
	Oct	Jan	Mar	June
	 15%			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: All IDEA students matriculate to college

Performance Objective 1: 100% of IDEA Rundberg College Prep seniors are accepted into a 4 year university

HB3 Goal

Evaluation Data Sources: College Acceptance Data

Strategy 1 Details	Reviews			
Strategy 1: Ensure all seniors apply to at least 6 colleges. Strategy's Expected Result/Impact: 100% of students get accepted into at least 1 4 year university Staff Responsible for Monitoring: Gesselle Sanchez TEA Priorities: Connect high school to career and college	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Use College Counselors to ensure each senior is getting intensive and individualized college counseling services. Strategy's Expected Result/Impact: 100% of students get accepted into at least 1 4 year university Staff Responsible for Monitoring: Gesselle Sanchez Title I: 2.6, 4.2 - TEA Priorities: Connect high school to career and college Funding Sources: College Counselor - Federal Grant	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				







Goal 2: All IDEA students matriculate to college

Performance Objective 2: 100% of IDEA Rundberg College Prep seniors matriculate to college in 2023.

High Priority

HB3 Goal







Evaluation Data Sources: IDEA Matriculation Data and Cearinghouse Data

Strategy 1 Details	Reviews			
Strategy 1: Have individual parent meetings with families to help determine best match and fit for students and ensure commitment to mission. Strategy's Expected Result/Impact: 100% matriculation Staff Responsible for Monitoring: Gesselle Sanchez Title I: 4.2 - TEA Priorities: Connect high school to career and college	Formative			Summative
	Oct	Jan	Mar	June
				
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>				

Goal 2: All IDEA students matriculate to college

Performance Objective 3: 50% of IDEA Rundberg College Prep seniors are accepted into a Tier 1 or Tier 2 University.

HB3 Goal
Evaluation Data Sources: College Acceptance Data

Strategy 1 Details	Reviews			
Strategy 1: Ensure all Tier 1 and Tier 2 students attend at least 3 Tier 1 or Tier 2 college visits to expose them to their options Strategy's Expected Result/Impact: 50% Tier 1 or Tier 2 acceptance Staff Responsible for Monitoring: Gesselle Sanchez TEA Priorities: Connect high school to career and college	Formative			Summative
	Oct	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				







Goal 3: IDEA achieves an A rating

Performance Objective 1: IDEA Rundberg College has 100% of students meet one of the CCMR indicators

High Priority

HB3 Goal





Evaluation Data Sources: AP Scores, TSI Tests, AP Test

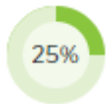







Strategy 1 Details	Reviews			
Strategy 1: 100% of seniors earn a 3 on at least 1 AP test Strategy's Expected Result/Impact: A Rated Campus + Increase CCMR Staff Responsible for Monitoring: Amanda Chatman Title I: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Through the use of a college counselor ensure 100% Seniors are TSI exempt Strategy's Expected Result/Impact: A -rated campus + Increase CCMR Staff Responsible for Monitoring: Gesselle Sanchez Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools Funding Sources: Gesselle Sanchez - Federal Grant	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: IDEA achieves an A rating

Performance Objective 2: IDEA Rundberg College Prep earns an achievement average of a 55

Evaluation Data Sources: STAAR scores

Strategy 1 Details	Reviews			
Strategy 1: All core content classes have writing of at least a paragraphs length weekly Strategy's Expected Result/Impact: A rating Staff Responsible for Monitoring: APIs - Reilly Blackwelder, Tat Picott, Amanda Chatman, and Olivia MEeks Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Use reading interventionists to improve 6th - 10th grade reading performance for students who are more than 2 years behind in reading or failed the reading STAAR the prior year. Strategy's Expected Result/Impact: Increase % of students scoring approaches on STAAR Staff Responsible for Monitoring: Olivia Meeks, Jessica Gutierrez, Jonathan Camarillo, Natasha Bedrosian Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools Funding Sources: 3 Reading Interventionists (Jessica, Jonathan, and Natasha) - Federal Grant	Formative			Summative
	Oct	Jan	Mar	June
				









Strategy 3 Details	Reviews			
Strategy 3: Use math interventionist to improve 6th 9th grade math performance for students who are more than 2 years behind in math or failed the math STAAR the prior year. Strategy's Expected Result/Impact: Increase % of students scoring approaches on STAAR Staff Responsible for Monitoring: Reilly Blackwelder, Quincy Gibson, and Kaitlyn Anderson Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools Funding Sources: Math Interventionist - Federal Grant, Hotspot Teacher - Federal Grant	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: Use iLearning Hotspot to close foundational math gaps in students Strategy's Expected Result/Impact: Increase math achievement average Staff Responsible for Monitoring: Reilly Blackwelder Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools Funding Sources: iLearning Hotspot Teacher - Federal Grant	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: IDEA achieves an A rating

Performance Objective 3: 75% of IDEA Rundberg College Prep EL students and SPED students earn approaches on reading and math STAARs

High Priority

Evaluation Data Sources: STAAR Scores, Assessment Data

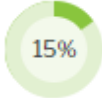





Strategy 1 Details	Reviews			
Strategy 1: Use reading interventionists to improve 6th - 10th grade reading performance for students who are more than 2 years behind in reading or failed the reading STAAR the prior year. Strategy's Expected Result/Impact: Increase % of approaches Staff Responsible for Monitoring: Olivia Meeks Title I: 2.4, 2.5, 2.6 Funding Sources: Reading Interventionists - Federal Grant	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Use math interventionist to improve 6th 9th grade math performance for students who are more than 2 years behind in math or failed the math STAAR the prior year. Strategy's Expected Result/Impact: Increase % approaches Staff Responsible for Monitoring: Reilly Blackwelder Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools Funding Sources: Math Interventionist - Federal Grant	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: IDEA achieves an A rating

Performance Objective 4: IDEA Rundberg College Prep Earns an A- Rating from TEA

High Priority

Evaluation Data Sources: State Ratings, STAAR Tests, District Assessments









Strategy 1 Details	Reviews			
Strategy 1: Use Locus dashboard to track domains 1-3 and respond to data Strategy's Expected Result/Impact: Increase state rating in all three domains Staff Responsible for Monitoring: Meggie Summers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Formative			Summative
	Oct	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 4: Increase student daily attendance

Performance Objective 1: IDEA Rundberg College Prep will his 97% average daily attendance

High Priority

Evaluation Data Sources: Daily Attendance, Chronic Absenteeism Data

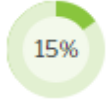







Strategy 1 Details	Reviews			
Strategy 1: Implement a chronic absenteeism escalation matrix Strategy's Expected Result/Impact: Increase Attendance Staff Responsible for Monitoring: APO - unfilled position currently Title I: 2.4, 2.5, 2.6, 4.2 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Daily attendance calls from all homeroom teachers to families of students who are absent in homeroom. Strategy's Expected Result/Impact: Increase Attendance Staff Responsible for Monitoring: APO - unfilled position Title I: 2.4, 2.5, 2.6, 4.2 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools	Formative			Summative
	Oct	Jan	Mar	June
				
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Goal 5: Increase student persistence

Performance Objective 1: IDEA Rundberg College Prep will hit 90% Student Persistence

High Priority

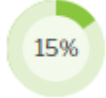






Evaluation Data Sources: Persistence Data, Student and Family Surveys

Strategy 1 Details	Reviews			
Strategy 1: Weekly grade team meetings to discuss persistence concerns and being proactive about persistence concerns Strategy's Expected Result/Impact: Increase Persistence Staff Responsible for Monitoring: Lerla Davis Title I: 2.6, 4.2 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Quarterly town hall meetings with parents to address concerns and celebrate successes Strategy's Expected Result/Impact: Increase persistence Staff Responsible for Monitoring: Lerla Davis Title I: 4.1, 4.2	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 5: Increase student persistence

Performance Objective 2: IDEA Rundberg College Prep will hit 90% New to IDEA Persistence











Evaluation Data Sources: NTI Persistence Data, NTI student and family pulse points

Strategy 1 Details	Reviews			
Strategy 1: 100% of NTI students and parents have at least 1 individual touch point by the end of Quarter 1 Strategy's Expected Result/Impact: Increase NTI Persistence Staff Responsible for Monitoring: Lerla Davis Title I: 4.2 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 5: Increase student persistence

Performance Objective 3: IDEA Rundberg College Prep will administer 100% of required safety drills on time to ensure students and families feel safe

Evaluation Data Sources: Safety Drill Dates and Data

Strategy 1 Details	Reviews			
Strategy 1: Calendar out all safety drills during BOY planning Strategy's Expected Result/Impact: Timliness of safety drills Staff Responsible for Monitoring: APO - unfilled position TEA Priorities: Recruit, support, retain teachers and principals	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Train all staff on safety drills during BOY PD and Subs on saety drills during daily onboarding Strategy's Expected Result/Impact: Proficient execution of safety drills Staff Responsible for Monitoring: APO - Unfilled position TEA Priorities: Recruit, support, retain teachers and principals	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Gesselle Sanchez	College Counselor	Title 1	1
Jessica Gutierrez	Reading Interventionist	Title I	1
Jonathan Camarillo	Reading Interventionist	Title I	1
Kaitlyn Anderson	Math Interventionist	Title 1	1
Natasha Bedrosian	Reading Interventionist	Title I	1
Quincy Gibson	iLearning Hotspot Facilitator	Title I	1

Campus Funding Summary

Federal Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	2	College Counselor		\$0.00
3	1	2	Gesselle Sanchez		\$0.00
3	2	2	3 Reading Interventionists (Jessica, Jonathan, and Natasha)		\$0.00
3	2	3	Math Interventionist		\$0.00
3	2	3	Hotspot Teacher		\$0.00
3	2	4	iLearning Hotspot Teacher		\$0.00
3	3	1	Reading Interventionists		\$0.00
3	3	2	Math Interventionist		\$0.00
Sub-Total					\$0.00

Addendums

Master CNA & SAIP Reporting Checklist

Master CNA & SAIP Reporting Checklist				PTG	0%	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.	Pending		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		Action Required	
		Comprehensive Needs Assessment 2022 Math		Pending		Action Required	
		Comprehensive Needs Assessment 2022 Science		Pending		Action Required	
		Comprehensive Needs Assessment 2022 Humanities		Pending		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		Action Required	
	Locus Dashboards: ACT, AP, TSI Campus IB Reports Campus Matriculation Reports	100% College Matriculation 2021-2022 School Year	This page will only be applicable to campuses that had graduating classes in the Spring of 2022. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Pending		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.	Pending		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		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.	Pending		Action Required	

Campus Name

2021-22 Student Achievement Improvement Plan - College Prep

COLLEGE PREP

[illegible]

Annual Performance Objectives (APO)

PRIORITY #1: Students Graduate College-Ready

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

Needs Assessment

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

Special Populations

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

Campus Name

Comprehensive Needs Assessment

COLLEGE PREP

Data Source: CSI

% Meeting CSI Goal	Reading CP CSI	
% CSI (EOY Ren.)	80.50%	
% of CSI Passing STAAR	66%	
% of SPED Passing STAAR	75%	

Data Source: STAAR

	STAAR Reading 6th	STAAR Reading 7th	STAAR Reading 8th	STAAR Writing 7th	English I EOC	English II EOC
% Approaches	82	95	91	n/a	81%	89%
% Meets	51	68	68	n/a	70%	70%
% Masters	19	49	46	n/a	13%	16%
Student Achievement Average	50	70	68	n/a	55%	58%

Data Source: AP/IB/Electives

AP Scores	Pass AP Lit	Pass AP Lang	IB Scores	IB Group 1	% Royal Readers	% Word Master
% Score 1	27	46	% Score 1-3	N/A		
% Score 2	35	35	% Score 4-5	N/A		
% Score 3+	38	19	% Score 6-7	N/A	14.29%	69%
					RR Goal Met/Not Met	WM Goal Met/Not Met
					Met	Met

Reflections

Areas of Strength	Areas of Need
1) Teachers are using data to inform instruction and drive results. Data is informing who needs to be supported more, when and how re-teaches need to happen, and more interventions occurring.	1) Leaders want to see more independence and love of reading instilled. This could occur by continuing the AR program into high school and giving a budget to teachers to build up their classroom library.

<p>2) There is strong onboarding and hiring for the ELA department. The strong onboarding is especially noted for beginning of year hires, and teachers have what is needed for a strong start.</p>	<p>2) There is a need for project-based learning. Students should be required to create and present their work and analysis.</p>
<p>3) The choice of novels and literature within the department is strong. Teachers have autonomy over what they teach and much of it is very engaging and culturally relevant to the students.</p>	<p>3) Across the department, there should be an initiative to norm as much as possible. This includes norming on multiple-choice question strategies, writing skills, and the development of vocabulary.</p>

Campus Name

Comprehensive Needs Assessment - College Prep					
COLLEGE PREP					
Data Source: STAAR					
	STAAR Math 6th	STAAR Math 7th	STAAR Alg I		
% Approaches	82	88	98%		
% Meets	40	59	78%		
% Masters	11	30	66%		
% Student Achievement Average	44	59	81		
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	65	n/a	97%	% Score 1-3	n/a
% Score 2	29	n/a	3%	% Score 4-5	n/a
% Score 3+	6%	n/a	0%	% Score 6-7	n/a

Reflections	
Areas of Strength	Areas of Need
1. Our Algebra I teacher has been teaching his content for 4 years now and has prioritized integrating calculator skills to make up for gaps students have computationally while also holding incredibly high expectations for his students.	1. AP Stat and Calc had a brand new teacher teaching two new contents but we also knew the teacher wasn't going to return next year. Due to it being our first senior class with too many competing priorities from leaders, these subjects weren't coached or managed well at all. Students really struggled to grasp concepts especially when most of the students were virtual last year with a brand new pre-calc teacher. Coaching will be more consistent next year with a teacher that has more content knowledge of teaching both subjects.
2. There are 6 out of the 7 math teachers that will be returning to their same roles so coaching has been more about math specific content instead of classroom management and culture. When teachers and interventions are consistent, students are able to show higher mastery.	2. Teachers are struggling to close gaps of students that have passed through even though they don't have a grasp on basic algebra skills. This is due to COVID, but also the low passing rate of Algebra I as well as not being able to always use a calculator in classes beyond Algebra. Would like to have a high school remediation class, but unsure of staffing that position.

<p>3. This year, we pushed for students to write and talk in complete sentences in math this year. We still have a lot of room to grow, but setting that base this year we are working towards ensuring that student will be more ready for AP math writing senior year.</p>	<p>3. Training for math teachers specifically are only on course collab days currently, which I am unsure of the quality of those trainings. I know that I am capable of running a highly productive math department meeting, but never did one this year. For next year I would like to take more ownership on Course Collab days for my team to give PDs on what our campus specifically can be working on.</p>
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Campus Name

Comprehensive Needs Assessment

COLLEGE PREP

Data Source: Internal Assessments

	6th Grade EOY Assessment	7th Grade EOY Assessment	
% Passing	26	31	

Data Source: STAAR

	STAAR 8th Science	STAAR Biology	
% Approaches	85	99	
% Meets	57	83	
% Masters	34	26	
% Student Achievement Average	58	69	

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	32%	N/A	N/A	50%	% Score 1-3	N/A
% Score 2	45%	N/A	N/A	24%	% Score 4-5	N/A
% Score 3+	23%	N/A	N/A	26%	% Score 6-7	N/A

Reflections

Areas of Strength	Areas of Need
1) Science curriculum is being aligned with the TEKs they being taught in Math – this allows students to access the curriculum. This has only happened in 6th and 7th grade so far but there is a long term roll out.	1) Stronger collaboration with the math department. Students are not able to transfer their math skills into their science class (rearrange equations, plug in formulas, graphing)
2) Project based learning is occurring in 6th (biology based) and 10th grade (Chemistry). This allows for conceptual understanding and knowledge	2) Larger budget for project-based learning. Only can do a teacher model due to space and/or budgetary constraints.
3) Vertical alignment is occurring in middle school and content is transferable from grade to grade in middle school.	3) Department Collaboration – there are no department meetings so vertical alignment is harder and we are reinventing the wheel.

Campus Name

Comprehensive Needs Assessment

COLLEGE PREP

Data Source: Internal Assessments

	6th Grade EOY Assessment	7th Grade EOY Assessment					
% Passing	96	31					

Data Source: STAAR

	STAAR 8th US History	EOC US History					
% Approaches	66	98					
% Meets	39	85					
% Masters	20	64					
% Student Achievement Average	42	82					

Data Source: AP/IB

	Pass AP Human Geography	Pass AP World History	Pass AP US History	Pass AP Government	Pass AP Economics		
AP Scores						IB Scores	IB Group 3
% Score 1	85%	61%	77%	82%	95%	% Score 1-3	N/A
% Score 2	9%	29%	13%	9%	5%	% Score 4-5	N/A
% Score 3+	6%	10%	9%	9%	0%	% Score 6-7	N/A

Reflections

Areas of Strength	Areas of Need
1) Resources can be shared across the department	1) District assessments are not properly aligned
2) 6th grade history curriculum is strong	2) Test goals for history are needed. Using the goals from ELA is not beneficial for students.
3) AP history classes instill the need for higher education beyond high school	3) Students need to have more than one semester of history. Geography should be taken more than once in middle school. When they get to high school and have to take AP Human Geography students are behind the curve.

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	2%	11%	3%	2%	53%
% Intermediate	9%	39%	17%	27%	
% Advanced	36%	46%	33%	38%	
% Advanced High	53%	4%	47%	34%	

Reflection

Areas of Strength	Areas of Need
1. TELPAS writing collection window was rolled out effectively. Writing samples were well organized	1. Teachers needed more time to rate samples
2. Testing plan was communicated effectively and in a timely manner	2. Students that failed to produce samples needed follow up from teachers in a timely manner
3. Our TELPAS point person was knowledgeable and ready to help at all times. Additional resources (Sylvan) made an impact on student growth	3. Teacher buy in and urgency regarding rating process. It is looked as one more thing to do, rather than a necessary part of our role as educators.

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	
TBD	TBD	TBD	60%	TBD	
Tier 1 % Matriculation	Tier 2 % Matriculation	Tier 3 % Matriculation	Tier 4 % Matriculation	Senior Class CCMR %	Senior Class TSI Completion %
TBD	TBD	TBD	TBD	98%	TBD
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
18%	18%	TBD	N/A	N/A	94% - pre credit recovery

Reflections	
Areas of Strength	Areas of Need
1 College counseling work done with integrity. Evidence that lots of work was done to ensure students attended their best fit.	1 Road to and Through College class needs to be exposed to students at the middle school level.
2 The results of the Class of 2022 created a college going spark on campus. Their results are driving results in other classes.	2 Students need more opportunities for character development and exposure to diverse career fields
3 School-wide rallying around College Signing Day. It was the first event that had school-wide alignment.	3 Each grade level needs some version of a transition program to renew their commitment to the mission each year.

Campus Name

Comprehensive Needs Assessment	
COLLEGE PREP	
Staff Quality, Recruitment, Retention	
	Percentage
% School Lead Team Retention	85%
% Instructional Support Retention	100%
% Teacher Retention	76%
% Campus Support Retention	79%
% SPED Certified Teachers	100%
% State/National Certified Teachers	50%
% State Certified Leaders	50%
% State/Board certified Counselors	25%
Number of teacher applicants per 2020-21 school year	55%

Reflections	
Areas of Strength	Areas of Need
1 Teachers commend school leadership for being present in the halls rather than secluded in their offices. They know that leadership is willing and able to help at all times.	1 While onboarding is strong at the start of the year, mid-year hires struggle without hardly any training.
2 Teachers acknowledge we have a strong onboarding system for new hires which includes providing lesson plan for the beginning of the year and strong training at the start of the year.	2 Many teachers state that the work-life balance at IRCP is difficult due to the pressure we put on teachers and the length of the work day.
3 The deadlines that leadership set for lesson plan submission is more manageable than having to do all at once. Teachers appreciate turning in 2 on Thursday and the following 3 on Monday	3 There is a strong push to hire dedicated individuals with a growth mindset, people who will not lose steam and quit mid year.

Rundberg CP

Comprehensive Needs Assessment College Prep	
Data Source: School Culture and Climate	
	Campus %
% Average Daily Attendance	94.37%
% Overall Persistence	92.26%
% New Student Persistence	87.62%
# of Admin Withdrawals/ Level 3 Offenses	3
% SPED	10.37%
% ELL	19.68
% Eco Dis	90.29%
% Migrant	0.39%
% Race: American-Indian- Alaska-Native	0.13%
% Asian	0.26%
% White-Hispanic	93.96
% Multi	0
% Black-African-American	3.02%
% Native-Hawaiian-Pacific- Islander	0
% White	2.62%
% Male	48.03%
% Female	51.97%

Data Source: School Culture and Climate	
Reflections	
Areas of Strength	Areas of Need
1) Lots of student participation when it comes to decorating for celebrations	1) Fostering a sense of student accountability when it comes to grades and assignments -HS mostly
2) College signing day really helped with student buy in for building their college-going identity	2) College buy in needs to start sooner. We need an RTTC in middle school to ensure that our students understand how important it is to the mission of the school. Make that clear to students and parents who are signing their parents up

3) Students are creating meaningful and authentic relationships with	3)Students need basic computer skills
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Campus Name

Comprehensive Needs Assessment COLLEGE PREP	
Data Source: Family and Community Involvement	
	Percentage
% Families Attended WTI	100%
% Families Attended Curriculum Night (Meet the Teacher)	73%
% Families Who Attended EOY Ceremonies	95%
% Families who attended Fall Festival	30%
% Families who attended Winter Festival (Thanksgiving Dinner)	40%
% Families who attended Spring Festival	92%

Reflections	
Areas of Strength	Areas of Need
1) Held several family nights throughout the year.	1) Parental expectation resets throughout the year, especially at the beginning of the year. It is important to set expectations of accountability for parents not just at WTI and the transition meetings, but with every grade level student and family. During meet the teacher and other events at the beginning of the year, re-iterating the expectations of students and parents. Also, throughout the year refreshing the accountability piece (homework, testing, attendance, behavior, etc) for parents and students to keep them on the track to success.
2) Family engagement during sporting events	2) Having more documentation in Spanish will be more helpful. Communicating everything in writing to parents in Spanish (parent meeting documents, events, announcements, etc.). Many of our parents do not speak English so having 100% of communication to them in Spanish will help them feel more connected.
3) Using Cardstock is a plus because it is consistent.	3) Starting positive contacts earlier in the year, instead of starting with negative contacts
4) Parent meetings are strong and engaging	4) Having English speaking community partnerships to teach parents English.