IDEA Public Schools

Bluff Springs College Prep

2023-2024 Improvement Plan

Public Presentation Date: September 1, 2023

Mission Statement

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

Vision

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

Core Values

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

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

Table of Contents

Comprehensive Needs Assessment

Revised/Approved: August 2, 2023

Demographics

Demographics Summary

Bluff Springs College Prep launched in 2016 with 6th grade. Since then, we have become a full-scale campus serving 657 students,   6th to 12th grade. We are an open-enrollment primary campus in the South Austin area.   84.96% of our students have been identified as economically disadvantaged. Our student population comprises 84.53% Hispanic, 6.45% White, and 6.73% Black.

Hispanic - Latino 84.53%

American Indian - Alaskan Native .29%

Black - African American 6.73%

White 6.45%

Two-or-More .43%

Native Hawaiian - Pacific Islander - 0

Demographics Strengths

We are able to serve our bilingual students. Our Hispanic population performs best compared to all our other populations. Our teachers support our hispanic students by using the CSI program. Our teachers also support our EB students with a vast of bilingual strategies such as visuals to improve their understanding.

In addition, despite demographics, all students were able to graduate with a High School diploma. We also had 100% college acceptances.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): SpEd students are not closing the achievement gap in state assessments.   **Root Cause:** 1. Teachers are not trained in how they can best support the needs of the SpEd students and they don't follow a consistent schedule of services.

Problem Statement 2: Daily student attendance is lower than our goal of 97%   **Root Cause:** Lack of ADA mechanisms and follow up from leadership.

Student Learning

Student Learning Summary

We earned a rating of a B campus for the 2021-2022 school year. Our scholars are also meeting the requirement from the state of Texas for the percent of scholars making growth from year to year by hitting their growth goal indicators.

STAAR Performance

The 2021-2022 STAAR administration gave us an opportunity to measure the gains and looses that occurred in the 2021-2022 school year. Using 2018-2019 as a baseline comparative year, we were able to identify strengths and areas of improvement. The 2021-2022 STAAR Administration and preliminary results from this school year then showed the effectiveness of the strategies and efforts that took place.

Successes:

The 2021 to 2022 overall data landed at the Approaches 73%, Meets levels 45% and Masters levels 21%. These results are nearing the previous 2019 levels and closed many gaps. During the 2022 STAAR administration, IDEA Bluff Springs CP was able to show higher maintain the Master's level for 6th though 8th grade exam, which were the only grade levels we have in 2019; the scores differed but seven points in Approaches and five points in Meets. With 2022 STAAR Administration, there was an increase of 2% in Approaches and 5% in Masters for 6th grade Reading and a increase of 9% in Approaches and 12% in Masters for 7th grade Reading.

Areas for Improvement:

Math continues to be an area of improvement which currently show approximately a 13% gap in Approaches levels in 6th grade math, 13% gap in 7th grade Math, and 9% in Algebra I to reach levels of performance for 2018-2019.

Diving deeper into historical data trends showed that 6th and 7th grade Math are areas of slowest growth and has not recovered quickly when compared to other grade levels and subjects. 8th grade Science and Social Studies also have not recovered since before the pandemic compared to the 2019 and 2022 STAAR exams with an Approaches gap of 16% in Social Studies and 13% in Science.

College, Career, and Graduation:

Scholars have multiple opportunities to complete their TSI testing starting in 9th grade. All 2023 seniors completed their TSI testing in May 2023.

CCRM rates:

The 2022-2023 school year is Bluff Springs CP's first graduating class. 100% of scholars have met the IDEA graduation requirements and are headed to college in Fall 2023.

Student Learning Strengths

Student Learning Strengths:

- Large percentage of scholars met their growth goals in Reading and Math
- Increase in middle school ELA scores on the 2021-2022 STAAR compared to the pre-pandemic levels on the STAAR- 2019
- Continued high level College and Career Readiness performance
- 100% of scholars matriculate to college for the first graduating class- 2023
- Over seven million dollars in scholarships

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Not determining where we fell short in accountability early enough in the year to identify specific sub-pops we should hone in on during instruction.   **Root Cause:** Lack of training teachers on creating and managing hotlists earlier in the year to target students.

Problem Statement 2: Lack of holding 100% of teachers accountable to aggressive monitoring on a daily basis as well as how to use the data from these systems real-time to course correct.   **Root Cause:** Teachers were trained late by leaders on aggressive monitoring and leaders did not follow up to coach to mastery.

Problem Statement 3: More than 15% of each grade level did not pass the state assessments for reading and/or math   **Root Cause:** Inconsistent lesson plan mechanisms for creation submission and revision.

School Processes & Programs

School Processes & Programs Summary

At IDEA Bluff Springs CP we develop instructional leaders through daily on-the-spot real-time coaching, professional development tracks such as Coaching Academy, and by using our school leadership levers to self-rate and give feedback. In order to support powerful teaching and learning, we provide feedback through Teachboost, campus-led professional developments, and real-time coaching opportunities for all staff. We provide professional development every Monday to improve professional growth. Communication is provided by utilizing team, email, and huddles. Organizational tools such as Outlook calendar are used to improve the completion of tasks and to ensure 100% productivity. Support services such as extracurricular activities are provided such as UIL, tutorials, and sports. Technology integration is used daily.

School Processes & Programs Strengths

Between staff members both teachers and administrators focus on providing training on how to provide respectful but direct feedback and how to resolve conflicts internally whether it's one on one or mediated by another staff member.

Mediated conversations and repaired relationships to foster team and family.

Acting with integrity and ensuring all conversations happening on campus are respectful even if the person isn't present in the room.

Emphasize that fostering effective work relationships ensures that equity in feedback is upheld.

Empower three teacher leader positions to support formally new or struggling staff members.

CTL

· Monthly content meetings (minimum).

· 1-1 Meetings or Huddles when needed for content support.

· Stronger emphasis on team and family support in coaching.

o CTL Observations (if they have time)

o Lesson Planning Feedback (Unlikely to be weekly but should be provided by CTLs as well).

GTL

· More formal email communications on hot-ticket items.

· Consistent grade team meetings.

· Culture Driven Huddles

- Provide space and time for Teachers to feel heard and feedback provided to both GTL and Administrator.

Mentor

· Veteran teacher to provide insight on IDEA policies and procedures.

· Also responsible for 1-1s and huddles before or after school.

· Should be separate from CTL/GTL and in the same content if possible.

 Ensure that weekly or bi-weekly check-ins do occur and that GET ratings are documented and discussed by APIs or CTLs.

 Emphasize that fostering effective work relationships ensures that equity in feedback is upheld.

Create opportunities for the Team & Family to organically organize outside of work to build relationships and find emotional support.

o Foster Joy in the work environment by providing more on-campus joy.

o Revamp upstairs the Teacher Breakroom and stock it with even just a little bit of utensils/plates/K-cups similar to how the break room is downstairs.

o Shoutouts on Fridays continue but will be more consistently led.

o Birthday acknowledgment and encouraged staff positive feedback.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Lack of leadership capacity to coach, train and follow up with teachers.   **Root Cause:** Lack of knowledge of APIs and coaching from Principal. Principal did not invest time on leader developmemt.

Problem Statement 2: Lack of joy and celebrations across the campus   **Root Cause:** Inconsistency of culture of joy due different believes and approaches by the different leaders.

Perceptions

Perceptions Summary

In assessing how well we conduct business at IDEA Bluff Springs, we have emplyed various methods such as survey's and interviews to gather valuable feedback. These survey's were conducted professionally and in a timely manner, ensuring that we captured relevant insights. However, there is a sentiments among stakeholders that providing feedback to the organization feels challenging, as it seems more focused on business interests rather than prioritizing the students' best interests. On a positive notes, there is active parent engagement at the school campus, indicating a level of involvement and support from families. Nevertheless, it is crucial to acknowledge that the culture at IDEA Bluff Springs may be perceived as problematic, with concerns raised about a lack of accountability among students. However, it is worth noting that the belief within the organization remains steadfast that 100% of studnets should have the opportunity to pursue higher education. It is important to address these concerns and align our practices without mission to ensure the success of all our students.

Perceptions Strengths

IDEA Bluff Springs demonstrates several strengths in response to the perceptions mentioned. Firstly, the school excels in maintaining constant communication with parents regarding campus events, ensuring that families are well-informed and engaged in their children's education. Additionally, the schools is adept at perceiving the needs of both students and staff members, actively meeting with them to provide necessary support and fostering a growth-oriented environment. The strong parent engagement observed at campus events reflects the schools' success in fostering a collaborative partnership with families, which is crucial for student success. Moreover, IDEA Bluff Springs prioritizes preparing students for college, aligning with the belief that every student should have the opportunity to pursue higher education. This commitment to academic advancement is commendable and sets a solid foundation for the students' future. Finally, the school holds staff meetings focused on improving the school culture, indicating a proactive approach to fostering a positive and inclusive environment for all stakeholders. These strengths demonstrate IDEA Bluff Springs' dedication to providing a well-rounded education and nurturing the overall development of its students.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Inconsistency with a culture of high expectations for students at IDEA Bluff Springs.   **Root Cause:** Lack of a strong culture camp and culture rounds that will follow up and determine culture pression problems to be solved..

Problem Statement 2: Inconsistency with a culture of high expectations for teachers at IDEA Bluff Springs.   **Root Cause:** Lack of a strong culture and management due to lack of training from leaders at BOY.

Priority Problem Statements

Problem Statement 1: SpEd students are not closing the achievement gap in state assessments.

Root Cause 1: 1. Teachers are not trained in how they can best support the needs of the SpEd students and they don't follow a consistent schedule of services.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Not determining where we fell short in accountability early enough in the year to identify specific sub-pops we should hone in on during instruction.

Root Cause 2: Lack of training teachers on creating and managing hotlists earlier in the year to target students.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Lack of leadership capacity to coach, train and follow up with teachers.

Root Cause 3: Lack of knowledge of APIs and coaching from Principal. Principal did not invest time on leader developmemt.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Inconsistency with a culture of high expectations for students at IDEA Bluff Springs.

Root Cause 4: Lack of a strong culture camp and culture rounds that will follow up and determine culture pression problems to be solved..

Problem Statement 4 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals

Goals

Goal 1: All IDEA students matriculate to college

Performance Objective 1: College Prep Average ACT score of 21 or better by high school graduation (HB3)

    Summative Evaluation: Significant progress made toward meeting Objective

    Next Year's Recommendation: Exceed performance objectives.

Strategy 1 Details				Reviews			
Strategy 1: Host ACT Bootcamp Sessions for Students				**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will practice how to test under time limit and they will receive more opportunities to bring up their scores.				**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Ivan Escareno DCC and ACT teacher Ms. Solis **Title I:** 4.2 - **TEA Priorities:** Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction				✖			
Strategy 2 Details				**Reviews**			
Strategy 2: Literacy Support In all Contents				**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will practice their writing and reading skills in all subjects to ensure they practice with English which is the lowest mastered area on ACT.				**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Ivan Escareno DCC and ACT teacher Ms. Solis **Title I:** 2.6 - **TEA Priorities:** Connect high school to career and college - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments				95%			
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue							

Goal 1: All IDEA students matriculate to college

Performance Objective 2: 100% of graduates meet TSIA college readiness benchmark (HB3)

Strategy 1 Details	Reviews			
Strategy 1: Additional TSI tutorial support class	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will receive additional support with TSI with the intention to close the academic achievement gap.	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Ivan Escareno DCC and ACT teacher Ms. Solis **Title I:** 4.2 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments	✗	✗	✗	
Strategy 2 Details	**Reviews**			
Strategy 2: Add more opportunities for students to test TSI	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will become more familiar with the TSI as they test more, they will feel more comfortable and this will improve their scores.	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Ivan Escareno DCC and TSI teacher Ms. Nava	55%			
	0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue			

Goal 2: IDEA achieves an A Rating

Performance Objective 1: ICP 6-8th grade students performing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase from 40% to 50% in Spring 2024 (HB3)

    Evaluation Data Sources: Unit Exams, Benchmarks, Semester Exams, and Mock Exams.

Strategy 1 Details		Reviews			
Strategy 1: Tutorial classes will be offered to support our students to close the reading gap.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will receive support to improve their scores from 40-50%		**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: 6-8th ELA teachers and ELA API Jeane Collier		✗			

Strategy 2 Details		Reviews			
Strategy 2: Train families at Family Math/Reading Strategy Night		**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase parent education with reading/ math skills		**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: APIs **Title I:** 2.4, 4.2 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction **Funding Sources:** Math/ Reading resources - Title I, Part A (4120) - $1,433					

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 2: IDEA achieves an A Rating

Performance Objective 2: ICP- 6-8th grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase from 40% to 50% in Spring 2024. (HB3)

    High Priority

    HB3 Goal

    Evaluation Data Sources: Unit Exams, Benchmarks, Semester Exams, and Mock Exams.

Strategy 1 Details	Reviews			
Strategy 1: Tutorial classes will be offered to support our students to close the math gap.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will receive support to improve their scores from 40-50% **Staff Responsible for Monitoring:** 6-8th Math teachers and Math API Sandra Huerta	**Oct**	**Jan**	**Mar**	**June**
	✗	✗	✗	
	0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue			

Goal 2: IDEA achieves an A Rating

Performance Objective 3: CP: 40% of students taking TELPAS assessments will maintain or increase a proficiency level. ((TEC 11.253(d)(2))

High Priority

HB3 Goal

Evaluation Data Sources: TELPAS practice exams and benchmarks

Strategy 1 Details		Reviews			
Strategy 1: TELPAS practice clinics will be offered for all our EB students.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will be able to practice for TELPAS exams as teacher differentiate and close gaps in clinics.		**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: EB Teachers and EB API Sandra Huerta		35%			
0% No Progress	100% Accomplished	→ Continue/Modify		✗ Discontinue	

Goal 2: IDEA achieves an A Rating

Performance Objective 4: CP: 100% of identified scholars meet required minutes per House Bill 4545 (HB4545)

    Evaluation Data Sources: Unit Exams, Benchmarks, Semester Exams, and Mock Exams.

Strategy 1 Details	Reviews			
Strategy 1: Small groups will be targeted daily to close the HB4545 min requirements.	**Formative**			**Summative**
Strategy's Expected Result/Impact: All scholars will meet the requirements of HB4545 as they attend the small group intervention sessions. **Staff Responsible for Monitoring:** Fisk and Sandra Huerta	**Oct**	**Jan**	**Mar**	**June**
	5%			
Strategy 2 Details	Reviews			
Strategy 2: All teachers will receive individual students scores to target specific needs by small group instruction in tutorial sessions.	**Formative**			**Summative**
Strategy's Expected Result/Impact: All teachers will use trackers to track HB4545 progress and provide small group instruction in tutorial sessions. **Staff Responsible for Monitoring:** APIs Jeane Collier and Sandra Huerta	**Oct**	**Jan**	**Mar**	**June**
	35%			
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 2: IDEA achieves an A Rating

Performance Objective 5: CP: 60% of SPED Students attain approaches in STAAR by June 2024 (TEC 11.253(d)(2))

    Evaluation Data Sources: Unit Exams, Benchmarks, Semester Exams, and Mock Exams.

Strategy 1 Details		Reviews			
Strategy 1: SPED teachers will support using IEP accommodations and modifications in order to close the achievement gaps.		**Formative**			**Summative**
		Oct	**Jan**	**Mar**	**June**
		100%	100%	100%	
Strategy 2 Details		**Reviews**			
Strategy 2: SPED teachers will track exit tickets to identify gaps and students will use individual trackers to check progress.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Tracking will improve test scores.		**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: SPED teachers and API Jeane		85%			
	0% No Progress	100% Accomplished	→ Continue/Modify	❌ Discontinue	

Goal 2: IDEA achieves an A Rating

Performance Objective 6: CP: School achieves 90/60/30 in approaches/meets/masters as measured by the STAAR testing
Required Strategy: Track each students performance in domains 1-3 by using the Locus dashboard and respond to data appropriately (TEC 11.253(d)(3))

Evaluation Data Sources: Unit Exams, Benchmarks, Semester Exams, and Mock Exams.

Strategy 1 Details		Reviews			
Strategy 1: Daily exit ticket data tracking		**Formative**			**Summative**
Strategy's Expected Result/Impact: All teachers will track student data daily using exit tickets.		**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: APIs		85%			
	0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue	

Goal 3: Increase student persistence

Performance Objective 1: ICP: Campus receive a score of proficient or higher on the campus safety scorecard for the 2023- 24 school year (TEC 11.253(d) (8))

Strategy 1 Details	Reviews			
Strategy 1: Increase parent communication using social media platforms such as Facebook Page.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Parents will be communicating with school and know about all the school events. **Staff Responsible for Monitoring:** APO Jessica Potts and School Counselor Ms. Cutno	**Oct**	**Jan**	**Mar**	**June**
	85%			
Strategy 2 Details	Reviews			
Strategy 2: Parent Weekly sent every Friday to update parents with school news.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Parents will be informed with details of school news by reading weekly **Staff Responsible for Monitoring:** APO Jessica Potts and School Counselor Ms. Cutno	**Oct**	**Jan**	**Mar**	**June**
	75%			
	0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue			

Goal 3: Increase student persistence

Performance Objective 2: CP: 100% of schools will be in compliance with the Title 1 Family Engagement requirements through the following events: Meet the Teacher, Public Hearing, Spring Town Hall and Semester 1 Report Card Pick Up. (TEC 11.253(d)(9))
Required Strategy: timely communication to families regarding school events to promote family engagement and attendance. (TEC 11.253(d)(9))

Evaluation Data Sources: Parent attendance

Strategy 1 Details		Reviews			
Strategy 1: Communicate parent meetings on a regular basis and timely manner		**Formative**			**Summative**
Strategy's Expected Result/Impact: Parent assistance will increase.		Oct	Jan	Mar	June
Staff Responsible for Monitoring: Cutno will support with Facebook page		45%			
Strategy 2 Details		Reviews			
Strategy 2: Translate events into Spanish to increase engagement and participation.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase parent participation		Oct	Jan	Mar	June
Staff Responsible for Monitoring: Principal and School Counselor **Title I:** 2.4, 4.2 **Funding Sources:** Paper for copies, laptop for QR Codes - Title I, Part A (4120) - $1,500.40		100%	100%	100%	
	0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue	

Goal 3: Increase student persistence

Performance Objective 3: CP: 100% of schools will complete the Anti-Bullying and Safer, Smarter School curriculum by deadline indicated on the district calendar. (TEC 11.253(d)(8))

Strategy 1 Details				Reviews			
Strategy 1: Participate in Anti-Bullying Campaign				**Formative**			**Summative**
Strategy's Expected Result/Impact: Parents and students will receive information on Anti-Bullying Campaign **Staff Responsible for Monitoring:** Ms. Cutno and Mr. Rudy School Counselor and Social Worker				**Oct**	**Jan**	**Mar**	**June**
Strategy 2 Details				**Reviews**			
Strategy 2: Teachers will be trained on Anti-Bullying				**Formative**			**Summative**
Strategy's Expected Result/Impact: Teachers and students will receive information on Anti-Bullying Campaign **Staff Responsible for Monitoring:** Ms. Cutno and Mr. Rudy School Counselor and Social Worker				**Oct**	**Jan**	**Mar**	**June**
0% No Progress	100% Accomplished	Continue/Modify	Discontinue				

Goal 4: Increase student daily attendance

Performance Objective 1: CP: IDEA Bluff CP will achieve a 97% annual attendance rate for the 23-24 school year

    Evaluation Data Sources: ADA daily trackers

Strategy 1 Details		Reviews			
Strategy 1: Leaders will own a grade level to track daily homeroom attendance and make calls ADA daily to improve attendance.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Improve ADA by making daily calls **Staff Responsible for Monitoring:** All leaders 6th- Cutno 7th-Huerta 8th-Guerra 9th-Collier 10th- Rudy 11th- Juliann 12th- Ivan		**Oct**	**Jan**	**Mar**	**June**

Strategy 2 Details		Reviews			
Strategy 2: ADA incentives such as movie night/ recess/ free dresscode		**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase ADA **Staff Responsible for Monitoring:** Teachers and all leaders		**Oct**	**Jan**	**Mar**	**June**
		95%			

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue	

Goal 4: Increase student daily attendance

Performance Objective 2: CP: 100% of students from 6th-12th grade meet their MVPA minutes goal of 900. (TEC 11.253(d)(10))

    Evaluation Data Sources: MVPA trackers

Strategy 1 Details		Reviews			
Strategy 1: Coaches will receive training on how to better support the students who are low in minutes.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Students low in min will have flexibility with lessons to improve their minutes **Staff Responsible for Monitoring:** MS and HS coaches Coleman and Randle		**Oct**	**Jan**	**Mar**	**June**
		30%			
Strategy 2 Details		Reviews			
Strategy 2: Daily MVP minute tracking		**Formative**			**Summative**
Strategy's Expected Result/Impact: PE coaches will identify and help students who are off track with min by providing extra activities **Staff Responsible for Monitoring:** PE coaches Coleman and Randle		**Oct**	**Jan**	**Mar**	**June**
		65%			
	0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue	

Goal 5: Increase staff retention

Performance Objective 1: CP: 100% of full-time staff members complete all tasks within IDEA's staff development cycle including: goal setting, 2x2 and annual performance reviews during the 2023-24 school year.
Required Strategy: Managers provide feedback and professional development/coaching for each staff member through each SDC cycle.

Strategy 1 Details	Reviews			
Strategy 1: Plan yearly scope and sequence of professional development	**Formative**			**Summative**
Strategy's Expected Result/Impact: Teachers will have the opportunity to learn different skills and practice to help them grow professionally..	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal Guerra and all lead team depending on topic.	85%			

Strategy 2 Details	Reviews			
Strategy 2: Provide GET Better Faster Clinics to support new and struggling teachers	**Formative**			**Summative**
Strategy's Expected Result/Impact: Support our new and struggling teachers with GET better faster skills such as the BIg 8	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal, APIs, and DCC	95%			

Strategy 3 Details	Reviews			
Strategy 3: Managers provide feedback and PD/ coaching for each staff member through SDC cycle.	**Formative**			**Summative**
Strategy's Expected Result/Impact: 2A, 2B, 2C coaching cycle ensuring weekly check-ins for new teachers, STAAR/ EOC teachers and Bi-weekly check-ins to veteran teachers Support all teachers as needed with coaching and all other support to help them improve and to close teaching gaps.	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal Guerra, DCC Ivan, APIs Huerta and Collier.	70%			
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 5: Increase staff retention

Performance Objective 2: IDEA Bluff Springs CP is 100% staffed for all positions throughout the 2023-24 school year.
Required Strategy: recruit and hire high quality candidates per role by using high quality resume criteria

   Evaluation Data Sources: Great Places to Work Survey

Strategy 1 Details	Reviews			
Strategy 1: Lesson Rehearsals	**Formative**			**Summative**
Strategy's Expected Result/Impact: APIs will help new and struggling teachers by doing lesson rehearsals to help them improve their teaching strategies **Staff Responsible for Monitoring:** Principal Guerra, DCC Ivan, APIs Huerta and Collier.	**Oct**	**Jan**	**Mar**	**June**
	55%			

Strategy 2 Details	Reviews			
Strategy 2: Provide weekly lesson plan feedback to all teachers	**Formative**			**Summative**
Strategy's Expected Result/Impact: Teachers will receive training and support with lesson planning **Staff Responsible for Monitoring:** Principal Guerra, DCC Ivan, APIs Huerta and Collier.	**Oct**	**Jan**	**Mar**	**June**
	50%			

Strategy 3 Details	Reviews			
Strategy 3: Recruit and hire high quality staff members per role by using high quality resume criteria.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Recruit and hire high quality teachers by observing them deliver lessons and analyze resumes/ data/ results **Staff Responsible for Monitoring:** Principal Guerra, DCC Ivan, APIs Huerta and Collier.	**Oct**	**Jan**	**Mar**	**June**
	30%			

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue	

School Processes and Program

Committee Role	Name	Position
Administrator	Gisella Guerra	Principal
Classroom Teacher	Antwinesha Walter	SPED teacher
Classroom Teacher	Julia Garcia	CSI - Interventionist Teacher
Classroom Teacher	Randi Childress	SPED RISE Teacher
Classroom Teacher	William Webb	Elective Teacher

Campus Funding Summary

			Title I, Part A (4120)		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	1	2	Math/ Reading resources		$1,433.00
3	2	2	Paper for copies, laptop for QR Codes		$1,500.40
				Sub-Total	$2,933.40
				Budgeted Fund Source Amount	$2,933.40
				+/- Difference	$0.00
				Grand Total Budgeted	$2,933.40
				Grand Total Spent	$2,933.40
				+/- Difference	$0.00

Addendums

CCNA Committee Meeting Participant Sign-In Sheet Template

LEA: IDEA Public School

Campus Name: IDEA Bluff Springs College Prep

Meeting Location: Cafeteria

Meeting Date: September 1, 2023

NAME	ROLE	CONTACT INFO (PHONE OR EMAIL)	SIGNATURE
Example: John Doe	*teacher, community member, principal*	*johndoe@email.com*	
Rachel Pruve	Parent	one_texan@msn.com	Rachel Pruve
Renee Curho	parent	737-356-8825	Ren Cutn
Carlos Saenz	Parent	512-294-3399	
Andrea Jenkhm Saent	parent	512-762-5579	Andrea Jenkhm-K
Jocelyn Vera	Parent	512 5046198	Veronia R.

IDEA Bluff Springs Public Meeting
Review Campus Needs and Improvement Plan

Campus: IDEA Bluff Springs

Date: September 1, 2023

Time: 5:00 pm

Location: Cafeteria

Invited: Families, community, and staff of <<insert school name>>

Purpose: Share our campus successes and areas for improvement from last year and get your feedback on our plan for improving this year.

Agenda

Time	Topic	Notes
5:00	Welcome!	Principals and administrators introduce themselves and welcome parents
5:05	Purpose of a Needs Assessment and Campus Improvement Plan	Our Campus must consult with a broad range of stakeholders, including parents, school staff, and others in the community, to understand students' most pressing needs and their root causes.
5:10	Review our successes and opportunities from last year. (Overview of Needs Assessment) Including: 1. STAAR a. Domain I b. Domain II c. Domain II	Success: Met TELPAS Goal Student Achievement Overall Score TBT-Campus School Bio/ 7th ELA/ US History Data

	d. Special Populations 2. AP/IP	100% of our students matriculated thus far to the college of their choice. Opportunities TSI and ACT scores Increase ADA Increase Math Scores/ELA EOC
5:20	Share areas for improvement and priority needs	Increase Average Daily Attendance because it has declined over the past two years ♣ Incrementar la asistencia diaria del alumno ya que ha disminuido en los años anteriores
5:40	Share our goals, objectives, and strategies for this year	100% of Students will matriculate to the College of their choice. ♣ 100% de los estdudiantes matriculará en la Universidad de su preferencia ♣ Be rated as an "A" Campus by TEA ♣ TEA nos calificará con una una "A" ♣ 90% of our students will return to Bluff Springs next school year ♣ 90% De los estudiantes regresarán el próximo año escolar ♣ 97% Average Daily Attendance ♣ El estudiante asistirá por lo menos el 97% del tiempo
5:50	Hear feedback, questions, and comments	Feedback given- Tutorial recommendations for students

		who didn't pass STAAR or EOC ADA recommendations such as incentives for students who have good attendance.