

IDEA Public Schools
Brownsville College Prep
2023-2024 Improvement Plan



Board Approval Date: September 16, 2023
Public Presentation Date: August 24, 2023

Mission Statement

IDEA College Prep Brownsville prepares students from underserved communities for success in college and beyond. We are committed to ensuring that all students reach their potential of becoming socially responsible, intellectually courageous citizens of the world by upholding our core values and offering a rigorous and engaging academic program.

Vision

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

Core Values

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

We achieve **Academic Excellence**

We deliver **Results**

We ensure **Equity**

We build **Team & Family**

We act with **Integrity**

We bring **Joy**

We **Sweat the Small Stuff**

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Comprehensive Needs Assessment

Demographics

Demographics Summary

We are a College Prep Campus that was founded in August of 2012. We opened our doors to our community with Kinder, 1st, 2nd, and 6th grades. Since then, we have become a full-scale campus serving scholars from Kinder thru 12th grade. Our current enrollment in grades 6th thru 12th is 753 students. Our community is mostly Hispanic, and our campus student population is around 97% Hispanic. We are a College Prep with 65 Faculty and Staff Members. Due to the COVID-19 pandemic, our previous year's ADA left our campus with an area for growth. Our goal as a district is to have a 97% attendance rate; however, our campus came in at 94.91%. We are at 8% in Special Populations. We are 38% ELL. We are 80.31% Economically Disadvantaged. We are 97% Hispanic. Our campus is 57.9% male. Our campus is 42.1% female. 100% of our students, except for those students in our RISE Units (Reaching Independence Through Support and Education – formerly known as Life Skills) take either our Advanced Placement (AP) courses or our International Baccalaureate (IB) courses in high school. Special program services are specifically designed to meet the unique needs of our students. All special program services are provided in the least restrictive environment, which may be special education settings, general education settings, or a combination of both. All students receiving special programs services are educated to the maximum extent appropriate with their peers as well as participating in all school activities. The programs are strategically designed to align with the needs of students, parents, and the community. The program's goal is to assist students and enable them to become academically successful in all of their classes and activities. Our school promotes 100% graduation rates, and our district goal is 100% college for all or 100% college matriculation, so our CCMR is addressed. We have had some students in our district that go into the military, for our campus, it has only been two this past year. This also plays into our CCMR accountability rating. Our teacher retention rate is 90%. When we opened in 2012, our campus was a scaling campus, meaning that since we opened with 6th grade, every after, we would be adding the next grade level, going 7th, then 8th, etc., until 2019, when we had our first graduating class of seniors. In 2019, we became a fully scaled campus with 6th through 12th-grade students. IDEA Public Schools – Headquarters has a recruitment team that leads advertisements on different platforms to help recruit new faculty and staff. There is an online application process that new faculty and staff must fill out, which initiates the process of looking at qualifications, what vacancies we have available and initial interviews, which then lead to potential follow-up interviews for those vacancies. Our leadership team is composed of one Principal, three Assistant Principals, one Director of College Counseling, two College Counselors, one Assistant Principal of Operations, and one School Counselor. Our campus also has other leaders in various positions, such as grade-level team leaders in every grade from 6th grade through 12th grade. They take care of most of the logistics and behavior in their respective grade levels. We also have academic content leaders who take care of our academic side of the campus, such as helping with curriculum, lesson planning, and professional development. Our content leaders consist of the following: math, ELA, science, humanities, and electives courses. Regarding collaboration with the planning process, the school community members are involved in various aspects of the yearlong planning process. For example, our leadership team works with and plans the yearlong professional development along with our content leaders and our headquarters. IDEA Headquarters will provide a scope and sequence for our beginning-of-the-year professional development. Our grade-level team leaders and content leaders also provide feedback on the scope and sequence as

the year progresses. We will also have planning days for our grade-level team leaders during the year to plan for our campus grade-level field lessons. Ultimately, all these collaboration meetings or opportunities roll up to our improvement plans, starting with the first days of professional development at the beginning of the year. Our campus relies heavily on investing in all our stakeholders to attain the best possible outcomes for our scholars.

Demographics Strengths

1. Faculty and staff are provided with the appropriate professional development needed in their specific content area.
2. Faculty and staff are able to foster the team and family core value. Building relationships is a key component with teacher retention. Manager encourages a healthy work/life balance.
3. Faculty and staff is invested in the school's mission. They are committed in leading learning in the community and ensuring students are successful with their post secondary education.
4. Faculty and staff utilized various platforms (i.e. Remind and Facebook) to engage families in events on campus.
5. Utilized feedback on Panorama surveys to guide engagement event.
6. Stakeholders are able to build strong relationships that promote a healthy academic setting.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Over the last 24 months, we have seen a decrease in overall student attendance on our campus. **Root Cause:** (1) The mindset of some families not prioritizing student attendance. (2) Infrequent and inconsistent communication with families about the importance of attendance. (3) Our channels of communication may not be reaching all of our families all of the time.

Problem Statement 2 (Prioritized): There has been an increase in overall student leavers over the past three years. **Root Cause:** (1) Lack of investment in academic programs. (2) Lack of extra-curricular activities (sports, clubs). Brownsville

Problem Statement 3: Our special programs department has not met the target metric of 60% mastery on STAAR. **Root Cause:** (1) Lack of staff development revolving around classroom strategies specifically for students in special programs. (2) Increase EB (Emergent Bilingual) collaboration between teachers and EB Coordinator

Student Learning

Student Learning Summary

IDEA College Prep Brownsville is on track to earn an “A” rating for the 2022-2023 academic year. Regarding CCMR, because we do offer AP courses, IB courses and our Juniors and Seniors take the ACT, have a 100% graduation rate, and we either send 100% of our students to a 2-year, 4-year college or university, our CCMR is addressed. We also have a College Counseling team that is comprised of one Director of College Counseling and two College Counselors. This team works one on one with our juniors and seniors getting them ready for their post-secondary education. They work on helping our students be 100% Texas Success Initiative (TSI) Exempt, they work tutoring for the ACT with a target goal of our class average being a 21. They also help students with their financial aid, help students decide what colleges or universities are a best fit for whatever career they would like to pursue. The College Counseling Team also works on ensuring that all our students’ graduation plans are in order, by auditing all our students’ credits on courses taken to ensure that they are on track to graduate on time.

Our goal is for 98% of all our scholars, from grades 6th through 12th to be “On Track to Graduate.” However, we do have to retain students for various reasons over the course of all our grade levels, and contents. For our Middle School, our retention rate is 1%. For our High School, it is 1%. We use many strategies to prevent our students from failing, employing parent communication, afterschool tutorials, Saturday tutorials, and intervention blocks built into the school day. All our teachers also check in with their instructional coaches either once a week, or once every two weeks. During these check ins, they discuss best teaching practices, lesson planning and students of concern. In these check ins, we also have a chance to speak about and address any concerns with our special education students. Our special education teachers also have their check ins and get a chance to address our students in special education. Over the course of the last STAAR administration for 2022-2023, our SPED passing rate was Pending Data. In the English Language assessments, the same strategies apply for all our students as previously mentioned, and our overall. In our English Language assessments, for our 6th grade final results, in regard to Approaches / Meets / Masters – Pending Data. For our 7th grade final results we ended with Pending Data. For our 8th grade, we ended with Pending Data. For our 9th grade we ended with 91/81/19. For our 10th grade we ended with 87/77/10.

The performance of male students at IDEA Brownsville College Prep for the 2023-2024 school year in Reading/Writing are at Pending Data for Approaches|Meets|Masters according the STAAR and EOC exams, Pending Data for STAAR exams in Math and Algebra, Pending Data for 8th grade Social Studies and US History, and Pending Data in Biology. Female students by comparison performed at Pending Data for their Reading/Writing, Pending Data for STAAR exams in Math and Algebra, Pending Data for 8th grade Social Studies and US History, and Pending Data in Biology.

The performance of Economically Disadvantaged students at IDEA Brownsville College Prep for the 2023-2024 school year in Reading/Writing are at Pending Data for Approaches|Meets|Masters according the STAAR and EOC exams, Pending Data for STAAR exams in Math and Algebra, Pending Data for 8th grade Social Studies, and 94|63|21 in Biology. Non-economically Disadvantaged students by comparison performed at Pending Data for their Reading/Writing, Pending Data for STAAR exams in Math and Algebra, Pending Data for 8th grade Social Studies and US History, and Pending Data in Biology.

The performance of students in the Title I program at IDEA Brownsville College Prep for the 2023-2024 school year in Reading/Writing are at Pending Data for Approaches|Meets|Masters according the STAAR and EOC exams, Pending Data or STAAR exams in Math and Algebra, Pending Data for 8 th grade Social Studies, and 94|63|21 in Biology. Students not designated as Title I students by comparison performed at Pending Data for their Reading/Writing, Pending Data for STAAR exams in Math and Algebra, Pending Data for 8 th grade Social Studies and US History, and Pending Data in Biology.

The performance of Emergent Bilingual (EB) students at IDEA Brownsville College Prep for the 2023-2024 school year in Reading/Writing are at Pending Data for Approaches|Meets|Masters according the STAAR and EOC exams, Pending Data for STAAR exams in Math and Algebra, Pending Data for 8 th grade Social Studies and US History, and Pending Data in Biology. Our Monitored Year 3 and Year 4 students by comparison performed at Pending Data and Pending Data for their Reading/Writing, Pending Data and Pending Data for STAAR exams in Math and Algebra, Pending Data and Pending Data for 8 th grade Social Studies and US History, and Pending Data in Biology for Monitored Year 3 with no data to report for Monitored Year 4. Another group to consider are our Non-Emergent Bilinguals that performed at Pending Data for their Reading/Writing, Pending Data for STAAR exams in Math and Algebra, Pending Data for 8 th grade Social Studies, and Pending Data in Biology.

The performance of Special Education students at IDEA Brownsville College Prep for the 2023-2024 school year in Reading/Writing are at Pending Data for Approaches|Meets|Masters according the STAAR and EOC exams, Pending Data for STAAR exams in Math and Algebra, Pending Data for 8 th grade Social Studies and US History, and Pending Data in Biology. General Education students by comparison performed at Pending Data for their Reading/Writing, Pending Data for STAAR exams in Math and Algebra, Pending Data for 8 th grade Social Studies and US History, and Pending Data in Biology.

The performance of At-Risk students at IDEA Brownsville College Prep for the 2023-2024 school year in Reading/Writing are at Pending Data for Approaches|Meets|Masters according the STAAR and EOC exams, Pending Data for STAAR exams in Math and Algebra, Pending Data for 8 th grade Social Studies, and Pending Data in Biology. Students not identified as At-Risk by comparison performed at Pending Data for their Reading/Writing, Pending Data for STAAR exams in Math and Algebra, Pending Data for 8 th grade Social Studies and US History, and Pending Data in Biology.

As an organization, our goal is to send 100% of our students to and through college, enroll in a post-secondary SPED program, enlist in the Armed Forces, or receive a faith-based exemption. IDEA Brownsville currently has a 100% graduation rate. In the 22-23 school year we graduated a total of 80 students from the following ethnicities 93% Hispanic, 4% White, and 3% Asian. In the 23-24 school year we are forecasting graduating a total of 60 scholars. Of this year's cohort, we will have 96% identifying as Hispanic, 4% identifying as White, and 1% identifying as Asian or Pacific Islander.

For the class of 2024, we are currently on track to graduate 100%. The longitudinal rate is prolonged to continue at 100%.

Student Learning Strengths

1. Frequent visitation of classrooms, involving modeling, coaching, and providing instructional support ensured constant monitoring of classroom instruction based on the diverse needs of the campus.
2. Collaboration of campus staff in analyzing of assessment data was critical to student outcome
3. Co-curricular and extra-curricular activities to engage students and support them with applying these experiences beyond the classroom, campus and district.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): We have a certain percentage of our student population that are not on grade level for writing **Root Cause:** (1) Implementation of research base practices for authentic writing and assessment in all contents (2) Lack of cross-curricular writing alignment between subjects in 6th-12th grade.

Problem Statement 2 (Prioritized): Students problem-solving skills are not often at grade level within the content they are working on such as: Math and Science. **Root Cause:** (1) Lack of curricular alignment across subjects in 6th-12th grade. (2) Students have not developed the critical thinking skills need to problem solve at grade level.

Problem Statement 3: We have a certain percentage of our student population that are not on grade level for reading. **Root Cause:** (1) Improving content specific reading practice and assessment by creating a culture of readers on campus. (2) Not having a specific reading time allotted in each class, such as DEAR time. (3) The minutes in each class period are accounted for to the degree that other items outside the scope and sequence are difficult to implement.

School Processes & Programs

School Processes & Programs Summary

At IDEA CP Brownsville, development for instructional leaders, Grade Teams, and Content takes place during two recurring mechanisms in our work calendars. The first is during Grade Team Leader and Content Leader meetings that occur two times monthly in which instructional leaders receive professional development specific to their role and in accordance with the GET Rubric and School Leadership Levers, as well as collaboration between all College Prep leaders on campus. The second recurring mechanism takes place during check-ins with each leader's instructional coach, where we designate time to discuss either grade/content level progress towards goals, deliverables, and deadlines, and areas of strength and growth. New and returning instructional leaders meet with their performance managers at the start of the school year to review the job description containing responsibilities, goals, and both stipend and incentive pay. This allows for clarification regarding the roles and responsibilities that each leader takes on for the academic school year.

Professional development during the first quarter is based on multiple data points that represent the previous academic year regarding staff retention, student persistence, STAAR/AP/IB data reports, and feedback from the faculty and staff. This allows us to identify what is working well on our campus but, more importantly, to identify the root causes of low performance that need to be improved upon during the critical first weeks of school via targeted professional development taking place during our Faculty Friday sessions as well as Saturday professional development. During quarters two, three, and four, we modify our professional development per the next steps established during our quarterly Progress Towards Goals meetings. These meetings serve as a campus-wide status report in which the instructional leadership team collects hard data from assessments, identifies trends within the faculty, and drafts concrete next steps with timelines that are utilized to improve low performance across the campus. After quarter four, the instructional leadership team meets to collect and organize our academic school year's data so that we can begin to compare it with previous academic years in search of more comprehensive root causes that can inform professional development sessions at the start of the upcoming year.

Each instructional lead team member, consisting of the principal and the three assistant principals of instruction, creates recurring weekly blocks dedicated specifically to lesson planning feedback, instructional rounds, and culture observations so that we can monitor the teaching and learning levels in our classrooms. This gives us the opportunity to identify trends among our teachers and students while also norming on expectations and action steps. Additionally, instructional leaders hold one-to-one meetings with each of our teachers on a weekly basis, where we discuss instructional strategies, student data, and lesson planning with the end goal of improving student outcomes. Beyond our campus-level mechanisms, our instructional lead team also works directly with headquarters personnel in which business partnership meetings take place for academic subgroups such as STAAR, AP, IB, and Special Programs so that we can further improve teaching practices.

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 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

Professional Development

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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): Campus-wide behavior management interventions are not being implemented to their full capacity **Root Cause:** (1) Our implemented discipline plan across 6th-12th grade is not standardized across grade levels. (2) Additional teacher professional development is needed on discipline procedures. (3) Resources/ Classrooms (4) Personnel (5) Communication between all stakeholders

Problem Statement 2 (Prioritized): Improve the new-hire onboarding system for all of our new faculty and staff on our campus **Root Cause:** (1) Standardized campus onboarding practice (2) Clear timeline for campus onboarding (3) Having the resources/materials for planning based on content (4) Scarcity of qualified candidates for the open positions.

Perceptions

Perceptions Summary

Parent/guardian community participation rates are measured via completion of the Parent Family Online Surveys, which are available on the Panorama Education website. We survey our IDEA families to gain insight into their perception of our schools and district effectiveness. The importance of the family voice is highly valued at IDEA. To ensure that we continue to provide high quality, rigorous learning experiences that meet the needs of our learners and prepare them for college and career, we need their feedback. School Counselors and Social Workers are provided with a Toolkit that includes best practices for communicating with families regarding the survey. All communication regarding the survey is shared with parents/guardians/the community via the Parent Weekly Newsletter, on Remind, and on the IDEA College Prep Brownsville Facebook page. The Parent Family Online Survey is administered each school year during the spring semester. Parents/guardians are provided with a step-by-step guide to assist them in completing this survey via the Panorama Education website.

Our campus hosts a variety of family engagement events throughout the school year, including Welcome to IDEA and Meet the Teacher. When parents/guardians attend these events, they sign-in and this information is compiled for measurement of participation rates. Live broadcasts via Facebook are broadcasted with parents/guardians and the community weekly. A total number of viewers in these live broadcasts is compiled and used to measure participation rates. When notifications are sent to parents/guardians via the Remind application, data reports are available with information such as how many notifications were opened and how many were read by parents/guardians.

A barrier that prevents completion of the Parent Family Online Survey includes parents/guardians not having access to Wi-Fi and/or lack of access to a computer. When laptops are made available to parents/guardians to use on campus, those who lack transportation are not able to receive assistance. Limited literacy is a barrier in the community that we serve. There are parents/guardians who cannot read or write and are not able to complete the Parent Family Online Survey. Other barriers include parents/guardians not being aware that they are expected to complete the Parent Family Online Survey. Parents/guardians who do not use Remind or social media platforms do not view the notifications sent out by administrators and teachers regarding the survey.

The barriers that prevent participation in family engagement events such as Welcome to IDEA and Meet the Teacher include a lack of transportation for parents/guardians. Other barriers include not being able to receive notifications regarding family engagement events due to having limited phone service and Wi-Fi access in rural areas. As a result, parents/guardians have reported not being aware about school events. Another barrier includes parents/guardians not being able to take time off from work to attend family engagement events.

IDEA teachers and co-teachers are responsible for the increasing student achievement and mastery of grade level content. Teachers and co-Teachers at IDEA provide the foundational content and grade level understanding that students will need continually. Teachers and co-teachers are tasked with delivering quality instruction and supports that facilitate student learning and comprehension, playing a critical role in students' path to and through college. IDEA College Preparatory Brownsville is committed to provide high quality professional development that will give each teacher the opportunity to achieve exemplar teaching and learning. All (returning and new) teachers are required to attend in-service trainings provided at the district and campus level. During a teacher's first year, a selected mentor is provided to all new hires, this is usually the grade team leader. Employee retention at IDEA Public Schools is an organizational goal that is tracked at the district and campus level. Employee retention at IDEA College Preparatory Brownsville is an essential part of the successes of the campus.

Perceptions Strengths

1. Stakeholders are able to build strong relationships that promote a healthy academic setting.

2. Utilized feedback on Panorama surveys to guide engagement event.
3. Faculty and staff is invested in the school's mission. They are committed in leading learning in the community and ensuring students are successful with their post secondary education.
4. Faculty and staff are able to foster the team and family core value. Building relationships is a key component with teacher retention. Manager encourages a healthy work/life balance.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): The social emotional learning curriculum is not being implemented effectively at the campus level. **Root Cause:** 1) Limited window of time for program implementation (2) Scheduling restrictions

Problem Statement 2 (Prioritized): Faculty and Staff turnover at key times and positions during the school year. **Root Cause:** (1) High expectations (2) Work-life balance (3) Health related (4) Promotions from our campus to the district during critical time such as beginning of the year.

Problem Statement 3: Students need a better understanding on how to resolve conflict when it arises. **Root Cause:** (1) Students may not have the adequate SEL skills to resolve conflict. (2) Additional SEL training for faculty, staff, and students.

Priority Problem Statements

Problem Statement 1: Over the last 24 months, we have seen a decrease in overall student attendance on our campus.

Root Cause 1: (1) The mindset of some families not prioritizing student attendance. (2) Infrequent and inconsistent communication with families about the importance of attendance. (3) Our channels of communication may not be reaching all of our families all of the time.

Problem Statement 1 Areas: Demographics

Problem Statement 2: There has been an increase in overall student leavers over the past three years.

Root Cause 2: (1) Lack of investment in academic programs. (2) Lack of extra-curricular activities (sports, clubs). Brownsville

Problem Statement 2 Areas: Demographics

Problem Statement 3: Campus-wide behavior management interventions are not being implemented to their full capacity

Root Cause 3: (1) Our implemented discipline plan across 6th-12th grade is not standardized across grade levels. (2) Additional teacher professional development is needed on discipline procedures. (3) Resources/Classrooms (4) Personnel (5) Communication between all stakeholders

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Improve the new-hire onboarding system for all of our new faculty and staff on our campus

Root Cause 4: (1) Standardized campus on-boarding practice (2) Clear timeline for campus onboarding (3) Having the resources/materials for planning based on content (4) Scarcity of qualified candidates for the open positions.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: Faculty and Staff turnover at key times and positions during the school year.

Root Cause 5: (1) High expectations (2) Work-life balance (3) Health related (4) Promotions from our campus to the district during critical time such as beginning of the year.

Problem Statement 5 Areas: Perceptions

Problem Statement 6: The social emotional learning curriculum is not being implemented effectively at the campus level.

Root Cause 6: 1) Limited window of time for program implementation (2) Scheduling restrictions

Problem Statement 6 Areas: Perceptions

Problem Statement 7: We have a certain percentage of our student population that are not on grade level for writing

Root Cause 7: (1) Implementation of research base practices for authentic writing and assessment in all contents (2) Lack of cross-curricular writing alignment between subjects in 6th-12th grade.

Problem Statement 7 Areas: Student Learning

Problem Statement 8: Students problem-solving skills are not often at grade level within the content they are working on such as: Math and Science.

Root Cause 8: (1) Lack of curricular alignment across subjects in 6th-12th grade. (2) Students have not developed the critical thinking skills need to problem solve at grade level.

Problem Statement 8 Areas: Student Learning

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
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- 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
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates
- 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
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- 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
- Mobility rate, including longitudinal data
- Discipline records
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

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

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)

High Priority

HB3 Goal

Evaluation Data Sources: ACT scores

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: ACT Bootcamp prior to the ACT exam to offer targeted content sessions based on prior student performance. Strategy's Expected Result/Impact: Setting expectations and monitoring Increase academic performance Staff Responsible for Monitoring: Director of College Counseling College Counselors Instructional Coaches Title I: 2.4, 2.5, 2.6, 4.2 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 1, 2	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: We have a certain percentage of our student population that are not on grade level for writing Root Cause: (1) Implementation of research base practices for authentic writing and assessment in all contents (2) Lack of cross-curricular writing alignment between subjects in 6th-12th grade.
Problem Statement 2: Students problem-solving skills are not often at grade level within the content they are working on such as: Math and Science. Root Cause: (1) Lack of curricular alignment across subjects in 6th-12th grade. (2) Students have not developed the critical thinking skills need to problem solve at grade level.









Goal 1: All IDEA students matriculate to college

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

HB3 Goal

Evaluation Data Sources: CCMR Trackers

Summative Evaluation: Met Objective

Strategy 1 Details		Reviews			
Strategy 1: TSI Bootcamp prior to the TSI exam to offer targeted content sessions based on prior student performance. Strategy's Expected Result/Impact: Setting expectations and monitoring Increase academic performance Staff Responsible for Monitoring: Director of College Counseling College Counselors Instructional Coaches Title I: 2.4, 2.5, 2.6, 4.2 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 1, 2		Formative			Summative
		Oct	Jan	Mar	June
					
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Performance Objective 2 Problem Statements:

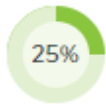

Student Learning
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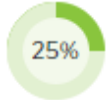




Goal 1: All IDEA students matriculate to college

Performance Objective 3: 100% of class 2024 enrolls in college, or enrolls in a postsecondary SpEd program, or enlists in the military, or receive medical or faith-based exemptions.

High Priority

Evaluation Data Sources: Matriculation data from NSLU and QAC

Strategy 1 Details	Reviews			
Strategy 1: Post information in and around campus about deadlines, scholarships, timelines, and other recommendations Strategy's Expected Result/Impact: 100% of students matriculate into a post-secondary education program. Staff Responsible for Monitoring: College Counselors TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture Problem Statements: Student Learning 1, 2	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Having individual conversations about the importance of going to college Strategy's Expected Result/Impact: 100% of students matriculate into a post-secondary education program. Staff Responsible for Monitoring: College Counselors Title I: 2.6 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 3 Details	Reviews			
Strategy 3: Create an operating mechanism with students / Q 1 - 4 / create that professional relationship with students that need to go to college Strategy's Expected Result/Impact: 100% of students matriculate into a post-secondary program. Staff Responsible for Monitoring: Principal and College Counselors TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	June
	 25%			
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Performance Objective 3 Problem Statements:

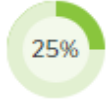






Student Learning
Problem Statement 1: We have a certain percentage of our student population that are not on grade level for writing Root Cause: (1) Implementation of research base practices for authentic writing and assessment in all contents (2) Lack of cross-curricular writing alignment between subjects in 6th-12th grade.
Problem Statement 2: Students problem-solving skills are not often at grade level within the content they are working on such as: Math and Science. Root Cause: (1) Lack of curricular alignment across subjects in 6th-12th grade. (2) Students have not developed the critical thinking skills need to problem solve at grade level.

Goal 2: IDEA achieves an A Rating

Performance Objective 1: 100% of identified scholars meet the required minutes per House Bill 1416 (Accelerated Learning)

High Priority

Evaluation Data Sources: HB1416 (Accelerated Learning) Minute Tracker

Strategy 1 Details	Reviews			
Strategy 1: Set a recurring time and date to meet on a weekly basis for instruction review for HB4545 Strategy's Expected Result/Impact: Update HB4545 Tracker and apply interventions that meet the students needs Staff Responsible for Monitoring: Instructional coaches Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 1, 2	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:









Student Learning
Problem Statement 1: We have a certain percentage of our student population that are not on grade level for writing Root Cause: (1) Implementation of research base practices for authentic writing and assessment in all contents (2) Lack of cross-curricular writing alignment between subjects in 6th-12th grade.
Problem Statement 2: Students problem-solving skills are not often at grade level within the content they are working on such as: Math and Science. Root Cause: (1) Lack of curricular alignment across subjects in 6th-12th grade. (2) Students have not developed the critical thinking skills need to problem solve at grade level.

Goal 2: IDEA achieves an A Rating

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

High Priority

Evaluation Data Sources: Data Trackers

Strategy 1 Details	Reviews			
Strategy 1: Professional development for general education teachers revolving the use of specific learning strategies for special education students. Strategy's Expected Result/Impact: Meet 60% of SpEd Students attain "approaches" on STAAR ELA and Math Staff Responsible for Monitoring: Instructional Coach Special Education Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Problem Statements: Student Learning 1, 2	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: After school tutorials for special education students in the area of Math and ELA Strategy's Expected Result/Impact: Meet 60% of SpEd Students attain "approaches" on STAAR ELA and Math Staff Responsible for Monitoring: Instructional Coaches, Teachers, and Special Education Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 1, 2	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 1: We have a certain percentage of our student population that are not on grade level for writing **Root Cause:** (1) Implementation of research base practices for authentic writing and assessment in all contents (2) Lack of cross-curricular writing alignment between subjects in 6th-12th grade.

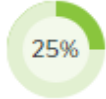



Problem Statement 2: Students problem-solving skills are not often at grade level within the content they are working on such as: Math and Science. **Root Cause:** (1) Lack of curricular alignment across subjects in 6th-12th grade. (2) Students have not developed the critical thinking skills need to problem solve at grade level.

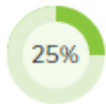



Goal 2: IDEA achieves an A Rating

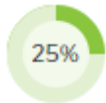





Performance Objective 3: School achieves 90/60/30 in approaches/meets/masters as measured by the STAAR testing

High Priority

Evaluation Data Sources: Campus Data Reports, LOCUS, State Exam Reports

Strategy 1 Details	Reviews			
Strategy 1: Track each students performance in domains 1-3 by using the Locus dashboard and respond to data appropriately (TEC 11.253(d)(3)) Strategy's Expected Result/Impact: a campus rating of an "A" Staff Responsible for Monitoring: Principal, instructional coaches, and all instructional staff Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning Problem Statements: Student Learning 1, 2	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Set a recurring date and time to meet on a weekly basis for instructional rounds feedback and data conversations Strategy's Expected Result/Impact: School achieves 90/60/30 in approaches/meets/masters as measured by the STAAR testing Staff Responsible for Monitoring: Principal and Instructional Coaches Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 1, 2	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 3 Details	Reviews			
Strategy 3: Review lesson plans on a weekly basis Strategy's Expected Result/Impact: School achieves 90/60/30 in approaches/meets/masters as measured by the STAAR testing Staff Responsible for Monitoring: Instructional Coaches Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 1, 2	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: Observe all Content Core Area teachers at least once every week Strategy's Expected Result/Impact: School achieves 90/60/30 in approaches/meets/masters as measured by the STAAR testing Staff Responsible for Monitoring: Principal and Instructional Coaches 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 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 1, 2	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 5 Details	Reviews			
Strategy 5: Monitor implementation of district curriculum Strategy's Expected Result/Impact: School achieves 90/60/30 in approaches/meets/masters as measured by the STAAR testing Staff Responsible for Monitoring: Principal Instructional Coaches 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 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 1, 2	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 6 Details	Reviews			
Strategy 6: Provide timely feedback (within 48 hours) Strategy's Expected Result/Impact: School achieves 90/60/30 in approaches/meets/masters as measured by the STAAR testing Staff Responsible for Monitoring: Principal and Instructional Coaches 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 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments Problem Statements: Student Learning 1, 2	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 1: We have a certain percentage of our student population that are not on grade level for writing Root Cause: (1) Implementation of research base practices for authentic writing and assessment in all contents (2) Lack of cross-curricular writing alignment between subjects in 6th-12th grade.







Student Learning
Problem Statement 2: Students problem-solving skills are not often at grade level within the content they are working on such as: Math and Science. Root Cause: (1) Lack of curricular alignment across subjects in 6th-12th grade. (2) Students have not developed the critical thinking skills need to problem solve at grade level.

Goal 3: Increase student persistence

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

High Priority

Evaluation Data Sources: Campus Drill Report


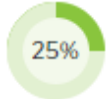




Strategy 1 Details	Reviews			
Strategy 1: Monthly safety drills Strategy's Expected Result/Impact: Receive a proficient on the safety scorecard Staff Responsible for Monitoring: Campus Crisis Team ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Monthly Crisis Team Meetings Strategy's Expected Result/Impact: Receive a proficient on the safety scorecard Staff Responsible for Monitoring: Campus Crisis Team ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: Increase student persistence

Performance Objective 2: 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))

High Priority

Evaluation Data Sources: Parent Sign Document and Parent Surveys

Strategy 1 Details	Reviews			
Strategy 1: Timely communication to families regarding school events to promote family engagement and attendance. (TEC 11.253(d)(9)) Strategy's Expected Result/Impact: 100% of schools will be in compliance with the Title 1 Family Engagement requirements Staff Responsible for Monitoring: All staff Title I: 4.2 - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 2 Funding Sources: Parent Meeting Resources - Title I, Part A (4120) - PAR - \$527.39, Curriculum Fair (CTE,AP, STAAR, IB) Resources - Title I, Part A (4120) - PAR - \$1,000, Family Night Event's Resources (Festivals, Bobcat Brunch) - Title I, Part A (4120) - PAR - \$1,000	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Schedule the 23-24 family engagement events and meetings during the 2023-2024 school year. Strategy's Expected Result/Impact: 100% of schools will be in compliance with the Title 1 Family Engagement requirements Staff Responsible for Monitoring: Principal, School Counselor, and Lead Team Title I: 4.2 - ESF Levers: Lever 3: Positive School Culture Funding Sources: Parent Meeting Resources such as, flyers, pens, copies of guides, incentives. - Title I, Part A (4120) - PAR - \$500	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				








Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: There has been an increase in overall student leavers over the past three years. Root Cause: (1) Lack of investment in academic programs. (2) Lack of extra-curricular activities (sports, clubs). Brownsville

Goal 3: Increase student persistence

Performance Objective 3: 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))

Evaluation Data Sources: Anti-Bullying and Safer, Smarter School Data Tracker

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Implement the anti-bullying and safer, smarter school lessons during the first week of school (culture camp) Strategy's Expected Result/Impact: 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)) Staff Responsible for Monitoring: School Counselor Title I: 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 1				
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Performance Objective 3 Problem Statements:

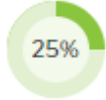

Perceptions
Problem Statement 1: The social emotional learning curriculum is not being implemented effectively at the campus level. Root Cause: 1) Limited window of time for program implementation (2) Scheduling restrictions






Goal 4: Increase student daily attendance

Performance Objective 1: IDEA Brownsville College Prep will achieve a 97.5% annual attendance rate for the 23-24 school year

High Priority

Evaluation Data Sources: ADA report

Strategy 1 Details	Reviews			
Strategy 1: Daily attendance tracking per grade level by reviewing the attendance report generated after OATT time Strategy's Expected Result/Impact: achieve a 97.5% annual attendance rate for the 23-24 school year Staff Responsible for Monitoring: Principal and Assistant Principal of Operations Title I: 2.6 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1, 2	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: SIS/Registrar will schedule face to face meetings with families of concerns (attendance). Strategy's Expected Result/Impact: Meet 97.5% ADA goal. Staff Responsible for Monitoring: Assistant Principal of Operations Title I: 2.6 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1, 2	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 3 Details	Reviews			
Strategy 3: Monthly Incentive ADA Plan Strategy's Expected Result/Impact: achieve a 97.5% annual attendance rate for the 23-24 school year Staff Responsible for Monitoring: Assistant Principal of Operations Title I: 2.6 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Demographics 1, 2	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				



Performance Objective 1 Problem Statements:






Demographics
Problem Statement 1: Over the last 24 months, we have seen a decrease in overall student attendance on our campus. Root Cause: (1) The mindset of some families not prioritizing student attendance. (2) Infrequent and inconsistent communication with families about the importance of attendance. (3) Our channels of communication may not be reaching all of our families all of the time.
Problem Statement 2: There has been an increase in overall student leavers over the past three years. Root Cause: (1) Lack of investment in academic programs. (2) Lack of extra-curricular activities (sports, clubs). Brownsville

Goal 4: Increase student daily attendance

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

Evaluation Data Sources: IHT software spirit system

Strategy 1 Details	Reviews			
Strategy 1: Implement activities that will incorporate team building skills, leadership, good sportsman like conduct, and disciplined structured group activities that build character and teamwork. Strategy's Expected Result/Impact: 100% of students from 6th-12th grade meet their MVPA minutes goal of 900 Staff Responsible for Monitoring: P.E Coaches Title I: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 2	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Treat individual student with equal and positive reinforcement praise to ensure a welcomed, comfortable and safe environment at all times. Strategy's Expected Result/Impact: 100% of students from 6th-12th grade meet their MVPA minutes goal of 900 Staff Responsible for Monitoring: P.E Coaches Title I: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 2	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 3 Details		Reviews			
Strategy 3: Teach students how the heart rate affects caloric expenditure. Used student's prior knowledge of heart rate assessment which they learned to track manually while recording data on individual, trackers. Strategy's Expected Result/Impact: 100% of students from 6th-12th grade meet their MVPA minutes goal of 900 Staff Responsible for Monitoring: P.E Coaches Title I: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 2		Formative			Summative
		Oct	Jan	Mar	June
					
		 No Progress	 Accomplished	 Continue/Modify	 Discontinue

Performance Objective 2 Problem Statements:








Demographics
Problem Statement 2: There has been an increase in overall student leavers over the past three years. Root Cause: (1) Lack of investment in academic programs. (2) Lack of extra-curricular activities (sports, clubs). Brownsville

Goal 5: Increase staff retention

Performance Objective 1: 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.

High Priority

Evaluation Data Sources: Staff Development Cycle Reports

Strategy 1 Details		Reviews			
Strategy 1: Managers provide feedback and professional development/coaching for each staff member through each SDC cycle. Strategy's Expected Result/Impact: 100% of full-time staff members complete all tasks within IDEA's staff development cycle Staff Responsible for Monitoring: Principal, Instructional Coaches TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Perceptions 2		Formative			Summative
		Oct	Jan	Mar	June
					
		 No Progress	 Accomplished	 Continue/Modify	 Discontinue

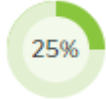




Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 2: Faculty and Staff turnover at key times and positions during the school year. Root Cause: (1) High expectations (2) Work-life balance (3) Health related (4) Promotions from our campus to the district during critical time such as beginning of the year.

Goal 5: Increase staff retention

Performance Objective 2: IDEA Brownsville College Prep is 85% staffed for all teacher positions throughout the 2023-24 school year.

Evaluation Data Sources: Staff Retention Report

Strategy 1 Details	Reviews			
Strategy 1: Recruit and hire high quality candidates per role by using high quality resume criteria Strategy's Expected Result/Impact: IDEA Brownsville College Prep is 85% staffed for all teacher positions throughout the 2023-24 school year. Staff Responsible for Monitoring: Principal and Assistant Principals TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing Problem Statements: Perceptions 2	Formative			Summative
	Oct	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				









Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 2: Faculty and Staff turnover at key times and positions during the school year. Root Cause: (1) High expectations (2) Work-life balance (3) Health related (4) Promotions from our campus to the district during critical time such as beginning of the year.

Goal 5: Increase staff retention

Performance Objective 3: By June 2024, the teacher retention goal will be 85% or higher.

Evaluation Data Sources: Campus staff retention data

Strategy 1 Details	Reviews			
Strategy 1: Have an individualized onboarding plan for each new-hire. Strategy's Expected Result/Impact: The new teacher will have full understanding of role expectations and milestones that must be met by a specific timeline. Staff Responsible for Monitoring: Direct performance manager TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing Problem Statements: Perceptions 2	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Have an individualized coaching plan for each returning staff member. Strategy's Expected Result/Impact: The returning staff member will further develop in their teaching practice as well as their professional growth within the organization. Staff Responsible for Monitoring: Direct performance manager. TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing Problem Statements: Perceptions 2	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 3 Problem Statements:

Perceptions
Problem Statement 2: Faculty and Staff turnover at key times and positions during the school year. Root Cause: (1) High expectations (2) Work-life balance (3) Health related (4) Promotions from our campus to the district during critical time such as beginning of the year.

Goal 6: Increase student enrollment (no required performance objectives/strategies)

Campus Funding Summary

Title I, Part A (4120)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	2	1	Family Night Event's Resources (Festivals, Bobcat Brunch)	PAR	\$1,000.00
3	2	1	Parent Meeting Resources	PAR	\$527.39
3	2	1	Curriculum Fair (CTE,AP, STAAR, IB) Resources	PAR	\$1,000.00
3	2	2	Parent Meeting Resources such as, flyers, pens, copies of guides, incentives.	PAR	\$500.00
Sub-Total					\$3,027.39
Budgeted Fund Source Amount					\$3,027.39
+/- Difference					\$0.00
Grand Total Budgeted					\$3,027.39
Grand Total Spent					\$3,027.39
+/- Difference					\$0.00

Addendums

Campus Goals	Data	Status (On Track / Not On Track)
College Counseling		
100% of graduates matriculate to college	PENDING	ON TRACK
25% of students matriculate to Tier 1/2/Ivy colleges (75% Apply / 50% Accepted)	16%	GOAL NOT MET
100% of graduates from the class of 2023 will meet CCMR by August 14	100%	GOAL MET
100% of graduates accepted to college	100%	GOAL MET
75% of students will at least have 1 application T1/T2	76%	GOAL MET
50% acceptance to a T1/T2	53.20%	GOAL MET
Academics		
30% of graduates AP Scholars / 25% IB Diploma	24% & 19%	GOAL NOT MET
Campus "A" Rating	(91/67/19)%	ON TRACK
90% Approaches / 60% Meets / 30% Masters on STAAR/EOC	(91/67/19)%	ON TRACK
50% of Students in CSI Achieve 2 Years Growth in Reading	12%	GOAL NOT MET
Average ACT for Class of 2023 = 21	Class of 2023: 19.59 Class of 2024: 19.12	GOAL NOT MET
Operations		
85% employee retention (all staff)	85%	ON TRACK
97.5% ADA (Average Daily Attendance)	94%	GOAL NOT MET
90% Student Persistence	90%	ON TRACK
90% New Student Persistence	83%	GOAL NOT MET
Overall Goals Met (9/15)	60%	Below 70%

[illegible]

Grade Level	Assessment	Content	Teacher	Level 1	Level 2	Level 3	Level 4	Level 5	Overall Passing	Student Total	Average Score	% at 2+	% of 3+
9	AP Exam	AP Human Geography	S. Villarreal	87	10	11	1	1	13	110	1.35	20.9%	11.8%
9	AP Exam	AP Microeconomics	J. Moseley	78	20	11	2	0	13	111	1.43	29.7%	11.7%
10	AP Exam	AP World History	D. Garza	44	26	22	5	0	27	97	1.88	54.6%	27.8%
10	AP Exam	AP Physics I	V. Castillo	80	2	0	0	0	0	82	1.02	2.4%	0.0%
10	AP Exam	AP Spanish Language	M. Sarabia	4	21	15	16	11	42	67	3.13	94.0%	62.7%
10	AP Exam	AP US Government	R. Gonzalez	76	10	0	2	0	2	88	1.18	13.6%	2.3%
11	AP Exam	AP English Language	R. Gutierrez	39	8	5	0	0	5	52	1.35	25.0%	9.6%
12	AP Exam	AP English Literature	A. Altamirano	26	23	19	2	2	23	72	2.04	63.9%	31.9%
11	AP Exam	AP Biology	M. Floyd	35	11	3	0	0	3	49	1.35	28.6%	6.1%
Student Totals				469	131	86	28	14	128	728			

Overall Campus Performance			
% at 2+	% at 3+	% at 4+	5
36%	18%	6%	2%

Grade Level	Assessment	Content		Level 1	Level 2	Level 3	Level 4	Level 5	Overall Passing	Student Total
9	AP Exam	AP Human Geography	S. Villarreal	79.1%	9.1%	10.0%	0.9%	0.9%	12%	110
9	AP Exam	AP Microeconomics	J. Moseley	70.3%	18.0%	9.9%	1.8%	0.0%	12%	111
10	AP Exam	AP World History	D. Garza	45.4%	26.8%	22.7%	5.2%	0.0%	28%	97
10	AP Exam	AP Physics I	V. Castillo	97.6%	2.4%	0.0%	0.0%	0.0%	0%	82
10	AP Exam	AP Spanish Language	M. Sarabia	6.0%	31.3%	22.4%	23.9%	16.4%	63%	67
10	AP Exam	AP US Government	R. Gonzalez	86.4%	11.4%	0.0%	2.3%	0.0%	2%	88
11	AP Exam	AP English Language	R. Gutierrez	75.0%	15.4%	9.6%	0.0%	0.0%	10%	52
12	AP Exam	AP English Literature	A. Altamirano	36.1%	31.9%	26.4%	2.8%	2.8%	32%	72
11	AP Exam	AP Biology	M. Floyd	71.4%	22.4%	6.1%	0.0%	0.0%	6%	49
Student Totals				64%	18%	12%	4%	2%	18%	728

Grade	Last Name	First Name	Human Geo	Micro	US History	US Gov	World History	Spanish Lang	Spanish Lit	Physics 1	English Lang	English Lit	CS Principles	Exams Passed
12	Aguilar	Alexus	3	1	1	1		3		1	3	2		3
12	Aguilar	David	1	1	1	1		2			1	1		0
12	Andrade	Fernanda	2	1	1	2		4			1	2		1
12	Aranda	Nicole	1	1	2	2					3	3		2
12	Arguello	Samantha	3	2	3	2		3		1	3	3		5
12	Arguello-Cruz	Paul	1	1	1	1		3			2	3		2
12	Atkinson	Adrian			1	1		2				1		0
12	Bak	Ryan	3	1		1					1	1		1
12	Banos	Aldys	2	1	1						1			0
12	Behnke	Brandon	4	1	2	3		2		1	2	3		3
12	Bolanos	Jessica	3	3	1	2		5			2	2		3
12	Camacho-Castillo	Jorge	1	1	1	1		3			2	1		1
12	Cantu	Mark	1	1		1	1	1			1	2		0
12	Carrizales	Joel	1	1	1	1		3			1	1		1
12	Castillo	Santiago	2	1	2	1		2			2	2		0
12	Cespedes	Chriselda			1			1			1	2		0
12	Chapa Mejia	Cristian	1	1	1	1		3			2	1		1
12	Chavez	Itzel	1		1	1		4				1		1
12	Cosio	Adrian	3	1	1	1							1	1
12	Cruz	Matthew		1	1	1		1			1	1		0
12	Darst	Gavin	1	1	1	1				1	1	2		0
12	Del Angel Amaya	Hugo	2	4	1	3		5			2	2		3
12	Delgado	Alexandra			1	1						1	1	0
12	Farhat	Shaheer	3	2	2	1				1	2	2		1
12	Flores	Jorge	1	1	1	1		3			1	1		1
12	Garcia	Delaney	3	1	1	2		3		1	2	3		3
12	Garcia	Jesus	1	1	1	1						1		0
12	Garcia	Sebastian	4	4	2	4		5		3	3	4		7
12	Garcia-Lee	Daniela	3	1	1	1		5			2	3		3
12	Garza	Eduardo	1	1	1	1		4			1			1
12	Gomez	Kamila	2	1	2	1		4			2	3		2
12	Gonzales	Laura	1	1	1	1		2			1	1	1	0
12	Guzman	Amparo	2	1	1	1		2			2	2		0
12	Hernandez Salazar	Dania	2	1	1	1		3			1	2		1
12	Herrera	Daniel	1	1	1	1		5			1	1		1
12	Hurtado	Maya	4	3	3	3		4		1	4	3		7
12	Ipina	Diego	1	1	1	1					1	2		0
12	Jacobo	Maria	4	1	2	3		4			3	3		5
12	Juarez	Alejandro												0
12	Juarez	Victor	3	1	1	2		1				2		1
12	Lopez-Castillo	Luis	1	1	1	1		2				1		0
12	Lozano	Michael	1	1	1			4			1	2		1
12	Lozano	Stacy	1	1				5				2	1	1
12	Lozano-Guerra	Rebecca	3	4	2	2		5		1	2	2		3
12	Lucio	Nicolas	5	4	4	5		4		3	5	5		8
12	Mancillas	Dominick	1	1	1	1		1			1	2		0
12	Mejia	Ramiro	1		1	1		2						0
12	Mendez	Andrea	5	3							3	5		4
12	Montes	America	1	1	1	1		3				1		1
12	Morales	Mariely	1	1	1	1		3				1		1
12	Ochoa	Fatima	1	1	1	2		4			2	2		1
12	Palacios	Sofia	1	1	2	1		4			2	3		2
12	Perez	Angel	1	1	1	1		3			1	2		1
12	Perez	Seth			2	2						3		1
12	Plata	Nissi	3	1	1	1		4			2	3		3
12	Ramirez	Maritza	3	1	1	3		5			2	3		4
12	Ramos	Estephany	1				1	1				2	1	0
12	Resendiz	Andrea	1	1	1			4			1	1		1
12	Rhodes	Kathryn	1	1	1	1						3		1
12	Rios	Seth	1	1	1	1						3		1
12	Rodriguez	Daisy	1	1	1	1		3			1	2		1
12	Rodriguez	Fernanda	1	4	2	3		4		1	2	3		4
12	Rodriguez	Hugo	1	1	2	2		4			2	3		2
12	Rodriguez	Mariana	4	1	1	1		3			2	3		3
12	Rodriguez	Sofia	2	2	1	2		4			3	3		3
12	Salinas	Aiyanna	3	1	1	1		2		1	1	1		1
12	Sampayo	Damian	1	1	1	1		3			1	2		1
12	Soto	David	1	1	1	1					1	1	1	0
12	Thuku	Wilma	1		1	1					2	2		0
12	Torres	Isaac				1						1		0
12	Torres	Sydney	1	1	1	1		1			1	1		0
12	Tovar	Stephanie	1	1	1	1		3				1	1	1
12	Valdez	Pedro	1	1	1			3	2			2		1
12	Velazquez Torres	Enrique												0
12	Villanueva	Juan	1	2	2	1					1	3		1
12	Villarreal	Angeles	3	2	2	2		4		1	2	4		3
12	Villarreal	Cristian			1							1		0
12	Zamora	Ximena	1	1	1	1		2			1	1		0
12	Zuniga	Julia	1		2	2		5			2	1		1
													AP Potential	5
													AP Scholars	19
													AP Scholars %	24%

Grade Level	Assessment	N (Non-Submission)	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Overall Passing	Student Total	Average Score	% at 2+	% of 3+	% at 4+	% of 5+	% Score 1-3	% Score 4-5	% Score 6-7
12th	Biology HL	3	5	19	10	2	2	0	0	4	41	2.22	80%	34%	10%	5%	83%	10%	0%
12th	Biology SL	7	6	14	3	0	0	0	0	0	30	1.43	57%	10%	0%	0%	77%	0%	0%
12th	English A: Literature	3	0	5	30	28	8	0	0	36	74	3.41	96%	89%	42%	11%	47%	40%	0%
12th	HOTA	0	0	12	19	27	11	3	0	41	72	3.64	100%	83%	57%	19%	43%	53%	4%
12th	Math Applications	4	9	13	2	0	0	0	0	0	28	1.46	54%	7%	0%	0%	86%	0%	0%
12th	Math Analysis	1	2	13	13	8	1	2	0	11	40	2.90	93%	60%	28%	8%	70%	23%	5%
12th	Spanish B HL	0	0	0	0	3	9	17	13	42	42	5.95	100%	100%	100%	93%	0%	29%	71%
12th	Spanish B AB Initio	0	0	0	1	5	3	2	0	10	11	4.55	100%	100%	91%	45%	9%	73%	18%
12th	Visual Arts SL	3	0	8	23	13	0	0	0	13	47	2.91	94%	77%	28%	0%	66%	28%	0%
Student Totals		21	22	84	101	86	34	24	13	157	385	3.16	89%	67%	41%	18%	54%	31%	10%

Grade Level	Assessment	N	A	B	C	D	E	% C+	Student Total
12th	Extended Essay	0	0	3	10	31	1	45%	45
12th	TOK	1	1	11	22	12	1	35%	48
Student Totals		1	1	14	32	43	2		

Overall Campus Performance			
% at 2+	% at 3+	% at 4+	% at 5+
89%	67%	41%	18%

IB Diploma	IB Students (DP and CS)	IB Diploma %
14	74	19%



Campus / Escuela:	IDEA Brownsville
Date / Fecha:	August 24, 2023
Time / Hora:	5:30pm
Intent / Intencion:	Public Meeting
Facilitator / Facilitador:	L. Zuniga & M. Lopez
Translator / Traductor:	
Person Recording Minutes:	C. Zuniga
Method of Marketed:	REMIND & Social Media

Agenda:

Welcome / Bienvenidos

I. Campus Scorecard

II. Campus Goals

V. Action Plan

7. Adjourn / Posponer

Minutes: Welcome message to review agenda. 5:35pm: Campus Need assessment: 3 required components to focus on to create a plan. Comprehensive Needs Assessment a school consults a broad range of stakeholders.

5:37pm: Review and explain the five Campus Goals and end of year data for 22-23 school year: Staff Retention, College Matriculation, A Rating, Daily Attendance, and Student Persistence.

Staff Retention: 84.5%

Matriculation data on track for our graduating class.

TEA ratings will be released on September 22nd, current data indicates a projected "A" for both campuses.

ADA: Currently seeing the spike in cases and viruses, operations working closely to deep clean and disinfect. Explained in detail around the impact of absences in both AC & CP. High absences can affect their on track to graduate, preparedness for AP exams, and/or loss of credit for the course.

Student Persistence: 81.88% - Discussed curriculum, phasing out IB but promoting the advantages in AP courses. Tentatively working on integrating Dual Enrollment in the next years to come.

5:52PM: Academy 22-23 STAAR Data: Explain goals, data, and end results. The new implications: (1) Merging reading with writing (2) Computer based for the first time. As a campus scored higher than District and state averages in all 3 subjects.

5:58PM: College Prep 22-23 STAAR Data: As a campus scored higher than District and state averages in Reading, Social Studies, Math, and Biology.

6:03pm: 3rd - 5th grade Highlights & 6th - 12th grade highlights and gaps (areas of improvement; decrease in approaches, tier 1 and 2 under the 25% goal, reading and writing connections, analyzing data to provide individualized targeted instruction, teacher retention, attendance was low with inconsistent escalation matrix.

6:10PM: Goals, objectives, and strategies: ACT scores to be at 21 by HS graduation; (ACT class embedded in course schedule to offset the gap), IDEA achieves an A rating (provide resources during parent meetings to support improve student achievement in collaboration and consistent progress reports every 3 weeks), Increase student persistence (communication with all stakeholders), increase daily attendance (follow the escalation matrix with fidelity as a school and work closely with the stakeholders to work with student attendance), increase staff retention (listening tours with each staff member will go in effect this school year to capture the areas of growth and increase the strategies to support).

6:21PM Parent Suggestions/Responses Q&A: 1. In 8th grade does attendance affect students? 2. What are the AP classes offered in High School in each grade level? 3. Will phasing out IB impact the rigor of academics for our scholars? 4. Will the processes in academy affect the curriculum and processes in college prep? 5. Dual Enrollment? Currently offered in the summer for a small percentage of students. 6. Was writing and reading merged this year and will it continue? Will we be able to meet with principals to discuss further fundraising opportunities?

Signature of Presenter:

L. Zuniga; Academy Principal

M. C. Lopez; College Prep Principal

7:00PM Meeting Adjourned.

We will begin in:



IDEA Brownsville

Campus Needs Assessment and Improvement Plan

2023-2024

What is a Campus Needs Assessment

- There are three required components of a Campus Improvement Plan that are essential to effective implementation: conducting a **Comprehensive Needs Assessment**, preparing a **Campus Improvement Plan**, and annually **reviewing and revising** at every quarter.
- Through the **Comprehensive Needs Assessment**, a school 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.

2022-23

End of Year Data

Goals	2022-2023 Results
85% - Campus Staff Retention	84.5%
100% All IDEA scholars Matriculate to College	On Track
IDEA Brownsville Achieves an “A” Rating	Pending TEA rating
97% Overall Student Daily Attendance	95.32%
90% Overall Student Persistence	81.88%

2022-23

STAAR Data- Academy

Grade	Math	Reading	Science
3rd	76 37 13	82 53 19	
4th	77 57 23	85 59 34	
5th	92 52 20	94 76 45	70 49 16
Campus	81 52 18 (50)	86 62 32 (60)	70 49 16 (45)
District	72 41 14 (42)	77 50 24 (50)	69 37 16 (41)
State	74 47 21 (47)	79 51 23 (51)	64 34 15 (38)

2022-23

STAAR Data-College Prep

Campus	Content	Grade	Approaches	Meets	Masters	SAS
Brownsville CP	Reading	6	90	69	31	63
Brownsville CP	Reading	7	88	69	42	66
Brownsville CP	Reading	8	92	69	29	63
Brownsville CP	Reading	9	95	86	19	67
Brownsville CP	Reading	10	89	80	11	60
Brownsville CP	Reading Overall		85	68	25	59
IDEA PS	Reading Overall		83	61	21	55
State Average	Reading Overall		76	54	20	50

Campus	Content	Grade	Approaches	Meets	Masters	SAS
Brownsville CP	Social Studies	8	86	59	32	59
IDEA PS	Social Studies Overall		68	36	18	41
State Average	Social Studies Overall		60	31	15	35
Brownsville CP	History EOC	Retesters	89	44	11	48
IDEA PS	Social Studies Overall		98	79	44	74
State Average	Social Studies Overall		95	71	39	68

2022-23

STAAR Data-College Prep

Campus	Content	Grade	Approaches	Meets	Masters	SAS
Brownsville CP	Math	6	83	41	17	47
Brownsville CP	Math	7	76	53	20	50
Brownsville CP	Algebra 1	8	89	50	23	54
Brownsville CP	Math Overall		83	46	19	49
IDEA PS	Math Overall		71	39	16	42
State Average	Math Overall		71	39	16	42

Campus	Content	Grade	Approaches	Meets	Masters	SAS
Brownsville CP	Biology EOC	8	93	62	21	59
IDEA PS	Science Overall		93	62	22	59
State Average	Science Overall		89	57	22	56

Highlights in 3-5

- 45% of 5th grade Reading above grade level
- 3rd-5th grade above district and state average in both reading and math

Highlights in 6-12

- Reading – Above District Average and State Average in all but 2 components
- Math – Above District and State Average in all components
- Social Studies – Above District and State Average in all Components

Gaps

- Decrease in approaches data in 3rd & 4th grade math
- Matriculation – Goal is 100%, we are on track, however, our Tier 1 and 2 goal – 25% is still an area of growth
- Making connections between reading and writing in STAAR
- Analyzing the data and ensuring targeted instruction is being given based on areas of need
- Teacher retention began to decline since start of School Year
- Attendance was below the goal and lack of follow through on the escalation matrix

2023-24

Goals, Objectives & Strategies

1. **Goal #1** All IDEA students matriculate to college
College Prep Average ACT score of 21 or better by high school graduation (HB3)
Strategy: ACT Class imbedded in the course schedule in HS to help offset this gap
2. **Goal#2** IDEA achieves an A Rating
IA: Third-grade students performing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase from 53% to 63% in Spring 2024 (HB3)
Strategy: Provide resources during parent meetings to improve student achievement.
3. **Goal #3** Increase student persistence
IA & 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))
Strategy: Timely communication to families regarding school events to promote family engagement and Attendance.
4. **Goal #4** Increase student daily attendance
IA & CP: IDEA Brownsville will achieve a 97% annual attendance rate for the 23-24 school year
Strategies: Weekly parent communication via REMIND regarding campus trends around attendance, punctuality, and early releases. Escalation matrix follow-through with families
5. **Goal #5** Increase staff retention
IA & CP: IDEA Brownsville is 100% staffed for all teacher positions throughout the 2023-24 school year.
Strategy: Recruit and hire high quality candidates per role by using high quality resume criteria.

Feedback & Questions

