

IDEA Public Schools

Round Rock Tech College Prep

2022-2023 Campus Improvement Plan

Mission Statement

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Vision

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

Core Values

Qwt"ftkxg"vq"vtcpuncvg"qwt" o kuukqp"cpf""xkukqp"kpq"tgcnkv{"ctg"dcugf"wrqp"vjg"hqnnqy kpi"eqtg"xcnwguc

- Yg"cejkgxg"**Cec f g o ke**"Gzegmgpeg
- Yg"fgnkxgt"**Tguwvu**
- Yg"gpwtg"**Gswkv**{
- Yg"dwknf"**Vgc o** ("Hc o kn{
- Yg"cev"ykvj"**Kpvgi tkv**{
- Yg"dtkpi"**Lq**{
- Yg"**Uygcv**"vjg"**U o cmn**"Uvwhh

Vcdng"qh"Eqpvgpvu

Comprehensive Needs Assessment	4
Demographics	4
School Processes & Programs	4
Perceptions	6
Priority Problem Statements	7
Comprehensive Needs Assessment Data Documentation	8
Goals	10
Goal 1: Increase staff retention	11
Goal 2: All IDEA students matriculate to college	14
Goal 3: IDEA achieves an A rating	19
Goal 4: Increase student daily attendance	23
Goal 5: Increase student persistence	

Comprehensive Needs Assessment

Revised/Approved: September 7, 2022

Demographics

Demographics Summary

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

See PDF in Addendum for more information

Demographics Strengths

See PDF in Addendum for more information

Problem Statements Identifying Demographics Needs

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

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

School Processes & Programs

School Processes & Programs Summary

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

- IDEA students rate IDEA as 4.6/5 on the statement "My teachers challenge me to do my best"

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

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

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

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): We struggled to find certified sped candidates this year for next year **Root Cause:** **M** **eive**

Perceptions

Perceptions Summary

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

Perceptions Strengths

See PDF in Addendum for more information

Problem Statements Identifying Perceptions Needs

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

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

Priority Problem Statements

Problem Statement 1:

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
 - HB3 Reading and math goals for PreK-3

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

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

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

Goal 1: kpetgcug"uvchh"tgvgpvkqp

Performance Objective 2: 322 ' "qh"UFE"eqpxgtucvkqpu"eq o r ngvgf"d{"vjg"fgcfkpg"cpf"gzgewvgf"cv"c"rtqhkekpv"ngxgn

Evaluation Data Sources: SLL rubric

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews
<p>Strategy 1: Monthly GET Ratings in Teachboost so on the same page about progress</p> <p>Strategy's Expected Result/Impact: Metric = 75-100% of teachers observed implement 1 action steps per week as recorded in coaching tracker and self-reflect on implementation</p>	

Goal 1: kpetgcug"uvchh"tgvppkqp

Goal 1: kpetgcug"uvchh"tgvppkqp

Performance Objective 4:

Goal 2: Cnn"KFGC"uvwfgpvu"o cvtkewncvg"vq"eqmng i g

Performance Objective 1: D{"Qevqdt"9vj"322 ' "qh"vgcejgtu"y knn"ugv"c o dkkqwu"i qcnu."vtcem"rtqi tguu."fckn{"cpf"tgurqpf"vq"fcvc

High Priority

Strategy 1 Details	Reviews
<p>Strategy 1: Use MSR to set ambitious goal that will exceed results in all Domains, update data drops weekly, and hold SWAMS after every assessment</p>	

School Processes & Programs

Problem Statement 2


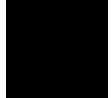




School Processes & Programs

Problem Statement 2:

Goal 3: KFGC"cejkgxgu"cp"C"tcvkpi

Performance Objective 2: 322 ' "qh"vgejegt"yknn"jcxg"dk/yggmn{"eqcejkpi"eqpxgtucvkqpu"cpf"cm"Ngxgn"3/Ngxgn"5"vgejgtu"yknn"tgegkxg"Nguuqp"rncp"hgghdcem
yggmn{0

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

Strategy 1 Details	Reviews			
Strategy 1: Leaders hold coaching conversations & teachers implement actions steps; Leaders give LP feedback and teachers implement	Formative			Summative
	Oct	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 3:

Goal 3: KFGC"cejkgxgu"cp"C"tcvkpi

Performance Objective 4: 82 ' "qh"UYKGRU"yknm"jkv"cr rrtqcejgu"qp"UVCCT"ykvj"uwrrqtv"qh"EUK"Kpvgtxgpvkqpkuv


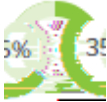




Evaluation Data Sources: Metric: Semester Exam, Mock Exam, STAAR Exam

Strategy 1 Details	Reviews
<p>Strategy 1: Coach and Develop Teachers</p> <p>Strategy's Expected Result/Impact: 100% of teachers hit advanced on GET 5E</p> <p>Staff Responsible for Monitoring: APIs</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Build a foundation of reading and math</p>	

Goal 4: kpetgcug"uvwfgpv"fckn{"cvvgpfcepeg

Performance Objective 1: 322 ' "qh"vgcejgtu"o cmg"fckn{"CFC"ecnnu

High Priority

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

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1:</p>

Goal 4: kpetgcug"uvwfgpv"fckn{"cvvgpfcepeg

Performance Objective 2: 322 ' "qh"uvchh"hqmqy"CFC"guecncvkqp" o cvtkz

Strategy 1 Details	Reviews		
Strategy 1: APO brings data to tactical, Leaders own for their grade level, and GTLs and teachers host meetings	Formative		Summative
	Oct	Jan	

Goal 4: kpetgcug"uvwfgpv"fckn{"cvvgpfcepeg





Performance Objective 3: 322 ' "qh"uvchh"egngdtcvg"cpf"kegpykxg"CFC"qp"c"o qpvj n{"dcuku

Strategy 1 Details	Reviews
Strategy 1: Add to monthly calendar	

Goal 5: kpetgcug"uvwfgpv"rgtukvgpeg

Goal 5: kpetgcug"uvwfgpv"rgtukvgpeg

Performance Objective 2: 322 ' "qh" I VNu"jqnf" c" y ggmn{ "vgc o" ("hc o kn{ " o ggvpki"vq"egnngdctvg"uejqnctu

Strategy 1 Details	Reviews			
<p>Strategy 1: Grade team principals prep GTLs to complete this weekly! Strategy's Expected Result/Impact: Increase persistence and ADA Staff Responsible for Monitoring: GTLs</p> <p>TEA Priorities: Improve low-performing schools Problem Statements: Demographics 1</p>	Formative			Summative
	Oct	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 2 Problem Statements:

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

Goal 5: kpetgcug"uvwfgpv"rgtukvgpeg

Performance Objective 4: 322 ' "qh"uchgv{"ftknu"ctg"rgthqt o g f"cpf"gzgewvgf"qp"vk o g"rgt"fkvtkev"uchgv{"uvcpfctfu

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

Strategy 1 Details	Reviews		
Strategy 1: Execute monthly drills on the calendar Strategy's Expected Result/Impact: Percentage of students and staff meeting expectations increases over time Staff Responsible for Monitoring: Aaron Freeman/APO ESF Levers: Lever 3: Positive School Culture	Formative		Summative
	Oct		

Title I Personnel

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

Addendums



Supplemental Program (Y/N)	New Program (Y/N)	Budget Allocation	Outcome	Increase/Decrease

Annual Performance Objectives (APO)

PRIORITY #1: Students Graduate College-Ready

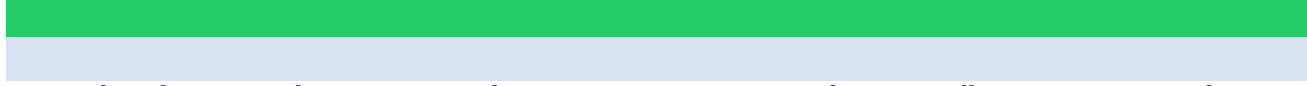
Needs Assessment

Special Populations

% Meeting CSI Goal	Reading CP CSI	
% CSI (EOY Ren.)	42%	
% of CSI Passing STAAR	81%	
% of SPED Passing STAAR	53%	

	STAAR Reading 5th	STAAR Reading 6th	STAAR Reading 7th	English I EOC	English II EOC
% Approaches	81	85	93	<i>n/a</i>	<i>n/a</i>
% Meets	68	62	76	<i>n/a</i>	<i>n/a</i>
% Masters	46	42	56	<i>n/a</i>	<i>n/a</i>
% Student Achievement Average	65	63	75	<i>n/a</i>	<i>n/a</i>

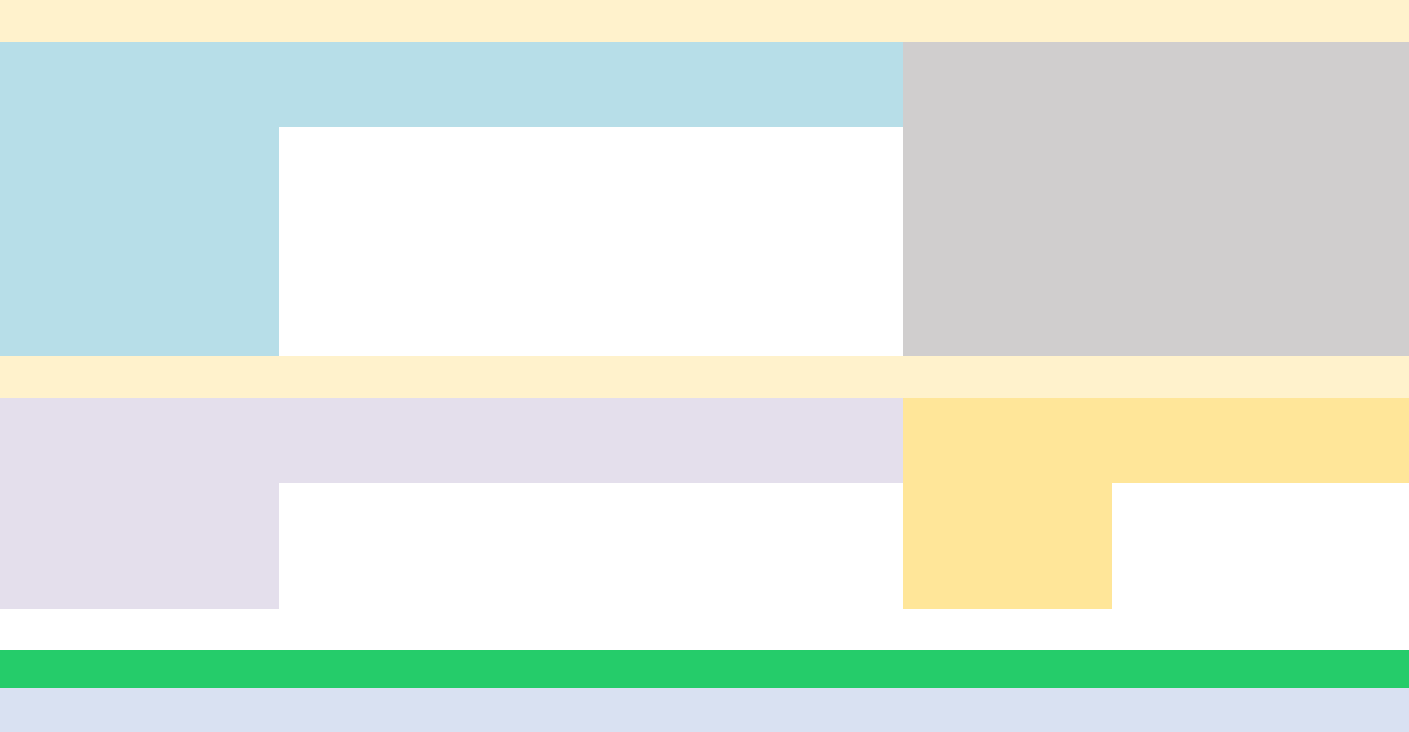
AP Scores	Pass AP Lit	Pass AP Lang	IB Group 1	% Royal Readers	% Word Master
% Score 1	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>
% Score 2	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>
% Score 3+	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>
				RR Goal Met/Not Met	WM Goal Met/Not Met
				12.43%	62.70%



1 Teachers has strong key points, ample practice time, and strong first teach lessons internalizations during semester 1.

1 Ensure teachers are rolling out strong academic expectations to set them up for success with new test format (online; more writing).

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

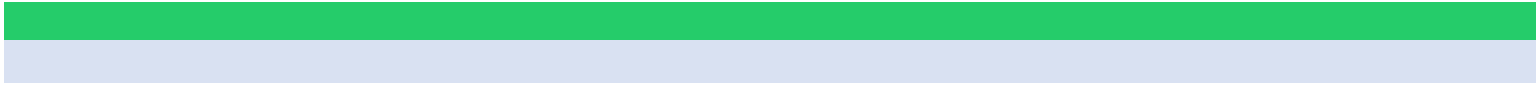


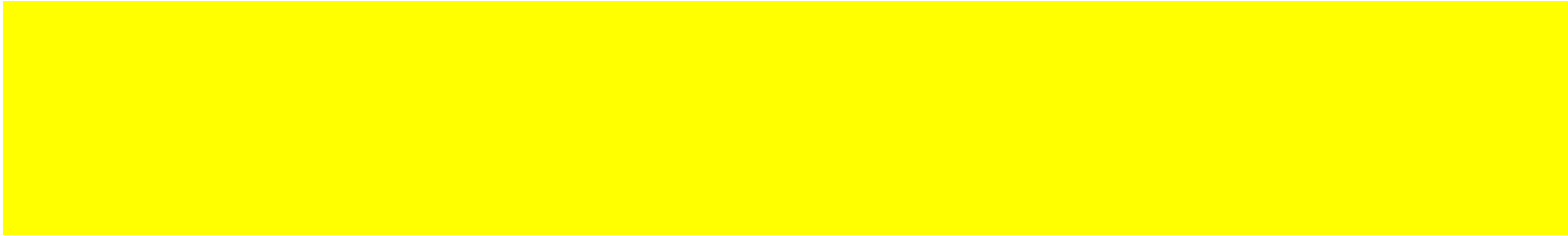


	5th Grade EOY Assessment	6th Grade EOY Assessment	7th Grade EOY Assessment				
% Passing	95%	100%	97%				

	STAAR 8th US History	EOC US History					
% Approaches	<i>n/a</i>	<i>n/a</i>					
% Meets	<i>n/a</i>	<i>n/a</i>					
% Masters	<i>n/a</i>	<i>n/a</i>					
% Student Achievement Average	<i>n/a</i>	<i>n/a</i>					

AP Scores	Pass AP Human Geography	Pass AP World History	Pass AP US History	Pass AP Government	Pass AP Economics	IB Scores	IB Group 3
% Score 1	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	% Score 1-3	<i>n/a</i>
% Score 2	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	% Score 4-5	<i>n/a</i>
% Score 3+	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	% Score 6-7	<i>n/a</i>





Campus Name

Comprehensive Needs Assessment

COLLEGE PREP

100% College Matriculation

Matriculation %	Matriculation % 4 year	Matriculation % 2 year	Tier 1/2 % Acceptances	Tier 1/2 % Matriculation	
Tier 1 % Matriculation	Tier 2 % Matriculation	Tier 3 % Matriculation	Tier 4 % Matriculation	Senior Class CCMR %	Senior Class TSI Completion %

Campus Data

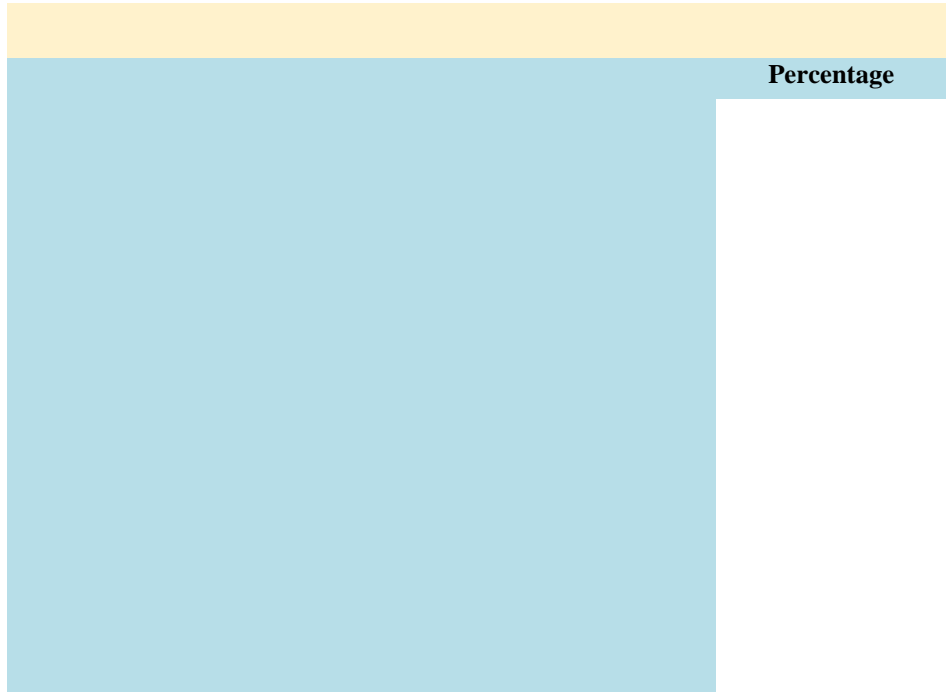
Senior Class ACT Average	Junior Class ACT Average	Overall AP Scholars (3+ or more tests)	IB Medallion Scholars (Passing 3+ exams)	Overall % IB Diploma	Campus End of Year OTG

Note: Do not have high-school scholars

Reflections

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



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

Campus Name

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

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

Campus Name

Comprehensive Needs Assessment

COLLEGE PREP

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

Areas of Strength	Areas of Need
1) Holding 100% of 1:1 with requested families	1) We need to work as our new families get registered to

2) While we only have 47% of families that attended WTI that number represents over 90% of families that are registered attending a welcome event; feedback on event was very positive

3) Second semester family events (spring festival; 5G to and thru ceremony; recording virtual awards for parents to watch)