IDEA Public Schools

Carver College Prep

2022-2023 Campus Improvement Plan

Accountability Rating: A

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

Board Approval Date: October 21, 2022
Public Presentation Date: September 15, 2022

Mission Statement

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

Vision

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

Core Values

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

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

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Demographics Summary

Please see PDF in addendum

Demographics Strengths

See PDF in Addendum for mmore information.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Overall student persistence is at 83.7% **Root Cause:** 1.We did not have a strong onboarding system. We needed more than one touchpoint with new scholars which is what led to withdrawals due to an unclear understanding of how IDEA Carver operates. 2. MS students not being taught about Carver HS opportunities beyond annual transition meetings; Inconsistency with communicating next steps with teachers for discipline.

Problem Statement 2 (Prioritized): Our ADA is at 91.56% **Root Cause:** 1. Inconsistent follow up of high priority ADA students by both APO and grade team. 2.Lack of ADA incentive by APO; lack of adherence to push this goal 3.Failure to create a schoolwide system to track daily calls to ensure that ADA calls are made .

School Processes & Programs

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 reatins an average of 84% of students year over year
- IDEA parents rate IDEA as 4.8/5 on the statement "My school is preparing my child for college"
- IDEA parents rate IDEA as 4.8/5 on the statement "My school hold my child to high academic standards"
- IDEA students rate IDEA as 4.6/5 on the statement "My teachers challenge me to do my best"

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

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

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

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Carver College Prep had 81% teacher retention. **Root Cause:** We need more than one touchpoint for onboarding teachers to ensure teachers are feeling supported. Stronger relationship/trust building between managers and direct reports through building relationships through check-ins consistently over time.

Problem Statement 2 (Prioritized): There was a lack of clear procedures for disciplinary action. **Root Cause:** 1 Failure to share the level of infractions with teachers and grade team leaders with clarity . 2. Failure to clarify roles and responsibilities with staff members. 3. Admin failed to follow up with teachers about disciplinary action.

Priority Problem Statements

Problem Statement 1: IDEA Carver did not hit goal of 90% approaches in 8th grade Social Studies.

Root Cause 1: 1.We failed to create and manage priority students earlier in the year to target students based on their performance. 2. Failure to identify specific sub-pops we should focus in on during instruction.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Overall student persistence is at 83.7%

Root Cause 2: 1.We did not have a strong onboarding system. We needed more than one touchpoint with new scholars which is what led to withdrawals due to an unclear understanding of how IDEA Carver operates. 2. MS students not being taught about Carver HS opportunities beyond annual transition meetings; Inconsistency with communicating next steps with teachers for discipline.

Problem Statement 2 Areas: Demographics

Problem Statement 3: IDEA Carver did not hit goal of 90% approaches in 7th grade math.

Root Cause 3: APIs did not hold all teachers accountable for aggressively monitoring and tracking data on a daily basis. Students did not receive consistent feedback on daily exit ticket and independent practice mastery

Problem Statement 3 Areas: Student Learning

Problem Statement 4: We did not meet our Reading Growth Goal of 50 % of CSI scholars meeting the Reading Renstar Growth Goal.

Root Cause 4: Leaders did not prioritize and calendar out CSI observation on consistent manner Leaders did not communicate a plan of action at BOY that could remain consistent for CSI.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Carver College Prep had 81% teacher retention.

Root Cause 5: We need more than one touchpoint for onboarding teachers to ensure teachers are feeling supported. Stronger relationship/trust building between managers and direct reports through building relationships through check-ins consistently over time.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: On average 20 - 30 % of our parents attended our after school events.

Root Cause 6: Significant amount of families admitted that they did not feel welcome on the campus. Lack of communications with families about upcoming events.

Problem Statement 6 Areas: Perceptions

Problem Statement 7: 69% of new student persisted with us from fall 2021 to fall 2022.

Root Cause 7: 1.We did not properly promote the welcome to Idea events. 2.We did not have a strong onboarding system we needed more than one touchpoint with new scholars

Problem Statement 7 Areas: Perceptions

Problem Statement 8: There was a lack of clear procedures for disciplinary action.

Root Cause 8: 1 Failure to share the level of infractions with teachers and grade team leaders with clarity . 2. Failure to clarify roles and responsibilities with staff members. 3. Admin failed to follow up with teachers about disciplinary action.

Problem Statement 8 Areas: School Processes & Programs

Problem Statement 9: Our ADA is at 91.56%

Root Cause 9: 1. Inconsistent follow up of high priority ADA students by both APO and grade team. 2.Lack of ADA incentive by APO; lack of adherence to push this goal 3.Failure to create a schoolwide system to track daily calls to ensure that ADA calls are made .

Problem Statement 9 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

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

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- Grades that measure student performance based on the TEKS

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
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- School safety data

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

Parent/Community Data

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

Support Systems and Other Data

- Study of best practices

Goals

Goal 1: Increase staff retention

Performance Objective 1: 85% of staff will return for the 2023-2024 school year for IDEA Carver College Prep.

High Priority

Evaluation Data Sources: Great Places to Work Survey results, weekly surveys

Strategy 1 Details	Reviews			
Strategy 1: 100% of staff members will receive praise weekly, daily temperature checks, and weekly incentives	**Formative**			**Summative**
Strategy's Expected Result/Impact: All staff will feel validated for their work **Staff Responsible for Monitoring:** Principal, APIs ,DCC, SSA	**Oct**	**Jan**	**Mar**	**June**
	0%			
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

Goal 2: All IDEA students matriculate to college

Performance Objective 1: 100% of scholars are on track to graduate.

High Priority

Evaluation Data Sources: Progress Reports, Report Cards, Daily Exit Ticket Sort Tracker

Strategy 1 Details		Reviews			
Strategy 1: Tracking Early Action /Early Decision applications and FAFSA applications by CC Team.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Making sure that all college applications are completed and submitted by the dead line.		**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Nina Avila, Lara Miller, Ciara Powell **TEA Priorities:** Improve low-performing schools **Funding Sources:** RTTC Teacher - Federal Grant - $57,250		0%			
	0% No Progress	100% Accomplished	→ Continue/Modify	❌ Discontinue	

Goal 2: All IDEA students matriculate to college

Performance Objective 2: Ensuring that we complete 100% of FAFSA applications by November 1, 2022.

    Evaluation Data Sources: Tracking during weekly CC Team Tactical

Strategy 1 Details	Reviews			
Strategy 1: Organize FAFSA nights in order to for all scholars to complete their FAFSA Application	**Formative**			**Summative**
Strategy's Expected Result/Impact: All students complete and submit their FAFSA with zero errors.	Oct	Jan	Mar	June
Staff Responsible for Monitoring: DCC, CC	0%			
	0% No Progress	100% Accomplished	Continue/Modify	Discontinue

Goal 3: IDEA achieves an A rating

Performance Objective 1: Grades 6 through 9 will hit 90% approaches, 60% meets, and 30% masters on Reading and Math STAAR, Biology EOC, Algebra 1 EOC, and Spanish I EOC.

    High Priority

    HB3 Goal

    Evaluation Data Sources: Exit Ticket Data , Quiz Data, Test Data, Semester Exam , Mock Exam

Strategy 1 Details	Reviews			
Strategy 1: Focusing on ensuring high quality instruction through weekly instructional rounds providing real time coaching.	**Formative**			**Summative**
Weekly Instructional lead team meetings focus on weekly data and action steps.	**Oct**	**Jan**	**Mar**	**June**

Leverage teacher leaders CTL and GTL to complete instructional rounds to push the rigor in the classroom.
    Strategy's Expected Result/Impact: Raise the quality of instruction in the classroom .
    Staff Responsible for Monitoring: Alvoyd Jackson, Javier Tovar, Luis Vasquez
 	
    TEA Priorities:
Improve low-performing schools
 - **ESF Levers:**
Lever 5: Effective Instruction
    Funding Sources: Interventionist - Federal Grant - $57,500
	0%			

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

Goal 3: IDEA achieves an A rating

Performance Objective 2: 60% of SPED scholars scoring in the approaches range measured by Math STAAR and/or Reading STAAR

HB3 Goal

Evaluation Data Sources: Exit Ticket Data , Quiz Data, Test Data, Semester Exam , Mock Exam

Strategy 1 Details		Reviews			
Strategy 1: Weekly tracking meeting for SPED population.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Teachers are able increase your own effectiveness by seeing trends in student data.		**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: API , SPED Lead, Gen Ed Teacher **ESF Levers:** Lever 5: Effective Instruction		0%			
	0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue	

Goal 4: Increase student daily attendance

Performance Objective 1: Ensure that we have 97% Average Daily Attendance

    High Priority

    Evaluation Data Sources: Daily ADA (Average Daily Attendance), List of Chronic Absent Students)

Strategy 1 Details			Reviews			
Strategy 1: 100% of students not on campus will receive an ADA phone call by 8:00am daily.			**Formative**			**Summative**
Strategy's Expected Result/Impact: ADA will hit 97% or above for each grade level on a daily basis			**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Claudine Herrera, Monica Cantu **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 3: Positive School Culture			0%			
Strategy 2 Details			**Reviews**			
Strategy 2: 100% of students who are chronically absent follow the ADA matrix with consequences and next steps.			**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase average daily attendance.			**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Clauding Herrera , Monica Cantu			100%	100%	100%	
0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue			

Goal 5: Increase student persistence

Performance Objective 1: 90% of scholars persist during the 2023-2024 school year.

High Priority

Evaluation Data Sources: Student Persistence, New Student Persistence, # Positive Calls Weekly, % of NTI parent conferences, # of scholars on mission list
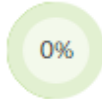
Strategy 1 Details	Reviews			
Strategy 1: Review mission list daily and respond to all request for communication within 24 hours	**Formative**			**Summative**
Strategy's Expected Result/Impact: Give parents the opportunity to be heard.	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal , Student SUccess Advisor	0%			
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Goal 5: Increase student persistence

Performance Objective 2: 100% of Carver CP students will participate in Move This World program to support classroom behavior and prevent violence by the end of the 2022-2023 school year.

    High Priority

    Evaluation Data Sources: None

Strategy 1 Details	Reviews			
Strategy 1: Teachers will implement Move This World a minimum of 3 timers per week.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students participating in Move This World show an improvement in classroom behavior, an increased ability to manage stress and depression.	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Student Success Advisor , API's **ESF Levers:** Lever 3: Positive School Culture	0%			
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 5: Increase student persistence

Performance Objective 3: Our overall well-being of our scholars will benefit from physical education and health classes .

    Evaluation Data Sources: Fitness Assessment

Strategy 1 Details		Reviews			

Strategy 1: Physical Education teachers will ensure that scholars receive Physical education classes an health classes that are consistent with the fitness goals
    Strategy's Expected Result/Impact: Scholars are meeting their weekly fitness goals.
 	
    ESF Levers:
Lever 3: Positive School Culture
		Formative			**Summative**

		Oct	**Jan**	**Mar**	**June**
		0%			
	0% No Progress	100% Accomplished	➡️ Continue/Modify	❌ Discontinue	

Title I Personnel

Name	Position	Program	FTE
Jasmine Luna	Teacher		1
Jeanette Montes	INTERVENTIONIST		1

Campus Funding Summary

			Federal Grant		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	1	1	RTTC Teacher		$57,250.00
3	1	1	Interventionist		$57,500.00
				Sub-Total	$114,750.00

Addendums

Master CNA & SAIP Reporting Checklist

PTG		0%	PTG		0%

DEPT	Data Source	Data Tabs	Guidance	Status	Principal Notes or Questions	VP Verification	Notes & Next Steps
College Prep	KEYS Tab (Tab 3)	Student Achievement Improvement Plan 2021-2022 School Year	This SAIP plan will require logging concrete initiatives put in place for student improvement, as well as their associated timelines, resources, and responsible staff. Each initiative will be tracked mid-year and at the end of the year. Mid-year assessments should be completed by each campus between December 1, 2022 and no later than January 31, 2023.	Pending		Action Required	
	Locus Dashboards: CIS STARR, AP Campus IB Reports EOY Assessments	Comprehensive Needs Assessment 2022 English Language Arts	These Pages should include the percentage of students who achieved each listed score for the 2021-2022 School Year. For each subject, list a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Pending		Action Required	
		Comprehensive Needs Assessment 2022 Math		Pending		Action Required	
		Comprehensive Needs Assessment 2022 Science		Pending		Action Required	
		Comprehensive Needs Assessment 2022 Humanities		Pending		Action Required	
	State TELPAS Report	Comprehensive Needs Assessment 2022 TELPAS	This data set will outline the percentage of students that earned proficiency in the areas of Listening, Speaking, Reading, and Writing, as indicated in the State TELPAS report. Llist a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Pending		Action Required	
	Locus Dashboards: ACT, AP, TSI Campus IB Reports Campus Matriculation Reports	100% College Matriculation 2021-2022 School Year	This page will only be applicable to campuses that had graduating classes in the Spring of 2022. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Pending		Action Required	
	Locus Dashboard: Staff Rentention	Staff Quality, Retention, & Recruitment 2021-2022 School Year	Under the %SPED Data Point, this should relfect the percentage of SPED certified teachers, compared to the overall SPED staff. Under number of teacher applicants, note how many teachers were interviewed by campus leaders for positions during the 2021-2022 School Year. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Pending		Action Required	
	Locus Dashboards: Student Persistence, Enrollment, ADA	School Culture & Climate 2021-2022 School Year	For the Withdrawals/Level 3 Offenses data point, list the number of withdrawals or offenses. All other data points should reflect percentages. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Pending		Action Required	
	Campus Academic Counselor Tracking Systems	2022 Family & Community Involvement	In addition to listing data percentages, list a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Pending		Action Required	

Last Updated 8/29/2022

Campus Name

2021-22 Student Achievement Improvement Plan - College Prep

COLLEGE PREP

APO	Initiatives	Needs Assess.	Special Pops.	Person(s) Responsible	Timeline Start/End	Resources: Human/ Material/Fiscal	Documentation	Formative Evaluation	Title I Qualifying Programs			Initiatives Status			
									Internal Use Only			**Mid Year**		**End of Year**	
									Supplemental Program (Y/N)	New Program (Y/N)	Budget Allocation	Outcome	Increase/Decreased by X%	Outcome	Increase/Decreased by X%
									Budget Allocations only need to be entered for programs that are BOTH Supplemental & New			Use these columns to assess your strategy progress at the middle and end of the year			

Annual Performance Objectives (APO)

PRIORITY #1: Students Graduate College-Ready

1A. % of graduates who matriculate to a College or University: 100%

1B. % of graduates matriculate to a Tier I/II College or University: 15% | 25%

1C. % of Seniors accepted to a College or University: 100%

1D. % of Seniors named AP scholars | Earn IB diploma: 30% | 25%

1E. Earned State Rating: A

1F. % Basic | % Mastery | % Advanced on LEAP: 82% | 44% | 11%

1G. % Approaches | % Meets | % Masters on STAAR/EOC: 90% | 60% | 30%

1H. % Level 3 | % Level 4 | % Level 5 on FSA/FSAA: 70% | 40% | 20%

1I. % of Pre-K-2nd Students End The Year On/Above Grade Level in Reading - Year 1 Campuses | Year 2 Campuses: 80% | 90%

1J. % of students in CSI achieve 2 years growth in Reading | Math (measured by Ren STAR) 50% | 60%

1K. Average ACT score: 21

1L. % of students graduating college in 4 | 6 years: 25% | 55%

Needs Assessment

S-STAAR

D-DIBELS

E-EOC

A-ACT

RR-Reading Renaissance

ST-STAR for Math

DR-Discipline Report

AP-AP Tests

O-Other

Special Populations

All

AR-At Risk

ELL-English Language Learners

ED-Economically Disadvantaged

M-Migrant

SE-Special Education

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Comprehensive Needs Assessment
COLLEGE PREP

Data Source: CSI

% Meeting CSI Goal	Reading CP CSI			
% CSI (EOY Ren.)	24%			
% of CSI Passing STAAR	65%			
% of SPED Passing STAAR	75%			

Data Source: STAAR

	STAAR Reading 6th	STAAR Reading 7th	STAAR Reading 8th	STAAR Writing 7th	English I EOC	English II EOC
% Approaches	94%	94%	96%		85%	95%
% Meets	64%	80%	76%		74%	89%
% Masters	41%	54%	49%		31%	23%
% Student Achievement Average	66%	76%	74%		63%	69%

Data Source: AP/IB/Electives

AP Scores	Pass AP Lit	Pass AP Lang	IB Scores	IB Group 1	% Royal Readers	% Word Master
% Score 1	36%	55%	% Score 1-3		10%	72%
% Score 2	30%	27%	% Score 4-5			
% Score 3+	34%	19%	% Score 6-7			
					RR Goal Met/Not Met	WM Goal Met/Not Met
					Met	Met

Reflections	
Areas of Strength	**Areas of Need**
1 Use of data (assessment and daily exit ticket) to track individual students progress towards goals, And identify student gaps in learning and possible missconceptions early on.	1 Using Springboard curriculum in highschool courses and higher level texts.
2 Vertical alignement across grade levels, and provide multiple "at bats" planned for during lesson plans	2 More frequent STAAR focused goal setting meetings with students to ensure progress to goals
3 Observing and providing real time feedback, to priority teachers to faciliate quick grow with teachers.	3 Implmentation of additional writing practice in courses 6th through 10th, to increase rigor geared

Campus Name

Comprehensive Needs Assessment - College Prep			
COLLEGE PREP			

Data Source: STAAR				
	STAAR Math 6th	**STAAR Math 7th**	**STAAR Alg I**	
% Approaches	96	86	98%	
% Meets	64	61	90%	
% Masters	32	31	78%	
% Student Achievement Average	64	59.33	88.60%	

Data Source: AP/IB					
AP Scores	**Pass AP Calculus AB**	**Pass AP Calculus CD**	**Pass AP Prob. & Stats.**	**IB Scores**	**IB Group 5**
% Score 1	73%		71%	**% Score 1-3**	
% Score 2	14%		7%	**% Score 4-5**	
% Score 3+	13%		22%	**% Score 6-7**	

Reflections	
Areas of Strength	**Areas of Need**
1 Deep content knowledge and understnding of lesson materials and concepts	1 Differentiated and more consistent content meetings for STAAR/AP teachers to collaborate, share best
2 Strong scope an sequence of teks alignment for staar	2 Additional targeted tutoring schedules to close the gaps created by COVID 19 pandemic
3 Well designed lesson plans with providing scholars with plenty of "at bats."	3 Targeted intervention and early tracking of skills/ concept gaps

IDEA Carver

Comprehensive Needs Assessment COLLEGE PREP			

Data Source: Internal Assessments			
	6th Grade EOY Assessment	**7th Grade EOY Assessment**	
% Passing	95/84/56	99/77/49	

Data Source: STAAR			
	STAAR 8th Science	**STAAR Biology**	
% Approaches	95%	99%	
% Meets	76%	84%	
% Masters	49%	38%	
% Student Achievement Average	73%	74%	

Data Source: AP/IB						
AP Scores	**Pass AP Biology**	**Pass AP Chemistry**	**Pass AP Physics (1 & 2)**	**Pass AP Env. Science**	**IB Scores**	**IB Group 4**
% Score 1	34%	70	52		**% Score 1-3**	
% Score 2	26%	27	24		**% Score 4-5**	
% Score 3+	40%	3	24		**% Score 6-7**	

Reflections	
Areas of Strength	**Areas of Need**
1 Teachers convey a deep knowledge of content in thier subject. This led to strong lesson plants with rigor aligned to STAAR/AP exams.	1 Consisten content meetings lead by content leaders, for more specialized techniques and methods for success.
2 Purposeful backwards planning from the districts scope and sequence and allocated for ample insturctional time to prepare/review for STAAR/AP exams	2 Alloting for mote outside of the classroom support mechanisms: afterschool and saturday tutoring
3 Giving students ownership of their progress towards their goals to push towards success.	3 Tracking and monitoring growth of high needs populations.

Campus Name

Comprehensive Needs Assessment COLLEGE PREP							
Data Source: Internal Assessments							
	6th Grade EOY Assessment	**7th Grade EOY Assessment**					
% Passing	**93%**	**89%**					
Data Source: STAAR							
	STAAR 8th US History	**EOC US History**					
% Approaches	81%	100%					
% Meets	51%	95%					
% Masters	44%	56%					
% Student Achievement Average	58.66%	83.60%					
Data Source: AP/IB							
AP Scores	**Pass AP Human Geography**	**Pass AP World History**	**Pass AP US History**	**Pass AP Goverment**	**Pass AP Economics**	**IB Scores**	**IB Group 3**
% Score 1	62	17	76	64	97	**% Score 1-3**	
% Score 2	12	47	15	28	0	**% Score 4-5**	
% Score 3+	20	36	9	12	3	**% Score 6-7**	

Reflections	
Areas of Strength	**Areas of Need**
Early added student support mechanisms such as afterschool tutorials and Saturday Schools that were used to provide more instructional time to priority students. ☐	Additional observation and real time feedback for all teachers from their manager☐
Use of daily and weekly assessments to track student progress towards goals, identify student misconceptions and plan effective reteaches☐	Heavier student support mechanisms in middle school that are aligned to rigor of the scope and sequence of the course
Consistent and aligned "at bats" within teacher lesson plans that were delivered clearly and concisely ☐	More consistent SWAM meetings to identify most common student error and misconception to plan stronger reteaches

Campus Name

Comprehensive Needs Assessment COLLEGE PREP					
TELPAS Composite Rating (Listening, Speaking, Reading, Writing)					
	Listening	**Speaking**	**Reading**	**Writing**		**% of ELL Students who grew one or more levels**
% Beginning	1.36%	2.73%	1.36%	0%	Listening	26.02%
% Intermediate	0%	5.47%	16.43%	16.43%	Speaking	41.09%
% Advanced	41.09%	35.61%	34.24%	36.98%	Reading	19.17%
% Advanced High	57.53%	56.16%	47.94%	46.57%	Writing	31.50%

Reflection	
Areas of Strength	**Areas of Need**
1 Reading comprehension across contents is a strenght consistently across contents.	1 Writing is still an area of need. Implenting more writing in Science and Math courses
2 Students understand their scores and exit criteria	2 higher percentage of students attending tutorinals on speaking
3 Parents and students advocate for accommodations and let their teachers know when they feel they no longer require accommodations	3 Teachers requiring EL students to give extended verbal responses in class

Campus Name

Comprehensive Needs Assessment

COLLEGE PREP

100% College Matriculation					
Matriculation %	Matricuation % 4 year	Matriculation % 2 year	Tier 1/2 % Acceptances	Tier 1/2 % Matriculation	
100%	84.70%	16%	79%	15%	
Tier 1 % Matriculation	Tier 2 % Matriculation	Tier 3 % Matriculation	Tier 4 % Matriculation	Senior Class CCMR %	Senior Class TSI Completion %
7%	8%	29%	40%	100%	100%
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
19%	18%	33%	N/A	N/A	96%

Reflections	
Areas of Strength	**Areas of Need**
1 First year hit our 50% acceptance in Tier 1 colleges	1 Need more knowledge in Tier 1 and Tier 2 campuss
2 100% college applications were submitted by November 1st	2 Utilize RTTC 1 & 2 to grow tier 1 and tier 2 mindset for application college process
ensure 100% accuarte and complete FASFA by november	3 Operating mechnisim to complete and update rubics for match and fit.

Campus Name

Comprehensive Needs Assessment	
COLLEGE PREP	
Staff Quality, Recruitment, Retention	
	Percentage
% School Lead Team Retention	80%
% Instructional Support Retention	75%
% Teacher Retention	83%
% Campus Support Retention	100%
% SPED Certified Teachers	50%
% State/National Certified Teachers	0%
% State Certified Leaders	33%
% State/Board certified Counselors	50%
Number of teacher applicants per 2020-21 school year	30

Reflections	
Areas of Strength	**Areas of Need**
1. Quarterly Principal Temp Checks of all staff members to receive feedback and respond to changes that are needed.	1. Stronger relationship/trust building between managers and direct reports. Need to implement more opportunities for relationships to grow organically and for check-ins to be consistent so that trust is built slowly over time.
2. Retention of SEL and College Counseling team- 100% two years in a row.	2. High teacher turnover in same role (ex. 7th Math, 9th ELA); Adjusted manager distribution across new API's in order to leverage individual coaching strengths in priority subjects.
3. Mechanisms in place for all teachers to utilize when needing support (grade teams, content teams, managers, etc)	3. Tighter coaching of APO to support her retain her team through consistent coaching and follow through.

Campus Name

Comprehensive Needs Assessment	
College Prep	
Data Source: School Culture and Climate	
	Campus %
% Average Daily Attendance	91.56
% Overall Persistence	83.7
% New Student Persistence	68.57
# of Admin Withdrawals/ Level 3 Offenses	0
% SPED	8.06%
% ELL	10.80%
% Eco Dis	80.72%
% Migrant	0
% Race: American-Indian-Alaska-Native	0.14%
% Asian	0.29%
% White-Hispanic	82.01%
% Multi	0
% Black-African-American	12.37%
% Native-Hawaiian-Pacific-Islander	0.29%
% White	4.89%
% Male	47.77%
% Female	52.23%

Data Source: School Culture and Climate	
Reflections	
Areas of Strength	**Areas of Need**
Daily reporting of ADA, student work submission, parent communication as an admin team which led to strong	Stronger highlighting of what is offered in high school that sets Carver a part from other schools (AP for All program
Proactive conversations with students of concern to ensure the family and student understands benefit of	Stronger inveterventions in place for low students in high school to ensure success to ensure all students are on track
Provided resources to families to feel supported during virtual learning (laptop, mifi's, transportation solutions)	Bringing back extracurricular activities such as sports, dance, and expanding of the music program that had to be paused

Campus Name

Comprehensive Needs Assessment	
COLLEGE PREP	
Data Source: Family and Community Involvement	
	Percentage
% Families Attended WTI	68%
% of Families Attended MTT	50%
% Families Attended AP Night	20%
% Families Attend Band Concerts	90% (band families)
% of Families attnend AP Scholar Ceremony	80% (AP Scholar Families)
% of Families attend NHS Induction	70% (NHS Families)
% Families Who Attended EOY Ceremonies	70%
% Families who attended Day of the Dead	30%
% Families who attended Posada	20%
% Families who attended Loteria	20%
% Families who attended Fiesta	30%

Reflections	
Areas of Strength	**Areas of Need**
1 Collaborating with Spanish Honor Society to host cultural events throughout the year	1 Ensuring parking/directions are posted on flyer due to the uniquness of our campus lay out
2 Messaging out events to families and students	2 Increase student celebrations that include families
3 Award Ceremony and MTT night highest turnout, celebrating students will get families to come	3 Additional particpation in events from teachers and staff