

IDEA Public Schools

Eastside College Prep

2022-2023 Campus Improvement Plan

Accountability Rating: B

Distinction Designations:
Academic Achievement in Mathematics



Board Approval Date: October 21, 2022
Public Presentation Date: September 16, 2022

Mission Statement

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

The mission statement for IDEA Eastside College Prep is that with a unique curriculum, effective instruction, rigorous academics, and a thriving college-going culture, scholars from underserved communities can achieve 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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Comprehensive Needs Assessment

Demographics

Demographics Summary

IDEA Eastside CP is a Title 1 middle and high school serving the needs of an urban, multi-ethnic, multicultural student body through diverse programs and activities.

Our campus is a full scale campus serving all grades from K-12. We pride ourselves on serving the underserved community and cater our services to provide a secure, safe environment for our scholars to be successful. We offer AP for all scholars affording each student the opportunity to achieve success at the highest of all levels.

Our demographics is as follows:

Idea Eastside MS

Grade Level	Total In Grade	American Indian / Alaskan	Asian	Black or African American	Native Hawaiian/ other Pac Islander	White	Hispanic Latino
6 th	110	0	1	17	0	1	91
7 th	107	0	0	14	0	1	92
8 th	120	1	1	22	0	1	96

Idea Eastside HS

Grade Level	Total In Grade	American Indian / Alaskan	Asian	Black or African American	Native Hawaiian/ other Pac Islander	White	Hispanic Latino
9 th	94	0	0	14	1	7	71
10 th	64	0	0	9	0	3	53
11 th	57	0	0	9	0	1	48
12 th	63	0	0	42	1	1	50

Demographics Strengths

See PDF in Addendum for more information.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): There is a need to increase student persistence overall specifically to our High School Population **Root Cause:** 1) Lack of consistent and clear communication around school culture and expectations to parents and students. 2) There has not been enough of a college going identity established in lower grader levels.

Problem Statement 2 (Prioritized): Lack of consistency and accountability involving discipline. **Root Cause:** 1) Teachers are not consistent in holding expectations for scholars across the board. The effort to build relationships has impacted the cultural negatively.

Problem Statement 3: Low prioritization of New to Idea scholars **Root Cause:** Our new to idea scholars do not have enough opportunity to interact with teachers in a small group, 1on1 method. Due to staffing, the first experiences that get removed are those related to out of class joy factor.

Student Learning

Student Learning Summary

Compared to other MS / HS campuses who serve our demographic in our area we are the highest rated. This year we currently hold a grade of a B awarded by TEA. 100% of our scholars are on track to graduate.

See PDF in addendum

Student Learning Strengths

see PDF in addendum for more information

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): TELPAS: Our EL scholars were not able to show growth on the 4 domains. **Root Cause:** 1) Lack of attention to our special pops. As a campus our scholars are on the forefront however, we have not invested or strategized our time on our EL scholars. 2) early on calibration.

Problem Statement 2 (Prioritized): Math STAAR results: consistently across MS we have not been successful in closing the achievement gap with our special pop scholars. - Data as follows SPED 10/0/0 for our 6th math STAAR and 7th math SPED 18/8/8. **Root Cause:** 1) teacher retention has been a gap. Teachers are not invested in our school culture enough to own the first teach. Teachers are also creating gaps in their lessons as they fail to plan adequately

Problem Statement 3 (Prioritized): Only 3% of our senior class were able to achieve a passing score on 3 or more of their AP exams. Our scholars are not adequately prepared for such a rigorous exam. **Root Cause:** 1) Lack of rigorous instruction from our AP teachers. 2) Lack of investment from our scholars on the importance of AP exams and what they mean.

School Processes & Programs

School Processes & Programs Summary

We develop our instructional leaders by providing clear exemplars on coaching processes and data reviews. This in turn allows our instructional lead teams to focus our teachers attention on the key areas for excellent teaching such as: Strong/clear lesson planning, tight loop coaching and weekly coaching conversations.

See PDF in Addendum for more information

School Processes & Programs Strengths

Curriculum & Instruction:

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

Special Programs

- IDEA exceeded the expected growth target for EL student performance on TELPAS in 2021 with 48% of ELs meeting that target.
- IDEA provide targeted research based instruction to students who have a 2.0 year gap in Reading and/or Math with the goal of closing that gap by 2.0 years during the school year with our initiative called Critical Student Intervention (CSI). During the 21-22 school year, 2,562 out of 6,632 students meet that goal for Reading and 703 out of 1,268 students met the goal for Math.
- IDEA is in Year 3 of our TEA awarded Autism Grant. Through this grant we were able to increase support for 195 students with autism in Rio Grande Valley and Austin who met the criteria outlined by TEA for this grant.
- IDEA submitted and was awarded a Dyslexia Grant by the TEA so that we will be able to provide increased professional development to teachers and leaders on working with students with dyslexia and increase the support resources for our students with dyslexia.

SEL/ Mental Health and Family Engagement

- IDEA has increased the number of licensed counselors and Social Workers by 50% over the past 2 years

- IDEA pre-pandemic ADA averaged 97.4%, district is committed to get back to that average
- IDEA retains an average of 84% of students year over year
- IDEA parents rate IDEA as 4.8/5 on the statement "My school is preparing my child for college"
- IDEA parents rate IDEA as 4.8/5 on the statement "My school hold my child to high academic standards"
- IDEA students rate IDEA as 4.6/5 on the statement "My teachers challenge me to do my best"

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

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

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

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Our family engagement is not comprehensive and cohesive across grade levels. **Root Cause:** 1) our campus expectation is that GTL's and teachers get together with 100% of our scholars. however admin has failed to get to know 100% of our families. 2) As a campus we have failed to promote a positive relationship between our Lead Team and our parents.

Problem Statement 2 (Prioritized): Lack of teachers returning year after year creates a gap in teacher growth and weakens the classroom instruction. **Root Cause:** We source any staff who apply. We do not have a filter for certified staff.

Perceptions

Perceptions Summary

At Idea Eastside we use the RULER Method to regulate high and low emotions throughout the day with students and staff. We ensure scholars experience clear and concise behavior expectations and if needed consistent consequences. Over the last two years we have experienced a drop in parent participation due to the pandemic; nonetheless, we provide parents an opportunity to join virtual or in person to different school functions.

Perceptions Strengths

See Addendum for more information

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Student mental health cases have increased recently. **Root Cause:** 1) COVID has taken a huge toll on our scholars and their social skills. 2) Lack of investments and prioritization of staff SEL training for scholars and teachers.

Problem Statement 2 (Prioritized): Families are quitting IDEA and many of schools are under enrolled. We lost 4 teacher positions this year due to enrollment. **Root Cause:** When we do not share out our program and strategies we cause there to be gaps in student and family understandings. Our parents are not clear on the processes we use as a Restorative Campus. This causes families to feel unsure about how we support their social emotional learning.

Priority Problem Statements

Problem Statement 1: There is a need to increase student persistence overall specifically to our High School Population

Root Cause 1: 1) Lack of consistent and clear communication around school culture and expectations to parents and students. 2) There has not been enough of a college going identity established in lower grader levels.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Lack of consistency and accountability involving discipline.

Root Cause 2: 1) Teachers are not consistent in holding expectations for scholars across the board. The effort to build relationships has impacted the cultural negatively.

Problem Statement 2 Areas: Demographics

Problem Statement 3: TELPAS: Our EL scholars were not able to show growth on the 4 domains.

Root Cause 3: 1) Lack of attention to our special pops. As a campus our scholars are on the forefront however, we have not invested or strategized our time on our EL scholars. 2) early on calibration.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Math STAAR results: consistently across MS we have not been successful in closing the achievement gap with our special pop scholars. - Data as follows SPED 10/0/0 for our 6th math STAAR and 7th math SPED 18/8/8.

Root Cause 4: 1) teacher retention has been a gap. Teachers are not invested in our school culture enough to own the first teach. Teachers are also creating gaps in their lessons as they fail to plan adequately

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Only 3% of our senior class were able to achieve a passing score on 3 or more of their AP exams. Our scholars are not adequately prepared for such a rigorous exam.

Root Cause 5: 1) Lack of rigorous instruction from our AP teachers. 2) Lack of investment from our scholars on the importance of AP exams and what they mean.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: Our family engagement is not comprehensive and cohesive across grade levels.

Root Cause 6: 1) our campus expectation is that GTL's and teachers get together with 100% of our scholars. however admin has failed to get to know 100% of our families. 2) As a campus we have failed to promote a positive relationship between our Lead Team and our parents.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: Lack of teachers returning year after year creates a gap in teacher growth and weakens the classroom instruction.

Root Cause 7: We source any staff who apply. We do not have a filter for certified staff.

Problem Statement 7 Areas: School Processes & Programs

Problem Statement 8: Student mental health cases have increased recently.

Root Cause 8: 1) COVID has taken a huge toll on our scholars and their social skills. 2) Lack of investments and prioritization of staff SEL training for scholars and teachers.

Problem Statement 8 Areas: Perceptions

Problem Statement 9: Families are quitting IDEA and many of schools are under enrolled. We lost 4 teacher positions this year due to enrollment.

Root Cause 9: When we do not share out our program and strategies we cause there to be gaps in student and family understandings. Our parents are not clear on the processes we use as a Restorative Campus. This causes families to feel unsure about how we support their social emotional learning.

Problem Statement 9 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain

Student Data: Assessments

- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Running Records results

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
- Special education/non-special education population including discipline, progress and participation data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Class size averages by grade and subject

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Communications data





Goals

Goal 1: Increase staff retention

Performance Objective 1: Managers will ensure all instructional staff has a minimum of 2x check-ins per month and four 30 min observations per month.

High Priority

Evaluation Data Sources: Manager Calendars, teachboost feedback, zoomback roadrunner feedback.

Strategy 1 Details	Reviews			
Strategy 1: Each manager will turn in a weekly worksheet every Monday morning including A/B teacher observational schedule. Strategy's Expected Result/Impact: Managers will be held accountable to follow their calendars to ensure instructional staff is being supported. Staff Responsible for Monitoring: Principal Chugani TEA Priorities: Recruit, support, retain teachers and principals Problem Statements: Student Learning 3	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Teachboost feedback must be completed for every instructional staff member on a weekly basis. Strategy's Expected Result/Impact: All instructional staff will have ensured instructional support. Staff Responsible for Monitoring: Principal Chugani TEA Priorities: Recruit, support, retain teachers and principals Problem Statements: School Processes & Programs 2	Formative			Summative
	Oct	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 3: Only 3% of our senior class were able to achieve a passing score on 3 or more of their AP exams. Our scholars are not adequately prepared for such a rigorous exam. Root Cause: 1) Lack of rigorous instruction from our AP teachers. 2) Lack of investment from our scholars on the importance of AP exams and what they mean.





School Processes & Programs

Problem Statement 2: Lack of teachers returning year after year creates a gap in teacher growth and weakens the classroom instruction. **Root Cause:** We source any staff who apply. We do not have a filter for certified staff.

Goal 1: Increase staff retention

Performance Objective 2: Lead team will have a joyful staff event once a quarter.

Evaluation Data Sources: post event surveys will be sent for feedback.

Strategy 1 Details	Reviews			
Strategy 1: Lead team members will plan and strategize events on a monthly basis at campus strategy meetings. Strategy's Expected Result/Impact: Teachers will have an opportunity to relax and enjoy life with their leaders building long lasting relationships. Staff Responsible for Monitoring: Montoya TEA Priorities: Recruit, support, retain teachers and principals	Formative			Summative
	Oct	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Goal 1: Increase staff retention

Performance Objective 3: Lead Team will invest all stakeholders in our mission .

Evaluation Data Sources: weekly tactile/ GPTW survey

Strategy 1 Details	Reviews			
Strategy 1: Teacher leader round table will hosted by lead team monthly. Teachers will voice any concerns or give any feedback to the admin team regularly. Strategy's Expected Result/Impact: Being a part of the decision will empower teachers to have buy-in Staff Responsible for Monitoring: Chugani TEA Priorities: Recruit, support, retain teachers and principals Problem Statements: School Processes & Programs 2	Formative			Summative
	Oct	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				





Performance Objective 3 Problem Statements:

School Processes & Programs
Problem Statement 2: Lack of teachers returning year after year creates a gap in teacher growth and weakens the classroom instruction. Root Cause: We source any staff who apply. We do not have a filter for certified staff.

Goal 2: All IDEA students matriculate to college

Performance Objective 1: Establish a college going identity at college prep campus.

Evaluation Data Sources: Student surveys, Trackers

Strategy 1 Details	Reviews			
Strategy 1: Tracking EA/ED applications by CC Teams with 100% completion by November 1st Strategy's Expected Result/Impact: Seniors will be knowledgeable of their college list Staff Responsible for Monitoring: Navarro-Jusino, Gonzalez, Rodriguez TEA Priorities: Connect high school to career and college Funding Sources: College Counselor - Federal Grant	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: 100% of scholars will participate in field lessons. Strategy's Expected Result/Impact: All students will be exposed to colleges near and far based on student interest Staff Responsible for Monitoring: Simmons TEA Priorities: Connect high school to career and college	Formative			Summative
	Oct	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: All IDEA students matriculate to college

Performance Objective 2: 100% of scholars will be TSI exempt by October 3rd, In order to meet CCMR goal

High Priority
HB3 Goal
Evaluation Data Sources: Tracker

Strategy 1 Details	Reviews			
Strategy 1: RTTC teachers will be utilizing TSI tutoring curriculum for struggling scholars in class. Strategy's Expected Result/Impact: Seniors will be 100% TSI exempt by October 3rd. Staff Responsible for Monitoring: Navarro - Jusino TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Oct	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				





Goal 3: IDEA achieves an A rating

Performance Objective 1: Ensure all STAAR Contents hit 90/60/30 on exams.

High Priority

HB3 Goal

Evaluation Data Sources: Scholars will be prepared for the upcoming school year.

Strategy 1 Details	Reviews			
Strategy 1: Lesson alignment: teachers will align curriculum to our TEKS on a daily basis Strategy's Expected Result/Impact: Lessons will be created to reach all students in class daily. Staff Responsible for Monitoring: Managers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Problem Statements: Student Learning 2, 3	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: 37% of EL scholars show 2 composite points of growth on their TELPAS exams Strategy's Expected Result/Impact: Scholars will continually show growth on their English proficiency Staff Responsible for Monitoring: Delgado Title I: 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools Problem Statements: Student Learning 1	Formative			Summative
	Oct	Jan	Mar	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: TELPAS: Our EL scholars were not able to show growth on the 4 domains. Root Cause: 1) Lack of attention to our special pops. As a campus our scholars are on the forefront however, we have not invested or strategized our time on our EL scholars. 2) early on calibration.

Student Learning

Problem Statement 2: Math STAAR results: consistently across MS we have not been successful in closing the achievement gap with our special pop scholars. - Data as follows SPED 10/0/0 for our 6th math STAAR and 7th math SPED 18/8/8. **Root Cause:** 1) teacher retention has been a gap. Teachers are not invested in our school culture enough to own the first teach. Teachers are also creating gaps in their lessons as they fail to plan adequately

Problem Statement 3: Only 3% of our senior class were able to achieve a passing score on 3 or more of their AP exams. Our scholars are not adequately prepared for such a rigorous exam. **Root Cause:** 1) Lack of rigorous instruction from our AP teachers. 2) Lack of investment from our scholars on the importance of AP exams and what they mean.

Goal 3: IDEA achieves an A rating

Performance Objective 2: 40% of Special Pop will achieve Meets on all STAAR assessments.

High Priority





Evaluation Data Sources: Weekly tracking of special pops meeting meets on all weekly quizzes.

Goal 4: Increase student daily attendance

Performance Objective 1: 97.5% of scholars will show up on campus every single day.

High Priority

Evaluation Data Sources: Tracker

Strategy 1 Details	Reviews			
Strategy 1: Teachers will track Homeroom attendance and calls absent students from 7:40 - 8:00am - 8:00 - 8:30 Lead team will be making absent calls and attendance on a daily and tracking on the tracker. From 8:30 - 10:30 SIS/ Ops team will be finishing up those calls Strategy's Expected Result/Impact: Scholars will be in their seats learning everyday Staff Responsible for Monitoring: Melissa Martinez Title I: 2.6 - TEA Priorities: Improve low-performing schools	Formative			Summative
	Oct	Jan	Mar	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 4: Increase student daily attendance

Performance Objective 2: Scholars enrolled in Physical Education will achieve 900 min of recorded active min before May 2023.

Evaluation Data Sources: Heart rate monitors, and tracking systems.

Goal 5: Increase student persistence

Performance Objective 1: 90% of scholars will persist at IDEA Eastside CP year after year.

Evaluation Data Sources: At risk tracker, Leaver list, mission list.

Goal 5: Increase student persistence

Performance Objective 2: Daily implementation of Move this World.

Evaluation Data Sources: daily homeroom observations by lead team.

Goal 5: Increase student persistence

Performance Objective 3: 100% of scholars will participate in the healthy kids initiative.

Evaluation Data Sources: Coordinated with health aide, and CNP.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
	COLLEGE COUNSELOR		1
	INTERVENTIONIST		1
	INTERVENTIONIST		1
	INTERVENTIONIST		1
	INTERVENTIONIST		1
	INTERVENTIONIST		1
	RTTC II TEACHER 11TH GRADE		1

Campus Funding Summary

Federal Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	College Counselor		\$0.00
Sub-Total					\$0.00

Addendums

Master CNA & SAIP Reporting Checklist

Master CNA & SAIP Reporting Checklist				PTG	100%	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.	Complete		Action Required	
	Locus Dashboards: CIS STARR, AP Campus IB Reports EOY Assessments	Comprehensive Needs Assessment 2022 English Language Arts	These Pages should include the <u>percentage</u> of students who achieved each listed score for the 2021-2022 School Year. For each subject, list a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete		Action Required	
		Comprehensive Needs Assessment 2022 Math		Complete		Action Required	
		Comprehensive Needs Assessment 2022 Science		Complete		Action Required	
		Comprehensive Needs Assessment 2022 Humanities		Complete		Action Required	
	State TELPAS Report	Comprehensive Needs Assessment 2022 TELPAS	This data set will outline the <u>percentage</u> of students that earned proficiency in the areas of Listening, Speaking, Reading, and Writing, as indicated in the State TELPAS report. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete		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.	Complete		Action Required	
	Locus Dashboard: Staff Retention	Staff Quality, Retention, & Recruitment 2021-2022 School Year	Under the %SPED Data Point, this should reflect the <u>percentage</u> of SPED certified teachers, compared to the overall SPED staff. Under number of teacher applicants, note how many teachers were interviewed by campus leaders for positions during the 2021-2022 School Year. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete		Action Required	
	Locus Dashboards: Student Persistence, Enrollment, ADA	School Culture & Climate 2021-2022 School Year	For the Withdrawals/Level 3 Offenses data point, list the <u>number</u> of withdrawals or offenses. All other data points should reflect <u>percentages</u> . List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete		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.	Complete		Action Required	

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
1A, 1B, 1C, 1D, 1F, 2F	Increase in parent meeting attendance	O	All	APO	Q1 Parent Mtg-EOY	Money for Parent Meeting incentives, raffles, dinners	Sign in sheets, parent surveys	Final attendance rosters
1A, 1B, 1C, 1D, 1F	Providing more time for instruction for students struggling in basic Reading and Math Skills	S	All	Principal, Counselors, Teachers	BOY-EOY	STAAR Master, Sirius Education, APEX	Master Schedule, GradeBook	2019 STAAR report, Renaissance STAR, ACT and ACT prep benchmarks, AP exams
1A, 1B, 1C, 1D, 1F, 2D, 2F	Increasing participation in Accelerated Reading and AR incentives to 6-7 grade to build fluency and excitement around reading	S, A, AP	All	Blended Learning Teacher	BOY-EOY	AR program purchase, Library book increase	AR reports	AR reports, # of pages read over time and quizzes
1A, 1B, 1C, 1D, 1F	Writing - provide integrated time to write in classes, and separate writing intervention classes to support foundational skill building	S	All	Classroom Teachers/Instructional Managers hold accountable	BOY-EOY	Supplements to curriculum provided; unit plans for each content; common rubric/criteria for success across contents	Reading and Writing scores, quarterly writing projects, grades, check ins with managers	2019 STAAR Report for 7, 9, 10
1A, 1B, 1C	Schoolwide: Vocabulary focus	S, EOC, AP,	All		BOY-EOY	Content and ELL appropriate resources	grades in gradebook	STAAR, EOC, AP, ACT results
2D, 2F, 3B	School Culture & Climate: handbook & code of conduct implementation consistency across grade levels in rules/consequences	O	All	All teachers & admin	BOY-EOY	all teachers & admin, culture camps, quarterly culture resets	communication, discipline reports	quarterly checks, GTLMs
2A, 2E	Staff Quality Recruitment/Retention: Teaching as Leadership	O	All	All Admin	BOY-EOY	Campus Book Study, Ongoing PD	Staff survey on training effectiveness, observation of team meetings	Survey

2021-22 Student Achievement Improvement Plan - College Prep

[illegible]

[illegible]

[illegible]

Annual Performance Objectives (APO)

PRIORITY #1: Students Graduate College-Ready

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

Needs Assessment

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

Special Populations

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

Eastside College Prep

Comprehensive Needs Assessment

COLLEGE PREP

Data Source: CSI

% Meeting CSI Goal	Reading CP CSI	
% CSI (EOY Ren.)	54%	
% of CSI Passing STAAR		
% of SPED Passing STAAR		

Data Source: STAAR

	STAAR Reading 6th	STAAR Reading 7th	STAAR Reading 8th	STAAR Writing 7th	English I EOC	English II EOC
% Approaches	77	73	90		66	72
% Meets	42	44	70		50	57
% Masters	24	25	44		15	1
% Student Achievement Average	47	47	68		44	43

Data Source: AP/IB/Electives

AP Scores	Pass AP Lit	Pass AP Lang	IB Scores	IB Group 1	% Royal Readers	% Word Master
% Score 1			% Score 1-3			
% Score 2			% Score 4-5			
% Score 3+			% Score 6-7			
					RR Goal Met/Not Met	WM Goal Met/Not Met

Reflections

Areas of Strength	Areas of Need
1 Exit Ticket Data	1 Higher Order thinking questions aligned to STAAR stems
2 On the Spot Coaching with weekly check-in and feedback documented in teachboost.	2 Staff Retention
3 Model and practice dissection of data and identification of misconceptions daily	3 Build a cooperative structure between general and special education teachers to serve the varied

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Comprehensive Needs Assessment - College Prep

COLLEGE PREP

Data Source: STAAR

	STAAR Math 6th	STAAR Math 7th	STAAR Alg I	
% Approaches	61	50	84	
% Meets	17	14	66	
% Masters	3	7	52	
% Student Achievement Average	27	23	67	

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				% Score 1-3	
% Score 2				% Score 4-5	
% Score 3+				% Score 6-7	

Reflections

Areas of Strength	Areas of Need
1 On the Spot Coaching with weekly check-in and feedback documented in teachboost.	1 Staff Retention
2 Mastery Machine Integration for STAAR Prep	2 Higher Order thinking questions aligned to STAAR stems
3 Focus on TEKS that have most questions Category 2 & Category 3	3 Model and practice dissection of data and identification of misconceptions daily

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Comprehensive Needs Assessment

COLLEGE PREP

Data Source: Internal Assessments

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

Data Source: STAAR

	STAAR 8th Science	STAAR Biology	
% Approaches	81	87	
% Meets	49	59	
% Masters	24	21	
% Student Achievement Average	51	56	

Data Source: AP/IB

AP Scores	Pass AP Biology	Pass AP Chemistry	Pass AP Physics (1, 2, & C)	Pass AP Env. Science	IB Scores	IB Group 4
% Score 1					% Score 1-3	
% Score 2					% Score 4-5	
% Score 3+					% Score 6-7	

Reflections

Areas of Strength	Areas of Need
1 Strong Culture lead by all teachers in the grade level	1 Tracking of Readiness TEKS for mastery with Wall trackers updated daily, weekly, and monthly.
2 On the Spot Coaching with weekly check-in and feedback documented in teachboost.	2 Model and practice dissection of data and identification of misconceptions daily
3 Focus on TEKS that have most questions Category 2 & Category 3	3 Lesson Plan feedback that digs deeper into the lesson cycle an how objective and exit ticket are aligned.

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Comprehensive Needs Assessment

COLLEGE PREP

Data Source: Internal Assessments

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

Data Source: STAAR

	STAAR 8th US History	EOC US History					
% Approaches	74	92					
% Meets	34	61					
% Masters	18	32					
% Student Achievement Average	42	62					

Data Source: AP/IB

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						% Score 1-3	
% Score 2						% Score 4-5	
% Score 3+						% Score 6-7	

Reflections

Areas of Strength	Areas of Need
1 On the Spot Coaching with weekly check-in and feedback documented in teachboost.	1 Tracking of Readiness TEKS for mastery with Wall trackers updated daily, weekly, and monthly.
2 Focus on TEKS that have most questions Category 2 & Category 3	2 Lesson Plan feedback that digs deeper into the lesson cycle and how objective and exit ticket are aligned.
3	3 Model and practice dissection of data and identification of misconceptions daily

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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	5%	25%	50%	45%	0%
% Intermediate	15%	12%	60%	52%	0%
% Advanced	40%	45%	71%	80%	0%
% Advanced High	62%	70%	85%	82%	0%

Reflection

Areas of Strength	Areas of Need
1 Testing Coordinator was well trained	1 Clear plan for administering, collecting samples and rating
2	2 Calibration testing completed early on
3	3 Clear plan of who will be rating speaking, listening, writing, reading

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Comprehensive Needs Assessment

COLLEGE PREP

100% College Matriculation

Matriculation %	Matricuation % 4 year	Matriculation % 2 year	Tier 1/2 % Acceptances	Tier 1/2 % Matriculation	
TBD	TBD	TBD	100%	TBD	
Tier 1 % Matriculation	Tier 2 % Matriculation	Tier 3 % Matriculation	Tier 4 % Matriculation	Senior Class CCMR %	Senior Class TSI Completion %
TBD	TBD	TBD	TBD	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
15%	15%	1%			96%

Reflections

Areas of Strength	Areas of Need
1 TSI	1 ACT
2 Tier 1/2 Acceptance	2 AP Scholars
3 Scholarship Awards	3 Tier 1/2 Matriculation

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Comprehensive Needs Assessment	
COLLEGE PREP	
Staff Quality, Recruitment, Retention	
	Percentage
% School Lead Team Retention	77%
% Instructional Support Retention	100%
% Teacher Retention	75%
% Campus Support Retention	50%
% SPED Certified Teachers	9%
% State/National Certified Teachers	31%
% State Certified Leaders	55%
% State/Board certified Counselors	100%
Number of teacher applicants per 2020-21 school year	30%

Reflections	
Areas of Strength	Areas of Need
1 Specialized PD's geared towards content specific areas	1 Veteran Teacher Mentor Program
2 Employee of the Month	2 More team builders during PD
3 Stengths Interviews with all staff	3 Growing Co-Teachers to Teaching positions

Comprehensive Needs Assessment

Comprehensive Needs Assessment College Prep	
Data Source: School Culture and Climate	
	Campus %
% Average Daily Attendance	91.6
% Overall Persistence	83
% New Student Persistence	70
# of Admin Withdrawals/ Level 3 Offenses	5
% SPED	12%
% ELL	26%
% Eco Dis	94%
% Migrant	0.10%
% Race: American-Indian- Alaska-Native	0.17%
% Asian	0.17%
% White-Hispanic	39%
% Multi	40%
% Black-African-American	10%
% Native-Hawaiian-Pacific- Islander	0.17%
% White	9%
% Male	49%
% Female	50%

Data Source: School Culture and Climate	
Reflections	
Areas of Strength	Areas of Need
1 Initiated Senior Traditions	1 College Ready Culture
2 Celebrations (Proms/Graduation)	2 Rigorous Instruction
3	3 Consistency and Accountability

Campus Name

Comprehensive Needs Assessment COLLEGE PREP	
Data Source: Family and Community Involvement	
	Percentage
% Families Attended WTI	13%
% Families Attended Curriculum Night	NA
% Families Who Attended EOY Ceremonies	30%
% Families who attended Fall Festival	NA
% Families who attended Winter Festival	NA
% Families who attended Spring Festival	NA

Reflections	
Areas of Strength	Areas of Need
1 Investing Community Business	1 Scheduling Events 3 month in advance
2 Facebook/Social Media	2 Quarterly Parent Meetings
3	3 IA Data Night after each IA