# IDEA Public Schools

# Edgemere College Prep

# 2022-2023 Campus Improvement Plan

**Accountability Rating: B**

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



**Board Approval Date:** October 21, 2022
**Public Presentation Date:** September 14, 2022

# Mission Statement

### IDEA Public Schools Mission

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

### IDEA Edgemere College Prep Mission

IDEA Edgemere College Prep prepares ALL scholars to support one another, overcome obstacles, accept responsibility, and realize success (SOAR) along their journey to and through college.

# Vision

### IDEA Public Schools Vision

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

# Core Values

### IDEA Public Schools 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**

At the start of the 2022-2023 school year, currently Idea Edgemere College Preparatory has 528 students ranging from grades 6-10.  Campus entails an array of races.  The table below demonstrates the number of scholars in each grade level as well as specific races:

| Grade Level | Total in Grade | American Indian or Alaskan Native (0%) | Asian (0.5%) | Black or African American (4.4%) | Native Hawaiian/Other Pac Islander (0.5% | Whi (12.6 |
|---|---|---|---|---|---|---|
| 6 | 96 | 0 | 3 | 6 | 0 | |
| 7 | 128 | 0 | 2 | 5 | 0 | |
| 8 | 127 | 0 | 3 | 4 | 1 | |
| 9 | 79 | 0 | 1 | 2 | 0 | |
| 10 | 98 | 0 | 2 | 8 | 0 | |
| Total | 528 | 0 | 11 | 25 | 1 | |

  Out of the total number of students, 13.2% of students receive special education services.  Of the entire student population, 32.38% are labeled as Emergent Bilingual Learners (EBL). The percentage of scholars who are economically disadvantaged is 62.7%.  The average daily attendance is 92.67%.  The overall persistence is 81.24% and NEW student persistence is 84.62%.  As of the 2021-2022 school year, 2 scholars were admin withdrawals/level 3 offenses.

**Demographics Strengths**

We have had low instances of Level 3 offenses/Administrative withdrawals.  We support a growing population of scholars.  Finally, our scholar population has placed us in TEA comparison groups with other IDEA schools.

**Problem Statements Identifying Demographics Needs**

**Problem Statement 1 (Prioritized):** There is a need to increase student persistence specifically for new to IDEA Edgemere students because it has declined over the past two years. **Root Cause:** (1) Lack of consistent and clear communication around school culture and expectations to parents and students during the entire onboarding process (Welcome to IDEA), and (2)lack consistent annual reflection and interest surveys on what keep students/families at IDEA and what programmatic offerings we need to consider and incorporate (instruction, extra curricular activities, athletics, and clubs).

**Problem Statement 2 (Prioritized):** There has been a trend of declining average daily attendance (ADA) over the past two of years. **Root Cause:** (1) Lack of communication and family investment of the importance of attending school every day

# Student Learning

**Student Learning Summary**

Idea Edgemere College Preparatory (IECP) received an achievement score for Advanced Mathematics (6th) of 57.66, Pre-Algebra (7th) of 53, and Algebra I of 32.66. In English Language Arts IECP received an achievement score of 56%, 72.66%, 64.33%, 59% for 6th Grade ELA, 7th Grade ELA, 8th Grade ELA, and English I respectively. In Science, IECP received an achievement score of 61.3% for Pre-AP Biology. For the 8th Grade US History STAAR, IECP received an achievement score of 54%. The percentage of EBL scholars who grew two or more levels at IECP was 39% at "Advanced High" for the 2021-2022 academic school year. Thirty-six percent of EBL scholars met their target goal, while 42% did not meet their long term goal.

**Student Learning Strengths**

Scholars have shown expanded vocabulary and reading proficiency from the previous year. Teachers have grown in their lesson internalization to increase scholar learning within each lesson. Procedural mathematics - Mastering foundational procedures will ensure that scholars are able to more efficiently solve for more conceptualized problem sets. Student-led interaction/collaboration - Ensuring that scholars are executing most of the thinking jobs during a lesson will ensure that scholars are able to optimally engage with the content. Scholars have shown mastery in connecting scientific concepts to real-world applications. Scholars have shown strength in annotating questions in biology to more accurately identify appropriate responses to questions. Scholars have shown skill in their mastery of historical progression and the integration of facts into their schema, even if it conflicts with existing internalized information.

**Problem Statements Identifying Student Learning Needs**

**Problem Statement 1 (Prioritized):** There is a lack of retention of vocabulary identification, particularly in Algebra I which leads to the unclarity of what the question is asking and what procedures scholars need to engage with. **Root Cause:** Scholars need to increase automaticity with vocabulary identification and enact the appropriate procedures to produce accurate results. Scholars need instruction infused with not only the what and the how of problem-solving, but also the why of problem-solving to ensure their success in not only their current course but also successive math courses.

**Problem Statement 2 (Prioritized):** There was a lack of growth in students who identified as EBL **Root Cause:** Lack of support for students to have multiple at bats in reading and writing within the classroom, other than ELA. Literacy in the classroom was not spread across mutiple content areas.

# School Processes & Programs

**School Processes & Programs Summary**

At Idea Edgemere College Preparatory, data-informed instruction has been a driving point as to why our scholars are growing at high levels. Data conversations among teachers and instructional coaches have led to specific re-teach opportunities and tutorial content. Targeted student support for academic, social-emotional, and health needs: We proactively identify student needs and provide related services, including English Language instruction, special education instruction, and related services support, Critical Student Intervention, Reaching Independence through Support & Education (RISE), and social-emotional counseling.

In addition to providing an aligned, rigorous curriculum that the district provides, IECP works collaboratively to provide curriculum and content professional development to teachers, campus-based instructional leaders, and regional-based instructional leaders at the district level. The campus' professional development includes

-resources for planning instructional delivery and internalizing course content and material.
-teacher webinars every other Wednesday throughout the school year (approximately 15 per year) to support the implementation of curriculum, build teachers' pedagogical content knowledge and analyze district assessment data.
-teacher professional development (Course Collaboration) is offered four times per year to support the implementation of the upcoming quarter of instruction, build teachers' content knowledge, and provide collaborative opportunities for teachers to share best practices in content area delivery.
-regional and campus leadership professional development that focuses on coaching the curriculum implementation, including the use of coaching tools aligned to district curriculum.

**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):** The lack of family engagement throughout the year has hindered our ability to build relationships and increase overall and new student persistence. **Root Cause:** (1) There are not enough family engagement events throughout the year. (2) Families do not have enough notice to attend family engagement events. (3) Deficit of family engagement events advertised on social media and remind.

**Problem Statement 2 (Prioritized):** There is a need for more professional development opportunities for educators to aid and assist scholars who receive special education support and emergent bilingual learners. **Root Cause:** (1) Teachers do not have the tools to support scholars who are in the Domain III category, which leads to scholars not meeting their growth goals or TELPAS growth. (2) Leaders do not have the expertise to provide teachers with action steps that aid in the growth and support of Domain III scholars.

# Perceptions

**Perceptions Summary**

The average results for the *Great Place to Work Survey* for Idea Edgemere College Preparatory (IECP) is a rating of 67 and the rating for the GPTW model is 66. During the 2021-2022 academic school year, the percentage of parents who attended WTI was 85%, and families who attended end-of-year ceremonies 90%. In the Spring of 2022, the athletics department hosted a golf tournament to raise money for sports. During the event, we were able to connect with current families, recruit new families, and talk to potential employees. There has been an increase in parent volunteers that are extremely involved in sports and special events. The results of the Panorama survey go as followed: student survey results for the campus, 3.7, parent survey for IECP, 4.2.

**Perceptions Strengths**

Scholars and families were very happy with the safety of our school and the communication between the teachers and administration. Families are happy with and ready to celebrate during the awards assembly at the end of the year. Along with positive celebrations for scholars at the end of the school year, the school community is happy with the structure we provide our scholars.

**Problem Statements Identifying Perceptions Needs**

**Problem Statement 1 (Prioritized):** There is a need to focus on creating a strong school and student culture as many students lack social skills due to Covid-19. **Root Cause:** Best practices around school and student culture have not been consistently collected and shared within the El Paso region.

**Problem Statement 2:** Families do not participate in family surveys at an appropriate rate and attendance for SIP and information events is low. **Root Cause:** In 22-23 we seek to change family perceptions of feeling disengaged in our school community. Aligned to our organizational priority, we want to all Edgemere College Prep Families to feel welcome and able to engage in our school community.

# Priority Problem Statements

**Problem Statement 1**: There is a need to increase student persistence specifically for new to IDEA Edgemere students because it has declined over the past two years.

**Root Cause 1**: (1) Lack of consistent and clear communication around school culture and expectations to parents and students during the entire onboarding process (Welcome to IDEA), and (2)lack consistent annual reflection and interest surveys on what keep students/families at IDEA and what programmatic offerings we need to consider and incorporate (instruction, extra curricular activities, athletics, and clubs).

**Problem Statement 1 Areas**: Demographics


**Problem Statement 2**: There has been a trend of declining average daily attendance (ADA) over the past two of years.

**Root Cause 2**: (1) Lack of communication and family investment of the importance of attending school every day

**Problem Statement 2 Areas**: Demographics


**Problem Statement 3**: There is a need for more professional development opportunities for educators to aid and assist scholars who receive special education support and emergent bilingual learners.

**Root Cause 3**: (1) Teachers do not have the tools to support scholars who are in the Domain III category, which leads to scholars not meeting their growth goals or TELPAS growth. (2) Leaders do not have the expertise to provide teachers with action steps that aid in the growth and support of Domain III scholars.

**Problem Statement 3 Areas**: School Processes & Programs


**Problem Statement 4**: There is a lack of retention of vocabulary identification, particularly in Algebra I which leads to the unclarity of what the question is asking and what procedures scholars need to engage with.

**Root Cause 4**: Scholars need to increase automaticity with vocabulary identification and enact the appropriate procedures to produce accurate results. Scholars need instruction infused with not only the what and the how of problem-solving, but also the why of problem-solving to ensure their success in not only their current course but also successive math courses.

**Problem Statement 4 Areas**: Student Learning


**Problem Statement 5**: There was a lack of growth in students who identified as EBL

**Root Cause 5**: Lack of support for students to have multiple at bats in reading and writing within the classroom, other than ELA. Literacy in the classroom was not spread across mutiple content areas.

**Problem Statement 5 Areas**: Student Learning


**Problem Statement 6**: The lack of family engagement throughout the year has hindered our ability to build relationships and increase overall and new student persistence.

**Root Cause 6**: (1) There are not enough family engagement events throughout the year. (2) Families do not have enough notice to attend family engagement events. (3) Deficit of family engagement events advertised on social media and remind.

**Problem Statement 6 Areas**: School Processes & Programs

**Problem Statement 7**: There is a need to focus on creating a strong school and student culture as many students lack social skills due to Covid-19.

**Root Cause 7**: Best practices around school and student culture have not been consistently collected and shared within the El Paso region.

**Problem Statement 7 Areas**: Perceptions

# 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)

**Accountability Data**

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain

**Student Data: Assessments**

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Local benchmark or common assessments 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
- Special education/non-special education population including discipline, progress and participation 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

**Student Data: Behavior and Other Indicators**

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- School safety data
- Enrollment trends

**Employee Data**

- Professional learning communities (PLC) data

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

**Parent/Community Data**

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

**Support Systems and Other Data**

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

# Goals

**Goal 1:** Increase staff retention

**Performance Objective 1:** Increasing staff retention to 85% will allow our scholars to have more consistent learning experiences and continuity of support.

> **High Priority**
>
> **Evaluation Data Sources:** End of year staff retention results.
>
> **Summative Evaluation:** Significant progress made toward meeting Objective

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 1:** Create staff networks of support through regular check-ins and regular check-ins with the principal. | **Formative** | | | **Summative** |
| **Strategy's Expected Result/Impact:** Increased staff retention above 85%. | Oct | Jan | Mar | June |
| **Staff Responsible for Monitoring:** Teacher coaches and principal<br><br>**TEA Priorities:**<br>Recruit, support, retain teachers and principals<br> - | 40% | 65% | | |
| | 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 for college performance through growth and/or proficiency.

    **High Priority**

    **HB3 Goal**

    **Evaluation Data Sources:** STAAR Results

    **Summative Evaluation:** Significant progress made toward meeting Objective

| Strategy 1 Details | | Reviews | | | |
|---|---|---|---|---|---|
| **Strategy 1:** Scholar data will be reviewed following the semester exam to re-calibrate support for scholars. | | **Formative** | | | **Summative** |
| **Strategy's Expected Result/Impact:** 100% of Scholars attain growth and/or achieve approaches, meets, or masters. | | **Oct** | **Jan** | **Mar** | **June** |
| **Staff Responsible for Monitoring:** Teacher Coaches and principal<br><br>**Title I:**<br>2.4, 2.6<br> - **TEA Priorities:**<br>Connect high school to career and college<br> - | | 45% | 55% | | |
| | 0% No Progress | 100% Accomplished | → Continue/Modify | ✗ Discontinue | |

**Goal 3:** IDEA achieves an A rating

**Performance Objective 1:** Scholars who receive special education services will receive intervention

    **Summative Evaluation:** Significant progress made toward meeting Objective

| Strategy 1 Details | | | Reviews | | |
|---|---|---|---|---|---|
| **Strategy 1:** Scholars will receive enhanced reading and math intervention through AR/HS | | **Formative** | | | **Summative** |
| **Strategy's Expected Result/Impact:** Increased levels of performance in reading and math. | **Oct** | **Jan** | **Mar** | **June** |
| **Staff Responsible for Monitoring:** AR/HS Facilitator <br><br> **Title I:** <br> 2.4, 2.5, 2.6 <br> **Funding Sources:**  - Federal Grant - $31,204.80 | 45% | 65% | | |
| | 0% No Progress | 100% Accomplished | → Continue/Modify | ✕ Discontinue | |

**Goal 4:** Increase student daily attendance

**Performance Objective 1:** 97% of scholars will attend school each day

**High Priority**

**Evaluation Data Sources:** Locus Dashboard

**Summative Evaluation:** Some progress made toward meeting Objective

| Strategy 1 Details | | | | Reviews | | | |
|---|---|---|---|---|---|---|---|
| **Strategy 1:** Create events and opportunities for scholars and families to engage in the overall learning of the school. | | | | **Formative** | | | **Summative** |
| **Strategy's Expected Result/Impact:** Increased scholar ADA **Staff Responsible for Monitoring:** Counselor and APO **Title I:** 2.4, 2.5, 2.6 **- ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** - Federal Grant - $35,672 | | | | **Oct** | **Jan** | **Mar** | **June** |
| | | | | 50% | 75% | | |
| | 0% No Progress | 100% Accomplished | Continue/Modify | ✗ Discontinue | | | |

**Goal 5:** Increase student persistence

**Performance Objective 1:** Provide 100% of guidance lessons for scholars on school safety and violence prevention

    **High Priority**

    **Evaluation Data Sources:** Counselor lesson logs/calendar and attendance.

    **Summative Evaluation:** Significant progress made toward meeting Objective

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 1:** Create opportunities for SEL enhancement and to reinforce learning - Move this World, Counseling sessions, outside vendor expose.<br>    **Strategy's Expected Result/Impact:** Greater scholar persistence<br>    **Staff Responsible for Monitoring:** Counselor<br><br>    **Title I:**<br>    2.5, 2.6<br>    **- ESF Levers:**<br>    Lever 3: Positive School Culture<br>    **Funding Sources:** - Federal Grant - Title 1 - $17,836 | **Formative** | | | **Summative** |
| | **Oct** | **Jan** | **Mar** | **June** |
| | 45% | 70% | | |
| 0% No Progress | 100% Accomplished | → Continue/Modify | ✖ Discontinue | |

**Goal 5:** Increase student persistence

**Performance Objective 2:** Ensure 100% of 6th and 7th graders either train for the Fitness Gram and Complete by EOY

    **High Priority**

    **Evaluation Data Sources:** Locus Dashboard

    **Summative Evaluation:** Some progress made toward meeting Objective

| Strategy 1 Details | | | Reviews | | |
|---|---|---|---|---|---|
| **Strategy 1:** Ensure that weekly opportunities exceed on track to goal by 20% | | **Formative** | | | **Summative** |
| **Strategy's Expected Result/Impact:** Healthier scholars | | **Oct** | **Jan** | **Mar** | **June** |
| **Staff Responsible for Monitoring:** PE Coach <br><br> **Title I:** <br> 2.4, 2.5, 2.6 <br> - **ESF Levers:** <br> Lever 3: Positive School Culture | | 40% | 70% | | |
| | 0% No Progress | 100% Accomplished | → Continue/Modify | ✗ Discontinue | |

**Goal 5:** Increase student persistence

**Performance Objective 3:** 90% of scholars enrolled will return for the 23-24 school year.

   **High Priority**

   **Evaluation Data Sources:** Locus Dashboard

   **Summative Evaluation:** Some progress made toward meeting Objective

| Strategy 1 Details | | | Reviews | | |
|---|---|---|---|---|---|
| **Strategy 1:** Create opportunities throughout the school year to ensure that families and scholars engage in the | | Formative | | | Summative |
| **Strategy's Expected Result/Impact:** 90% or more of scholars persist to the 23-24 school year. | | Oct | Jan | Mar | June |
| **Staff Responsible for Monitoring:** Counselor and APO  **Title I:** 2.4, 2.6, 4.2   **- ESF Levers:** Lever 3: Positive School Culture  **Funding Sources:**  - Federal Grant - $17,836 | | 45% | 70% | | |
| 0% No Progress | 100% Accomplished | → Continue/Modify | | ✕ Discontinue | |

# Title I Personnel

| Name | Position | Program | FTE |
|------|----------|---------|-----|
| Jessica Jacobo | SCHOOL COUNSELOR | Title 1 | 1 |
| Joshua Marin | AR ZONE FACILITATOR | Title 1 | 1 |

# Campus Funding Summary

| | | | **Federal Grant** | | |
|---|---|---|---|---|---|
| **Goal** | **Objective** | **Strategy** | **Resources Needed** | **Account Code** | **Amount** |
| 3 | 1 | 1 | | | $31,204.80 |
| 4 | 1 | 1 | | | $35,672.00 |
| 5 | 1 | 1 | | Title 1 | $17,836.00 |
| 5 | 3 | 1 | | | $17,836.00 |
| | | | | **Sub-Total** | $102,548.80 |

# Addendums

# 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.<br><br>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 | | Complete | |
| | Locus Dashboards: CIS STARR, AP<br><br>Campus IB Reports<br><br>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.<br><br>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 | | Complete | |
| | | Comprehensive Needs Assessment 2022 Math | | Complete | | Complete | |
| | | Comprehensive Needs Assessment 2022 Science | | Complete | | Complete | |
| | | Comprehensive Needs Assessment 2022 Humanities | | Complete | | Complete | |
| | 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.<br><br>Llist a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided. | Complete | | Complete | |
| | Locus Dashboards: ACT, AP, TSI<br><br>Campus IB Reports<br><br>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.<br><br>List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided. | Complete | | Complete | |
| | 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.<br><br>Under number of teacher applicants, note how many teachers were interviewed by campus leaders for positions during the 2021-2022 School Year.<br><br>List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided. | Complete | | Complete | |
| | 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.<br><br>List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided. | Complete | | Complete | |
| | 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 | | Complete | |

# Campus Name
## 2021-22 Student Achievement Improvement Plan - College Prep
### COLLEGE PREP

| | 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% |

| APO | Initiatives | Needs Assess. | Special Pops. | Person(s) Responsible | Timeline Start/End | Resources: Human/ Material/Fiscal | Documentation | Formative Evaluation | 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 | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1A | Disecting primary and secondary sources. | AP | All | Teachers and APIs | 8.4.22-6.15.23 | HUB, STAAR, Course Curricula | Lesson Plans, Scholar Work,Trackers, Scholar Performance | EOY STAAR and EOC Exams | | | | | | | |
| 1E | Attendance for attending after school &/or Saturday school tutoring | AP | All | Teachers and APIs | 8.4.22-6.15.23 | HUB, STAAR, Course Curricula | Lesson Plans, Scholar Work,Trackers, Scholar Performance | EOY STAAR and EOC Exams | | | | | | | |
| | Promoting higher level | | | Teachers and APIs | 8.4.22-6.15.23 | HUB, STAAR, Course Curricula | Lesson Plans, Scholar Work,Trackers, Scholar Performance | EOY STAAR and EOC Exams | | | | | | | |
| 1A | Familiarize students with tech resources and how to use them | O | ALL | Teachers and APIs | 8.4.22-6.15.23 | HUB, STAAR, Course Curricula | Lesson Plans, Scholar Work,Trackers, Scholar Performance | EOY STAAR and EOC Exams | | | | | | | |
| 1A | Organization (notes/binders) | O | ALL | Teachers and APIs | 8.4.22-6.15.23 | HUB, STAAR, Course Curricula | Lesson Plans, Scholar Work,Trackers, Scholar Performance | EOY STAAR and EOC Exams | | | | | | | |
| 1A | Virtual classroom (off campus resources) | O | ALL | Teachers and APIs | 8.4.22-6.15.23 | HUB, STAAR, Course Curricula | Lesson Plans, Scholar Work,Trackers, Scholar Performance | EOY STAAR and EOC Exams | | | | | | | |
| IE | Assisting Special Pops Organization skills | O | SE | Teachers and APIs | 8.4.22-6.15.23 | HUB, STAAR, Course Curricula | Lesson Plans, Scholar Work,Trackers, Scholar Performance | EOY STAAR and EOC Exams | | | | | | | |
| 1A/1E | the scholars will have the ability to conveytheir responses in written and verbal formats | AP | All | Teachers and APIs | 8.4.22-6.15.23 | HUB, STAAR, Course Curricula | Lesson Plans, Scholar Work,Trackers, Scholar Performance | EOY STAAR and EOC Exams | | | | | | | |
| IE | Utilization of multiple writing formats (AP, MLA, and Chicago) | AP | All | Teachers and APIs | 8.4.22-6.15.23 | HUB, STAAR, Course Curricula | Lesson Plans, Scholar Work,Trackers, Scholar Performance | EOY STAAR and EOC Exams | | | | | | | |
| 1A | Promoting higher level thinking skills to answer open ended questions | AP | All | Teachers and APIs | 8.4.22-6.15.23 | HUB, STAAR, Course Curricula | Lesson Plans, Scholar Work,Trackers, Scholar Performance | EOY STAAR and EOC Exams | | | | | | | |
| 1A/1E | demonstrating the ability to properly navigate multiple research avenues | AP | All | Teachers and APIs | 8.4.22-6.15.23 | HUB, STAAR, Course Curricula | Lesson Plans, Scholar Work,Trackers, Scholar Performance | EOY STAAR and EOC Exams | | | | | | | |
| 1A / 1E | Reading more complex text throughout the year to enhance scholar's vocabulary | AP | All | Teachers and APIs | 8.4.22-6.15.23 | HUB, STAAR, Course Curricula | Lesson Plans, Scholar Work,Trackers, Scholar Performance | EOY STAAR and EOC Exams | | | | | | | |
| 1A / 1E | Conduct writing conferences with each scholar after essay writing | AP | All | Teachers and APIs | 8.4.22-6.15.23 | HUB, STAAR, Course Curricula | Lesson Plans, Scholar Work,Trackers, Scholar Performance | EOY STAAR and EOC Exams | | | | | | | |
| 1A / 1E | Encourage 100% attendance | AP | All | Teachers and APIs | 8.4.22-6.15.23 | HUB, STAAR, Course Curricula | Lesson Plans, Scholar Work,Trackers, Scholar Performance | EOY STAAR and EOC Exams | | | | | | | |
| 1A / 1E | Building proper study skills | AP | All | Teachers and APIs | 8.4.22-6.15.23 | HUB, STAAR, Course Curricula | Lesson Plans, Scholar Work,Trackers, Scholar Performance | EOY STAAR and EOC Exams | | | | | | | |
| 1A | Encourage students to take ownership of their own academic progress | AP | All | Teachers and APIs | 8.4.22-6.15.23 | HUB, STAAR, Course Curricula | Lesson Plans, Scholar Work,Trackers, Scholar Performance | EOY STAAR and EOC Exams | | | | | | | |
| 1A | Encourage scholars to advocate for themselves | AP | All | Teachers and APIs | 8.4.22-6.15.23 | HUB, STAAR, Course Curricula | Lesson Plans, Scholar Work,Trackers, Scholar Performance | EOY STAAR and EOC Exams | | | | | | | |
| 1A | Develop an ability to utilize vocabulary to cleary articulate understanding of high level concepts | O | All/ELL | Teachers and APIs | 8.4.22-6.15.23 | HUB, STAAR, Course Curricula | Lesson Plans, Scholar Work,Trackers, Scholar Performance | EOY STAAR and EOC Exams | | | | | | | |
| 1A | Analyze a problem and develop a strategy to determine the solution using the conceptual understanding developed | S | All | Teachers and APIs | 8.4.22-6.15.23 | HUB, STAAR, Course Curricula | Lesson Plans, Scholar Work,Trackers, Scholar Performance | EOY STAAR and EOC Exams | | | | | | | |
| 1A | Develop responsibility through completion of regular assignments and mastery of content subjects | S | All | Teachers and APIs | 8.4.22-6.15.23 | HUB, STAAR, Course Curricula | Lesson Plans, Scholar Work,Trackers, Scholar Performance | EOY STAAR and EOC Exams | | | | | | | |
| 1E | Promote vocabulary identification, retention, and mastery | ST | All/ELL | Teachers and APIs | 8.4.22-6.15.23 | HUB, STAAR, Course Curricula | Lesson Plans, Scholar Work,Trackers, Scholar Performance | EOY STAAR and EOC Exams | | | | | | | |
| 1E | Promote conceptual understanding through student collaboration and inquiry | O | All/ELL | Teachers and APIs | 8.4.22-6.15.23 | HUB, STAAR, Course Curricula | Lesson Plans, Scholar Work,Trackers, Scholar Performance | EOY STAAR and EOC Exams | | | | | | | |
| 1A | SIOP strategies practiced in every classroom to assist ELLs | O | ELL | Teachers and API's | 8.4.22-6.15.23 | API's | Bi-Weekly, Lesson Plans Observations | TELPAS | | | | | | | |
| 1A | Students will use various writing practice twice a week in every subject to prepare for TELPAS | O | ALL | Teachers and API's | 8.4.22-6.15.23 | Journals | Bi-Weekly, Lesson Plans Observations | TELPAS | | | | | | | |

# Campus Name
## 2021-22 Student Achievement Improvement Plan - College Prep
### COLLEGE PREP

| | | | | | | | | 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% |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1A | Students should practice creative writing daily throughout all content areas. | S | ALL | Teachers and API's | 8.4.22-6.15.23 | HUB, STAR Master, Stop Poor Handwriting | Bi-Weekly, Lesson Plans Observations | STAAR, BWA, MM, EOM | | | | | | | |
| 1A | Individual academic plans in literacy will be developed for each student in need. These plans will be developed through collaboration with the grade level teams, the campus leaders and interventionists (RTI committee) | S | ALL | Teachers and API's | 8.4.22-6.15.23 | HUB, Measuring UP, AP Resources | Lesson Plans, Observations, Student Content Trackers, Exit Ticket Trackers | STAAR, BWA, MM, EOM | | | | | | | |

## 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

# Campus Name

| Comprehensive Needs Assessment | | | | | |
|---|---|---|---|---|---|
| **COLLEGE PREP** | | | | | |

| Data Source: CSI | | | | | |
|---|---|---|---|---|---|
| **% Meeting CSI Goal** | **Reading CP CSI** | | | | |
| **% CSI (EOY Ren.)** | 33.9 | | | | |
| **% of CSI Passing STAAR** | 25 | | | | |
| **% of SPED Passing STAAR** | 31 | | | | |

| Data Source: STAAR | | | | | |
|---|---|---|---|---|---|
| | **STAAR Reading 6th** | **STAAR Reading 7th** | **STAAR Reading 8th** | **STAAR Writing 7th** | **English I EOC** / **English II EOC** |
| **% Approaches** | 85 (99) | 95 (107) | 88 (89) | N/A | 81 (81) / N/A |
| **% Meets** | 54 (63) | 73 (82) | 63 (64) | N/A | 73 (73)% / N/A |
| **% Masters** | 29 (34) | 50 (56) | 42 (42) | N/A | 23 (23) / N/A |
| **% Student Achievement Average** | 56 | 72.66 | 64.33 | N/A | 59% / N/A |

| Data Source: AP/IB/Electives | | | | | |
|---|---|---|---|---|---|
| **AP Scores** | **Pass AP Lit** | **Pass AP Lang** | **IB Scores** | **IB Group 1** | **% Royal Readers** / **% Word Master** |
| **% Score 1** | N/A | N/A | **% Score 1-3** | N/A | 12 / 73 |
| **% Score 2** | N/A | N/A | **% Score 4-5** | N/A | N/A / N/A |
| **% Score 3+** | N/A | N/A | **% Score 6-7** | N/A | N/A / N/A |
| | | | | | **RR Goal Met/Not Met** / **WM Goal Met/Not Met** |
| | | | | | Met / Met |

| Reflections | |
|---|---|
| **Areas of Strength** | **Areas of Need** |
| 1. Scholars have shown expanded vocabulary and reading proficiency from the previous year. | 1. With growth in reading proficiency, scholars need more at-bats with complex texts to increase the ability to annotate and analyze complex texts. |

| | |
|---|---|
| 2. Scholars have shown growth in their text comprehension from the previous year. | 2. Scholars need increased frequency of practice in sharpening their writing technique through practice across forms of writing and purposes of communication to find their voice through different structures. |
| 3. Teachers have grown in their lesson internalization to increase scholar learing within each lesson. | 3. Scholars need additional at-bats at identifying and internalizing the meaning of key words in questions stems, espeicially the command words that signal the type of response required - explain, describe, analyze, compare, etc. |

# Campus Name

| Comprehensive Needs Assessment - College Prep |||||
|---|---|---|---|---|
| **COLLEGE PREP** |||||
| Data Source: STAAR |||||
| | **STAAR Math 6th** | **STAAR Math 7th** | **STAAR Alg I** | |
| **% Approaches** | 89 (104) | 86 (97) | 59 | |
| **% Meets** | 58 (58) | 48 (54) | 25 | |
| **% Masters** | 26 (31) | 25 (28) | 14 | |
| **% Student Achievement Average** | 57.66 | 53 | 32.66 | |

| 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** | N/A | N/A | N/A | **% Score 1-3** | N/A |
| **% Score 2** | N/A | N/A | N/A | **% Score 4-5** | N/A |
| **% Score 3+** | N/A | N/A | N/A | **% Score 6-7** | N/A |

| Reflections ||
|---|---|
| **Areas of Strength** | **Areas of Need** |
| 1. Procedural mathematics - Mastering foundational procedures will ensure that scholars are able to more efficiently solve for more conceptualized problem sets. | 1. Vocabulary identification - Scholars need to increase automaticity with vocabulary identification and enact the appropriate procedures to produce accurate results. |
| 2. Student led interaction/collaboration - Ensuring that scholars are executing most of the thinking jobs during a lesson will ensure that scholars are able to optimally engage with the content. | 2. Conceptual Understanding - Scholars need instruction infused with not only the what and the how of problem solving, but also the why of problem solving to ensure their success in not only their current course, but also successive math courses. |
| 3. Implementation of Strategies - Teachers need to be trained and to implement math engagement strategies within lessons to ensure scholar success with practice and additional at-bats with the content. | 3. Retention of Knowledge - Scholars need additional at-bats to ensure that they are deepening knowledge, but above all scholars require instruction that sticks beyond a standardized test. |

# Campus Name

| Comprehensive Needs Assessment<br>**COLLEGE PREP** | | | | | |
|---|---|---|---|---|---|
| **Data Source: Internal Assessments** | | | | | |
| | **6th Grade EOY Assessment** | **7th Grade EOY Assessment** | | | |
| **% Passing** | 95 | 97 | | | |
| **Data Source: STAAR** | | | | | |
| | **STAAR 8th Science** | **STAAR Biology** | | | |
| **% Approaches** | N/A | 94 (108) | | | |
| **% Meets** | N/A | 63 (73) | | | |
| **% Masters** | N/A | 27 (31) | | | |
| **% Student Achievement Average** | N/A | 61.3 | | | |
| **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** | N/A | N/A | N/A | N/A | **% Score 1-3** | N/A |
| **% Score 2** | N/A | N/A | N/A | N/A | **% Score 4-5** | N/A |
| **% Score 3+** | N/A | N/A | N/A | N/A | **% Score 6-7** | N/A |

| Reflections | |
|---|---|
| **Areas of Strength** | **Areas of Need** |
| 1. Scholars have shown a strength in annotating questions in biology to more accurately identify appropriate responses to questions. | 1. Reading Comprehension - While scholars have shown skills in the use of context clues, successive versions of Biology STAAR and the AP science exams will require enhanced ability to accurately recall and explain concepts reviewed in and gleaned from texts. |
| 2. Scholars have shown proficiency in leveraging context clues to accurately identify scientific concepts. | 2. Writing - With changing formats of STAAR exams and with scholars advancing toward AP science exams, the ability to communicate scientific understanding through accurate technical prose is becoming all the more crucial for a scholar's journey to and through college. |
| 3. Scholars have shown mastery in connecting scientific concepts to real-world applications. | 3. Contextual Vocabulary - Scholars have shown the ability to leverage context clues, yet the ability to adequately describe contextual vocabulary appropriate to specific scientific contexts is an area of growth for the coming year. |

# Campus Name

| Comprehensive Needs Assessment |||||||
|---|---|---|---|---|---|---|
| **COLLEGE PREP** |||||||
| **Data Source: Internal Assessments** |||||||
| | **6th Grade EOY Assessment** | **7th Grade EOY Assessment** | | | | |
| **% Passing** | 94 | 100 | | | | |
| **Data Source: STAAR** |||||||
| | **STAAR 8th US History** | **EOC US History** | | | | |
| **% Approaches** | 84 (85) | N/A | | | | |
| **% Meets** | 49 (49) | N/A | | | | |
| **% Masters** | 29 (29) | N/A | | | | |
| **% Student Achievement Average** | 54 | N/A | | | | |
| **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** | 73.03 | N/A | N/A | N/A | N/A | **% Score 1-3** | N/A |
| **% Score 2** | 6.74 | N/A | N/A | N/A | N/A | **% Score 4-5** | N/A |
| **% Score 3+** | 19.5 | N/A | N/A | N/A | N/A | **% Score 6-7** | N/A |

| Reflections ||
|---|---|
| **Areas of Strength** | **Areas of Need** |
| 1. Scholars have shown skill in key vocabulary mastery. | 1. Scholars need additional at-bats with internalizing and operationalizing geographical representations and data analysis tools - charts, graphs, population models. |
| 2. Scholars have shown skill in their mastery of historical progression and the integration of facts into their schema, even if it conflicts with existing internalized information. | 2. While scholars have shown skill in operationalizing vocabulary terms, the integration of new and uncommun terms into existing usage will require additional at-bats to make it stick. |
| 3. Scholars have shown proficiency in operating efficiently within a multi-media learning environment to enhance their growth. | 3. Teachers will need to integrate facilitation techniques that ensure scholar engagement with material through conversational, as well as written methods to increase scholar fluency with material. |

# 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** | 2.75 | 10.75 | 5.5 | 6.75 | 39% @ Adv H Met 36% Target Did not meet Long term 42% Target |
| **% Intermediate** | 14.75 | 47.75 | 32.5 | 25.5 | |
| **% Advanced** | 29.75 | 38.75 | 25 | 42 | |
| **% Advanced High** | 52.75 | 3.25 | 36.75 | 25.75 | |

| Reflection ||
|---|---|
| **Areas of Strength** | **Areas of Need** |
| 1. Sustained performance at AH in Listening, Reading, and Writing. | 1. Writing - While all but 6.75% of scholars performed at intermediate or higher in writing |
| 2. Strong A performance in every category. | 2. Focusing upon scholars in the AH category to ensure their ability to exit the program through targeted in-class interventions in ELA and all content areas to improve speaking domain. |
| 3. Listening - 82.% advanced or above in category. | 3. Reading - Support scholars in the reading domain through targeted and leveled texts to increase scholar proficiency at grade-level with comprehension. |

# 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 | |
| N/A | N/A | N/A | N/A | N/A | |
| Tier 1 % Matriculation | Tier 2 % Matriculation | Tier 3 % Matriculation | Tier 4 % Matriculation | Senior Class CCMR % | Senior Class TSI Completion % |
| N/A | N/A | N/A | N/A | N/A | N/A |
| **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 |
| N/A | N/A | N/A | N/A | N/A | N/A |

| Reflections | | | | | |
|---|---|---|---|---|---|
| Areas of Strength | | | Areas of Need | | |
| N/A | N/A | N/A | N/A | N/A | N/A |
| N/A | N/A | N/A | N/A | N/A | N/A |
| N/A | N/A | N/A | N/A | N/A | N/A |

# Campus Name

| Comprehensive Needs Assessment | |
|---|---|
| **COLLEGE PREP** | |
| **Staff Quality, Recruitment, Retention** | |
| | **Percentage** |
| **% School Lead Team Retention** | 100% |
| **% Instructional Support Retention** | 83% |
| **% Teacher Retention** | 89% |
| **% Campus Support Retention** | 67% |
| **% SPED Certified Teachers** | 23% |
| **% State/National Certified Teachers** | 17% |
| **% State Certified Leaders** | 43% |
| **% State/Board certified Counselors** | 50% |
| **Number of teacher applicants per 2020-21 school year** | 5% |

| Reflections | |
|---|---|
| **Areas of Strength** | **Areas of Need** |
| 1. Leader Retention - 100% of leaders were retained within the school year over year. | 1. Retaining Teachers with 1 year of tenture with IDEA - Teacher were most likely to leave the campus within their first year at IDEA or within their first year in teaching. |
| 2. SPED Certified Teacher Retention - 100% of special education teachers were retained year over year. | 2. Retaining Black Staff members (75%) - Collaborating with both operations and instructional teams, we need to ensure that ALL staff members feel wanted, needed, and important to the campus. |
| 3. Campus Support Retention - 67% of campus support personnel were retained year over year. | 3. Retaining Instructional Support Staff Members - Across the year, we need to collaborate with both regional and national teams to ensure that appropriate training is tailored toward support staff development, as well as full-time teaching staff development to ensure that all staff feel as though they are on a path of growth. |

# Campus Name

| Comprehensive Needs Assessment ACADEMY | |
|---|---|
| **Data Source: School Culture and Climate** | |
| | **Campus %** |
| **% Average Daily Attendance** | 92.67 |
| **% Overall Persistence** | 81.24 |
| **% New Student Persistence** | 84.62 |
| **# of Admin Withdrawals/ Level 3 Offenses** | 2 |
| **% SPED** | 13.2 |
| **% ELL** | 32 |
| **% Eco Dis** | 62.7 |
| **% Migrant** | 0 |
| **% Race: American-Indian-Alaska-Native** | 0 |
| **% Asian** | 0.5 |
| **% White-Hispanic** | 80.3 |
| **% Multi** | 1.8 |
| **% Black-African-American** | 4.4 |
| **% Native-Hawaiian-Pacific-Islander** | 0.5 |
| **% White** | 12.6 |
| **% Male** | 54.1 |
| **% Female** | 45.9 |

| Data Source: School Culture and Climate | |
|---|---|
| **Reflections** | |
| **Areas of Strength** | **Areas of Need** |
| 1. We have had low instances of Level 3 offenses/Administrative withdrawals. | 1. ADA - Collaborate with AC Principal and APO to increase ADA across the entire campus by collaborating wtih families. |
| 2. We support a growing population of scholars. | 2. Student Persistence (overall) - Understand why returning scholars are choosing to leave? |
| 3. Our scholar population has placed us in TEA comparison groups with other IDEA schools. | 3. Student Persistence (New) - Understand why new scholars are not returning after their first year? |

# Campus Name

| Comprehensive Needs Assessment | |
|---|---|
| **COLLEGE PREP** | |
| **Data Source: Family and Community Involvement** | |
| | **Percentage** |
| **% Families Attended WTI** | 85% |
| **% Families Attended Curriculum Night** | n/a |
| **% Families Who Attended EOY Ceremonies** | 90% |
| **% Families who attended Fall Festival** | 55% |
| **% Families who attended Winter Festival** | n/a |
| **% Families who attended Spring Festival** | n/a |

| Reflections | |
|---|---|
| **Areas of Strength** | **Areas of Need** |
| 1. Scholars and families were excited about attending the fall fest. | 1. More family engaement events throughout the year. |
| 2. Family and scholar excitment for end of year celebrations . | 2. Provide more notice about family engagement events to increase attendance. |
| 3. High attendance for incoming 6th graders for WTI events including breakfast with the principal. | 3. Leverage social media use for advertising family engagement events. |

| Grade Level | Total in Grade | American Indian or Alaskan Native | Asian | Black of African American | Native Hawaiian/Other Pac Islander | White | Hispanic/Latino | Two or More Races Categories |
|---|---|---|---|---|---|---|---|---|
| 6 | 96 | 0 | 3 | 6 | 0 | 11 | 75 | 1 |
| 7 | 128 | 0 | 2 | 5 | 0 | 12 | 108 | 1 |
| 8 | 127 | 0 | 3 | 4 | 1 | 14 | 105 | 0 |
| 9 | 79 | 0 | 1 | 2 | 0 | 10 | 63 | 3 |
| 10 | 98 | 0 | 2 | 8 | 0 | 4 | 79 | 5 |
| Total | 528 | 0 | 11 | 25 | 1 | 51 | 430 | 10 |