

**IDEA Public Schools**

**Ewing Halsell College Prep**

**2022-2023 Campus Improvement Plan**

**Accountability Rating: B**

**Distinction Designations:**  
Postsecondary Readiness



**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.

Our purpose is to prepare all scholars for a four-year university or college. We are focused on hitting academic goals while cultivating scholars to be organized, kind, reflective, socially/emotionally aware, brave, passionate, and creative; empowering scholars to be successful not only in our campus but in college and the work force. In addition to these character traits, our scholars will give their skills and time back to the communities that they reside in, helping those in need.

## Vision

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

IDEA Ewing Halsell College Prep will become the leader in IDEA San Antonio for graduating and matriculating scholars into the top four-year universities or colleges (Tier 1 & 2), where they will be prepared for the job of their choice. Scholars will graduate from college and use their time and skills to give back to the communities they reside in.

## 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

Revised/Approved: September 14, 2022

## Demographics

### Demographics Summary

IDEA Ewing Halsell was founded in 2017 on the southwest side of San Antonio. Our address is 2523 West Ansley Blvd. We are an open enrollment charter school. We are an advanced placement (AP) for all campus and a college for all campus. When are seniors graduate, they are expected to attend a four year college or university.

For the 2021-2022 school year, we were 94.36% hispanic-latino with Black-African American at 2.17%, White at 3.25%, and Two-or-More races at 0.22%. Our campus is at 78.31% economically disadvantaged with 52.28% qualifying for free meals. We had 26.03% coded as English Learners and 11.5% coded as Special Education. Our middle school averaged a student teacher ratio of 25 to 1 and high school averages a student teacher ratio of 20 to 1.

For the 2022-2023 school year our campus has 570 students enrolled and 50 total college prep staff. In sixth grade there are 123 scholars, in seventh grade there are 86 scholars, in eighth grade there are 117 scholars, in ninth grade there are 92 scholars, in tenth grade there are 86 scholars, and in eleventh grade there are 68 scholars (as of August 26, 2022). Our campus has special programs such as Special Education, Rise Unit, English Learners, 504 and Response to Intervention.

See pdf in addendum for more information.

### Demographics Strengths

See pdf in addendum for more information.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** There is a need to increase overall student persistence because we dropped around 5% from the 21-22 school year to the 22-23 school year.

**Root Cause:** 1. Not enforcing smaller culture issues which led to bigger culture issues. 2. Lack of extracurricular activities like sports and clubs.

**Problem Statement 2 (Prioritized):** There is a need to ensure scholars in the special education program are achieving targets in comparison to other sub populations (EL, economically disadvantaged, etc.)

**Root Cause:** 1. Systems for Special Education student mastery were not daily, causing gaps to widen. 2. Interventions not complex enough for special education scholars to hit targets.

**Problem Statement 3:** There is a need to increase performance for English Learners on the beginning composite score. **Root Cause:** 1. Systems in place not effective in closing reading/writing gap. 2. School wide EL instructional moves like turn and talks/think-ink-pair-shares not executed/enforced daily.

# Student Learning

## Student Learning Summary

For the 21-22 school year, domain 1 (student achievement) was a 77 out of 100, domain 2 (school progress) was an 87 out of 100 for academic growth and an 85 out of 100 for relative performance, and closing the gaps was an 82 out of 100. Overall we were an 86 (B). We earned the distinction for Postsecondary Readiness. One of the major gaps in data was our sub population of current and former special education performance.

For the 18-19 school year, domain 1 (student achievement) was an 81 out of 100, domain 2 (school progress) was an 90 out of 100 for relative performance, and closing the gaps was a 71 out of 100. Overall we were an 84 (B). We earned the distinction for ELA/Reading, Postsecondary Readiness, and Mathematics.

## Student Learning Strengths

See PDF in addendum for more information.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** The percent approaches, meets, and masters for US History was lower than our other subjects. **Root Cause:** 1. The material was taught through memorization. 2. Did not prioritize scholar skill acquisition.

**Problem Statement 2:** The masters for Biology was lower than our other subjects. **Root Cause:** 1. The material was taught through memorization. 2. Did not prioritize deeper understanding of content.

**Problem Statement 3 (Prioritized):** SPED masters, meets, and approaches are all low in comparison to other special programs. **Root Cause:** 1. The data reflection and action for SPED was not frequent enough. 2. The data systems for SPED were not refined frequently, causing them to deteriorate over time.

# School Processes & Programs

## School Processes & Programs Summary

Our campus utilizes assistant principals of instruction, grade team leaders (GTLs), and content team leaders (CTLs). We have frequent meetings for all leaders to develop their instructional abilities. To address academic performance, we utilize instructional rounds, real time coaching, weekly check ins, data analysis, lesson plan feedback, and culture rounds. With GTLs and CTLs, we meet after school to review expectations and coach leaders on leading both grade teams and content teams. All leaders have clear driving goals and calendars/systems/procedures aligned to those goals.

Our campus offers the core contents (math, science, social studies, and ela/reading) and different extensions of the learning. In sixth and seventh grade scholars also receive a math computer program, a library where word count is tracked, and physical education. In eighth grade our scholars also have Art, physical education, and Spanish. In high school, our scholars take multiple extensions of the learning: Computer Science, Art, Physical Education, Road to and through College, Spanish, Aand ACT. Our campus also has extracurricular opportunities like sports (flag football, volleyball, basketball, soccer, cross country, cheerleading, baseball, softball, volleyball) and clubs (honor society, theater, etc.).

We are one to one with technology. All students will get a computer. All scholars will have access to different instructional programs on the computer.

See PDF in addendum for more information.

## School Processes & Programs Strengths

See PDF in addendum for more information.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** Our family engagement is lower for all curriculum events. We typically get less than 25% family participation. **Root Cause:** 1. We do not advertise enough leading up to the event. 2. There are no incentives for families to attend other then learning more about the scholar's education.

**Problem Statement 2 (Prioritized):** We have very few teachers that are ready to be teacher leaders. **Root Cause:** 1. We don't have a clear process to develop our teachers into teacher leaders. 2. A majority of our teachers are just starting teaching, which is requiring more focus on their actual teaching craft.

**Problem Statement 3 (Prioritized):** Many new teachers are progressing slower than what is needed to hit an A campus. **Root Cause:** 1. Lack of accountability around teacher progression. 2. Missing clear benchmarks for teacher development.

# Perceptions

## Perceptions Summary

Our Great Places to Work Survey data was at 82% for the statement "taking everything into account, I would say this is a great place to work." Our teacher retention is 72.5% (29/40).

See PDF in addendum for more information.

We had 10 expulsions in the 21-22 school year, more than quadruple what we had the previous school years.

## Perceptions Strengths

See PDF in addendum for more information.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** Teacher retention is lower, causing the development cycle to start over. **Root Cause:** 1. Teachers are unclear about the work expectations aligned to the role. 2. Teachers are not experiencing success in their role, causing them to transition.

**Problem Statement 2:** Teachers are concerned about their work life balance. **Root Cause:** 1. Teachers are not defining what their ideal work life balance is. 2. Teachers are not utilizing their conference periods effectively, causing them to have to utilize after school time.

**Problem Statement 3 (Prioritized):** Parent participation rates for campus events are lower. **Root Cause:** 1. Communication of events is inconsistent. 2. Rationale for events is not clear to teachers, causing teachers to not invest scholars/parents in events.

**Problem Statement 4 (Prioritized):** Level 3 behaviors have increased. **Root Cause:** 1. Scholars are unaware of level 3 behaviors and consequences associated with those behaviors. 2. Scholars believe that certain level 3 behaviors (vape, etc.) are not behaviors that warrant level 3 consequences.

# Priority Problem Statements

**Problem Statement 1:** There is a need to ensure scholars in the special education program are achieving targets in comparison to other sub populations (EL, economically disadvantaged, etc.)

**Root Cause 1:** 1. Systems for Special Education student mastery were not daily, causing gaps to widen. 2. Interventions not complex enough for special education scholars to hit targets.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** SPED masters, meets, and approaches are all low in comparison to other special programs.

**Root Cause 2:** 1. The data reflection and action for SPED was not frequent enough. 2. The data systems for SPED were not refined frequently, causing them to deteriorate over time.

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 3:** The percent approaches, meets, and masters for US History was lower than our other subjects.

**Root Cause 3:** 1. The material was taught through memorization. 2. Did not prioritize scholar skill acquisition.

**Problem Statement 3 Areas:** Student Learning

**Problem Statement 4:** Many new teachers are progressing slower than what is needed to hit an A campus.

**Root Cause 4:** 1. Lack of accountability around teacher progression. 2. Missing clear benchmarks for teacher development.

**Problem Statement 4 Areas:** School Processes & Programs

**Problem Statement 5:** Parent participation rates for campus events are lower.

**Root Cause 5:** 1. Communication of events is inconsistent. 2. Rationale for events is not clear to teachers, causing teachers to not invest scholars/parents in events.

**Problem Statement 5 Areas:** Perceptions

**Problem Statement 6:** Level 3 behaviors have increased.

**Root Cause 6:** 1. Scholars are unaware of level 3 behaviors and consequences associated with those behaviors. 2. Scholars believe that certain level 3 behaviors (vape, etc.) are not behaviors that warrant level 3 consequences.

**Problem Statement 6 Areas:** Perceptions

**Problem Statement 7:** There is a need to increase overall student persistence because we dropped around 5% from the 21-22 school year to the 22-23 school year.

**Root Cause 7:** 1. Not enforcing smaller culture issues which led to bigger culture issues. 2. Lack of extracurricular activities like sports and clubs.

**Problem Statement 7 Areas:** Demographics

**Problem Statement 8:** We have very few teachers that are ready to be teacher leaders.

**Root Cause 8:** 1. We don't have a clear process to develop our teachers into teacher leaders. 2. A majority of our teachers are just starting teaching, which is requiring more focus on their actual teaching craft.

**Problem Statement 8 Areas:** School Processes & Programs

# 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 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
- SAT and/or ACT assessment data
- PSAT
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- Prekindergarten Self-Assessment Tool
- 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
- Class size averages by grade and subject

- Enrollment trends

### **Employee Data**

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

### **Parent/Community Data**

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

### **Support Systems and Other Data**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data

# Goals

Revised/Approved: September 15, 2022

**Goal 1:** Increase staff retention

**Performance Objective 1:** For the 22-23 school year we will retain 85% of our staff for the start of the 23-24 school year.

**High Priority**

**Evaluation Data Sources:** Will utilize staff retention data.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Develop, celebrate and recognize high performers. <b>Strategy's Expected Result/Impact:</b> Keep teachers. <b>Staff Responsible for Monitoring:</b> Direct Managers  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals	Formative			Summative
	Oct	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 1:** Increase staff retention

**Performance Objective 2:** 85% of staff will agree that IDEA Ewing Halsell is a great place to work

**High Priority**

**Evaluation Data Sources:** GPTW survey results

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide tri-weekly survey aligned to GPTW survey</p> <p><b>Strategy's Expected Result/Impact:</b> 85% or higher agree or strongly agree with IDEA Ewing Halsell CP is a great place to work.</p> <p><b>Staff Responsible for Monitoring:</b> Cynthia Salinas (Administering Survey) &amp; Direct Managers (Analyzing Data)</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals -</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 2, 3</p>	Formative			Summative
	Oct	Jan	Mar	June
	 20%	 35%		
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Performance Objective 2 Problem Statements:**

School Processes & Programs
<p><b>Problem Statement 2:</b> We have very few teachers that are ready to be teacher leaders. <b>Root Cause:</b> 1. We don't have a clear process to develop our teachers into teacher leaders. 2. A majority of our teachers are just starting teaching, which is requiring more focus on their actual teaching craft.</p>
<p><b>Problem Statement 3:</b> Many new teachers are progressing slower than what is needed to hit an A campus. <b>Root Cause:</b> 1. Lack of accountability around teacher progression. 2. Missing clear benchmarks for teacher development.</p>

**Goal 2:** All IDEA students matriculate to college

**Performance Objective 1:** All juniors become TSI exempt. 70% of sophomores become TSI Exempt. 50% of freshman become TSI Exempt.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** TSI assessment

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> All scholars receive academic block TSI aligned support.  <b>Strategy's Expected Result/Impact:</b> Scholars pass the TSI exam.  <b>Staff Responsible for Monitoring:</b> All High School Staff/College Counselor/Director of College Counseling</p> <p><b>Title I:</b> 2.4                      - <b>TEA Priorities:</b> Connect high school to career and college                      - <b>ESF Levers:</b> Lever 5: Effective Instruction  <b>Funding Sources:</b> College Counselor - Federal Grant</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Scholars closest to passing test on TSI bi-weekly.  <b>Strategy's Expected Result/Impact:</b> Scholars pass the TSI exam.  <b>Staff Responsible for Monitoring:</b> All High School Staff/College Counselor/Director of College Counseling</p> <p><b>Title I:</b> 2.4                      - <b>TEA Priorities:</b> Connect high school to career and college                      - <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 2:** All IDEA students matriculate to college

**Performance Objective 2:** 30% AP scholars by Junior year

**HB3 Goal**

**Evaluation Data Sources:** AP Exams

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> All scholars take multiple AP tests.  <b>Strategy's Expected Result/Impact:</b> Scholars have success passing different AP exams.  <b>Staff Responsible for Monitoring:</b> All High School Staff/APIs</p> <p><b>Title I:</b>                      2.4                      - <b>TEA Priorities:</b>                      Connect high school to career and college                      -</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Track scholars who have made a 2 or higher on any AP exam.  <b>Strategy's Expected Result/Impact:</b> We put time and energy towards those closest to passing to get them to a 3 or higher.  <b>Staff Responsible for Monitoring:</b> All High School Staff/APIs</p> <p><b>Title I:</b>                      2.4                      - <b>TEA Priorities:</b>                      Connect high school to career and college                      -</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
<p style="text-align: center;">  No Progress                           Accomplished                           Continue/Modify                           Discontinue                 </p>				

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

**Performance Objective 1:** All STAAR tested subjects hit higher than a 60 achievement score for general population.

**High Priority**

**Evaluation Data Sources:** STAAR test

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Ensure lessons being taught are aligned to standards and are effectively planned.  <b>Strategy's Expected Result/Impact:</b> Lessons being put in front of scholars are purposeful and effective.  <b>Staff Responsible for Monitoring:</b> APIs/Principals</p> <p><b>Title I:</b>                      2.4, 2.5  <b>- TEA Priorities:</b>                      Recruit, support, retain teachers and principals, Build a foundation of reading and math  <b>- ESF Levers:</b>                      Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Ensure weekly tracking of data and that OCS is done for classes below 60 gen pop achievement. Ensure interventions occurring and scaffolded support daily.  <b>Strategy's Expected Result/Impact:</b> Team is responsive to data and makes moves that impact student achievement before district exams.  <b>Staff Responsible for Monitoring:</b> APIs/Principal</p> <p><b>Title I:</b>                      2.4, 2.5  <b>- TEA Priorities:</b>                      Recruit, support, retain teachers and principals, Build a foundation of reading and math  <b>- ESF Levers:</b>                      Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction  <b>Funding Sources:</b> Interventionist - Federal Grant, Hotspot Co-Teacher - Federal Grant, Interventionist - Federal Grant</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress                 </div> <div style="text-align: center;">  Accomplished                 </div> <div style="text-align: center;">  Continue/Modify                 </div> <div style="text-align: center;">  Discontinue                 </div> </div>				

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

**Performance Objective 2:** All STAAR tested subjects hit higher than a 40 achievement score for SPED.

**High Priority**

**Evaluation Data Sources:** STAAR test

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> All STAAR tested subjects have a SPED teacher/co-teacher support.  <b>Strategy's Expected Result/Impact:</b> Hit 40 achievement score for SPED on exams.  <b>Staff Responsible for Monitoring:</b> APIs/Principal</p> <p><b>Title I:</b>                      2.4, 2.5, 2.6                      - <b>TEA Priorities:</b>                      Build a foundation of reading and math                      - <b>ESF Levers:</b>                      Lever 5: Effective Instruction  <b>Problem Statements:</b> Demographics 2</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> All SPED supports are required to submit an end of day reflection based on their SPED scholars mastery.  <b>Strategy's Expected Result/Impact:</b> Hit 40 achievement score for SPED on exams.  <b>Staff Responsible for Monitoring:</b> APIs/Principal</p> <p><b>Title I:</b>                      2.4, 2.5, 2.6                      - <b>TEA Priorities:</b>                      Build a foundation of reading and math                      - <b>ESF Levers:</b>                      Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction  <b>Problem Statements:</b> Demographics 2</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress                 </div> <div style="text-align: center;">  Accomplished                 </div> <div style="text-align: center;">  Continue/Modify                 </div> <div style="text-align: center;">  Discontinue                 </div> </div>				

**Performance Objective 2 Problem Statements:**

## Demographics

**Problem Statement 2:** There is a need to ensure scholars in the special education program are achieving targets in comparison to other sub populations (EL, economically disadvantaged, etc.) **Root Cause:** 1. Systems for Special Education student mastery were not daily, causing gaps to widen. 2. Interventions not complex enough for special education scholars to hit targets.

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

**Performance Objective 3:** All EL scholars score advanced high or grow 1 year in TELPAS composite score.

**Evaluation Data Sources:** TELPAS

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> All EL scholars are given tutorials to prepare for TELPAS.  <b>Strategy's Expected Result/Impact:</b> EL scholars hit TELPAS results.  <b>Staff Responsible for Monitoring:</b> API/Principal</p> <p><b>Title I:</b>                      2.4                      - <b>ESF Levers:</b>                      Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> All teachers incorporate turn and talks/think-ink-pair-shares/everybody writes.  <b>Strategy's Expected Result/Impact:</b> EL scholars hit TELPAS results.  <b>Staff Responsible for Monitoring:</b> API/Principal</p> <p><b>Title I:</b>                      2.4                      - <b>TEA Priorities:</b>                      Build a foundation of reading and math                      - <b>ESF Levers:</b>                      Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 4:** Increase student daily attendance

**Performance Objective 1:** All staff aware of daily attendance.

**High Priority**

**Evaluation Data Sources:** Average Daily Attendance

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> All teachers take accurate attendance daily. <b>Strategy's Expected Result/Impact:</b> Identify accurate attendance number. <b>Staff Responsible for Monitoring:</b> Registrar/APO	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Daily email sent out before noon with attendance information. <b>Strategy's Expected Result/Impact:</b> All staff aware of daily attendance percentage for the day. <b>Staff Responsible for Monitoring:</b> Registrar/All Lead Team	Formative			Summative
	Oct	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 4:** Increase student daily attendance

**Performance Objective 2:** All families receive daily communication for absences.

**High Priority**

**Evaluation Data Sources:** Average Daily Attendance

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> All scholars at 3, 5 and 7 absences receive paper to be sent home, signed, and brought back to campus. <b>Strategy's Expected Result/Impact:</b> Parent awareness of absences <b>Staff Responsible for Monitoring:</b> Registrar	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Daily attendance calls made to families of scholars who are absent. <b>Strategy's Expected Result/Impact:</b> Parent awareness of absence. <b>Staff Responsible for Monitoring:</b> Registrar/APO	Formative			Summative
	Oct	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress                 </div> <div style="text-align: center;">  Accomplished                 </div> <div style="text-align: center;">  Continue/Modify                 </div> <div style="text-align: center;">  Discontinue                 </div> </div>				

**Goal 4:** Increase student daily attendance

**Performance Objective 3:** All families with 5 or more absences get invited to meet about attendance. All families with 10 or more absences have attendance meeting contract.

**High Priority**

**Evaluation Data Sources:** Absence Report

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Parents contacted on Monday <b>Strategy's Expected Result/Impact:</b> Parents attend on Wednesday after school <b>Staff Responsible for Monitoring:</b> APO	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Attendance meeting held on Wednesday. Parents followed up with by Friday who don't attend. <b>Strategy's Expected Result/Impact:</b> All parents held accountable to scholar's attendance. <b>Staff Responsible for Monitoring:</b> APO/Principal	Formative			Summative
	Oct	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 5:** Increase student persistence

**Performance Objective 1:** Mission list updated weekly.

**Evaluation Data Sources:** Mission List

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Mission list reviewed during grade team meeting.  <b>Strategy's Expected Result/Impact:</b> Teachers working to keep scholars.  <b>Staff Responsible for Monitoring:</b> GTLs/GLAs</p> <p><b>ESF Levers:</b>                      Lever 3: Positive School Culture  <b>Problem Statements:</b> Demographics 1</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Mission list reviewed by school counselor and grade level admin.  <b>Strategy's Expected Result/Impact:</b> Leaders working to keep scholars.  <b>Staff Responsible for Monitoring:</b> School Counselors/GLAs</p> <p><b>ESF Levers:</b>                      Lever 3: Positive School Culture  <b>Problem Statements:</b> Demographics 1</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;">  No Progress                           Accomplished                           Continue/Modify                           Discontinue                 </p>				

**Performance Objective 1 Problem Statements:**

Demographics
<p><b>Problem Statement 1:</b> There is a need to increase overall student persistence because we dropped around 5% from the 21-22 school year to the 22-23 school year. <b>Root Cause:</b> 1. Not enforcing smaller culture issues which led to bigger culture issues. 2. Lack of extracurricular activities like sports and clubs.</p>

**Goal 5:** Increase student persistence

**Performance Objective 2:** Every other week our campus offers at least 8 clubs.

**Evaluation Data Sources:** Club Offerings

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> All teachers not coaching required to do a club.  <b>Strategy's Expected Result/Impact:</b> More clubs available to all scholars.  <b>Staff Responsible for Monitoring:</b> School Counselor/Staff</p> <p><b>ESF Levers:</b>                      Lever 3: Positive School Culture  <b>Problem Statements:</b> Demographics 1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Clubs announced weekly  <b>Strategy's Expected Result/Impact:</b> More scholars participate  <b>Staff Responsible for Monitoring:</b> School Counselor</p> <p><b>ESF Levers:</b>                      Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Performance Objective 2 Problem Statements:**

<b>Demographics</b>
<p><b>Problem Statement 1:</b> There is a need to increase overall student persistence because we dropped around 5% from the 21-22 school year to the 22-23 school year. <b>Root Cause:</b> 1. Not enforcing smaller culture issues which led to bigger culture issues. 2. Lack of extracurricular activities like sports and clubs.</p>

**Goal 5:** Increase student persistence

**Performance Objective 3:** Campus participates in the following extra curricular activities: flag football, basketball, soccer, cheerleading, cross country, baseball, softball, and volleyball.

**Evaluation Data Sources:** Participation in Texas Charter League

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> All scholars have access to try outs.  <b>Strategy's Expected Result/Impact:</b> Many scholars try out.  <b>Staff Responsible for Monitoring:</b> Coaches/Pantoja</p> <p><b>ESF Levers:</b>                      Lever 3: Positive School Culture  <b>Problem Statements:</b> Demographics 1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> All supplies purchased for sports.  <b>Strategy's Expected Result/Impact:</b> All sports occur.  <b>Staff Responsible for Monitoring:</b> Coaches/Pantoja/Williams</p> <p><b>ESF Levers:</b>                      Lever 3: Positive School Culture  <b>Problem Statements:</b> Demographics 1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
<p>  No Progress                           Accomplished                           Continue/Modify                           Discontinue                 </p>				

**Performance Objective 3 Problem Statements:**

Demographics
<p><b>Problem Statement 1:</b> There is a need to increase overall student persistence because we dropped around 5% from the 21-22 school year to the 22-23 school year. <b>Root Cause:</b> 1. Not enforcing smaller culture issues which led to bigger culture issues. 2. Lack of extracurricular activities like sports and clubs.</p>

**Goal 5:** Increase student persistence

**Performance Objective 4:** All staff aware of persistence.

**High Priority**

**Evaluation Data Sources:** Persistence

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Weekly email sent with persistence percent and leavers.  <b>Strategy's Expected Result/Impact:</b> Staff aware of persistence.  <b>Staff Responsible for Monitoring:</b> School Counselor</p> <p><b>ESF Levers:</b>                      Lever 3: Positive School Culture  <b>Problem Statements:</b> Demographics 1</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Email sent 24 hours after a scholar withdraws.  <b>Strategy's Expected Result/Impact:</b> All staff aware of leavers and why.  <b>Staff Responsible for Monitoring:</b> School Counselor</p> <p><b>ESF Levers:</b>                      Lever 3: Positive School Culture  <b>Problem Statements:</b> Demographics 1</p>	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Performance Objective 4 Problem Statements:**

Demographics
<p><b>Problem Statement 1:</b> There is a need to increase overall student persistence because we dropped around 5% from the 21-22 school year to the 22-23 school year. <b>Root Cause:</b> 1. Not enforcing smaller culture issues which led to bigger culture issues. 2. Lack of extracurricular activities like sports and clubs.</p>

**Goal 5:** Increase student persistence

**Performance Objective 5:** Move This World done at least 3 days a week

**Evaluation Data Sources:** MTW usage report

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> MTW report sent weekly to staff  <b>Strategy's Expected Result/Impact:</b> Staff are aware that we are tracking usage of the program.  <b>Staff Responsible for Monitoring:</b> School Counselor/GLAs</p> <p><b>ESF Levers:</b>                      Lever 3: Positive School Culture  <b>Problem Statements:</b> Demographics 1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Observe Move this World weekly and provide feedback/next steps  <b>Strategy's Expected Result/Impact:</b> Move this World executed at a high level  <b>Staff Responsible for Monitoring:</b> School Counselor/GLAs</p> <p><b>ESF Levers:</b>                      Lever 3: Positive School Culture  <b>Problem Statements:</b> Demographics 1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
<p style="text-align: center;">  No Progress                           Accomplished                           Continue/Modify                           Discontinue                 </p>				

**Performance Objective 5 Problem Statements:**

<b>Demographics</b>
<p><b>Problem Statement 1:</b> There is a need to increase overall student persistence because we dropped around 5% from the 21-22 school year to the 22-23 school year. <b>Root Cause:</b> 1. Not enforcing smaller culture issues which led to bigger culture issues. 2. Lack of extracurricular activities like sports and clubs.</p>

**Goal 5:** Increase student persistence

**Performance Objective 6:** 85% of sixth graders, seventh graders, eighth graders, and eleventh graders hit Moderate to Vigorous Physical Activity Goals

**Evaluation Data Sources:** IHT Monitors

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> All scholars wear IHT Monitors <b>Strategy's Expected Result/Impact:</b> MVPA minutes being tracked <b>Staff Responsible for Monitoring:</b> Gym Teachers/Direct Managers	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> All scholars participate in physical activity every gym period <b>Strategy's Expected Result/Impact:</b> MVPA minutes go up <b>Staff Responsible for Monitoring:</b> Gym Teachers/Direct Managers	Formative			Summative
	Oct	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Claire Pegues	INTERVENTIONIST		1
Jillian Trejo	I LEARNING HOT SPOT FACILITATOR		1
Kristie McClelland	INTERVENTIONIST		1
Victoria Segundo	COLLEGE COUNSELOR		1

# Campus Instructional Leadership Team

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Megan Molano	6th-7th GLA/API
Administrator	Jennifer Pantoja	8th GLA/API
Administrator	Amanda Voglezon	9th-11th GLA/API
Administrator	Victoria Segundo	College Counselor
Administrator	Grecia Ramirez	Director of College Counseling
Administrator	William Chermak	Principal

# Campus Leadership Team

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Non-classroom Professional	Claudia Gutierrez Lerma	School Counselor
Paraprofessional	Cynthia Salinas	Admin Assistant
Administrator	Megan Molano	6th-7th GLA/API
Administrator	Jennifer Pantoja	8th GLA/API
Administrator	Amanda Voglezon	9th-11th GLA/API
Administrator	Jenna Patterson	APO
Administrator	William Chermak	Principal

# Campus Planning and Decision Making Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Amanda Voglezon	9th-11th GLA/API
Administrator	Jennifer Pantoja	8th GLA/API
Administrator	Megan Molano	6th & 7th GLA/API
Non-classroom Professional	Claudia Gutierrez Lerma	School Counselor
Administrator	Victoria Segundo	College Counselor
Administrator	Grecia Ramirez	Director of College Counseling
Classroom Teacher	Alexandria Medellin	6th Science Teacher/6th GTL
Classroom Teacher	Kristie McClelland	7th AR Teacher/7th GTL
Classroom Teacher	Jacob Ramirez	9th AP Human Geography Teacher/9th GTL
Classroom Teacher	Jacquelin Garcia	9th & 10th RTTC Teacher/10th GTL
Classroom Teacher	Ruben Mancha	10th AP World History Teacher/Social Studies CTL
Classroom Teacher	Janelle Solis	9th Geometry Teacher/Math CTL
Administrator	William Chermak	Principal

# College Counseling Team

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Victoria Segundo	College Counselor
Administrator	Grecia Ramirez	Director of College Counseling
Classroom Teacher	Jacquelin Garcia	Road To and Through College Teacher
Classroom Teacher	Brandon Orme	11th ACT Teacher
Administrator	William Chermak	Principal

# Campus Funding Summary

Federal Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	College Counselor		\$0.00
3	1	2	Interventionist		\$0.00
3	1	2	Hotspot Co-Teacher		\$0.00
3	1	2	Interventionist		\$0.00
<b>Sub-Total</b>					<b>\$0.00</b>

# 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 Rentention	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	





## 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

<b>% Meeting CSI Goal</b>	<b>Reading CP CSI</b>	
<b>% CSI (EOY Ren.)</b>	5%	
<b>% of CSI Passing STAAR</b>	TBA	
<b>% of SPED Passing STAAR</b>	TBA	

#### Data Source: STAAR

	STAAR Reading 6th	STAAR Reading 7th	STAAR Reading 8th	STAAR Writing 7th	English I EOC	English II EOC
<b>% Approaches</b>	80%	82%	79%	n/a	79%	90%
<b>% Meets</b>	44%	60%	61%	n/a	65%	86%
<b>% Masters</b>	26%	41%	43%	n/a	17%	13%
<b>% Student Achievement Average</b>	50	61	61	n/a	54%	63%

#### Data Source: AP/IB/Electives

AP Scores	Pass AP Lit	Pass AP Lang	IB Scores	IB Group 1	% Royal Readers	% Word Master
<b>% Score 1</b>	n/a	n/a	<b>% Score 1-3</b>	n/a	53/171	149/171
<b>% Score 2</b>	n/a	n/a	<b>% Score 4-5</b>	n/a	30%	87.10%
<b>% Score 3+</b>	n/a	n/a	<b>% Score 6-7</b>	n/a		
					<b>RR Goal Met/Not Met</b>	<b>WM Goal Met/Not Met</b>
					Met	Met

### Reflections

Areas of Strength	Areas of Need
1. There is strong collaboration over breakdown of TEKS and understanding the concept within those TEKS.	1. There is a need for preparing our scholars for upcoming AP classes. (This was an identified gap in all the course collaborations I attended. We are getting scholars STAAR ready but not as prepared for their AP courses.)

<p>2 Team works hard to vertically align when possible on the way we teach TEKS.</p>	<p>2 We need more alignment and discussion on how we are preparing scholars for success in their literacy skills that will improve each year.</p>
<p>3 Team learns from one another on how to implement different TEKS into different types of lessons.</p>	<p>3 We need to get our scholars writing more across all grade levels so that they are set up for success in all forms off essay writing.</p>

## Campus Name

### Comprehensive Needs Assessment - College Prep

#### COLLEGE PREP

#### Data Source: STAAR

	STAAR Math 6th	STAAR Math 7th	STAAR Alg I	
% Approaches	83%	79%	68%	
% Meets	44%	53%	32%	
% Masters	14%	27%	15%	
% Student Achievement Average	47%	53%	38%	

#### Data Source: AP/IB

	Pass AP Calculus AB	Pass AP Calculus CD	Pass AP Prob. & Stats.	IB Scores	IB Group 5
AP Scores					
% 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. Anchor charts were utilized throughout the school year.	1. Having scholars explain why the steps to solving different problems work.
2. Feedback and discussions on content weekly built stronger vertical alignment.	2. Vertically aligning definitions and how steps for similar math skills.
3. Utilizing scripted curriculum to teach math at a higher level.	3. Creating an overall “routine” for the math team in a sense of how to approach a problem, and/or words & phrases we use so scholars have an idea of what “new” material is being learned and can also relate prior knowledge.

## Campus Name

### Comprehensive Needs Assessment

#### COLLEGE PREP

#### Data Source: Internal Assessments

	<b>6th Grade EOY Assessment</b>	<b>7th Grade EOY Assessment</b>	
<b>% Passing</b>	93%	95%	

#### Data Source: STAAR

	<b>STAAR 8th Science</b>	<b>STAAR Biology</b>	
<b>% Approaches</b>	n/a	87%	
<b>% Meets</b>	n/a	56%	
<b>% Masters</b>	n/a	7%	
<b>% Student Achievement Average</b>	n/a	50	

#### 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
<b>% Score 1</b>	n/a	approaches: 31%	approaches: 31%	n/a	<b>% Score 1-3</b>	n/a
<b>% Score 2</b>	n/a	meets: 1.3%	meets: 1.3%	n/a	<b>% Score 4-5</b>	n/a
<b>% Score 3+</b>	n/a	masters: 0%	masters: 0%	n/a	<b>% Score 6-7</b>	n/a

### Reflections

Areas of Strength	Areas of Need
<p>1. Organize quantitative and qualitative data using scatter plots, line graphs, bar graphs, charts, data tables, digital tools, diagrams, scientific drawings, and student-prepared models.</p>	<p>1. Analyze, evaluate, and critique scientific explanations and solutions by using empirical evidence, logical reasoning, and experimental and observational testing, to encourage critical thinking by the student. (Develop and challenge the critical thinking to develop into a scientific explanations)</p>
<p>2. Science concepts - In chemistry, physics, biology, and general sciences. Students master and acquire key and scientific words easily.</p>	<p>2. Increase at least 40% lab time Scientific and engineering practices. The student, for at least 40% of instructional time, asks questions, identifies problems, and plans and safely conducts classroom, laboratory, and field investigations to answer questions, explain phenomena, or design solutions using appropriate tools and models</p>

3. Scientific methods of investigation are descriptive, comparative, or experimental.

(A) Scientific practices. Students should be able to ask questions, plan and conduct investigations to answer questions, and explain phenomena using appropriate tools and models.

(B) Engineering practices. Students should be able to identify problems and design solutions using appropriate tools and models

3. Relate the impact of past and current research on scientific thought and society, including research methodology, cost-benefit analysis, and contributions of diverse scientists as related to the content

## Campus Name

### Comprehensive Needs Assessment

#### COLLEGE PREP

#### Data Source: Internal Assessments

	<b>6th Grade EOY Assessment</b>	<b>7th Grade EOY Assessment</b>	
<b>% Passing</b>	Approaches 82.4%	Approaches 92.7%	

#### Data Source: STAAR

	<b>STAAR 8th US History</b>	<b>EOC US History</b>	
<b>% Approaches</b>	62%	n/a	
<b>% Meets</b>	17%	n/a	
<b>% Masters</b>	7%	n/a	
<b>% Student Achievement Average</b>	29	n/a	

#### Data Source: AP/IB

	Pass AP Human Geography	Pass AP World History	Pass AP US History	Pass AP Government	Pass AP Economics	IB Scores	IB Group 3
<b>% Score 1</b>	73%	57.70%	n/a	n/a	n/a	<b>% Score 1-3</b>	n/a
<b>% Score 2</b>	17%	25.60%	n/a	n/a	n/a	<b>% Score 4-5</b>	n/a
<b>% Score 3+</b>	10%	16.60%	n/a	n/a	n/a	<b>% Score 6-7</b>	n/a

### Reflections

Areas of Strength	Areas of Need
1 Scholars were providing evidence in sources to guide their arguments in writing..	1 Scholars writing with context/background to provide examples.
2 End of year STAAR review/practice was strong.	2 Analyzing primary sources to make sure scholars are fully understanding/comprehending it.
3 Students were able to understand concepts and processes when taught explicitly.	3 Scholars struggled in analyzing major key factors of maps (source analysis).

## 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
<b>% Beginning</b>	1% (1/117)	9% (10/117)	7% (8/117)	4% (5/117)	46%
<b>% Intermediate</b>	15% (17/117)	31% (36/117)	21% (24/117)	22% (26/117)	
<b>% Advanced</b>	26% (30/117)	52% (61/117)	25% (29/117)	26% (31/117)	
<b>% Advanced High</b>	59% (69/117)	9% (10/117)	48% (56/117)	47% (55/117)	

#### Reflection

Areas of Strength	Areas of Need
1 Provided intense tutorials before TELPAS.	1 Tutorials need to be weekly for EL scholars.
2 Had a strong process for making the writing samples purposeful and spread out.	2 Need to provide writing in all spaces.
3 Provided EL lists to all teachers for identification of ELs.	3 EL Strategies like turn and talks need to be utilized consistently.

## Campus Name

### Comprehensive Needs Assessment

#### COLLEGE PREP

#### 100% College Matriculation

Matriculation %	Matriculation % 4 year	Matriculation % 2 year	Tier 1/2 % Acceptances	Tier 1/2 % Matriculation	
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	1 scholar	n/a	n/a	100%

#### Reflections

Areas of Strength	Areas of Need
1 TSI started from 8th grade.	1 TSI exempt percent is off track from district benchmarks.
2 Clear processes for making sure scholars are on track for credits.	2 Interventions based on the results of the ACT tests.
3 Unique scheduling to provide scholars more elective opportunities.	3 Community service hours are off track.

## Campus Name

<b>Comprehensive Needs Assessment</b>	
<b>COLLEGE PREP</b>	
<b>Staff Quality, Recruitment, Retention</b>	
	<b>Percentage</b>
<b>% School Lead Team Retention</b>	100%
<b>% Instructional Support Retention</b>	80%
<b>% Teacher Retention</b>	73%
<b>% Campus Support Retention</b>	n/a
<b>% SPED Certified Teachers</b>	60%
<b>% State/National Certified Teachers</b>	0%
<b>% State Certified Leaders</b>	20%
<b>% State/Board certified Counselors</b>	100%
<b>Number of teacher applicants per 2020-21 school year</b>	75

estimate

<b>Reflections</b>	
<b>Areas of Strength</b>	<b>Areas of Need</b>
1 All leaders returning.	1 Lower teacher retention starting at the beginning of year.
2 Great places to work survey data higher.	2 Questions about happy coming to work lower, indicating morale needs to improve.
3 We have multiple SPED supports in every grade level.	3 Creating clear expectations for roles and responsibilities between gen. pop. teacher and SPED teacher.

## Campus Name

<b>Comprehensive Needs Assessment ACADEMY</b>	
<b>Data Source: School Culture and Climate</b>	
	<b>Campus %</b>
<b>% Average Daily Attendance</b>	92.05%
<b>% Overall Persistence</b>	82%
<b>% New Student Persistence</b>	87%
<b># of Admin Withdrawals/ Level 3 Offenses</b>	10
<b>% SPED</b>	11.50%
<b>% ELL</b>	26%
<b>% Eco Dis</b>	78.31%
<b>% Migrant</b>	0%
<b>% Race: American-Indian- Alaska-Native</b>	0%
<b>% Asian</b>	0%
<b>% Hispanic-Latino</b>	94.36%
<b>% White-Hispanic</b>	3.25%
<b>% Multi</b>	0.22%
<b>% Black-African-American</b>	2.17%
<b>% Native-Hawaiian-Pacific- Islander</b>	0%
<b>% White</b>	3.25%
<b>% Male</b>	45.55%
<b>% Female</b>	54.45%

### **Data Source: School Culture and Climate**

#### **Reflections**

<b>Areas of Strength</b>	<b>Areas of Need</b>
1 Strong with taking attendance within compliance window. First in the SA region.	1 Stronger services for SPED scholars to hit goals.
2 Met ELL targets for A campus. Also hit this upcoming year's indicator for ELLs.	2 Provide ELL supports earlier in the year.
3 Setting behavior system in place so that scholars are aware of behavioral expectations.	3 Utilize proactive strategies to minimize behaviors.

## Campus Name

Comprehensive Needs Assessment		
<b>COLLEGE PREP</b>		
Data Source: Family and Community Involvement		
	Percentage	
% Families Attended WTI	80%	Estimates
% Families Attended Curriculum Night	30%	Estimates
% Families Who Attended EOY Ceremonies	40%	Estimates
% Families who attended Fall Festival	20%	Estimates
% Families who attended Winter Festival	25%	Estimates
% Families who attended Spring Festival	30%	Estimates

Reflections	
Areas of Strength	Areas of Need
1 Opportunities set in calendar for parent events.	1 Clear communication to get families to attend.
2 WTI tracking and families attending WTI.	2 Tracking of other events in regards to family persistence.
3 Providing academic events for families.	3 Providing events that target families who don't regularly attend persistence events.