

IDEA Public Schools

Frontier College Prep

2022-2023 Campus Improvement Plan

Accountability Rating: A

Distinction Designations:

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



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

Mission Statement

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

Vision

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

Core Values

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

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

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Comprehensive Needs Assessment

Revised/Approved: August 26, 2022

Demographics

Demographics Summary

IDEA Frontier College Preparatory is the second established college preparatory school in the IDEA Public Schools district. Establishing a foundation of 100% graduation rate since 2011, we have also matriculated 100% of our graduating class to the college of their choice. IDEA Frontier College Preparatory is located in the southernmost tip of Texas, where we pride ourselves in our rich Hispanic, mostly Mexican, culture that focuses on our old traditions borrowed from our friends just a few miles south. At IDEA Frontier College Prep, 97% of our students are considered Hispanic, with 98% of our students categorized as minorities. That said, our campus graduates 100% of our students, with approximately 85-90% of our graduating classes being the first of their family to matriculating into college. Similarly, 97% of our staff is considered of Hispanic origin, and we pride ourselves in our proficiency in being multilingual. Most of our students and staff Self-study questionnaire: Diploma Programme 10 speak both English and Spanish proficiently, with some of our staff speaking a third language

Our Alpha IB class graduated in 2018, and we have successfully continued our mission of “College For All.” Every student that steps foot in our campus is offered a free education, regardless of their academic, socio-economic background, and this extends directly to our Diploma Programme. At IDEA Frontier College Preparatory, we offer our Diploma Programme free of charge to all of our grade 11 and grade 12 students because we know that when students are served a highly rigorous education under a world-class curriculum, our scholars are able to excel and achieve the ambitious goals they and their families set for themselves. We are also the only Diploma Programme in our school district to offer DP Film. This is why IDEA Frontier College Preparatory has gained recognition from the US News and World Report as one of the best high schools in the nation. IDEA Frontier College Preparatory is a public charter school that ensures equal access for all student applicants. Any student, regardless of location, academic standing, income, or learning ability has an equal opportunity to be accepted into IDEA Frontier College Preparatory, given an application. All of our students in grade 11 and grade 12 take at least two DP subject courses. Aside from our college preparatory course, Road To and Through College (RTTC); Research and Technical Writing (a course that focuses on EE/CAS success); and Academic Block (study hall), all students are considered at least Course Scholars. This is why we promote our campus as an IB-for-ALL campus.

Our staff embody the traits of international-mindedness. Our current staff have taught and experienced the diverse cultural backgrounds of the Americas, Europe, and Asia and consistently share their experiences with our scholars. At IDEA Frontier College Preparatory, we know that the number one factor to overcome poverty in our city is through education. We want to ensure that our commitment to higher education is showcased so that all students and families can benefit from this vision.

Demographics Strengths

IDEA Frontier College Preparatory is the second established college preparatory school in the IDEA Public Schools district. Establishing a foundation of 100% graduation rate since 2011, we have also matriculated 100% of our graduating class to the college of their choice. Our Alpha IB class graduated in 2018, and we have successfully continued our mission of “College For All.”

Every student that steps foot in our campus is offered a free education, regardless of their academic, socio-economic background, and this extends directly to our Diploma Programme.

At IDEA Frontier College Preparatory, we offer our Diploma Programme free of charge to all of our grade 11 and grade 12 students because we know that when students are served a highly rigorous education under a world-class curriculum, our scholars are able to excel and achieve the ambitious

goals they and their families set for themselves. We are also the only Diploma Programme in our school district to offer DP Film.

This is why IDEA Frontier College Preparatory has gained recognition from the US News and World Report as one of the best high schools in the nation. We are ranked as the #1 school in IDEA Public Schools High Schools, #1 in the Brownsville, Texas Metro Area High Schools, #8 in Texas High Schools, #14 in Charter High Schools, and #68 in the National Rankings.

Our Diploma Programme staff embody the traits of international-mindedness. Our current staff have taught and experienced the diverse cultural backgrounds of the Americas, Europe, and Asia and consistently share their experiences with our scholars.

At IDEA Frontier College Preparatory, we know that the number one factor to overcome poverty in our city is through education. We want to ensure that our commitment to higher education is showcased so that all students and families can benefit from this vision. This is the reason why IDEA Public Schools continues to grow, year after year. By the year 2023, IDEA Public Schools plans to grow into 13 regions across the United States serving a total of 194 schools. Since our authorization, we have expanded into 9 of those 13 new regions.

Three additional schools in our school district have gained authorization for their Diploma Programmes since our own authorization, and we all come together at least four times a school year, and monthly between Subject Groups, to collaborate to ensure equity within our programmes.

Recently, IDEA Public Schools in Brownsville, Texas have received a grant to upgrade the style and functionality of our science labs. We are fortunate enough to upgrade both of our Biology labs to match the style of teaching we promote

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): There is a need to strengthen campus culture and increase student persistence. **Root Cause:** The focus on high rigor and expectations minimizes opportunities for students to join clubs, athletics and other extra activities that allows for a well rounded high school experience.

Problem Statement 2: There is a large number of English Language Learners who are not exiting the bilingual program. **Root Cause:** Lack of training to supplement instruction for English learners.

Problem Statement 3: There is a lack of parental involvement in campus-led workshops and conferences with teachers. **Root Cause:** We have not communicated effectively with parents to determine family needs.

Problem Statement 4 (Prioritized): There is a need to provide opportunities for all of our students to pass at minimum 1 AP or IB exam. **Root Cause:** The students who struggle academically are lacking additional supplemental support to be successful in AP/IB exams.

Student Learning

Student Learning Summary

See Plan Addendum

Student Learning Strengths

IDEA Frontier College Preparatory has gained recognition from the US News and World Report as one of the best high schools in the nation. We are ranked as the #1 school in IDEA Public Schools High Schools, #1 in the Brownsville, Texas Metro Area High Schools, #8 in Texas High Schools, #14 in Charter High Schools, and #68 in the National Rankings.

Our Diploma Programme staff embody the traits of international-mindedness. IDEA Frontier has achieved A Campus rating based on TEA State Accountability and has earned all 7 distinctions. As part of Domain 3 in TEA Accountability metric Frontier College Prep received all required criteria for TELPAS.

IDEA Frontier has successfully enrolled students in AP / IB coursework and has maintained 100% CCMR points for graduating classes.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): There is a need to focus on improving employee's overall well-being as it relates to physical, emotional, and financial health. **Root Cause:** Our most recent data shows most staff members seeking counseling through our employer-paid mental/behavioral health benefits are related to stress, culture adjustment, grief/loss, and depression.

Problem Statement 2 (Prioritized): Staff retention continues to be a pressing concern and has decreased approximately 8% from the previous years, as well as drop in our employee engagement survey conducted by Great Place to Work. **Root Cause:** IDEA Frontier teachers lack skills to prioritize work life balance.

Problem Statement 3 (Prioritized): Our average ACT score stands at an 20.55, .45 points below the standard college readiness benchmark of 21. FCP has a large number of students below 21 individual scores. ACT scores limits access to top tier colleges with higher graduation rates, but it can impact the ability of our graduates to take on college level work and persist in college. **Root Cause:** We must acquire time to utilize software platform for students to prepare for the ACT test while we do the long-term work of embedding ACT into lesson plans for core classes.

Problem Statement 4 (Prioritized): There is a need to strengthen campus culture and increase student persistence. **Root Cause:** The focus on high rigor and expectations minimizes opportunities for students to join clubs, athletics and other extra activities that allows for a well rounded high school experience.

Problem Statement 5 (Prioritized): There is a need to provide opportunities for all of our students to pass at minimum 1 AP or IB exam. **Root Cause:** The students who struggle academically are lacking additional supplemental support to be successful in AP/IB exams.

School Processes & Programs

School Processes & Programs Summary

See Plan Addendum

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 Frontier 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 11 graduating classes IDEA Frontier has ensured 100% of seniors have been accepted into college, demonstrating that IDEA academic programming is adequately preparing students for post-secondary education.
- In 2022, IDEA Frontier was ranked in the top 10 Most Challenging Schools in the Nation and ranked in the top 1% of schools nationwide, by the Jay Mathews Challenge Index High School Rankings.

Special Programs

- IDEA Frontier met growth target for EL student performance on TELPAS in 2022 with 36% of ELs meeting that target.
- IDEA Frontier provided targeted research based instruction to students who have a 2.0 year gap in Reading with the goal of closing that gap by 2.0 years during the school year with our initiative called Critical Student Intervention (CSI).

SEL/ Mental Health and Family Engagement

- IDEA Frontier has kept on staff a licensed Social Workers for the past 4 years

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.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 2 (Prioritized): Our average ACT score stands at an 20.55, .45 points below the standard college readiness benchmark of 21. FCP has a large number of students

below 21 individual scores. ACT scores limits access to top tier colleges with higher graduation rates, but it can impact the ability of our graduates to take on college level work and persist in college. **Root Cause:** We must acquire time to utilize software platform for students to prepare for the ACT test while we do the long-term work of embedding ACT into lesson plans for core classes.

Problem Statement 3 (Prioritized): There is a need to provide opportunities for all of our students to pass at minimum 1 AP or IB exam. **Root Cause:** The students who struggle academically are lacking additional supplemental support to be successful in AP/IB exams.

Perceptions

Perceptions Summary

See Plan Addendum

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Since the pandemic, chronic absenteeism has risen, reflecting a substantial loss of learning due to students not regularly receiving instruction and exacerbating long term risks to social and academic achievement. **Root Cause:** residual challenges with the COVID-19 pandemic including teacher absences, student quarantines, health concerns, and virtual fatigue has suppressed intervention efforts to improve services and investment for regular attendance.

Problem Statement 2 (Prioritized): There is a need to focus on improving students' overall well-being as it relates to physical and emotional health. **Root Cause:** Our most recent data shows a high number of students seeking mental health counseling on campus to cope with related to stress, grief/loss, and depression.

Problem Statement 3: Our family engagement and participating has not been effective and lacking participation. **Root Cause:** The lack of parent input for appropriate support and prioritizing time and workshops based on family need is necessary.

Problem Statement 4 (Prioritized): There is a need to strengthen campus culture and increase student persistence. **Root Cause:** The focus on high rigor and expectations minimizes opportunities for students to join clubs, athletics and other extra activities that allows for a well rounded high school experience.

Priority Problem Statements

Problem Statement 1: There is a need to focus on improving employee's overall well-being as it relates to physical, emotional, and financial health.

Root Cause 1: Our most recent data shows most staff members seeking counseling through our employer-paid mental/behavioral health benefits are related to stress, culture adjustment, grief/loss, and depression.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Our average ACT score stands at an 20.55, .45 points below the standard college readiness benchmark of 21. FCP has a large number of students below 21 individual scores. ACT scores limits access to top tier colleges with higher graduation rates, but it can impact the ability of our graduates to take on college level work and persist in college.

Root Cause 2: We must acquire time to utilize software platform for students to prepare for the ACT test while we do the long-term work of embedding ACT into lesson plans for core classes.

Problem Statement 2 Areas: Student Learning - School Processes & Programs

Problem Statement 3: Staff retention continues to be a pressing concern and has decreased approximately 8% from the previous years, as well as drop in our employee engagement survey conducted by Great Place to Work.

Root Cause 3: IDEA Frontier teachers lack skills to prioritize work life balance.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Since the pandemic, chronic absenteeism has risen, reflecting a substantial loss of learning due to students not regularly receiving instruction and exacerbating long term risks to social and academic achievement.

Root Cause 4: residual challenges with the COVID-19 pandemic including teacher absences, student quarantines, health concerns, and virtual fatigue has has suppressed intervention efforts to improve services and investment for regular attendance.

Problem Statement 4 Areas: Perceptions

Problem Statement 5: There is a need to focus on improving students' overall well-being as it relates to physical and emotional health.

Root Cause 5: Our most recent data shows a high number of students seeking mental health counseling on campus to cope with related to stress, grief/loss, and depression.

Problem Statement 5 Areas: Perceptions

Problem Statement 6: There is a need to strengthen campus culture and increase student persistence.

Root Cause 6: The focus on high rigor and expectations minimizes opportunities for students to join clubs, athletics and other extra activities that allows for a well rounded high school experience.

Problem Statement 6 Areas: Demographics - Student Learning - Perceptions

Problem Statement 7: There is a need to provide opportunities for all of our students to pass at minimum 1 AP or IB exam.

Root Cause 7: The students who struggle academically are lacking additional supplemental support to be successful in AP/IB exams.

Problem Statement 7 Areas: Demographics - Student Learning - School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- HB3 CCMR goals
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- Student failure and/or retention rates
- Local diagnostic reading 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
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data

- Homeless data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Pregnancy and related services data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- 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: August 26, 2022







Goal 1: Increase staff retention

Performance Objective 1: 85% of Staff Retention

High Priority

Evaluation Data Sources: Surveys, Temperature Check, GPTW survey.

GPTW surveys completed twice per year, data evaluated. Temperature checks Fall & Spring Semester.

Strategy 1 Details	Reviews			
Strategy 1: 100% of staff will submit Great Places to Work Survey Strategy's Expected Result/Impact: 90% Teachers will share feedback and data will be reviewed to support staff. Staff Responsible for Monitoring: Principal, Assistant Principals TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture Problem Statements: Student Learning 2	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Listening Tour with will be held with all staff once per semester. Strategy's Expected Result/Impact: Upwards feedback will be collected and analyzed to improve campus culture. Staff Responsible for Monitoring: Principal, Campus Lead Team, Grade Team Leaders, Content Team Leaders TEA Priorities: Recruit, support, retain teachers and principals - Problem Statements: Student Learning 1	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Student Learning






Problem Statement 1: There is a need to focus on improving employee's overall well-being as it relates to physical, emotional, and financial health. **Root Cause:** Our most recent data shows most staff members seeking counseling through our employer-paid mental/behavioral health benefits are related to stress, culture adjustment, grief/loss, and depression.

Problem Statement 2: Staff retention continues to be a pressing concern and has decreased approximately 8% from the previous years, as well as drop in our employee engagement survey conducted by Great Place to Work. **Root Cause:** IDEA Frontier teachers lack skills to prioritize work life balance.

Goal 1: Increase staff retention

Performance Objective 2: 100% of staff will be attend professional development sessions.

Evaluation Data Sources: Course collaboration session, faculty professional development sign in sheets.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Teachers will be provided opportunities to attend professional development training workshops to have a solid knowledge of content and pedagogy. Strategy's Expected Result/Impact: Higher record of results, internalization of course and increase level of lesson delivery. Staff Responsible for Monitoring: Assistant Principal, Regional Coaches, Principal, Content Leaders TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 5: Effective Instruction Problem Statements: Demographics 4 - Student Learning 2, 5 - School Processes & Programs 3				
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>				

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 4: There is a need to provide opportunities for all of our students to pass at minimum 1 AP or IB exam. Root Cause: The students who struggle academically are lacking additional supplemental support to be successful in AP/IB exams.
Student Learning
Problem Statement 2: Staff retention continues to be a pressing concern and has decreased approximately 8% from the previous years, as well as drop in our employee engagement survey conducted by Great Place to Work. Root Cause: IDEA Frontier teachers lack skills to prioritize work life balance. Problem Statement 5: There is a need to provide opportunities for all of our students to pass at minimum 1 AP or IB exam. Root Cause: The students who struggle academically are lacking additional supplemental support to be successful in AP/IB exams.
School Processes & Programs
Problem Statement 3: There is a need to provide opportunities for all of our students to pass at minimum 1 AP or IB exam. Root Cause: The students who struggle academically are lacking additional supplemental support to be successful in AP/IB exams.


Goal 2: All IDEA students matriculate to college


Performance Objective 1: 100% of students will matriculate to a college or university. (Military, Religious or Medical Exemptions allowed) by the end of senior year as measured by college acceptances.

High Priority

HB3 Goal

Evaluation Data Sources: Naviance, College Applications

Strategy 1 Details	Reviews			
Strategy 1: College Application Workshops: Collaboration with core teachers to provide small group intervention in ACT Workshops. Strategy's Expected Result/Impact: 100% of students will matriculate to a college or university. Staff Responsible for Monitoring: Principal, Director of College Counseling, College Counselors, RTTC Teacher Title I: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 3 - School Processes & Programs 2 Funding Sources: Director of College Counseling - Federal Grant, ACT Interventionist - State Grant	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Mastery Tracking through MasteryPrep software and Classroom Trackers in ACT Prep courses. Strategy's Expected Result/Impact: Increase in individual student ACT score. Staff Responsible for Monitoring: ACT Skills Teacher, College Counselors, Content Team Leader	Formative			Summative
	Oct	Jan	Mar	June

<p>Title I: 2.6</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 3 - School Processes & Programs 2</p> <p>Funding Sources: ACT Prep Skills - Federal Grant, Director of College Counseling - Federal Grant</p>				
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				






Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 3: Our average ACT score stands at an 20.55, .45 points below the standard college readiness benchmark of 21. FCP has a large number of students below 21 individual scores. ACT scores limits access to top tier colleges with higher graduation rates, but it can impact the ability of our graduates to take on college level work and persist in college. Root Cause: We must acquire time to utilize software platform for students to prepare for the ACT test while we do the long-term work of embedding ACT into lesson plans for core classes.</p>
School Processes & Programs
<p>Problem Statement 2: Our average ACT score stands at an 20.55, .45 points below the standard college readiness benchmark of 21. FCP has a large number of students below 21 individual scores. ACT scores limits access to top tier colleges with higher graduation rates, but it can impact the ability of our graduates to take on college level work and persist in college. Root Cause: We must acquire time to utilize software platform for students to prepare for the ACT test while we do the long-term work of embedding ACT into lesson plans for core classes.</p>

Goal 2: All IDEA students matriculate to college

Performance Objective 2: 50% of students in 11th will participate in a college away experience, virtual or in-person.

Evaluation Data Sources: Registrations for summer away programs and attendance confirmation.

Strategy 1 Details	Reviews			
Strategy 1: Provide students will a wide array of opportunities for summer away program. Strategy's Expected Result/Impact: Increase number of registrations for CAS experience. Increase number of students attending Tier 1 or 2 university. Staff Responsible for Monitoring: Director of College Counseling, RTTC 3 Teacher, College Counselor Title I: 2.5 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1 - Student Learning 4 - Perceptions 4 Funding Sources: ACT Prep Teacher - Federal Grant, ACT Prep Teacher - Federal Grant	Formative			Summative
	Oct	Jan	Mar	June
	 20%			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: There is a need to strengthen campus culture and increase student persistence. Root Cause: The focus on high rigor and expectations minimizes opportunities for students to join clubs, athletics and other extra activities that allows for a well rounded high school experience.
Student Learning
Problem Statement 4: There is a need to strengthen campus culture and increase student persistence. Root Cause: The focus on high rigor and expectations minimizes opportunities for students to join clubs, athletics and other extra activities that allows for a well rounded high school experience.
Perceptions
Problem Statement 4: There is a need to strengthen campus culture and increase student persistence. Root Cause: The focus on high rigor and expectations minimizes opportunities for students to join clubs, athletics and other extra activities that allows for a well rounded high school experience.






Goal 3: IDEA achieves an A rating

Performance Objective 1: 75% of Special pops students meet criteria for Domain 3

High Priority

HB3 Goal

Evaluation Data Sources: Accountability Results, Internal Assessments

Strategy 1 Details	Reviews			
Strategy 1: 75% Special pops students show growth of 1 progress measure point for meets and masters. Strategy's Expected Result/Impact: 75% of students in Special Populations achieve Meets or Masters Staff Responsible for Monitoring: Special Education Teachers, Math & Reading Teachers, Assistant Principal Title I: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Funding Sources: AR Zone Facilitator - Federal Grant	Formative			Summative
	Oct	Jan	Mar	June
				
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>				

Goal 3: IDEA achieves an A rating

Performance Objective 2: 42% of English Language Learners will increase one proficiency level in TELPAS

High Priority

Evaluation Data Sources: TELPAS, LPAC exiting criteria

Strategy 1 Details	Reviews			
Strategy 1: 100% of ELA teachers will attend Sheltered Instruction Observation Protocol (SIOP) training. Strategy's Expected Result/Impact: Increase number of students exiting the bilingual program. Increase of strategies and classroom support for ELL students. Staff Responsible for Monitoring: Instructional Coach, School Counselor, LPAC Administrator Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>				

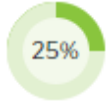




Goal 3: IDEA achieves an A rating

Performance Objective 3: 100% of students will receive CCMR points

High Priority

HB3 Goal

Evaluation Data Sources: AP Scholar Data, IB Diploma Data, TSI, ACT scores.

Strategy 1 Details	Reviews			
Strategy 1: 30% of students will achieve AP or IB scholar success. Strategy's Expected Result/Impact: IB, AP results Staff Responsible for Monitoring: IB teachers, AP teachers, IB Coordinator, AP Coordinator, Director of College Counseling, Testing Coordinator. Title I: 2.5 - TEA Priorities: Connect high school to career and college - Problem Statements: Demographics 4 - Student Learning 5 - School Processes & Programs 3	Formative			Summative
	Oct	Jan	Mar	June
				
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>				







Performance Objective 3 Problem Statements:

Demographics
Problem Statement 4: There is a need to provide opportunities for all of our students to pass at minimum 1 AP or IB exam. Root Cause: The students who struggle academically are lacking additional supplemental support to be successful in AP/IB exams.
Student Learning
Problem Statement 5: There is a need to provide opportunities for all of our students to pass at minimum 1 AP or IB exam. Root Cause: The students who struggle academically are lacking additional supplemental support to be successful in AP/IB exams.
School Processes & Programs
Problem Statement 3: There is a need to provide opportunities for all of our students to pass at minimum 1 AP or IB exam. Root Cause: The students who struggle academically are lacking additional supplemental support to be successful in AP/IB exams.

Goal 4: Increase student daily attendance

Performance Objective 1: 97 % of students will attend school daily

Evaluation Data Sources: Daily Attendance, Escalation Matrix, Communication logs.

Strategy 1 Details	Reviews			
Strategy 1: Grade Level Important Events & Assignments Calendar Strategy's Expected Result/Impact: The calendar will focus on high absence days to ensure important events and assignments are scheduled. This will motivate students to come to school. Staff Responsible for Monitoring: Assistant Principal of Operations, Assistant Principal, Grade Level Teacher, Teachers. Title I: 2.5, 4.1 - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Demographics 1 - Student Learning 4 - Perceptions 1, 4	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Parent Communication - Escalation Matrix Strategy's Expected Result/Impact: Increase communication with parents regarding student cumulative absences regularly. Staff Responsible for Monitoring: Assistant Principal of Operations, Assistant Principal of Instruction, Teachers, Grade Level Leaders, Registrar Title I: 4.1 - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1 - Student Learning 4 - Perceptions 1, 4	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: There is a need to strengthen campus culture and increase student persistence. **Root Cause:** The focus on high rigor and expectations minimizes opportunities for students to join clubs, athletics and other extra activities that allows for a well rounded high school experience.

Student Learning

Problem Statement 4: There is a need to strengthen campus culture and increase student persistence. **Root Cause:** The focus on high rigor and expectations minimizes opportunities for students to join clubs, athletics and other extra activities that allows for a well rounded high school experience.

Perceptions

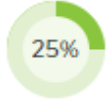




Problem Statement 1: Since the pandemic, chronic absenteeism has risen, reflecting a substantial loss of learning due to students not regularly receiving instruction and exacerbating long term risks to social and academic achievement. **Root Cause:** residual challenges with the COVID-19 pandemic including teacher absences, student quarantines, health concerns, and virtual fatigue has has suppressed intervention efforts to improve services and investment for regular attendance.

Problem Statement 4: There is a need to strengthen campus culture and increase student persistence. **Root Cause:** The focus on high rigor and expectations minimizes opportunities for students to join clubs, athletics and other extra activities that allows for a well rounded high school experience.

Goal 4: Increase student daily attendance

Performance Objective 2: 90% of students will participate in field lesson (virtual or in-person)

Evaluation Data Sources: Field lesson attendance.

Strategy 1 Details		Reviews			
Strategy 1: Increase opportunities for meaningful field lesson experience. Strategy's Expected Result/Impact: Increase joy factor, building relationships and student experience. Staff Responsible for Monitoring: Teachers, Assistant Principal, Business Clerk, Registrar Title I: 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1 - Student Learning 4 - Perceptions 4		Formative			Summative
		Oct	Jan	Mar	June
					
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>					

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: There is a need to strengthen campus culture and increase student persistence. Root Cause: The focus on high rigor and expectations minimizes opportunities for students to join clubs, athletics and other extra activities that allows for a well rounded high school experience.
Student Learning
Problem Statement 4: There is a need to strengthen campus culture and increase student persistence. Root Cause: The focus on high rigor and expectations minimizes opportunities for students to join clubs, athletics and other extra activities that allows for a well rounded high school experience.
Perceptions
Problem Statement 4: There is a need to strengthen campus culture and increase student persistence. Root Cause: The focus on high rigor and expectations minimizes opportunities for students to join clubs, athletics and other extra activities that allows for a well rounded high school experience.







Goal 5: Increase student persistence

Performance Objective 1: 100% of lead facilitators deliver Move This World

High Priority

HB3 Goal

Evaluation Data Sources: Enrollment data, Student withdrawal coding

Strategy 1 Details	Reviews			
Strategy 1: 100% of lead facilitators deliver Move This World with fidelity (3 days a week) Strategy's Expected Result/Impact: Students will acquire skills to manage stress and/or other mental health issues. Staff Responsible for Monitoring: School Counselor, Teachers, Assistant Principal of Instruction. Title I: 2.6 - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Perceptions 2	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: 100% of students will have access to reporting or requesting mental health support. Strategy's Expected Result/Impact: Minimize mental health issues in students, increase attendance, reduce students who withdraw. Staff Responsible for Monitoring: School Counselor, Social Worker, Teacher, Assistant Principal Title I: 4.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 1, 2	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

Perceptions






Problem Statement 1: Since the pandemic, chronic absenteeism has risen, reflecting a substantial loss of learning due to students not regularly receiving instruction and exacerbating long term risks to social and academic achievement. **Root Cause:** residual challenges with the COVID-19 pandemic including teacher absences, student quarantines, health concerns, and virtual fatigue has has suppressed intervention efforts to improve services and investment for regular attendance.

Problem Statement 2: There is a need to focus on improving students' overall well-being as it relates to physical and emotional health. **Root Cause:** Our most recent data shows a high number of students seeking mental health counseling on campus to cope with related to stress, grief/loss, and depression.

Goal 5: Increase student persistence

Performance Objective 2: 100% of middle school students will participate in physical activity.

Evaluation Data Sources: Course registration, attendance, HIA monitor.

Strategy 1 Details		Reviews			
Strategy 1: Students will participate in physical activity throughout middle school PE class and high school PE course as per graduation plan HRM 1200 min. Strategy's Expected Result/Impact: All students will received required credit for physical activity to provide opportunities to learn about health and activities. Staff Responsible for Monitoring: PE Teachers, Athletic Director, College Counselors, Registrar Title I: 2.5 - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Perceptions 2		Formative			Summative
		Oct	Jan	Mar	June
					
		 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 2: There is a need to focus on improving students' overall well-being as it relates to physical and emotional health. Root Cause: Our most recent data shows a high number of students seeking mental health counseling on campus to cope with related to stress, grief/loss, and depression.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Emmely Olvera	ACT Prep Skills	Title 1	1
Humberto Valdez	Director of College Counseling	Title 1	1
Joann Alanis	ACT Prep Skills	Title 1	1
Patricia Casas	AR Zone Facilitator	Title 1	1

Campus Funding Summary

Federal Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	Director of College Counseling		\$0.00
2	1	2	ACT Prep Skills		\$0.00
2	1	2	Director of College Counseling		\$0.00
2	2	1	ACT Prep Teacher		\$0.00
2	2	1	ACT Prep Teacher		\$0.00
3	1	1	AR Zone Facilitator		\$0.00
Sub-Total					\$0.00
State Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	ACT Interventionist		\$0.00
Sub-Total					\$0.00

Addendums

Frontier CP
2022-23 Student Achievement Improvement Plan - College Prep
COLLEGE PREP

Frontier CP
2022-23 Student Achievement Improvement Plan - College Prep
COLLEGE PREP

[illegible]

Annual Performance Objectives (APO)

PRIORITY #1: Students Graduate College-Ready

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

Needs Assessment

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

Special Populations

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

Frontier CP

Comprehensive Needs Assessment						
COLLEGE PREP						
Data Source: CSI						
% Meeting CSI Goal	Reading CP CSI					
% CSI (EOY Ren.)	12%					
% of CSI Passing STAAR	Pending					
% of SPED Passing STAAR	Pending					
Data Source: STAAR						
	STAAR Reading 6th	STAAR Reading 7th	STAAR Reading 8th			English I EOC
% Approaches	76	85	89			90
% Meets	42	63	69			80
% Masters	22	41	42			25
% Student Achievement Average	47	63	67			65
AP Scores		Pass AP Lang	IB Scores	IB Group 1	IB Group 2	% Royal Readers
% Score 1	10	pending	% Score 1-3		50	50
% Score 2	20	pending	% Score 4-5		45	
% Score 3+	5	pending	% Score 6-7		5	
						RR Goal Met/Not Met
						met

Reflections	
Areas of Strength	Areas of Need
1 The curriculum has interesting topics that kept scholars engaged and involved.	1 In class SPED support during their Gen Ed class periods.
2 Teachers can identify skills that will prepare the students for the following year.	2 Additional training to support ELL students with adequate strategies.
3 The curriculum is engaging and entertaining while upholding the standards of academic success.	3

[illegible]

Frontier CP

Comprehensive Needs Assessment - College Prep					
COLLEGE PREP					
Data Source: STAAR					
	STAAR Math 6th	STAAR Math 7th	STAAR Alg I		
% Approaches	74	62	96		
% Meets	44	30	77		
% Masters	17	11	51		
% Student Achievement Average	45	34	75		
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	Pending Data
% Score 2	n/a	n/a	n/a	% Score 4-5	Pending Data
% Score 3+	n/a	n/a	n/a	% Score 6-7	Pending Data

Reflections	
Areas of Strength	Areas of Need
1 Experienced teachers is most of the grade levels	1 Strengthening of 1st instruction to close foundational gaps.
2 Opportunities for Professional development on or off site.	2 Additional training on vertical alignment and conceptual understanding for some topics.
3 Access to resources	3 Training on differentiated instruction

Frontier CP

Comprehensive Needs Assessment					
COLLEGE PREP					
Data Source: Internal Assessments					
	6th Grade EOY Assessment	7th Grade EOY Assessment			
% Passing	100%	85%			
Data Source: STAAR					
	STAAR 8th Science	STAAR Biology			
% Approaches	n/a	89			
% Meets	n/a	66			
% Masters	n/a	30			
% Student Achievement Average	n/a	62			
Data Source: AP/IB					
AP Scores	Pass AP Biology	Pass AP Chemistry	Pass AP Physics (1, 2, & C)	Pass AP Env. Science	IB Scores
% Score 1	Pending	n/a	n/a	n/a	% Score 1-3
% Score 2	Pending	n/a	n/a	n/a	% Score 4-5
% Score 3+	Pending	n/a	n/a	n/a	% Score 6-7

Reflections	
Areas of Strength	Areas of Need
1. More concise and repetitive assignments made assignments stick. with easy terminology.	1. Students need more practice on study habits/ how or what to study
2. Access to past exams, course team shares resources	2. Practicing timing with questions
3. Student approaches/meets levels met with annotation steps and preview of questions	3. Connections with many concepts
4. annotation of questions/problems	4. Vocabulary
5. Reading with students in class	5. having a question bank or other resources
6. repetition helped struggling students	6. huge gaps in study habits
Access to IB Questionbank	7. Math gaps, calculating using algebra concepts like averages, weighted averages
Practice of Paper 2 Style Questions	Labs

Frontier CP

Comprehensive Needs Assessment

COLLEGE PREP

Data Source: Internal Assessments

	6th Grade EOY Assessment	7th Grade EOY Assessment	
% Passing	98	100	

Data Source: STAAR

	STAAR 8th US History	EOC US History	
% Approaches	83	97	
% Meets	44	83	
% Masters	26	57	
% Student Achievement Average	51	79	

Data Source: AP/IB

	Pass AP Human Geography	Pass AP World History	Pass AP US History	Pass AP Government	Pass AP Economics		
AP Scores						IB Scores	IB Group 3
% Score 1	Pending	Pending	Pending	Pending	Pending	% Score 1-3	Pending
% Score 2	Pending	Pending	Pending	Pending	Pending	% Score 4-5	Pending
% Score 3+	Pending	Pending	Pending	Pending	Pending	% Score 6-7	Pending

Reflections

Areas of Strength	Areas of Need
16th Grade: Students can do interactive games with technology (gimkits/etc) and without technology (mix and	16th Grade: Students struggle with cause and effect/logical connections with things. Instructions need to be simple and
26th Grade: Students can understand complex topics so long as there is space and time to answer questions/further	26th Grade: Students have difficulty reading and comprehending what they read.
37th Grade: Students can engage in fun but structured reviews (kahoot/gimkits) Students	37th Grade: Students lack foundational skills on vocabulary within the content and need reinforcement and constant use

7th Grade: Students are able to make connections with current events 7th Grade: Students struggled with diving into more complex

: topics and including their opinion.

<u>Frontier CP</u>				
Comprehensive Needs Assessment				
COLLEGE PREP				
TELPAS Composite Rating (Listening, Speaking, Reading, Writing)				
	Listening	Speaking	Reading	Writing
% Beginning	2.25%	8.36%	5.47%	3.22%
% Intermediate	18.33%	45.98%	22.83%	9.32%
% Advanced	35.37%	43.73%	37.30%	33.76%
% Advanced High	44.05%	1.93%	34.41%	53.70%
% of ELL Students who grew one or more levels	89 = 28.65%			

Reflection	
Areas of Strength	Areas of Need
EL Population a priority on campus with tutorials and tracking and providing benchmarks. Striving to use Summit K-12 this year.	More resources for teachers for best practices when accommocating to ELs (strategies, trainings)
Communication with students and parents for test dates.	Teachers knowing the test/student data
Based on BOY presentation, T are investing in knowing more about TELPAS and our ELL students.	Students knowing about their language stregnth and weaknesses

Frontier CP

Comprehensive Needs Assessment					
COLLEGE PREP					
100% College Matriculation					
Matriculation %	Matricuation % 4 year	Matriculation % 2 year	Tier 1/2 % Acceptances	Tier 1/2 % Matriculation	
On track 100%	86.25	13.75	65 13/20	38.75 31/80	
Tier 1 % Matriculation	Tier 2 % Matriculation	Tier 3 % Matriculation	Tier 4 % Matriculation	Senior Class CCMR %	Senior Class TSI Completion %
17.5 14/80	21.25 17/80%	5%	56.25 45/80	97.5 78/80%	77.5 62/80%
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
21%	19%	12th: 28% 23/80 11th: 18% 16/91 10th: 0% 0/94	n/a	17% predicted	95.5 before summer school

Reflections	
Areas of Strength	Areas of Need
1 Aligned GCL's with Match & Fit Meetings for Class of 22 and saw 10% increase in T1/T2 matriculations	1 TSI testing needs to be a campus wide priority with key test dates throughout the year rolled out at BOY in grade
2 Earlier roll out of M&F meetings in Spring for Class of '23 for Active GCL Colleges in Naviance	2 Prioritize early TSI testing for struggling students in 9th to offer earlier intervention and close TSI/CCMR gap by end
3 District roll out of ACT curriculum 4 Strong OTG communication to all stakeholders 5 TAMU HEC & Housing Field Lesson	3 Strong ACT Prep coaching to increase lesson rigor and outcomes.

Third Section of document

What new or continuing initiatives should the campus pursue?

NEW

CSAP Parent Meeting at BOY for investment

TSI Testing for priority students in 4th quartile in 9th to have TSI data for 10th for earlier TSI intervention

CONTINUING

TSI Testing in 10th - 12th with specific dates identified before FDOS.

CCMR certification for SPED seniors

TAMU HEC Field Lesson for TAMU applying seniors

Frontier CP

Comprehensive Needs Assessment	
COLLEGE PREP	
Staff Quality, Recruitment, Retention	
	Percentage
% School Lead Team Retention	89%
% Instructional Support Retention	100%
% Teacher Retention	94%
% Campus Support Retention	50%
% SPED Certified Teachers	100%
% State/National Certified Teachers	0%
% State Certified Leaders	20%
% State/Board certified Counselors	100%
Number of teacher applicants per 2020-21 school year	

Reflections	
Areas of Strength	Areas of Need
1 Highly qualified staff in area of instructional support.	1 Increase number of certified teachers in the area of ELL, Math, Science.
2 TCP placement on IPS rubric with high level 4 & 5 teachers.	2 Additional training for campus support to improve retention.
3	3

Frontier CP

Comprehensive Needs Assessment COLLEGE PREP	
Data Source: School Culture and Climate	
	Campus %
% Average Daily Attendance	93.72
% Overall Persistence	94.62
% New Student Persistence	81.48
# of Admin Withdrawals/ Level 3 Offenses	
% SPED	5.24
% ELL	
% Eco Dis	90.96
% Migrant	0.26
% Race: American-Indian- Alaska-Native	0
% Asian	0.26
% White-Hispanic	99.48
% Multi	0
% Black-African-American	0
% Native-Hawaiian-Pacific- Islander	0
% White	26
% Male	46.53
% Female	53.47

Data Source: School Culture and Climate	
Reflections	
Areas of Strength	Areas of Need
1Attendance. Ranked 9th out of 137 schools in the district.	1 Increase Parent Communication and attendance for family
2Academic rigour, high expectations. Ranked top school by	2 Lack of compliance for uniform policy for student culture.
3Student/Teacher celebrations. We bring joy!	3

Frontier CP

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

Reflections	
Areas of Strength	Areas of Need
1 Communication with families through all platforms	1 Additional opportunities for in-person events.
2 Persistence on campus is strong and families are returning to Frontier.	2 Continue communication via Remind and Messenger; however, consider opportunities for parents who don't
3	3

