IDEA Public Schools

Judson College Prep

2022-2023 Campus Improvement Plan

Accountability Rating: B

Distinction Designations:
Academic Achievement in Social Studies
Top 25 Percent: Comparative Academic Growth

Board Approval Date: October 21, 2022
Public Presentation Date: September 7, 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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See Addendum for more information

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Problem Statement 2 (Prioritized): Lack of family support with restorative and SEL implementation at the campus level **Root Cause:** I did not execute consistent workshops to educate and provide families with appropriate tools for implementation

Student Learning

Student Learning Summary

See PDF in Addendum for more information.

Student Learning Strengths

See PDF in Addendum for more information.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Failed to consistently track specific domain 3 data in core content subjects **Root Cause:** I did not hold leaders and teachers accountable to implement tools and resources needed to appropriately and consistently track domain 3 data.

Problem Statement 2 (Prioritized): Failed to Consistently provide ongoing support from content lead teachers to coach and support math teachers. **Root Cause:** I did not plan ahead to purchase the resources needed to provide aligned and rigorous curriculum

School Processes & Programs

School Processes & Programs Summary

See PDF Addendum for more information.

School Processes & Programs Strengths

Curriculum & Instruction:

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

Special Programs

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

SEL/ Mental Health and Family Engagement

- IDEA has increased the number of licensed counselors and Social Workers by 50% over the past 2 years
- IDEA pre-pandemic ADA averaged 97.4%, district is committed to get back to that average
- IDEA reatins an average of 84% of students year over year
- IDEA parents rate IDEA as 4.8/5 on the statement "My school is preparing my child for college"
- IDEA parents rate IDEA as 4.8/5 on the statement "My school hold my child to high academic standards"
- IDEA students rate IDEA as 4.6/5 on the statement "My teachers challenge me to do my best"

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

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

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

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): For the school year 21-22, new student persistence ended at 65%. **Root Cause:** I failed to provide consistent operating mechanism to ensure campus communication was streamlined.

Problem Statement 2 (Prioritized): For the school year 21-22, ADA ended at 96.5%. **Root Cause:** I failed to execute the ADA matrix consistently with grade team leads and lead team.

Perceptions

Perceptions Summary

See PDF Addendum for more information.

Perceptions Strengths

See PDF Addendum for more information.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Following the return of all students transitioning back to the building, we saw an increase in social emotional concerns and behavioral issues. **Root Cause:** I failed to provide the training and curriculum for teachers needed to execute consistent implementation and follow through for students throughout the year.

Problem Statement 2 (Prioritized): Failed to focus on consistent coaching to mastery for core content teachers. **Root Cause:** I did not provide the appropriate training for new leaders to effectively coach teachers to mastery.

Priority Problem Statements

Problem Statement 1: Failed to consistently track specific domain 3 data in core content subjects
Root Cause 1: I did not hold leaders and teachers accountable to implement tools and resources needed to appropriately and consistently track domain 3 data.
Problem Statement 1 Areas: Student Learning

Problem Statement 2: Consistent SEL implementation through restorative practices to improve campus culture
Root Cause 2: I was not able to provide the resources and school age appropriate SEL curriculum/training for teachers
Problem Statement 2 Areas: Demographics

Problem Statement 3: Lack of family support with restorative and SEL implementation at the campus level
Root Cause 3: I did not execute consistent workshops to educate and provide families with appropriate tools for implementation
Problem Statement 3 Areas: Demographics

Problem Statement 4: Failed to Consistently provide ongoing support from content lead teachers to coach and support math teachers.
Root Cause 4: I did not plan ahead to purchase the resources needed to provide aligned and rigorous curriculum
Problem Statement 4 Areas: Student Learning

Problem Statement 5: For the school year 21-22, new student persistence ended at 65%.
Root Cause 5: I failed to provide consistent operating mechanism to ensure campus communication was streamlined.
Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: For the school year 21-22, ADA ended at 96.5%.
Root Cause 6: I failed to execute the ADA matrix consistently with grade team leads and lead team.
Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: Following the return of all students transitioning back to the building, we saw an increase in social emotional concerns and behavioral issues.
Root Cause 7: I failed to provide the training and curriculum for teachers needed to execute consistent implementation and follow through for students throughout the year.
Problem Statement 7 Areas: Perceptions

Problem Statement 8: Failed to focus on consistent coaching to mastery for core content teachers.
Root Cause 8: I did not provide the appropriate training for new leaders to effectively coach teachers to mastery.
Problem Statement 8 Areas: Perceptions

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

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

Student Data: Assessments

- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Other PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Section 504 data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Parent/Community Data

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

Support Systems and Other Data

- Communications data
- Study of best practices

Goals

Goal 1: Increase staff retention

Performance Objective 1: 100% of instructional staff will be provided support and coaching on a weekly basis

High Priority

Evaluation Data Sources: Weekly action step tracker to be reviewed during our instructional coaching meetings
Utilize Teachboost to provide teacher feedback

Strategy 1 Details				Reviews			
Strategy 1: Weekly joint instructional rounds with all leaders for 6-8 and 9-12th grade.				**Formative**			**Summative**
Strategy's Expected Result/Impact: During rounds we will be able to identify highest leverage action step. **Staff Responsible for Monitoring:** All instructional administrators. **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals				**Oct**	**Jan**	**Mar**	**June**
0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue				

Goal 1: Increase staff retention

Performance Objective 2: 100% of resources and trainings targeted towards differentiated development for teacher improvement on TCP pathway.

Evaluation Data Sources: Utilize Teachboost to provide feedback
Teacher surveys following training and PD

Strategy 1 Details	Reviews			
Strategy 1: Identified resources and differentiated planning built for yearlong calendar to target development	**Formative**			**Summative**
Strategy's Expected Result/Impact: Identify resources and trainings aligned to teacher growth and development on TCP pathway	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: All instructional administrators **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Goal 2: All IDEA students matriculate to college

Performance Objective 1: 100% of seniors are TSI exempt in Math and Reading by December 2022

    High Priority

    Evaluation Data Sources: TSI Senior math and reading tracker
TSI assessment

Strategy 1 Details		Reviews			
Strategy 1: Implement targeted TSI intervention groups for math and reading during RTTC and after school tutoring		**Formative**			**Summative**
Strategy's Expected Result/Impact: Seniors participate in targeted TSI intervention groups to become exempt by December		**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: DCC, CCs, RTTC teachers, Math and Reading intervention teachers. **Title I:** 2.5, 2.6 - **TEA Priorities:** Connect high school to career and college					
	0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue	

Goal 3: IDEA achieves an A rating

Performance Objective 1: 100% of instructional and lead team members will implement daily exit ticket sorts to identify quality student work.

    Evaluation Data Sources: Student work and exit ticket tracker

Strategy 1 Details		Reviews			

Strategy 1: Conduct daily exit ticket sorts to identify misconceptions, lowest scored TEK, and targeted reteach plan for the following day.
    Strategy's Expected Result/Impact: Improve student data on a daily and weekly basis.
    Staff Responsible for Monitoring: Instructional staff and lead team members
 	
    Title I:
2.4, 2.5, 2.6
 - **TEA Priorities:**
Build a foundation of reading and math
		Formative			**Summative**

		Oct	**Jan**	**Mar**	**June**
0% No Progress	100% Accomplished	→ Continue/Modify		✖ Discontinue	

Goal 3: IDEA achieves an A rating

Performance Objective 2: 100% of Sped students receive targeted intervention for reading and math

    High Priority

    Evaluation Data Sources: Domain 3 tracking data tracking for exams, assignments, and quizzes on a daily basis.

Strategy 1 Details	Reviews			
Strategy 1: 100% of instructional staff will track domain 3 data on a daily basis to identify priority students for intervention groups.	**Formative**			**Summative**
Strategy's Expected Result/Impact: 70% of Special pops students approaches on STAAR for reading and math	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: 100% Instructional staff and lead team members **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **Targeted Support Strategy - Additional Targeted Support Strategy**				
_{0%} No Progress _{100%} Accomplished → Continue/Modify ✕ Discontinue				

Goal 4: Increase student daily attendance

Performance Objective 1: 100% of instructional staff will implement and update ADA matrix on a daily basis

High Priority

Evaluation Data Sources: ADA Matrix
Grade level Teams Chat

Strategy 1 Details	Reviews			
Strategy 1: Homeroom teachers in middle school and 1st period teachers in high school will complete ADA phone calls for students that are absent	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Improve ADA each quarter by .10% **Staff Responsible for Monitoring:** 100% of instructional staff and lead team members **Title I:** 2.6				
0% No Progress　　100% Accomplished　　→ Continue/Modify　　✖ Discontinue				

Goal 5: Increase student persistence

Performance Objective 1: 100% of instructional staff will implement Anti-Bullying presentation by the end of quarter 2.

High Priority

Evaluation Data Sources: Workshop implementation tracker

Strategy 1 Details	Reviews			
Strategy 1: 100% of instructional staff will conduct Anti-Bullying coping mechanisms through Move this world curriculum and ruler methods during Homeroom.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase social emotional awareness and promote Anti-Bullying zone. **Staff Responsible for Monitoring:** All instructional staff and lead team members **Title I:** 2.5, 2.6 **- Targeted Support Strategy - Additional Targeted Support Strategy** **Funding Sources:** Brandi Shaler, School Counselor - Federal Grant - $66,040	**Oct**	**Jan**	**Mar**	**June**
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				

Goal 5: Increase student persistence

Performance Objective 2: 90% of scholars receive 900 MVPA minutes by end of school year

    Evaluation Data Sources: Daily PE tracker

Strategy 1 Details				Reviews			
Strategy 1: Weekly benchmarks created to reach at least 50 MVPA minutes by the end of each week.				**Formative**			**Summative**
Strategy's Expected Result/Impact: 50 MVPA minutes tracked for 90% of scholars on PE tracker every week				**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Instructional staff **Title I:** 2.4							
0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue				

Title I Personnel

Name	Position	Program	FTE
Brandi Shaler	SCHOOL COUNSELOR	Counseling	1

Campus Funding Summary

			Federal Grant		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
5	1	1	Brandi Shaler, School Counselor		$66,040.00
				Sub-Total	$66,040.00

Addendums

Master CNA & SAIP Reporting Checklist

PTG	100%	PTG	100%

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

Last Updated 8/30/2022

<p align="center" style="color:red"><u>Campus Name</u></p>

2021-22 Student Achievement Improvement Plan - College Prep

<p align="center" style="color:red">COLLEGE PREP</p>

APO	Initiatives	Needs Assess.	Special Pops.	Person(s) Responsible	Timeline Start/End	Resources: Human/ Material/Fiscal	Documentation	Formative Evaluation
1D All content areas	Implement the use of Special Pops lists in all classrooms. Use a 3:1 ratio of Special Pops to non-Special Pops students	S	All	All Teachers	8/8-5/26	Mock results for 2021-2022 school year; BWA/Unit Test/Mock results 22-23	"Walk-throughs with posted lists displayed on all walls of the classroom "	2022-23 Staar Benchmark tests
1A Read	Quarterly Book Study for Instructional Staff focused 75% on mindset and 25% on Joy.	S	All	Teachers Administration	8/8-5/26	"Books of Study: Your First Year: How to Survive and Thrive as a New Teacher by Whitaker- 16 Troublemakers by Carla Shalaby- 15 the 17 indisputable laws of teamwork by John Maxwell-15 Home of the Brave by Katherine Applegate- 15"	Comprehension Packets; key take away anchor charts; key points for book study jigsaw share out.	2022-23 Staar Benchmark tests
1D All Content	Exit Ticket Tracking	S	All	All Teachers	8/8-5/26	"Teachers Resource Teachers Sp. Ed Dept"	Classroom wall trackers; online master tracker	2022-23 Staar Benchmark tests
1D Writing Math Read	Weekly Tutorials for M/R/W	S	All	Teachers Administration	8/8-5/26	"Teachers Administration Collaborative Training"	"Anecdotal records Teacher Observation Lesson Plans"	2022-23 Staar Benchmark tests
1D Math Read	Whole Group intervention M/R	S	All	Teachers Administration	8/8-5/26	Eureka Math	"Observations ET Tracking Benchmark Assessments "	2022-23 Staar Benchmark tests
1A R&M	CSI groups created for math and reading at the beginning of the year/placement testing done in June/July	S	All	Teachers Administration/CSI Point Person	8/8-5/26	DI Program Ren Staar Program	"Walk-throughs Lesson Progress Lesson Mastery Weekly Data Tracker "	2022-23 Staar Benchmark tests Renn Staar Benchmark Tests

2021-22 Student Achievement Improvement Plan - College Prep

COLLEGE PREP

1D Math & Rdng	"Supplement the District Math/ELA Program with additional math/reading experiences to increase math computation skills, problem solving strategies, comprehension, and writing skills appropriate to grade level through: Lifework (6th-9th) After school tutoring (6th-9th) IXL Math/Reading (6th-9th) STAAR (6th-9th) STAAR Master (6th-9th) STAAR Ready (6th-9th)" Mentoring Minds (6-8)	S	All	Math Team/ELA Team	8/8-5/26	"Administration Math Department District Scope & Sequence Students' work BWA/Unit Tests/Mock Assessments"	"Benchmarks Weekly Tests Progress Reports Lesson Plans"	2022-23 Staar Benchmark tests
2B	Quarterly ADA Incentives	O	All	Lead Team & Advisory Teachers	8/8-5/26	"Administration Teachers "	Attendance Log	Weekly Attendance Report
2B	Make home visits for those students who have three or more absences and impelement ADA Matrix.	O	All	Administration, Attendance Clerk, Teachers	8/8-5/26	"Administration Teachers Community Aide"	Attendance Log	Weekly Attendance Report
2B	"Take legal action for those students who are truant according to Attendance Policy: 3 or more days unexcused absences within a 4 week period 10 unexcused absences for the year."	O	All	Administration, Attendance Clerk, Teachers	8/8-5/26	"Attendance Clerk | APO | Vice President of Schools"	"Attendance Clerk Support Staff"	"Attendance Reports Weekly Attendance Report"
2B	Make daily phone calls for those students who are absent.	O	All	Administration, Attendance Clerk, Teachers, School Counselor	8/8-5/26	"Front Office | Academic Counselor | Advisory Teacher"	"Attendance Clerk Support Staff"	"Attendance Reports Weekly Attendance Report"
2D	School counselor will organize and faciltiate monthly parent workshops/townhalls to build social emotional skills within our scholars and families.	0	All	Ms. Brandi	8/8-5/26	Administration	Sign-in Logs	Parent/Student surveys

Campus Name

2021-22 Student Achievement Improvement Plan - College Prep

COLLEGE PREP

2D	Activities that will help student achievement: 1. Conduct Reading/Math/Science Workshops for parents to increase success of At-Risk students. 2. Conduct STAAR Parent Study Guide Workshops using TEA Guides to encourage student achievement. 3. Host Parent-Teacher-Student Compact Conferences, Parent Orientation, Meet the Teacher Night, Open House, school meetings, OTG meetings, Persistence meetings, and Coffee w/Administration. 4. Encourage parents to visit and participate in the campus Parent Resource Center, learn about Title 1 Programs, and make and take home materials that will promote student success."		0	All	"Administration Parental Inv. Coordinator Parent Liaison Teachers Parental Staff"	8/8-5/26	"TASB/TEA Family Frameworks Curriculum STAAR Study Guides Administration Teachers Parent Liaison"	"Parent surveys Six-Weeks Reports Pre/Post ESL Assessments Sign-In Logs"	"Parent Survey, Evaluations Title 1 Funds STAAR Reading and Math Scores Staff Development Evaluations"

Title I Qualifying Programs			Initiatives Status			
Internal Use Only			Mid Year		End of Year	
Supplemental Program (Y/N)	New Program (Y/N)	Budget Allocation	Outcome	Increase/Decreased by X%	Outcome	Increase/Decreased by X%
Budget Allocations only need to be entered for programs that are **BOTH** Supplemental & New			Use these columns to assess your strategy progress at the middle and end of the year			

Title I Qualifying Programs			Initiatives Status			
Internal Use Only			Mid Year		End of Year	
Supplemental Program (Y/N)	New Program (Y/N)	Budget Allocation	Outcome	Increase/Decreased by X%	Outcome	Increase/Decreased by X%

Title I Qualifying Programs			Initiatives Status			
Internal Use Only			Mid Year		End of Year	
Supplemental Program (Y/N)	New Program (Y/N)	Budget Allocation	Outcome	Increase/Decreased by X%	Outcome	Increase/Decreased by X%

Annual Performance Objectives (APO)

PRIORITY #1: Students Graduate College-Ready

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

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

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

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

1E. Earned State Rating: A

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

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

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

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

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

1K. Average ACT score: 21

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

Needs Assessment

S-STAAR

D-DIBELS

E-EOC

A-ACT

RR-Reading Renaissance

ST-STAR for Math

DR-Discipline Report

AP-AP Tests

O-Other

Special Populations

All

AR-At Risk

ELL-English Language Learners

ED-Economically Disadvantaged

M-Migrant

SE-Special Education

Campus Name

Comprehensive Needs Assessment
COLLEGE PREP

Data Source: CSI		
% Meeting CSI Goal	**Reading CP CSI**	
% CSI (EOY Ren.)	62	
% of CSI Passing STAAR		
% of SPED Passing STAAR		

Data Source: STAAR						
	STAAR Reading 6th	**STAAR Reading 7th**	**STAAR Reading 8th**	**STAAR Writing 7th**	**English I EOC**	**English II EOC**
% Approaches	68	85	84		79	74%
% Meets	45	65	56		66%	59%
% Masters	24	38	37		15%	10%
% Student Achievement Average	46	62	59		53%	48%

Data Source: AP/IB/Electives						
AP Scores	**Pass AP Lit**	**Pass AP Lang**	**IB Scores**	**IB Group 1**	**% Royal Readers**	**% Word Master**
% Score 1	X	79.00%	**% Score 1-3**		11	73
% Score 2	X	19%	**% Score 4-5**			
% Score 3+	X	2.40%	**% Score 6-7**			
					RR Goal Met/Not Met	**WM Goal Met/Not Met**

Reflections	
Areas of Strength	**Areas of Need**
1 Content knowledge, lesson planning and data analysis to improve meets and masters	1 Specific domain 3 tracking consistently
2 Teacher dedication and passion	2 Daily implementation of exit tickets aligned to STAAR Residesign
3	3 Aligned and strong first teach aligned to new STAAR format

Campus Name

Comprehensive Needs Assessment - College Prep			
COLLEGE PREP			
Data Source: STAAR			
	STAAR Math 6th	**STAAR Math 7th**	**STAAR Alg I**
% Approaches	77	61	87
% Meets	37	33	53
% Masters	16	14	29
% Student Achievement Average	41	32	56

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

Reflections	
Areas of Strength	**Areas of Need**
1. Ongoing and consistent coaching from APIs to classroom teachers.	1. Daily implementation of new STAAR design formats within exit tickets.
grade level, which made them familiar with the content.	2. TEKS, Lead4Ward, and exit ticket alignment.
3. Domain 3 focus within tutoring and additional supports.	3. Consistent ongoing support from content lead teachers to coach and support math teachers.

Campus Name

Comprehensive Needs Assessment						
COLLEGE PREP						
Data Source: Internal Assessments						
	6th Grade EOY Assessment	**7th Grade EOY Assessment**				
% Passing	65	96				
Data Source: STAAR						
	STAAR 8th Science	**STAAR Biology**				
% Approaches	94	100				
% Meets	71	52				
% Masters	29	24				
% Student Achievement Average	65	59				
Data Source: AP/IB						
AP Scores	**Pass AP Biology**	**Pass AP Chemistry**	**Pass AP Physics (1, 2, & C)**	**Pass AP Env. Science**	**IB Scores**	**IB Group 4**
% Score 1	50%	N/A	N/A	N/A	**% Score 1-3**	
% Score 2	35%				**% Score 4-5**	
% Score 3+	15%				**% Score 6-7**	

Reflections	
Areas of Strength	**Areas of Need**
1 Effective use of technology to delivery Bio labs	1 Internalization of AP writing tasks aligned to AP rubric
2	2
3	3

Campus Name

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	57	91	
% Meets	26	73	
% Masters	11	42	
% Student Achievement Average	31	69	

Data Source: AP/IB

AP Scores	Pass AP Human Geography	Pass AP World History	Pass AP US History	Pass AP Goverment	Pass AP Economics	IB Scores	IB Group 3
% Score 1	77%	66%	90%	N/A	N/A	**% Score 1-3**	
% Score 2	12%	24%	7%			**% Score 4-5**	
% Score 3+	11%	10%	2%			**% Score 6-7**	

Reflections	
Areas of Strength	**Areas of Need**
1. Level of rigor within content.	1. Daily implementation of new STAAR design question types within exit tickets.
2. Teacher provided ongoing support for student mastery.	2. Cross-curricular use of reading strategies.
3. Backwards planning for effective lesson planning.	3. Content, lesson planning, and background building for teachers with 0-1 years experience.

Campus Name

Comprehensive Needs Assessment COLLEGE PREP					
TELPAS Composite Rating (Listening, Speaking, Reading, Writing)					
	Listening	**Speaking**	**Reading**	**Writing**	**% of ELL Students who grew one or more levels**
% Beginning	2%	10%	10%	10%	
% Intermediate	16%	39%	31%	28%	
% Advanced	36%	47%	38%	35%	
% Advanced High	33%	34%	33%	32%	32%

Reflection	
Areas of Strength	**Areas of Need**
1 EL students understanding and navigating online system	1 Consistent practice navigating online system for EL students
2 Teacher and leader investment in EL program and implementing in classrooms	2 Consistent practice with speaking and writing online system
3	3

Campus Name

Comprehensive Needs Assessment					
COLLEGE PREP					
100% College Matriculation					
Matriculation %	Matricuation % 4 year	Matriculation % 2 year	Tier 1/2 % Acceptances	Tier 1/2 % Matriculation	
N/A	NA	NA	NA	NA	
Tier 1 % Matriculation	Tier 2 % Matriculation	Tier 3 % Matriculation	Tier 4 % Matriculation	Senior Class CCMR %	Senior Class TSI Completion %
N/A	NA	NA	NA	NA	NA
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	18%	NA	NA	NA	NA

Reflections	
Areas of Strength	**Areas of Need**
1 Teacher collaboration for implementing Math and English problems during Do Now	1 Consistent support from ELA teachers to implement practice problems through Mastery Prep
2 Implementation of Mastery Prep	2 Data analysis and tracking progress throughout the year
3	3

Campus Name

Comprehensive Needs Assessment	
COLLEGE PREP	
Staff Quality, Recruitment, Retention	
	Percentage
% School Lead Team Retention	100%
% Instructional Support Retention	100%
% Teacher Retention	91%
% Campus Support Retention	91%
% SPED Certified Teachers	80%
% State/National Certified Teachers	18%
% State Certified Leaders	0%
% State/Board certified Counselors	25%
Number of teacher applicants per 2020-21 school year	15%

Reflections	
Areas of Strength	**Areas of Need**
1 Retained staff are highly motivated to build on past success and find new ones and driven towards hitting A	1 Onboarding new teachers to ensure smooth transition into role
2 Strong team of staff that support one another and invested in our mission and vision	2
3	3

Campus Name

Comprehensive Needs Assessment	
College Prep	
Data Source: School Culture and Climate	
	Campus %
% Average Daily Attendance	96.5
% Overall Persistence	85.55
% New Student Persistence	78.36
# of Admin Withdrawals/ Level 3 Offenses	0
% SPED	11.03
% ELL	22.82
% Eco Dis	75.34
% Migrant	0
% Race: American-Indian-Alaska-Native	0.31
% Asian	1.84
% White-Hispanic	68.3
% Multi	1.23
% Black-African-American	14.7
% Native-Hawaiian-Pacific-Islander	0.61
% White	13.02
% Male	54.36
% Female	45.64

Data Source: School Culture and Climate	
Reflections	
Areas of Strength	**Areas of Need**
1 New Staff hired show a strong positivity-focused mindse	
	1 Consistent SEL implementation through restorative practi
2 Inclusivity apparent through SEL implementation	
	2 Family support to streamline restorative and SEL implemer
3	
	3

Campus Name

Comprehensive Needs Assessment COLLEGE PREP	
Data Source: Family and Community Involvement	
	Percentage
% Families Attended WTI	100%
% Families Attended Curriculum Night	40%
% Families Who Attended EOY Ceremonies	83%
% Families who attended Fall Festival	N/A
% Families who attended Winter Festival	N/A
% Families who attended Spring Festival	N/A

Reflections	
Areas of Strength	**Areas of Need**
1 Onboarding 100% of families prior to the FDOS	1 Consistent family communication with teacher investme
2 Creating joy through family engagement activities	2 Creating incentives targeted towards student persistence
3	3