

IDEA Public Schools

La Joya College Prep

2022-2023 Campus Improvement Plan

Accountability Rating: B

Distinction Designations:

Academic Achievement in English Language Arts/Reading
Academic Achievement in Mathematics
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

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

School:

At IDEA La Joya, we are committed to academically prepare scholars for college, and develop them to become productive, responsible, and compassionate citizens. Every student's future will be cultivated by having high expectations for all stakeholders, and forge a strong trust relationship between teachers, parents, students and leaders to guarantee a successful path to and through college.

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**

School Pillars:

Excellence (*Exelencia*): Be implacable with your work every day, always do your best and implement lessons learned from your setback and wins.

Empathy (*Empatia*): Be committed to listening, be aware of your environment, respect everyone's beliefs and never judge.

Resiliency (*Fortaleza*): Be committed to always push against adversity and don't allow any situation or problem hold you back from impacting your life and community.

Table of Contents

Comprehensive Needs Assessment	5
Demographics	5
Student Learning	6
School Processes & Programs	11
Perceptions	17
Priority Problem Statements	22
Comprehensive Needs Assessment Data Documentation	25
Goals	27
Goal 1: Increase staff retention	28
Goal 2: IDEA will achieve full enrollment	28
Goal 3: IDEA achieves an A rating	29
Goal 4: Increase student daily attendance	36
Goal 5: Increase student persistence	39
Title I Personnel	41
Campus Funding Summary	42
Addendums	43

Comprehensive Needs Assessment

Revised/Approved: August 31, 2022

Demographics

Demographics Summary

My campus is a middle school serving 6th graders in the community of La Joya, TX, Palmview, TX and Sullivan City, TX. We had an enrollment of 80 students, which 100% of them were Hispanics.

Here is out data for student, staff and community:

IDEA La Joya

Comprehensive Needs Assessment

College Prep

Data Source: School Culture and Climate

	Campus %
% Average Daily Attendance	91.94%
% Overall Persistence	94.50%
% New Student Persistence	94%
# of Admin Withdrawals/ Level 3 Offenses	0%
% SPED	23%
% ELL	70%
% Eco Dis	95%
% Migrant	1.25%
% Race: American-Indian- Alaska-Native	0
% Asian	0

IDEA La Joya

% White-Hispanic	100%
% Multi	0
% Black-African-American	0
% Native-Hawaiian-Pacific-Islander	0
% White	0
% Male	46%
% Female	54%

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): The campus reached a 91.94% attendance below the goal of a 97% attendance. **Root Cause:** Lack of implementing the attendance matrix.

Problem Statement 2 (Prioritized): The campus persistence was not on track during the year, reaching a 94% before summer break and ending with a persistence of 88% below the goal by 2% points. **Root Cause:** Lack of creating a culture of joy and high expectations for students.

Student Learning

Student Learning Summary

Below is the data for ELA STAAR reuslts annd RENSTAR exam (internal lexile exam):

% Meeting CSI Goal Reading CP CSI

% CSI (EOY Ren.) 56%

% of CSI Passing STAAR 42%

% of SPED Passing STAAR 72%

STAAR Reading 6th

% Approaches 65%

% Meets 31%

% Masters 16%

% Student Achievement Average 37%

Consequently, below is the data for STAAR math results:

STAAR Math 6th

% Approaches 71%

% Meets 36%

% Masters 13%

% Student Achievement Average 40

Further, here are the results from our internal end of year exams for science and world cultures:

6th Grade EOY Assessment	
% Passing	92%

6th Grade EOY Assessment	
% Passing	60%

Moreover, below are the results of the TELPAS exam:

TELPAS Composite Rating (Listening, Speaking, Reading, Writing)					% of ELL Students who grew one or more levels
	Listening	Speaking	Reading	Writing	
% Beginning	6%	4%	10%	8%	25%
% Intermediate	29%	44%	40%	37%	
% Advanced	30%	48%	35%	38%	
% Advanced High	35%	4%	15%	17%	

Overall preliminary accountability data for the different domains:

Domain 1 (53)	Reading	Math	SAS	Letter Grade
Score	65 31 16 (37)	71 35 11 (39)	38	71 (C)

Domain 1 (53)	Reading	Math	SAS	Letter Grade
Doamin 2	Reading Met Growth	Math Met Growth	Score	Letter Grade
Score	75% (21/28)	92% (58/63)	86	94 (A)
Doamin 2 RP (48%)	SAS	% Eco Dis.		Letter Grade
Score	38	95%		82 (B)

Academic Achievement: 30% (MEETS above)

10% TELPAS

10% Student Ach.

Domain 3	ALL (80 students) ELA: 44% Math: 46%	Hispanic (70 Students) ELA: 37% Math: 40%	Eco Dis (78 students) ELA: 33% Math: 36%	SPED (20 students) ELA: 19% Math: 23%	EL (59 students) ELA: 29% Math: 40%	Non-Cont. (79 students) ELA: 42% Math: 45%	59 students (24 (40%))	ALL 47%	Hispanic 41%	SPED 23%	EL 37%	Non-Co Enrollee 45%
ELA	31%	31%	30%	44%	25%	32%	25%	38%	38%	51	36%	38%
MATH	35%	35%	36%	55%		32%	36%					

Student Learning Strengths

Now we will review the strength of each section above. Lets begin with English language arts STAAR strengths:

Areas of Strength

1 We met the AR goal by motivating kiddos, providing PTG weekly and providing incentives for meeting goal.

2 ELA growth from Mock to STAAR evident by more than 32% points.

3 75% of students met their reading growth goal.

Consequently, here are the strength for math STAAR:

Areas of Strength

1. Growth met from student was at a 92% and passing growth from mock to STAAR was 53% points.
2. Tracking growth and mastery of TEKS on a daily basis.
- 3 Math teachers were proficient at delivery and aggressive monitoring.

Moreover, here are the strength for science and world cultures end of year exam:

Areas of Strength: Science

- 1 Create strong annotation system for students.
- 2 Students received various checkpoints during the lessons.

Areas of Strength: World Cultures

- 1 Students practice the content and read over the content daily.
- 2 Teacher reviewed content using various delivery forms.
3. Teacher created cornell notes for students to annotate as she lecture in class.

Finally, here are the strengths for TELPAS results:

Areas of Strength

- 1 Implemented summit k-12 to support all EB students.
- 2 Provided EB student with reading intervention, such as decoding and DISE.
- 3 Provided EB students with graphic organizers and EB accommodations.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Campus lesson progress was below the goal of 4 lessons a week, ending with an average of 3 lessons per week. **Root Cause:** Lack of fidelity to the DI program and provide opportunities for students to master lessons.

Problem Statement 2 (Prioritized): Students weren't push to have reading and writing rigor in every content area. **Root Cause:** Increase the reading and writing rigor in all classes by implementing cross content reading and writing strategies during the year.

Problem Statement 3 (Prioritized): Alignment of the curriculum to TEKS to provide students to master a skill on a daily basis. **Root Cause:** Provide students with TEK aligned curriculum opportunities on a daily basis. Students will struggle with exam format; therefore, we must provide similar new format.

Problem Statement 4 (Prioritized): Start with basic math reteach during academic block starting in August. **Root Cause:** We didn't address math gaps early in the year. We must push for students to gain or master basic math content.

Problem Statement 5 (Prioritized): Didn't provide many experimental opportunities for students hands-on. **Root Cause:** We didn't provide hands on opportunity for student to comprehend science content.

Problem Statement 6 (Prioritized): Provide more practice time for students to master content. **Root Cause:** Teachers are using more of the time to lecture and missing time for students to practice science content. Therefore, they don't have fidelity to the time stamps of practice.

Problem Statement 7 (Prioritized): Monitor summit k-12 program with fidelity and provide feedback to teachers on implementation. **Root Cause:** We implemented the Summit k-12 program but lack to monitor progress of students by teacher and students.

Problem Statement 8 (Prioritized): Lack the implementation of literacy skills, such as think-write-discuss and accountable talk. **Root Cause:** Students lacked reading abilities; therefore, we prioritize reading strategies but must implement writing and speaking techniques.

Problem Statement 9 (Prioritized): Students need more primary and secondary source reading and annotations. **Root Cause:** Students had a lot of guided reading instruction; however, they need to be push to be doing the reading on a daily basis.

School Processes & Programs

School Processes & Programs Summary

Programs offered in the school are:

1. Math-We use the district math curriculum and supplement with All things math
2. English- We use wit and wisdom. We also provide small group support using I-Ready.
3. Math enrichment-Dreabox
4. AR program for reading comprehension and fluency
5. Move this world for social emotional
6. Measuring up and Forde-Ferrier -for TEK practice
7. Direct Instruction for reading intervention
8. Rosetta Stone, Direct instruction for Spanish
9. Science and English-We used district curriculum

We provide professional development for our staff on a weekly basis. See our calendar below:

2021 -2022 IDEA La Joya College Prep PD Calendar

FALL SEMESTER

Date	Meeting	Topic	Priority Alignment	Presenter(s)
7/31/2021	Teacher Workday	Review Checklist	Culture of Joy & High Expectations	Ms. Canales
8/2/2021	BOY Professional Development	Culture + Planning	Teacher Development	ILJCP Lead Team
8/3/2021	BOY Professional Development	Culture + Planning & HS Meet the Teacher	Teacher Development	ILJCP Lead Team
8/4/2021	BOY Professional Development	Course Collaboration #1 + Back 2 School Bash	Teacher Development	HQ
8/5/2021	BOY Professional Development	OPS & MS Meet the Teacher	Teacher Development	ILJCP Lead Team

SPRING SEMESTER

Date	Meeting	Topic
1/3/2022	Professional Development	Course Collaboration #3
1/10/2022	Faculty Meeting	Remediation & Re-teaching
1/18/2022	TELPAS	TELPAS Writing PD
1/24/2022	Faculty Meeting	Remediation & Re-teaching #2
1/31/2022	Faculty Meeting	SWAMs

2021 -2022 IDEA La Joya College Prep PD Calendar

8/6/2021	BOY Professional Development	Culture Camp	Teacher Development & Culture of Joy & High Expectations	ILJCP Lead Team	2/7/2022	TELPAS	Calibration #1
8/9/2021	Week 1 PD	Reflection of 1st Day of School + Setting Clear Expectations Clinic	Teacher Development	Mr. Facio	2/14/2022	STAAR/EOC	SWAMs 2.0
8/10/2021	Week 1 PD	Reflection of 2nd Day of School -TCP Placement + Teachboost Log-in	Teacher Development	Mr. Facio	2/21/2022	Faculty Meeting	Mastery Machine
8/11/2021	Week 1 PD	Setting Teacher Goals	Teacher Development	Mr. Facio	2/28/2022	STAAR/EOC	STAAR/EOC Security Training
8/12/2021	Week 1 PD	Lesson Planning	Teacher Development	Mr. Facio	3/11/2022	Professional Development	Course Collaboration #4
8/13/2021	Week 1 PD	Lesson Planning	Teacher Development	Mr. Facio	3/21/2022	Content Meeting	Mastery Machine #2
8/16/2021	Faculty Meeting	Key Points	Teacher Development	Mr. Facio	3/28/2022	Faculty Meeting	STAAR/EOC Security Training
8/23/2021	Faculty Meeting	Fostering a Love of Literacy: Aligned Annotation Skills	Literacy	Mr. Facio	4/4/2022	Faculty Meeting	Last Push
9/2/2021	Javelina Night	Bowling	Culture of Joy	Ms. Canales & Ms. Tamez	4/11/2022	Faculty Meeting	Mastery Machine Tracking
9/7/2021	Faculty Meeting	Monitor Student Learning #1	Teacher Development	Mr. Facio	4/18/2022	Faculty Meeting	Mastery Machine Tracking
9/13/2021	Faculty Meeting	Annotations 2.0	Literacy	Mr. Facio	4/25/2022	Faculty Meeting	Mastery Machine Tracking
9/20/2021	Faculty Meeting	Monitor Student Learning #2	Teacher Development	Mr. Facio	5/2/2022	Faculty Meeting	STAAR Prep
9/27/2021	Faculty Meeting	Vocabulary	Literacy	Mr. Facio	5/9/2022	Faculty Meeting	Team Builder
10/5/2021	Faculty Meeting	Fostering a Love of Literacy: Read, Write, Discuss, Record	Literacy	Mr. Facio	5/16/2022	Content Meeting	EOY Checklist
10/8/2021	Professional Development	Course Collaboration #2	Teacher Development	HQ	5/23/2022	Faculty Meeting	La Joya CP StepBack
10/18/2021	Faculty Meeting	Vertically Aligned Key Points	Teacher Development	Mr. Facio	5/27/2022	Teacher Workday	EOY Checklist & Meeting with Mr. Facio
10/25/2021	Javelina Night	Movies	Culture of Joy	Ms. Canales & Ms. Tamez			

2021 -2022 IDEA La Joya College Prep PD Calendar

11/1/2020	Faculty Meeting	Responds to Gaps in Student Learning: Data Huddles	Teacher Development	Mr. Facio
11/8/2020	Faculty Meeting	Fostering a Love of Literacy: Building Habits of Discussion	Literacy	Mr. Facio
11/18/2021	Javelina Night	Thanksgiving Dinner	Culture of Joy	Ms. Canales & Ms. Tamez
11/29/2021	Faculty Meeting	Testing Procedures & Logistics	Culture of High Expectations	TC
12/6/2021	Faculty Meeting	Data Analysis Meetings	Teacher Development	Mr. Facio
12/13/2021	Faculty Meeting	Data Analysis Meeting Work Time	Teacher Development	Mr. Facio

Below is our master schuedle for 21-22:

GRADE	TEACHER	College House	AB	RM	COURSE	7:45-8:00	8:00-9:30	9:33-11:03 (10:15 OATT)	11:06-12:06
6TH	K. Hernandez	Yale	AB	404	Science/Soc. Stud. (60min: Content 30min: Language Live) Science(xADV0306060)/Soc. Stud. (xADV0266006)	Homeroom (x2060000)	Yale	Harvard	Academic Block* (x80900000)
	E. Valades	Harvard	AB	405	ELA ELA (xADV0280000)	Homeroom (x2060000)	Harvard	Yale	Academic Block* (x80900000)
	A. Guerrero	Cornell (SPED CSI)	AB	407	Math Math (xADV0264006)	Homeroom (x2060000)	Cornell	Columbia	Academic Block* (x80900000)
	J. Barrera	Columbia (CSI)	A	414	AR (x808000016)	Homeroom (x2060000)	Columbia	Cornell	Academic Block* (x80900000)
	J. Barrera	Columbia (CSI)	B	412	Hotspot (x850009096)	Homeroom (x2060000)	Columbia	Cornell	Academic Block* (x80900000)
	I. Santisteban	Columbia (CSI)	C	GYM	PE (x02530003)	Homeroom (x2060000)	Columbia	Cornell	Academic Block* (x80900000)

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): Students scored a 60% passing on the STAAR reading exam. **Root Cause:** Master schedule is missing a time for students to receive a reading and writing intervention.

Problem Statement 2 (Prioritized): Teacher struggle with lesson planning. **Root Cause:** Teachers had a planning until the EOD. Therefore, making it hard for them to plan after going all day teaching.

Problem Statement 3: Students didn't experience all year a TEK based curriculum. **Root Cause:** Lack of TEK resources to provide intervention to students in math and reading.

Perceptions

Perceptions Summary

Here is the summary of our IDEA La Joya College prep adult and student culture:

Comprehensive Needs Assessment

College Prep

Data Source: School Culture and Climate

	Campus %
% Average Daily Attendance	91.94%
% Overall Persistence	94.50%
% New Student Persistence	94%
# of Admin Withdrawals/ Level 3 Offenses	0%
% SPED	23%
% ELL	70%
% Eco Dis	95%
% Migrant	1.25%
% Race: American-Indian- Alaska-Native	0
% Asian	0
% White-Hispanic	100%
% Multi	0
% Black-African-American	0
% Native-Hawaiian-Pacific- Islander	0
% White	0

Comprehensive Needs Assessment

% Male 46%

% Female 54%

IDEA La Joya

Comprehensive Needs Assessment

COLLEGE PREP

Data Source: Family and Community Involvement

Percentage

% Families Attended WTI 54%

% Families Attended Curriculum Night 48%

% Families Who Attended EOY Ceremonies 90%

% Families who attended Fall Festival 56%

% Families who attended Winter Festival 52%

% Families who attended Spring Festival 81%

IDEA La Joya

Comprehensive Needs Assessment

COLLEGE PREP

Staff Quality, Recruitment, Retention

Percentage

IDEA La Joya

% School Lead Team Retention	100%
% Instructional Support Retention	100%
% Teacher Retention	100%
% Campus Support Retention	100%
% SPED Certified Teachers	100%
% State/National Certified Teachers	28%
% State Certified Leaders	50%
% State/Board certified Counselors	100%

Number of teacher applicants per 2020-21 school year 35

Great places to work survey for staff: 92% of staff said IDEA La Joya College Prep was a great place to work.

Perceptions Strengths

Below are the strengths for each section of our student and adult climate and culture:

Areas of Strength

1. We had afterschool programs for all students.
- 2 We had a strong culture of achievement and strong whole wide procedures.
- 3 We offered monthly events for families and parents to build school culture and relationship with our families.

Moreover, here is the strengths for family and community culture:

Areas of Strength

1 We hosted monthly events for parents from fall festival to coffee with the principal.

2 Promotion of events was send in various forms, such as remind, facebook and student flyer.

3 We had teacher invesment on supporting with the event and build relationship with parents.

Finally, here are several strengths for the seciton of staff culture:

Areas of Strength

1. Building trust with relationships and coaching teachers with fidelity every week.

2. Provide all the resources needed for the teacher, including modeling and co-planning.

3 Have listening tours every quarter to capture feedback for the school.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): An area of growth is to increase parent attendance to events by HR calling each family. **Root Cause:** Teachers would send mass message via remind; however, several of our parents don't remind install or signal is poor in our community. Therefore, owning the invitation by calling will allow for us to reach more parents.

Problem Statement 2 (Prioritized): We need to increase the amount of promotional time of the event. **Root Cause:** We didn't promote events for a long time on social media and on all the forms of communication with students and families.

Problem Statement 3 (Prioritized): Have surveys for parents and students and ask if they liked the event and how we can make them better. **Root Cause:** Lack of survey on what we did good and what we can change for the next event.

Problem Statement 4 (Prioritized): We need to improve our parent communication by using a parent communication log. **Root Cause:** We didn't have a parent communication log to document all our parent outreach/support.

Problem Statement 5 (Prioritized): We need to train all teachers on how to handle all types of behavior and de-escalation. **Root Cause:** We didn't monitor during culture rounds if teachers could de-escalate situations and retrain if needed or provided clinics to address situation.

Problem Statement 6 (Prioritized): Celebrate the success of the team on a weekly basis in the teacher weekly and during staff PDs. **Root Cause:** Lack of celebrating the teachers during PD and teacher weekly.

Problem Statement 7 (Prioritized): Access the trust level of each lead team member by using a trust survey. **Root Cause:** We didn't have a trust survey for staff at various points of the week to determine what we need to change.

Problem Statement 8 (Prioritized): Student ADA was below than normal. IDEA schools typically end at a 97.5%. However, this year we landed at a 91%. **Root Cause:** Various students were out due to COVID infection and we didn't have solid ADA procedures.

Problem Statement 9 (Prioritized): We ended that year at a 94% persistence and begin the year at a 88% persistence. Missing the goal by 2 percent points. **Root Cause:** Lack a robust afterschool program and building Javelina pride on campus.

Priority Problem Statements

Problem Statement 1: An area of growth is to increase parent attendance to events by HR calling each family.

Root Cause 1: Teachers would send mass message via remind; however, several of our parents don't remind install or signal is poor in our community. Therefore, owning the invitation by calling will allow for us to reach more parents.

Problem Statement 1 Areas: Perceptions

Problem Statement 2: We need to increase the amount of promotional time of the event.

Root Cause 2: We didn't promote events for a long time on social media and on all the forms of communication with students and families.

Problem Statement 2 Areas: Perceptions

Problem Statement 3: We need to improve our parent communication by using a parent communication log.

Root Cause 3: We didn't have a parent communication log to document all our parent outreach/support.

Problem Statement 3 Areas: Perceptions

Problem Statement 4: Have surveys for parents and students and ask if they liked the event and how we can make them better.

Root Cause 4: Lack of survey on what we did good and what we can change for the next event.

Problem Statement 4 Areas: Perceptions

Problem Statement 5: Celebrate the success of the team on a weekly basis in the teacher weekly and during staff PDs.

Root Cause 5: Lack of celebrating the teachers during PD and teacher weekly.

Problem Statement 5 Areas: Perceptions

Problem Statement 6: We need to train all teachers on how to handle all types of behavior and de-escalation.

Root Cause 6: We didn't monitor during culture rounds if teachers could de-escalate situations and retrain if needed or provided clinics to address situation.

Problem Statement 6 Areas: Perceptions

Problem Statement 7: Access the trust level of each lead team member by using a trust survey.

Root Cause 7: We didn't have a trust survey for staff at various points of the week to determine what we need to change.

Problem Statement 7 Areas: Perceptions

Problem Statement 8: Student ADA was below than normal. IDEA schools typically end at a 97.5%. However, this year we landed at a 91%.

Root Cause 8: Various students were out due to COVID infection and we didn't have solid ADA procedures.

Problem Statement 8 Areas: Perceptions

Problem Statement 9: We ended that year at a 94% persistence and begin the year at a 88% persistence. Missing the goal by 2 percent points.

Root Cause 9: Lack a robust afterschool program and building Javelina pride on campus.

Problem Statement 9 Areas: Perceptions

Problem Statement 10: Students need more primary and secondary source reading and annotations.

Root Cause 10: Students had a lot of guided reading instruction; however, they need to be push to be doing the reading on a daily basis.

Problem Statement 10 Areas: Student Learning

Problem Statement 11: Lack the implementation of literacy skills, such as think-write-discuss and accountable talk.

Root Cause 11: Students lacked reading abilities; therefore, we prioritize reading strategies but must implement writing and speaking techniques.

Problem Statement 11 Areas: Student Learning

Problem Statement 12: Monitor summit k-12 program with fidelity and provide feedback to teachers on implementation.

Root Cause 12: We implemented the Summit k-12 program but lack to monitor progress of students by teacher and students.

Problem Statement 12 Areas: Student Learning

Problem Statement 13: Provide more practice time for students to master content.

Root Cause 13: Teachers are using more of the time to lecture and missing time for students to practice science content. Therefore, they don't have fidelity to the time stamps of practice.

Problem Statement 13 Areas: Student Learning

Problem Statement 14: Didn't provide many experimental opportunities for students hands-on.

Root Cause 14: We didn't provide hands on opportunity for student to comprehend science content.

Problem Statement 14 Areas: Student Learning

Problem Statement 15: Start with basic math reteach during academic block starting in August.

Root Cause 15: We didn't address math gaps early in the year. We must push for students to gain or master basic math content.

Problem Statement 15 Areas: Student Learning

Problem Statement 16: Alignment of the curriculum to TEKs to provide students to master a skill on a daily basis.

Root Cause 16: Provide students with TEK aligned curriculum opportunities on a daily basis. Students will struggle with exam format; therefore, we must provide similar new format.

Problem Statement 16 Areas: Student Learning

Problem Statement 17: Students weren't push to have reading and writing rigor in every content area.

Root Cause 17: Increase the reading and writing rigor in all classes by implementing cross content reading and writing strategies during the year.

Problem Statement 17 Areas: Student Learning

Problem Statement 18: Campus lesson progress was below the goal of 4 lessons a week, ending with an average of 3 lessons per week.

Root Cause 18: Lack of fidelity to the DI program and provide opportunities for students to master lessons.

Problem Statement 18 Areas: Student Learning

Problem Statement 19: Teacher struggle with lesson planning.

Root Cause 19: Teachers had a planning until the EOD. Therefore, making it hard for them to plan after going all day teaching.

Problem Statement 19 Areas: School Processes & Programs

Problem Statement 20: Students scored a 60% passing on the STAAR reading exam.

Root Cause 20: Master schedule is missing a time for students to receive a reading and writing intervention.

Problem Statement 20 Areas: School Processes & Programs

Problem Statement 21: The campus persistence was not on track during the year, reaching a 94% before summer break and ending with a persistence of 88% below the goal by 2% points.

Root Cause 21: Lack of creating a culture of joy and high expectations for students.

Problem Statement 21 Areas: Demographics

Problem Statement 22: The campus reached a 91.94% attendance below the goal of a 97% attendance.

Root Cause 22: Lack of implementing the attendance matrix.

Problem Statement 22 Areas: Demographics

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
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data

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.

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Class size averages by grade and subject

Employee Data

- Staff surveys and/or other feedback
- State certified and high quality staff data

Parent/Community Data

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

Support Systems and Other Data









- Processes and procedures for teaching and learning, including program implementation
- Communications data

Goals

Goal 1: Increase staff retention

Performance Objective 1: Retain 85% of our teacher and staff at IDEA La Joya College Prep for the 22-23 academic year.

Evaluation Data Sources: Quarter teacher retention.

Strategy 1 Details	Reviews			
Strategy 1: Listening tours every quarter to capture teacher/staff needs and create an action plan. Strategy's Expected Result/Impact: Teacher feel heard Staff Responsible for Monitoring: Principal, API, and Counselor TEA Priorities: Recruit, support, retain teachers and principals Problem Statements: Perceptions 7	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Celebrate teachers via PD, Teacher career Pathway, and team and family celebrations and events. Strategy's Expected Result/Impact: Retain all teachers and they feel appreciated Staff Responsible for Monitoring: Principal, API, APO, and Counselor TEA Priorities: Recruit, support, retain teachers and principals Problem Statements: Perceptions 6	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:






Perceptions
Problem Statement 6: Celebrate the success of the team on a weekly basis in the teacher weekly and during staff PDs. Root Cause: Lack of celebrating the teachers during PD and teacher weekly.
Problem Statement 7: Access the trust level of each lead team member by using a trust survey. Root Cause: We didn't have a trust survey for staff at various points of the week to determine what we need to change.

Goal 2: IDEA will achieve full enrollment

Performance Objective 1: IDEA La Joya will be 100% enrolled by the 11 day of school

High Priority

Evaluation Data Sources: Receive 100% of applications needed by February, Complete 100% of registrations needed by June and meet enrollment on first day.

Strategy 1 Details	Reviews			
Strategy 1: Execute all the highest leverage recruitment strategies by February, such as block walking, super recruitment, recruitment community events and promotion of events for all the community. Strategy's Expected Result/Impact: Meet 100% of applications and registrations needed to be 100% enrolled at IDEA La Joya College Prep. Staff Responsible for Monitoring: Principal and APO Problem Statements: Perceptions 2	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:







Perceptions
Problem Statement 2: We need to increase the amount of promotional time of the event. Root Cause: We didn't promote events for a long time on social media and on all the forms of communication with students and families.

Goal 3: IDEA achieves an A rating

Performance Objective 1: IDEA La Joya College Prep will earn an A TEA Rating for the 2022-2023 academic year.

High Priority

Evaluation Data Sources: Unit exams and semester exams and end of year STAAR scores

Strategy 1 Details	Reviews			
Strategy 1: Implement literacy professional development (5 skills) Strategy's Expected Result/Impact: Teacher will implement 5 high leverage literacy skills Staff Responsible for Monitoring: Principal, API Title I: 2.4 - TEA Priorities: Build a foundation of reading and math Problem Statements: Student Learning 2	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Breakdown unit or content data to focus on reteaching lowest performing objectives. Strategy's Expected Result/Impact: Increase our D1 data by 20 points Staff Responsible for Monitoring: Principal, API and teachers Title I: 2.4 - TEA Priorities: Build a foundation of reading and math Problem Statements: Student Learning 3, 4, 6	Formative			Summative
	Oct	Jan	Mar	June
				
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>				

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 2: Students weren't push to have reading and writing rigor in every content area. Root Cause: Increase the reading and writing rigor in all classes by implementing cross content reading and writing strategies during the year.
Problem Statement 3: Alignment of the curriculum to TEKS to provide students to master a skill on a daily basis. Root Cause: Provide students with TEK aligned curriculum opportunities on a daily basis. Students will struggle with exam format; therefore, we must provide similar new format.

Student Learning

Problem Statement 4: Start with basic math reteach during academic block starting in August. **Root Cause:** We didn't address math gaps early in the year. We must push for students to gain or master basic math content.






Problem Statement 6: Provide more practice time for students to master content. **Root Cause:** Teachers are using more of the time to lecture and missing time for students to practice science content. Therefore, they don't have fidelity to the time stamps of practice.

Goal 3: IDEA achieves an A rating

Performance Objective 2: 50% of critical student intervention students will grow 2 years in reading RENSTAR exam by the end of the 22-23 academic year.

High Priority

Evaluation Data Sources: End of Year RenSTAR Exam

Strategy 1 Details	Reviews			
Strategy 1: Implement the DI program with fidelity to complete 4 lessons a week at mastery. Strategy's Expected Result/Impact: 2 year growth in Reading RENSTAR exam. Staff Responsible for Monitoring: Interventionist, Principal and Assistant Principal Title I: 2.4 - TEA Priorities: Build a foundation of reading and math Problem Statements: Student Learning 1 Funding Sources: Interventionist - Federal Grant	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Problem Statements:






Student Learning
Problem Statement 1: Campus lesson progress was below the goal of 4 lessons a week, ending with an average of 3 lessons per week. Root Cause: Lack of fidelity to the DI program and provide opportunities for students to master lessons.

Goal 3: IDEA achieves an A rating

Performance Objective 3: Have 42% of ELs grow at least one composite score year over year

High Priority

Evaluation Data Sources: TELPAS Scores at the end of year

Strategy 1 Details		Reviews			
Strategy 1: Fidelity to summit k-12 program for EB students Strategy's Expected Result/Impact: 42% of EL students will increase a composite scores in TELPAS Exam Staff Responsible for Monitoring: Principal, teacher, assistant principal. testing coordinator and school counselor Title I: 2.6 - TEA Priorities: Build a foundation of reading and math Problem Statements: Student Learning 7, 8		Formative			Summative
		Oct	Jan	Mar	June
					
		 No Progress	 Accomplished	 Continue/Modify	 Discontinue

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 7: Monitor summit k-12 program with fidelity and provide feedback to teachers on implementation. Root Cause: We implemented the Summit k-12 program but lack to monitor progress of students by teacher and students.
Problem Statement 8: Lack the implementation of literacy skills, such as think-write-discuss and accountable talk. Root Cause: Students lacked reading abilities; therefore, we prioritize reading strategies but must implement writing and speaking techniques.

Goal 3: IDEA achieves an A rating

Performance Objective 4: 90% of our HB4545 student meet their growth goals in math and reading STAAR.

High Priority

HB3 Goal

Evaluation Data Sources: Unit Exams, semester exams

Goal 3: IDEA achieves an A rating

Performance Objective 5: 100% of our HB4545 students will receive all their intervention hours before our 2023 STAAR.

High Priority

HB3 Goal

Evaluation Data Sources: PowerSchool Tracking

Goal 3: IDEA achieves an A rating










Performance Objective 6: Reach a 23 SAS score for our special education students on the math and reading STAAR.

High Priority

Evaluation Data Sources: Unit Exams, Semester exams and STAAR exam.

Goal 4: Increase student daily attendance

Performance Objective 1: At the end of the 2022-2023 school year, IDEA La Joya College Prep will achieve a 97% average daily attendance.








Strategy 1 Details	Reviews			
Strategy 1: Implement and monitor the escalation matrix for students with excessive absences. Strategy's Expected Result/Impact: Increase ADA students and respond to excessive absences. Staff Responsible for Monitoring: Principal, Assistant Principal of Operations, Teachers, SIS, API Title I: 2.4, 2.6 Problem Statements: Perceptions 8	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Daily ADA mechanism by homeroom: Teacher Calls & ADA Student Tracking on bulletin board. Strategy's Expected Result/Impact: 100% of the time HR teachers will call their HR students to follow-up on why they haven't arrive to HR. Staff Responsible for Monitoring: Principal, SIS, APO, Teachers and API Title I: 2.4 - TEA Priorities: Improve low-performing schools Problem Statements: Perceptions 8	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: ADA Incentives, such as giveaways every quarter of the year. Strategy's Expected Result/Impact: Students feel motivated because they are receiving an award for coming everyday to school. We will monitor using printing the attendance daily report. Student will also monitor on the ADA tracker their monthly ADA. Staff Responsible for Monitoring: Principal, SIS, APO, Teachers and API Title I: 2.4 Problem Statements: Perceptions 8	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 8: Student ADA was below than normal. IDEA schools typically end at a 97.5%. However, this year we landed at a 91%. Root Cause: Various students were out due to COVID infection and we didn't have solid ADA procedures.

Goal 4: Increase student daily attendance

Performance Objective 2: At the end of the 2022-2023 school year, IDEA La Joya College Prep will achieve a 97% average daily attendance.

Strategy 1 Details		Reviews			
Strategy 1: Weekly Javelina Pride Meetings & Monthly Jungle Calls to celebrate homeroom with highest attendance and celebrate our perfect attendance students. Strategy's Expected Result/Impact: 97% weekly daily attendance. Staff Responsible for Monitoring: Principal, APO, API, SIS and teachers Title I: 2.4 Problem Statements: Perceptions 8		Formative			Summative
		Oct	Jan	Mar	June
					
		 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 2 Problem Statements:



Perceptions
Problem Statement 8: Student ADA was below than normal. IDEA schools typically end at a 97.5%. However, this year we landed at a 91%. Root Cause: Various students were out due to COVID infection and we didn't have solid ADA procedures.






Goal 5: Increase student persistence

Performance Objective 1: At the end of the 2022-2023 School Year, IDEA la Joya College Prep will have a 90% of students persist in IDEA La Joya College Prep into the 2023-2024 school year.

High Priority

Evaluation Data Sources: Overall persistence weekly, monthly and yearly.

Strategy 1 Details	Reviews			
Strategy 1: Robust and well planned afterschool program. -Folkloriko, Dance Team, Art Club, Cheer, Band, Robotics, -Athletics Strategy's Expected Result/Impact: Increase the persistence by 5% points from last year. Staff Responsible for Monitoring: Principal, Counselor, API, APO, afterschool program coordinator Title I: 2.4 - TEA Priorities: Improve low-performing schools Problem Statements: Perceptions 9	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Build Javelina Pride Via: Weekly Javelina Pride Meetings & Monthly Jungle Calls w/ spirit stick Strategy's Expected Result/Impact: 5% increase from last year persistence Staff Responsible for Monitoring: Principal, Counselor, API, APO and teachers Title I: 2.4 Problem Statements: Perceptions 9	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 3 Details	Reviews			
Strategy 3: Conduct parent meetings on a monthly basis Strategy's Expected Result/Impact: 65% attendance from parents during academics parent meetings, about 15min more. Staff Responsible for Monitoring: Principal and Counselor and teachers Title I: 4.2 Problem Statements: Perceptions 2	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: 1 Monthly family engagement events Strategy's Expected Result/Impact: 65% attendance from parents during academics parent meetings, about 15min more. Staff Responsible for Monitoring: Principal, Counselor, API and APO and teachers Title I: 4.2 - TEA Priorities: Recruit, support, retain teachers and principals Problem Statements: Perceptions 2, 3	Formative			Summative
	Oct	Jan	Mar	June
	 80%			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 2: We need to increase the amount of promotional time of the event. Root Cause: We didn't promote events for a long time on social media and on all the forms of communication with students and families.
Problem Statement 3: Have surveys for parents and students and ask if they liked the event and how we can make them better. Root Cause: Lack of survey on what we did good and what we can change for the next event.
Problem Statement 9: We ended that year at a 94% persistence and begin the year at a 88% persistence. Missing the goal by 2 percent points. Root Cause: Lack a robust afterschool program and building Javelina pride on campus.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Lynnette Hernandez	INTERVENTIONIST	Direct Instruction	1

Campus Funding Summary

Federal Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	2	1	Interventionist		\$0.00
Sub-Total					\$0.00

Addendums

IDEA La Joya

Title I Qualifying Programs

Internal Use Only

Mid Year

End of Year

Supplemental Program (Y/N)	
----------------------------	--

**New Program
(Y/N)**

Budget Allocation	
Category	Amount
Category 1	1000
Category 2	2000
Category 3	3000
Category 4	4000
Category 5	5000
Category 6	6000
Category 7	7000
Category 8	8000
Category 9	9000
Category 10	10000

Outcome

	Increase/Decreased by X%
--	--------------------------

Outcome	Inc
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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	

[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

IDEA La Joya College Prep

Comprehensive Needs Assessment

COLLEGE PREP

Data Source: CSI

% Meeting CSI Goal	Reading CP CSI	
% CSI (EOY Ren.)	56%	
% of CSI Passing STAAR	42%	
% of SPED Passing STAAR	72%	

Data Source: STAAR

	STAAR Reading 6th	STAAR Reading 7th	STAAR Reading 8th	STAAR Writing 7th	English I EOC	English II EOC
% Approaches	65%	NA	NA	NA	NA	NA
% Meets	31%	NA	NA	NA	NA	NA
% Masters	16%	NA	NA	NA	NA	NA
% Student Achievement Average	37%	NA	NA	NA	NA	NA

Data Source: AP/IB/Electives

AP Scores	Pass AP Lit	Pass AP Lang	IB Scores	IB Group 1	% Royal Readers	% Word Master
% Score 1	NA	NA	% Score 1-3	NA	11%	71%
% Score 2	NA	NA	% Score 4-5	NA		
% Score 3+	NA	NA	% Score 6-7	NA		
					RR Goal Met/Not Met	WM Goal Met/Not Met
					MET	MET

Reflections

Areas of Strength	Areas of Need
1 We met the AR goal by motivating kiddos, providing PTG weekly and providing incentives for meeting goal.	1 Increase fidelity to the DI program and provide opportunities for students to master lessons.
2 ELA growth from Mock to STAAR evident by more than 32% points.	2 Increase the reading and writing rigor in all classes by implementing cross content reading and writing strategies.
3 75% of students met their reading growth goal.	3 Provide students with TEK aligned curriculum opportunities on a daily basis. Students will struggle with exam format; therefore, we must provide similar new reading format.

IDEA La Joya

Comprehensive Needs Assessment - College Prep

COLLEGE PREP

Data Source: STAAR

	STAAR Math 6th	STAAR Math 7th	STAAR Alg I	
% Approaches	71%	NA	NA	
% Meets	36%	NA	NA	
% Masters	13%	NA	NA	
% Student Achievement Average	40	NA	NA	

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

Reflections

Areas of Strength	Areas of Need
1. Growth met from student was at a 92% and passing growth from mock to STAAR was 53% points.	1 Start with basic math reteach during academic block starting in August.
2. Tracking growth and mastery of TEKS on a daily basis.	2. Increase the amount of practice aligned to STAAR during Q1.
3 Math teachers were proficient at delivery and aggressive monitoring.	3 Lack of lesson alignment and rehearsals of math department.

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Comprehensive Needs Assessment

COLLEGE PREP

Data Source: Internal Assessments

	6th Grade EOY Assessment	7th Grade EOY Assessment	
% Passing	60%	NA	

Data Source: STAAR

	STAAR 8th Science	STAAR Biology	
% Approaches	NA	NA	
% Meets	NA	NA	
% Masters	NA	NA	
% Student Achievement Average	NA	NA	

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

Reflections

Areas of Strength	Areas of Need
1 Create strong annotation system for students.	1 Didn't provide many experimental opportunities for students hands-on.
2 Students received various checkpoints during the lessons.	2 Provide more practice time for students to master content.
3	3

IDEA La Joya

Comprehensive Needs Assessment

COLLEGE PREP

Data Source: Internal Assessments

	6th Grade EOY Assessment	7th Grade EOY Assessment	
% Passing	92%	NA	

Data Source: STAAR

	STAAR 8th US History	EOC US History	
% Approaches	NA	NA	
% Meets	NA	NA	
% Masters	NA	NA	
% Student Achievement Average	NA	NA	

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

Reflections

Areas of Strength	Areas of Need
1 Students practice the content and read over the content daily.	1 Lack of open-ended questions for students to practice their writing.
2 Teacher reviewed content using various delivery forms.	2 Needed more healthy whole group discussion and implement accountable talk in humanities classroom.
3. Teacher created cornell notes for students to annotate as she lecture in class.	3 Students need more primary and secondary source reading and annotation.

IDEA La Joya

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	6%	4%	10%	8%	25%
% Intermediate	29%	44%	40%	37%	
% Advanced	30%	48%	35%	38%	
% Advanced High	35%	4%	15%	17%	

Reflection

Areas of Strength	Areas of Need
1 Implemented summit k-12 to support all EB students.	1 Monitor summit k-12 program with fidelity and provide feedback to teachers on implementation.
2 Provided EB student with reading intervention, such as decoding and DISE.	2 Lack the implementation of literacy skills, such as think-write-discuss and accountable talk.
3 Provided EB students with graphic organizers and EB accommodations.	3 Push for writing in all classes and teachers lack to provide feedback on the writing components.

IDEA La Joya

Comprehensive Needs Assessment

COLLEGE PREP

100% College Matriculation

Matriculation %	Matricuation % 4 year	Matriculation % 2 year	Tier 1/2 % Acceptances	Tier 1/2 % Matriculation	
NA	NA	NA	NA	NA	
Tier 1 % Matriculation	Tier 2 % Matriculation	Tier 3 % Matriculation	Tier 4 % Matriculation	Senior Class CCMR %	Senior Class TSI Completion %
NA	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
NA	NA	NA	NA	NA	NA

Reflections

Areas of Strength	Areas of Need
NA	NA
NA	NA
NA	NA

IDEA La Joya

Comprehensive Needs Assessment	
COLLEGE PREP	
Staff Quality, Recruitment, Retention	
	Percentage
% School Lead Team Retention	100%
% Instructional Support Retention	100%
% Teacher Retention	100%
% Campus Support Retention	100%
% SPED Certified Teachers	100%
% State/National Certified Teachers	28%
% State Certified Leaders	50%
% State/Board certified Counselors	100%
Number of teacher applicants per 2020-21 school year	35

Reflections	
Areas of Strength	Areas of Need
1. Building trust with relationships and coaching teachers with fidelity every week.	1 Establish consistent team builders with staff on a monthly basis.
2. Provide all the resources needed for the teacher, including modeling and co-planning.	2. Celebrate the success of the team on a weekly basis in the teacher weekly and during staff PDs.
3 Have listening tours every quarter to capture feedback for the school.	3 Access the trust level of each lead team member by using a trust survey.

IDEA La Joya

Comprehensive Needs Assessment	
College Prep	
Data Source: School Culture and Climate	
	Campus %
% Average Daily Attendance	91.94%
% Overall Persistence	94.50%
% New Student Persistence	94%
# of Admin Withdrawals/ Level 3 Offenses	0%
% SPED	23%
% ELL	70%
% Eco Dis	95%
% Migrant	1.25%
% Race: American-Indian- Alaska-Native	0
% Asian	0
% White-Hispanic	100%
% Multi	0
% Black-African-American	0
% Native-Hawaiian-Pacific- Islander	0
% White	0
% Male	46%
% Female	54%

Data Source: School Culture and Climate	
Reflections	
Areas of Strength	Areas of Need
1. We had afterschool programs for all students.	1 We need to improve our parent communication by using a parent com
2 We had a strong culture of achievement and strong whole wide procedures.	2 We need to train all teachers on how to handle all types of behavior and
3 We offered monthly events for families and parents to build school culture and relationship with our families.	3 We had difficulty with implementing the behavior point system with all students.

IDEA La Joya

Comprehensive Needs Assessment COLLEGE PREP	
Data Source: Family and Community Involvement	
	Percentage
% Families Attended WTI	54%
% Families Attended Curriculum Night	48%
% Families Who Attended EOY Ceremonies	90%
% Families who attended Fall Festival	56%
% Families who attended Winter Festival	52%
% Families who attended Spring Festival	81%

Reflections	
Areas of Strength	Areas of Need
1 We hosted monthly events for parents from fall festival to coffee with the principal.	1 An area of growth is increase parent attendance to evens by HR calling each family.
2 Promotion of events was send in various forms, such as remind, facebook and student flyer.	2 We need to increase the amount of promotional time of the event.
3 We had teacher invesment on supporting with the event and build relationship with parents.	3 Have surveys for parents and students and ask if they liked the event and how we can make them better.