IDEA Public Schools

Lake Houston 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
Postsecondary Readiness

Board Approval Date: October 21, 2022
Public Presentation Date: September 23, 2022

Mission Statement

IDEA Public Schools prepare students from underserved communitiesÂ 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**

Table of Contents

Comprehensive Needs Assessment

Revised/Approved: September 13, 2022

Demographics

Demographics Summary

Lake Houston CP was founded in 2021-2022 and currently serves students in grades 6-12. 38% of our students are ELs and in the 21-22 school year we earned a distinction for ELAR as well as met TELPAS.

	Campus %
% Average Daily Attendance	93.26
% Overall Persistence	92.13
% New Student Persistence	92.8
# of Admin Withdrawals/ Level 3 Offenses	3
% SPED	12
% ELL	38
% Eco Dis	82
% Migrant	0
% Race: American-Indian-Alaska-Native	3
% Asian	0.8
% White-Hispanic	79
% Multi	0
% Black-African-American	24

	Campus %
% Native-Hawaiian-Pacific-Islander	0
% White	72
% Male	45
% Female	55

Demographics Strengths

See PDF in Addendum for more information.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): There is opportunity to close the gap for our African American students in math. **Root Cause:** Math scores were lower than reading this year across the board. Math teacher was new in 6th grade. Math STAAR success mechanisms and data tracking began late, with a focus on Domain III.

Problem Statement 2: There is a need to increase student persistence. **Root Cause:** High number of mobile families leaving the area due to transportation and other extracurricular opportunities.

Student Learning

Student Learning Summary

| 78 | 91 | 83 | 89 (B) |

Campus Name	TEA Accountability Distinctions
Lake Houston CP	ELAR, Math, Comparative Academic Growth, and Postsecondary Readiness (4)

Student Learning Strengths

See PDF in Addendum for more informaiton.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): To get to an A, we must hit the Domain III cut point of 90, and this past year we were at 83. **Root Cause:** We started late with ensuring accommodations were being implemented consistently and ensuring effective interventions were in place.

Problem Statement 2: We did not hit our TELPAS Composite Score of 42%. **Root Cause:** EL training for accommodations have not been readily available and opportunities for speaking and writing were minimal.

School Processes & Programs

School Processes & Programs Summary

We develop our leaders through daily real time coaching, classroom management and culture walks, SPED ACC audits, and coaching academy. We also ensure roles and responsibilities are clear by ensuring calendars are informed by data based priorities and check-ins.

School Processes & Programs Strengths

See PDF and addendum for more information.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Our leader retention is an area for improvement across the region and at our campus. **Root Cause:** Leader onboarding and clarity of role at point of hire have been gaps.

Perceptions

Perceptions Summary

We conduct quarterly Great Places to Work surveys to staff, have regular check-ins to set a clear priority for the upcoming week and to build connection. Our regional values are Comptentence, Care, Connect, Clarity. We had the hightest Great Places to Work data at 83% staff satisfaction.

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"

Perceptions Strengths

See PDF in Addendum for more information.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: 0 parent surveys administered to families for feedback. **Root Cause:** Lack of knowledge of the platform used from the national team to administer the survey.

Problem Statement 2 (Prioritized): Parents stated there was a lack of communication from the school and our campus was too strict. **Root Cause:** Lack of communication from teachers and leaders from discipline.

Priority Problem Statements

Problem Statement 1: There is opportunity to close the gap for our African American students in math.

Root Cause 1: Math scores were lower than reading this year across the board. Math teacher was new in 6th grade. Math STAAR success mechanisms and data tracking began late, with a focus on Domain III.

Problem Statement 1 Areas: Demographics

Problem Statement 2: To get to an A, we must hit the Domain III cut point of 90, and this past year we were at 83.

Root Cause 2: We started late with ensuring accommodations were being implemented consistently and ensuring effective interventions were in place.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Our leader retention is an area for improvement across the region and at our campus.

Root Cause 3: Leader onboarding and clarity of role at point of hire have been gaps.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Parents stated there was a lack of communication from the school and our campus was too strict.

Root Cause 4: Lack of communication from teachers and leaders from discipline.

Problem Statement 4 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading 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
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Enrollment trends

Employee Data

- Staff surveys and/or other feedback

- State certified and high quality staff data
- Campus leadership data

Parent/Community Data

- Parent engagement rate

Support Systems and Other Data

- Organizational structure data
- Communications data
- Study of best practices

Goals

Goal 1: Increase staff retention

Performance Objective 1: By the beginning of the 23-24 school year, IDEA Lake Houston College Preparatory, will maintain at least 85% of staff by having performance managers complete check-ins with direct reports weekly; as well as conducting Fun Fridays on the first Friday of each month to recognized Gators of the Month, daily shout outs, and highlights of staff meeting or exceeding specific goals and exhibiting IDEA's core values.

High Priority

HB3 Goal

Evaluation Data Sources: One Note for Weekly Check-ins
Teams for shout outs
Locus dashboard for data retrieval

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: Who: Direct Managers	**Formative**			**Summative**
When: Weekly	**Oct**	**Jan**	**Mar**	**June**
What: Check-ins with direct reports, shout outs				
Who: Principals When: Weekly What: Report out data on staff retention in Data Brief	35%	50%		
Strategy's Expected Result/Impact: Maintain 85% staff retention				
Staff Responsible for Monitoring: Principal, API, APO, SC				
Title I: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals - **Problem Statements:** School Processes & Programs 1				
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: Our leader retention is an area for improvement across the region and at our campus. **Root Cause**: Leader onboarding and clarity of role at point of hire have been gaps.

Goal 2: All IDEA students matriculate to college

Performance Objective 1: By the end of the 22-23 school year, IDEA Lake Houston College Preparatory will receive an A- rating in Domains 1 and 3 by scholars achieving the Approaches/Meets/Masters goals for our campus

> **High Priority**
>
> **HB3 Goal**
>
> **Evaluation Data Sources:** Track number of Masters scholars
> Scripted HOT questions in LPs
> Strategic grouping of students based on full scale assessments
>
> **Summative Evaluation:** Significant progress made toward meeting Objective

Strategy 1 Details			Reviews		
Strategy 1: Who: Leaders and Teachers When: Daily What: Real-time coach the most pressing need (academics and culture)		**Formative**			**Summative**
		Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Receive a distinction in Post secondary readiness by TEA **Staff Responsible for Monitoring:** Principal and APIs **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Demographics 1			20%		
0% No Progress	100% Accomplished	→ Continue/Modify		✗ Discontinue	

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: There is opportunity to close the gap for our African American students in math. **Root Cause**: Math scores were lower than reading this year across the board. Math teacher was new in 6th grade. Math STAAR success mechanisms and data tracking began late, with a focus on Domain III.

Goal 2: All IDEA students matriculate to college

Performance Objective 2: By the end of the 22-23 school year, IDEA Lake Houston College Preparatory will visit at least 1 local university.

    Evaluation Data Sources: Field Lesson GRPI

    Summative Evaluation: No progress made toward meeting Objective

Goal 3: IDEA achieves an A rating

Performance Objective 1: By the end of the 22-23 school year, IDEA Lake Houston College Preparatory will receive an A- rating in Domains 1 -3 by scholars achieving the Approaches/Meets/Masters goals for our campus

High Priority

HB3 Goal

Evaluation Data Sources: Daily individual student tracking
Whole group tracking
Daily observations and real time coaching using Teachboost
Differentiated instruction based on student work analysis meetings

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details		Reviews		
Strategy 1: Who: Leaders and Teachers	**Formative**			**Summative**
When: Daily	**Oct**	**Jan**	**Mar**	**June**
What: Real-time coach the most pressing need (academics and culture) based on data				
Use AR/HS Facilitator to improve Reading performance for 6th and 7th grade.		0%		
Strategy's Expected Result/Impact: Receive an A rating from TEA				
Staff Responsible for Monitoring: Principal and APIs				

Title I:
    2.4, 2.5, 2.6
    - **TEA Priorities:**
    Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools
    - **ESF Levers:**
    Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

Problem Statements: Student Learning 1				
Funding Sources: AR/HS Facilitator - Federal Grant				
0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue	

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: To get to an A, we must hit the Domain III cut point of 90, and this past year we were at 83. **Root Cause**: We started late with ensuring accommodations were being implemented consistently and ensuring effective interventions were in place.

Goal 3: IDEA achieves an A rating

Performance Objective 2: By the end of 22-23 school year, IDEA Lake Houston College Preparatory will receive an A-rating on Domain 3 by focusing on our special populations: SpEd, non-continuously enrolled, continuously enrolled, HB4545, and ELs
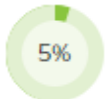
    High Priority

    HB3 Goal

    Evaluation Data Sources: Domain 3 scholar identification
    Special pops tracking
    Daily ET huddle reports

    Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details		Reviews			
Strategy 1: Who: Instructional Leaders and Teachers		**Formative**			**Summative**
What: Track domain 3 scholars who fall under 3+ categories of sub pops		Oct	Jan	Mar	June

Who: Math Intervention Teacher & Reading Intervention Teacher
What: Implement SGI daily for 6th and 7th grade scholars
 	
    Strategy's Expected Result/Impact: 60% of SpEd scholars will meet approaches on Math and Reading STAAR
    Domain 3 scholars will meet their targeted goal by the end of the school year
    Staff Responsible for Monitoring: Who: SpEd teachers, Gen Ed teachers, and Leaders
 	
    Title I:
    2.4, 2.5, 2.6
    - **TEA Priorities:**
    Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools
    - **ESF Levers:**
    Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction
    Problem Statements: Demographics 1 - Student Learning 1
    Funding Sources: AR/HS Facilitator - Federal Grant
			5%		

0% No Progress	100% Accomplished	→ Continue/Modify		✖ Discontinue	

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: There is opportunity to close the gap for our African American students in math. **Root Cause**: Math scores were lower than reading this year across the board. Math teacher was new in 6th grade. Math STAAR success mechanisms and data tracking began late, with a focus on Domain III.

Student Learning
Problem Statement 1: To get to an A, we must hit the Domain III cut point of 90, and this past year we were at 83. **Root Cause**: We started late with ensuring accommodations were being implemented consistently and ensuring effective interventions were in place.

Goal 4: Increase student daily attendance

Performance Objective 1: By the end of the 22-23 school year, IDEA Lake Houston College Preparatory will receive a minimum of 97% of average daily attendance.

High Priority

HB3 Goal

Evaluation Data Sources: Daily tracking of absences
Monthly ADA incentives
ADA escalation matrix

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details		Reviews			
Strategy 1: Who: APO, SIS Coordinator, Registrar, SC, Teachers, APIs, Principal		**Formative**			**Summative**
When: Daily What: Operating mechanism for daily attendance protocol fidelity		**Oct**	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Maintain an average of 6 scholars absent per day **Staff Responsible for Monitoring:** Principal, APO, SC **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1			0%		
0% No Progress	100% Accomplished	→ Continue/Modify		✖ Discontinue	

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: To get to an A, we must hit the Domain III cut point of 90, and this past year we were at 83. **Root Cause**: We started late with ensuring accommodations were being implemented consistently and ensuring effective interventions were in place.

Goal 5: Increase student persistence

Performance Objective 1: By the 11th day of the 23-24 school year, IDEA Lake Houston College Preparatory will maintain a minimum of 90% student persistence.

High Priority

Evaluation Data Sources: Quarterly family engagement events
Daily and weekly student incentives
Check-ins with students of concern
Weekly grade level celebrations
Extra-curricular activities

Summative Evaluation: Met Objective

Strategy 1 Details		Reviews			
Strategy 1: Who: All Staff		**Formative**			**Summative**
When: Daily What: Build a strong positive customer service experience with all stakeholders		Oct	Jan	Mar	June
Strategy's Expected Result/Impact: Maintain a minimum of 90% of scholars persist with LH by the 11th day of 23-24 school year. **Staff Responsible for Monitoring:** APO, SC, and Principal **Title I:** 2.4, 2.5, 2.6, 4.1, 4.2 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Perceptions 2			0%		
0% No Progress	100% Accomplished	Continue/Modify	Discontinue		

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 2: Parents stated there was a lack of communication from the school and our campus was too strict. **Root Cause**: Lack of communication from teachers and leaders from discipline.

Goal 5: Increase student persistence

Performance Objective 2: 100% of Staff complete BOY Crisis Management / Emergency Response Training by the FWOS

High Priority

Evaluation Data Sources: Road map training, Campus Crisis Team Meeting, Intruder Assessment o Physical Building Safety o Climate & Culture SS Staff, Students, Families o Compliance SS Training, Facility Safety, Execution

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details		Reviews			
Strategy 1: Who: Campus Crisis Team		**Formative**			**Summative**
What: Administer safety audit walks and implement a safe schools plan		**Oct**	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: 100% Safety Drill Execution o Monthly, Quarterly, Annually Rated Proficient or higher by the end of the year on the Campus Safety Score (Regional & National Aggregate) **Staff Responsible for Monitoring:** Campus Crisis Team **Title I:** 2.5, 4.1 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** Perceptions 2			20%		
0% No Progress	100% Accomplished		Continue/Modify	✗ Discontinue	

Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 2: Parents stated there was a lack of communication from the school and our campus was too strict. **Root Cause**: Lack of communication from teachers and leaders from discipline.

Goal 5: Increase student persistence

Performance Objective 3: By the end of 22-23 school year, IDEA Lake Houston College Preparatory will be named America's Healthiest Schools.

    Evaluation Data Sources: Fitness Gram
CNP Audits
Health Station Audits

    Summative Evaluation: Met Objective

Strategy 1 Details		Reviews			
Strategy 1: Who: PE Coaches, Health Aide, CNP Manager		**Formative**			**Summative**
What: Administer quarterly healthy audits		**Oct**	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: 100% of our scholars will meet the expectation of healthy kids. **Staff Responsible for Monitoring:** PE Coaches, Health Aide, CNP Manger, Leaders **Title I:** 2.4, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Perceptions 2			0%		
0% No Progress	100% Accomplished	→ Continue/Modify		✕ Discontinue	

Performance Objective 3 Problem Statements:

Perceptions
Problem Statement 2: Parents stated there was a lack of communication from the school and our campus was too strict. **Root Cause**: Lack of communication from teachers and leaders from discipline.

Title I Personnel

Name	Position	Program	FTE
Trinara Hutchinson	AR/HS Facilitator	Title 1	1

Campus Funding Summary

Federal Grant					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	1	1	AR/HS Facilitator		$0.00
3	2	1	AR/HS Facilitator		$0.00
				Sub-Total	$0.00

Addendums

IDEA Lake Houston College Preparatory

Comprehensive Needs Assessment	
COLLEGE PREP	
Data Source: Family and Community Involvement	
	Percentage
% Families Attended WTI	100%
% Families Attended Curriculum Night	
% Families Who Attended EOY Ceremonies	45%
% Families who attended Fall Festival	
% Families who attended Winter Festival	
% Families who attended Spring Festival	

Reflections	
Areas of Strength	**Areas of Need**
1 Comms of mandatory meeting	1 Specfic scripts and rehearsal time for communicating wit
2 Staff investment	2 PTA/PTO- group of parent involvement
3	3 Funds for setting up and purchasing resources for family

Master CNA & SAIP Reporting Checklist

PTG		0%	PTG		0%

DEPT	Data Source	Data Tabs	Guidance	Status	Principal Notes or Questions	VP Verification	Notes & Next Steps
College Prep	KEYS Tab (Tab 3)	Student Achievement Improvement Plan 2021-2022 School Year	This SAIP plan will require logging concrete initiatives put in place for student improvement, as well as their associated timelines, resources, and responsible staff. Each initiative will be tracked mid-year and at the end of the year. Mid-year assessments should be completed by each campus between December 1, 2022 and no later than January 31, 2023.	Pending		Action Required	
	Locus Dashboards: CIS STARR, AP Campus IB Reports EOY Assessments	Comprehensive Needs Assessment 2022 English Language Arts	These Pages should include the percentage of students who achieved each listed score for the 2021-2022 School Year. 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.	Pending		Action Required	
		Comprehensive Needs Assessment 2022 Math		Pending		Action Required	
		Comprehensive Needs Assessment 2022 Science		Pending		Action Required	
		Comprehensive Needs Assessment 2022 Humanities		Pending		Action Required	
	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.	Pending		Action Required	
	Locus Dashboards: ACT, AP, TSI Campus IB Reports Campus Matriculation Reports	100% College Matriculation 2021-2022 School Year	This page will only be applicable to campuses that had graduating classes in the Spring of 2022. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Pending		Action Required	
	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.	Pending		Action Required	
	Locus Dashboards: Student Persistence, Enrollment, ADA	School Culture & Climate 2021-2022 School Year	For the Withdrawals/Level 3 Offenses data point, list the 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.	Pending		Action Required	
	Campus Academic Counselor Tracking Systems	2022 Family & Community Involvement	In addition to listing data percentages, list a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Pending		Action Required	

IDEA Lake Houston College Preparatory
2021-22 Student Achievement Improvement Plan - College Prep
COLLEGE PREP

									Title I Qualifying Programs			Initiatives Status			
									Internal Use Only			Mid Year		End of Year	
									Supplemental Program (Y/N)	New Program (Y/N)	Budget Allocation	Outcome	Increase/Decreased by X%	Outcome	Increase/Decreased by X%
APO	Initiatives	Needs Assess.	Special Pops.	Person(s) Responsible	Timeline Start/End	Resources: Human/ Material/Fiscal	Documentation	Formative Evaluation	Budget Allocations only need to be entered for programs that are BOTH Supplemental & New			Use these columns to assess your strategy progress at the middle and end of the year			
1E	Earned State Rating: A	STAAR	All	M. Garza	8/4/22-5/25/23	Software- Study Island, IXL, ALEKS Resources- Meausring Up, Sirius STAAR workbooks									
1J	% of students in CSI achieve 2 years growth in Reading | Math (measured by Ren STAR) 50% | 60%	STAAR	AR, EL, SpEd, ED	K. Pinkard	8/4/22-5/25/23	Decoding Resources Rosetta Stone Manipulatives SIOPs training									

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 Lake Houston College Preparatory

Comprehensive Needs Assessment
COLLEGE PREP

Data Source: CSI

% Meeting CSI Goal	Reading CP CSI
% CSI (EOY Ren.)	13
% of CSI Passing STAAR	36
% of SPED Passing STAAR	17

Data Source: STAAR

	STAAR Reading 6th	STAAR Reading 7th	STAAR Reading 8th	STAAR Writing 7th	English I EOC	English II EOC
% Approaches	75					
% Meets	48					
% Masters	25					
% Student Achievement Average	49					

Data Source: AP/IB/Electives

AP Scores	Pass AP Lit	Pass AP Lang	IB Scores	IB Group 1	% Royal Readers	% Word Master
% Score 1			% Score 1-3		8	68
% Score 2			% Score 4-5			
% Score 3+			% Score 6-7			
					RR Goal Met/Not Met	WM Goal Met/Not Met

Reflections	
Areas of Strength	**Areas of Need**
1 Daily Reading, SpEd Teacher/Leader exemplar sparring; Look-fors: scripted CFUs, for ELs, and aligned to the rigor of the assessment item, academic vocabulary, and annotations/work of all assessment items	1 Strategies training targeting individualized small groups of sub pops
2 Daily Lesson Rehearsals with Reading and SpEd Teacher stamping key points, misconceptions, and targeted skills for our lowest performing pods	2 Daily ET Huddles after every pd with Leader, Gen Ed, and SpEd teacher to identify misconception and re-teach same day

3 Real time tight loop coaching in Reading (1st teacher/2nd teach)	3 Creating a strategic teacher pathway to provide RTF for students in every class with clear look-fors

IDEA Lake Houston College Preparatory

Comprehensive Needs Assessment - College Prep				
COLLEGE PREP				
Data Source: STAAR				
	STAAR Math 6th	STAAR Math 7th	STAAR Alg I	
% Approaches	73			
% Meets	36			
% Masters	18			
% Student Achievement Average	42			
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				% Score 1-3	
% Score 2				% Score 4-5	
% Score 3+				% Score 6-7	

Reflections	
Areas of Strength	**Areas of Need**
1 Daily Math & SpEd Teacher/Leader exemplar sparring; Look-fors: scripted CFUs, for ELs, and	1 Differentiation in SGI focus was scholars who were being pushed to meets and masters not on critical
2 Daily Lesson Rehearsals with Math and SpEd Teacher stamping key points, misconceptions, and	2 T struggled with knowing how to create a strategic teacher pathway to provide RTF for students in every
3 Daily real time tight loop coaching in Math (1st teacher/2nd teach)	3 Did not leverage Hotspot to incorporate Study Island for TEKS Readiness aligned STAAR practice in Math

IDEA Lake Houston College Preparatory

Comprehensive Needs Assessment
COLLEGE PREP

Data Source: Internal Assessments

	6th Grade EOY Assessment	7th Grade EOY Assessment	
% Passing	67		

Data Source: STAAR

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

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

Reflections	
Areas of Strength	**Areas of Need**
1 Scholars had previous Science knowledge	1 Limited resources for hands on activities
2 T followed model of TM, GP, IP, and assessment to check for mastery	2 Aligned material to TEKS: more Reading, Writing, Discussing
3	3 Curriculum Corner resources limited

IDEA Lake Houston College Preparatory

Comprehensive Needs Assessment **COLLEGE PREP**							
Data Source: Internal Assessments							

	6th Grade EOY Assessment	7th Grade EOY Assessment					
% Passing	94						

Data Source: STAAR							

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

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

Reflections	
Areas of Strength	**Areas of Need**
1 Hands on instruction	1 Updated informational text to apply foundations of R, W, D
2 Aligned LPs to the TEKs	2 Levels of questions
3 Student Driven Instruction	3 Trainings on delivery of instruction by bringing the joy

IDEA Lake Houston College Preparatory

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	11	16	18	14	9
% Intermediate	25	50	27	20	34
% Advanced	20	34	23	30	34
% Advanced High	43	0	32	36	23

Reflection	
Areas of Strength	**Areas of Need**
1 CSI program focused on reading fluency	1 Programs such as Rosetta Stone and DISE are needed
2 SGI supported Els	2 More aligned student practice to TELPAS
3 Sentence starters	3 SIOPs/ Bilingual training for staff

IDEA Lake Houston College Preparatory

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

Reflections	
Areas of Strength	**Areas of Need**
1	1
2	2
3	3

IDEA Lake Houston College Preparatory

Comprehensive Needs Assessment	
COLLEGE PREP	
Staff Quality, Recruitment, Retention	
	Percentage
% School Lead Team Retention	67%
% Instructional Support Retention	73%
% Teacher Retention	75%
% Campus Support Retention	100%
% SPED Certified Teachers	100%
% State/National Certified Teachers	
% State Certified Leaders	
% State/Board certified Counselors	
Number of teacher applicants per 2020-21 school year	

Reflections	
Areas of Strength	Areas of Need
1	1
2	2
3	3

A Lake Houston College Prepar

Comprehensive Needs Assessment	
College Preparatory	
Data Source: School Culture and Climate	
	Campus %
% Average Daily Attendance	93.26
% Overall Persistence	92.13
% New Student Persistence	92.8
# of Admin Withdrawals/ Level 3 Offenses	3
% SPED	12
% ELL	38
% Eco Dis	82
% Migrant	0
% Race: American-Indian-Alaska-Native	3
% Asian	0.8
% White-Hispanic	79
% Multi	0
% Black-African-American	24
% Native-Hawaiian-Pacific-Islander	0
% White	72
% Male	45
% Female	55

Data Source: School Culture and Climate	
Reflections	
Areas of Strength	**Areas of Need**
1 CMC Training throughout the year	1 Clear behavioral and ADA matrix and consequences
2 Staff members assigned to make phone calls for ADA	2 Community resources for families and incentives for ADA
3 Clear student code of conduct	3 Trainings for accomodations in SpEd and Els

IDEA Lake Houston College Preparatory

Comprehensive Needs Assessment COLLEGE PREP	
Data Source: Family and Community Involvement	
	Percentage
% Families Attended WTI	100%
% Families Attended Curriculum Night	
% Families Who Attended EOY Ceremonies	45%
% Families who attended Fall Festival	
% Families who attended Winter Festival	
% Families who attended Spring Festival	

Reflections	
Areas of Strength	**Areas of Need**
1 Comms of mandatory meeting	1 Specfic scripts and rehearsal time for communicating wi
2 Staff investment	2 PTA/PTO- group of parent involvement
3	3 Funds for setting up and purchasing resources for family