IDEA Public Schools

Los Encinos College Prep

2022-2023 Campus Improvement Plan

Accountability Rating: A

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

Board Approval Date: October 21, 2022
Public Presentation Date: September 14, 2022

Mission Statement

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

Vision

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

Core Values

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

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

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Comprehensive Needs Assessment

Demographics

Demographics Summary

6th- 8th grades

Open enrollment charter school

Located: McAllen, TX

"See PDF in Addendum for more information

Demographics Strengths

"See PDF in Addendum for more information

Problem Statements Identifying Demographics Needs

Problem Statement 1: Students who are Y1 in the US schools are lagging behind in Reading. **Root Cause:** 1) Language acquisition takes time

Problem Statement 2 (Prioritized): Students in SPED did not progress on the State exams **Root Cause:** 1) Inconsistent quality support for students in SPED

Problem Statement 3 (Prioritized): Students having low ADA. **Root Cause:** 1) COVID health-related absences 2) Lack of investment with ADA vs student well being

Student Learning

Student Learning Summary

Student achievement- 87; School progress- 95; Closing the gaps- 100

ELA:

	STAAR Reading 6th	STAAR Reading 7th	STAAR Reading 8th
% Approaches	64	70	86
% Meets	43	52	66
% Masters	16	36	50
% Student Achievement Average	41	53	67

Math:

	STAAR Math 6th	STAAR Math 7th	STAAR Alg I
% Approaches	75	85	90
% Meets	42	58	63
% Masters	27	28	39
% Student Achievement Average	48	57	64

Science:

	STAAR Biology
% Approaches	90
% Meets	63
% Masters	22

STAAR
Biology

% Student Achievement Average	58

Humanities:

STAAR 8th
US History

% Approaches	69
% Meets	39
% Masters	24
% Student Achievement Average	44

TELPAS:

	Listening	Speaking	Reading	Writing	% of ELL Students who grew one or more levels
% Beginning	8%	6%	11%	9%	
% Intermediate	26%	47%	21%	26%	59%
% Advanced	20%	43%	25%	32%	
% Advanced High	46%	4%	43%	33%	

We met all eligible distinctions. While comparing with the demographics (Eco dis) we scored a 92/100

"See PDF in Addendum for more information

Student Learning Strengths

See PDF in Addendum for more information.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Lack of reading and writing across all contents. **Root Cause:** 1) Lack of open-ended responses as alignment to STAAR (MC) was the focus 2) No writing on the STAAR test

Problem Statement 2 (Prioritized): Lower performance for students in IEP compared to gened. **Root Cause:** 1) Lack of quality in class support for individualized support 2) lack of quality individualized support from gened teacher

School Processes & Programs

School Processes & Programs Summary

At IDEA Los Encinos CP, we follow the instructional coaching model laid out by IDEA. First-year leaders are assigned a coach from the district to support in their development using School Leadership Levers. The principal does observations in the field and coaching conversations to ensure leaders are upholding the highest standards. ALL leaders have their roles and responsibilities laid out in the summer. All teachers get their performance managers at the beginning of year professional development.

Every week, the Instructional leaders go through weekly data conversations to find the missed skill and help teachers create a reteach plan. Using daily exit tickets, Quizzes, Unit Exam, and mock exam data, teachers create tiered support for students for in-class small groups, and afterschool tutoring.

The Instructional leaders for the coaching cycle for teachers. Leaders give feedback on teacher lesson plans, observe live teaching, and use low inference data (qualitative and quantitative data) to generate the highest leverage action gap to address the teacher gap, leading to gains in student achievement. Leaders then conduct a coaching conversation using the see it, name it, do it model to ensure teachers have a chance to practice perfectly. Leaders then observe teachers based on the action step ensuring coaching to mastery.

Students participate in accelerated reader, Dreambox, imagine learning/reading and imagine math for further individualized support. Students who are behind more than two grade levels participate in critical student intervention program using direct instruction to get them on grade level.

See PDF in Addendum for more information

School Processes & Programs Strengths

Curriculum & Instruction:

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

Special Programs

- IDEA exceeded the expected growth target for EL student performance on TELPAS in 2021 with 48% of ELs meeting that target.
- IDEA provide targeted research based instruction to students who have a 2.0 year gap in Reading and/or Math with the goal of closing that gap by 2.0 years during the school year with our initiative called Critical Student Intervention (CSI). During the 21-22 school year, 2,562 out of 6,632 students meet that goal for Reading and 703 out of 1,268

students met the goal for Math.
- IDEA is in Year 3 of our TEA awarded Autism Grant. Through this grant we were able to increase support for 195 students with autism in Rio Grande Valley and Austin who met the criteria outlined by TEA for this grant.
- IDEA submitted and was awarded a Dyslexia Grant by the TEA so that we will be able to provide increased professional development to teachers and leaders on working with students with dyslexia and increase the support resources for our students with dyslexia.

SEL/ Mental Health and Family Engagement

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

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

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

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

See PDF in Addendum for more information.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Lack of effective intervention for students at-risk of repeating grade level **Root Cause:** 1)Not enough intervention teachers to support ALL students 2) Programming needs to support majority of the students

Problem Statement 2 (Prioritized): Lack of Equitable coaching and growth for all teachers **Root Cause:** 1) Too many teachers to coach for each leader 2) Some teachers required intense coaching 3) Student discipline takes a lot of time

Perceptions

Perceptions Summary

Our campus is only 6th through 8th grade, yet. We have zero percent dropout rate. Our Social worker works with students for socio-emotional support, peer mediation, and parent involvement. All first year teacher get a mentor assigned. Teachers with mentors surpassed the SAS needed to attain an A rating. Last year, we met teacher retention with 3 teacher leavers. 90% staff members agree that IDEA Los Encinos CP is a great place to work.

We used teams/bluejeans call for parent attendance for events. After 1st semester, parents would sign in for events. Barriers were use of technology and COVID related health concerns. For EOY awards assembly, we used the certificates to track attendance.

See PDF in Addendum for more information.

Perceptions Strengths

See PDF in Addendum for more information.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Lack of parent volunteers and involvement **Root Cause:** 1) COVID related health protocols 2) Lack of protocols to onboard volunteers

Problem Statement 2 (Prioritized): Lack of parent investment in new families **Root Cause:** 1) Onboarding did not have communication systems as a check list 2) Parents did not have orientation on systems for campus related to basic IDEA tactics.

Priority Problem Statements

Problem Statement 1: Students in SPED did not progress on the State exams
Root Cause 1: 1) Inconsistent quality support for students in SPED
Problem Statement 1 Areas: Demographics

Problem Statement 2: Lack of reading and writing across all contents.
Root Cause 2: 1) Lack of open-ended responses as alignment to STAAR (MC) was the focus 2) No writing on the STAAR test
Problem Statement 2 Areas: Student Learning

Problem Statement 3: Lower performance for students in IEP compared to gened.
Root Cause 3: 1) Lack of quality in class support for individualized support 2) lack of quality individualized support from gened teacher
Problem Statement 3 Areas: Student Learning

Problem Statement 4: Lack of effective intervention for students at-risk of repeating grade level
Root Cause 4: 1)Not enough intervention teachers to support ALL students 2) Programming needs to support majority of the students
Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: Lack of parent volunteers and involvement
Root Cause 5: 1) COVID related health protocols 2) Lack of protocols to onboard volunteers
Problem Statement 5 Areas: Perceptions

Problem Statement 6: Lack of Equitable coaching and growth for all teachers
Root Cause 6: 1) Too many teachers to coach for each leader 2) Some teachers required intense coaching 3) Student discipline takes a lot of time
Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: Students having low ADA.
Root Cause 7: 1) COVID health-related absences 2) Lack of investment with ADA vs student well being
Problem Statement 7 Areas: Demographics

Problem Statement 8: Lack of parent investment in new families
Root Cause 8: 1) Onboarding did not have communication systems as a check list 2) Parents did not have orientation on systems for campus related to basic IDEA tactics.
Problem Statement 8 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates

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
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance 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

- Budgets/entitlements and expenditures data

Goals

Goal 1: Increase staff retention

Performance Objective 1: 85% of teachers retained

    High Priority

    Evaluation Data Sources: End of Year retention report

Strategy 1 Details	Reviews			
Strategy 1: Proper support for lesson planning and delivery from BOY PD	**Formative**			**Summative**
Strategy's Expected Result/Impact: Equitable support through coaching clinics and rehearsals to impact student achievement	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal: Raj Desai **TEA Priorities:** Recruit, support, retain teachers and principals **Problem Statements:** School Processes & Programs 2 **Funding Sources:** - Federal Grant	75%	100%	100%	
Strategy 2 Details	Reviews			
Strategy 2: Recruit highly qualified individuals for their roles	**Formative**			**Summative**
Strategy's Expected Result/Impact: Teachers are successful in implementing curriculum	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Raj Desai **TEA Priorities:** Recruit, support, retain teachers and principals **Problem Statements:** School Processes & Programs 2 **Funding Sources:** - Federal Grant	100%	100%	100%	
0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue	

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 2: Lack of Equitable coaching and growth for all teachers **Root Cause**: 1) Too many teachers to coach for each leader 2) Some teachers required intense coaching 3) Student discipline takes a lot of time

Goal 2: Increase enrollment in all grade levels

Performance Objective 1: Meet enrollment of 125 each grade level

    High Priority

    Evaluation Data Sources: enrollment and app dasboards

Strategy 1 Details		Reviews			
Strategy 1: Quality apps and outreach		**Formative**			**Summative**
Strategy's Expected Result/Impact: Students persistent to first day of school		**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: APO- Sheila Flores		65%	100%	100%	
	0% No Progress	100% Accomplished	➡️ Continue/Modify	❌ Discontinue	

Goal 3: IDEA achieves an A rating

Performance Objective 1: Achieve a minimum student achievement score of a 60.

    High Priority

    Evaluation Data Sources: Domain 1 and Domain 2 report

Strategy 1 Details	Reviews			
Strategy 1: Data-informed instruction through tracking and responding to data	**Formative**			**Summative**
Strategy's Expected Result/Impact: Teachers and leaders are aware of data and adjust instruction and support daily.	**Oct**	**Jan**	**Mar**	**June**

Staff Responsible for Monitoring: API: Vanessa Avendano and Michael Garcia
 	
    Title I:
    2.6
    Problem Statements: School Processes & Programs 1
	75%	100%	100%	

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

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: Lack of effective intervention for students at-risk of repeating grade level **Root Cause**: 1)Not enough intervention teachers to support ALL students 2) Programming needs to support majority of the students

Goal 3: IDEA achieves an A rating

Performance Objective 2: 100% of the students in SPED achieve approaches or higher

    Evaluation Data Sources: STAAR data

Strategy 1 Details		Reviews			
Strategy 1: Track students in SPED from day 1 with a sped teacher support in all classes		**Formative**			**Summative**
Strategy's Expected Result/Impact: Students in SPED get daily support beyond the min requirement		**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: API: Michael Garcia **Title I:** 2.4 **Problem Statements:** Demographics 2 **Funding Sources:** Interventionist- Monica Reyna - Federal Grant - $57,700		60%	100%	100%	
	0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue	

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: Students in SPED did not progress on the State exams **Root Cause**: 1) Inconsistent quality support for students in SPED

Goal 4: Increase student daily attendance

Performance Objective 1: 97% of students will have an average daily attendance

    High Priority

    Evaluation Data Sources: ADA report from PS

Strategy 1 Details	Reviews			
Strategy 1: Use the escalation matrix with fidelity	**Formative**			**Summative**
Strategy's Expected Result/Impact: 100% of students go through the escalation matrix for support.	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: APO: Sheila Flores **Title I:** 2.6 **Problem Statements:** Demographics 3 **Funding Sources:** - Federal Grant	75%			
	0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue			

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 3: Students having low ADA. **Root Cause**: 1) COVID health-related absences 2) Lack of investment with ADA vs student well being

Goal 4: Increase student daily attendance

Performance Objective 2: 100% of the students in PE earn their MVPA min

    Evaluation Data Sources: Fitness data for MVPA minutes

Strategy 1 Details	Reviews			
Strategy 1: INvestment from campus and parents for PE goals	**Formative**			**Summative**
Strategy's Expected Result/Impact: 100% of the students in PE get their real-time MVPA min	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Atheltics Coordinator: Moses Stokes **Problem Statements:** School Processes & Programs 2 **Funding Sources:** - Federal Grant	85%			
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 2: Lack of Equitable coaching and growth for all teachers **Root Cause**: 1) Too many teachers to coach for each leader 2) Some teachers required intense coaching 3) Student discipline takes a lot of time

Goal 5: Increase student persistence

Performance Objective 1: 90% of our students persist into the next school year

    High Priority

    Evaluation Data Sources: Persistence reports

Strategy 1 Details	Reviews			
Strategy 1: Parent investment and onboarding	**Formative**			**Summative**
Strategy's Expected Result/Impact: Parents trust the campus and stay with us	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Juan Carlos Garcia **Problem Statements:** Perceptions 1 **Funding Sources:** - Federal Grant	75%			
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: Lack of parent volunteers and involvement **Root Cause**: 1) COVID related health protocols 2) Lack of protocols to onboard volunteers

Goal 5: Increase student persistence

Performance Objective 2: 100% of lead facilitators deliver Move This World with fidelity (3 days a week)

Evaluation Data Sources: MWT report from the district

Strategy 1 Details	Reviews			
Strategy 1: MWT implementation and tracking	**Formative**			**Summative**
Strategy's Expected Result/Impact: violence prevention and intervention with support for students	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: SW: Jacqueline Torres **Title I:** 2.6 **Problem Statements:** School Processes & Programs 1 **Funding Sources:** - Federal Grant	75%			
0% No Progress 100% Accomplished Continue/Modify ❌ Discontinue				

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 1: Lack of effective intervention for students at-risk of repeating grade level **Root Cause**: 1)Not enough intervention teachers to support ALL students 2) Programming needs to support majority of the students

Goal 5: Increase student persistence

Performance Objective 3: 100% implementation of Behavior threat assessment and/or CSTAG

High Priority

Evaluation Data Sources: Social worker dashboard and monthly meetings with CCT

Strategy 1 Details	Reviews			
Strategy 1: Implement BTA and train CCT team members	**Formative**			**Summative**
Strategy's Expected Result/Impact: 100% of the students screened to provide appropriate internvention	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Social worker **Title I:** 2.6 **Problem Statements:** School Processes & Programs 1	100%	100%	100%	
	0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Performance Objective 3 Problem Statements:

School Processes & Programs
Problem Statement 1: Lack of effective intervention for students at-risk of repeating grade level **Root Cause**: 1)Not enough intervention teachers to support ALL students 2) Programming needs to support majority of the students

Goal 6: Increase % students meeting CCMR indicators

Performance Objective 1: 90% of the students met CCMR components.

    HB3 Goal

    Evaluation Data Sources: STAAR data and accountability dashboards

Strategy 1 Details	Reviews			
Strategy 1: Tracking student data through AP and CCMR components	**Formative**			**Summative**
Strategy's Expected Result/Impact: meeting CCMR indicators	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Michael Garcia and Esteban Rodriguez **Title I:** 2.4 **Problem Statements:** Student Learning 1 **Funding Sources:** College Counselor- Esteban Rodriguez - Federal Grant - $68,893.73	50%			
0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue	

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Lack of reading and writing across all contents. **Root Cause**: 1) Lack of open-ended responses as alignment to STAAR (MC) was the focus 2) No writing on the STAAR test

Title I Personnel

Name	Position	Program	FTE
Esteban Rodriguez	College Counselor	Federal	1
Monica Reyna	Interventionist	Federal	1

Campus Funding Summary

			Federal Grant		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1			$0.00
1	1	2			$0.00
3	2	1	Interventionist- Monica Reyna		$57,700.00
4	1	1			$0.00
4	2	1			$0.00
5	1	1			$0.00
5	2	1			$0.00
6	1	1	College Counselor- Esteban Rodriguez		$68,893.73
				Sub-Total	$126,593.73

Addendums

Master CNA & SAIP Reporting Checklist

PTG		100%	PTG		0%

DEPT	Data Source	Data Tabs	Guidance	Status	Principal Notes or Questions	VP Verification	Notes & Next Steps
College Prep	KEYS Tab (Tab 3)	Student Achievement Improvement Plan 2021-2022 School Year	This SAIP plan will require logging concrete initiatives put in place for student improvement, as well as their associated timelines, resources, and responsible staff. Each initiative will be tracked mid-year and at the end of the year. Mid-year assessments should be completed by each campus between December 1, 2022 and no later than January 31, 2023.	Complete		Action Required	
	Locus Dashboards: CIS STARR, AP Campus IB Reports EOY Assessments	Comprehensive Needs Assessment 2022 English Language Arts	These Pages should include the percentage of students who achieved each listed score for the 2021-2022 School Year. For each subject, list a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete		Action Required	
		Comprehensive Needs Assessment 2022 Math		Complete		Action Required	
		Comprehensive Needs Assessment 2022 Science		Complete		Action Required	
		Comprehensive Needs Assessment 2022 Humanities		Complete		Action Required	
	State TELPAS Report	Comprehensive Needs Assessment 2022 TELPAS	This data set will outline the percentage of students that earned proficiency in the areas of Listening, Speaking, Reading, and Writing, as indicated in the State TELPAS report. Llist a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete		Action Required	
	Locus Dashboards: ACT, AP, TSI Campus IB Reports Campus Matriculation Reports	100% College Matriculation 2021-2022 School Year	This page will only be applicable to campuses that had graduating classes in the Spring of 2022. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete		Action Required	
	Locus Dashboard: Staff Rentention	Staff Quality, Retention, & Recruitment 2021-2022 School Year	Under the %SPED Data Point, this should relfect the percentage of SPED certified teachers, compared to the overall SPED staff. Under number of teacher applicants, note how many teachers were interviewed by campus leaders for positions during the 2021-2022 School Year. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete		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.	Complete	Pending Finalized Persistence Data	Action Required	
	Campus Academic Counselor Tracking Systems	2022 Family & Community Involvement	In addition to listing data percentages, list a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete		Action Required	

Last Updated 8/26/2022

Los Encinos CP
2021-22 Student Achievement Improvement Plan - College Prep

COLLEGE PREP

APO	Initiatives	Needs Assess.	Special Pops.	Person(s) Responsible	Timeline Start/End	Resources: Human/ Material/Fiscal	Documentation
1E. Earned State Rating: A	Rigorous planning and execution of lessons Individual student trackers towards PTG	ALL	ALL	API	8/10-6/2	Individual Student Trackers	Individual Student Trackers
1H. % of students in CSI achieve 2 years growth in Reading | Math (measured by Ren STAR) 50% | 60%	Scheduling and placing student son their needs Recognition and celebration Making a priority	ALL	ALL	Interventionist	8/10-6/2	DI Mastery tracker	DI Mastery tracker
2A. % Teacher Retention | Employee Retention: 85% | 85%	Shout outs Support thorugh PD	ALL	ALL	Principal	8/10-6/2	Thank you cards/ surveys/	Thank you cards/ surveys/
2B. 80% composit score on GPTW	More work time and planning time Focus groups and committees	ALL	ALL	Lead Team	8/10-6/2	Calendar events and organize committees	Calendar events and organize committees
2B. %Average Daily Attendance | # Average Daily Attendance: 97.50% |	student incentive Parent investment Matrix	ALL	ALL	APO	8/10-6/2	Rewards and calendar events	Rewards and calendar events
2C. Student Persistence: 90%	Use of Matrix; mechanism for reporting and following up on potential leavers	ALL	ALL	SSA?SW	8/10-6/2	Tracker	Tracker
3B. Enrollment in August 2021: 365	Weekly strategy meetings	ALL	ALL	APO	8/10-6/2	Enrollment plan	Enrollment plan

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

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

Annual Performance Objectives (APO)

PRIORITY #1: Students Graduate College-Ready

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

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

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

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

1E. Earned State Rating: A

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

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

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

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

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

1K. Average ACT score: 21

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

Needs Assessment

S-STAAR

D-DIBELS

E-EOC

A-ACT

RR-Reading Renaissance

ST-STAR for Math

DR-Discipline Report

AP-AP Tests

O-Other

Special Populations

All

AR-At Risk

ELL-English Language Learners

ED-Economically Disadvantaged

M-Migrant

SE-Special Education

Los Encinos CP

Comprehensive Needs Assessment
COLLEGE PREP

Data Source: CSI

% Meeting CSI Goal	Reading CP CSI				
% CSI (EOY Ren.)	21%				
% of CSI Passing STAAR	32.80%				
% of SPED Passing STAAR	43%				

Data Source: STAAR

	STAAR Reading 6th	STAAR Reading 7th	STAAR Reading 8th	STAAR Writing 7th	English I EOC	English II EOC
% Approaches	64	70	86	n/a	n/a	n/a
% Meets	43	52	66	n/a	n/a	n/a
% Masters	16	36	50	n/a	n/a	n/a
% Student Achievement Average	41	53	67	n/a	n/a	n/a

Data Source: AP/IB/Electives

AP Scores	Pass AP Lit	Pass AP Lang	IB Scores	IB Group 1	% Royal Readers	% Word Master
% Score 1	n/a	n/a	% Score 1-3	n/a	13%	75%
% Score 2	n/a	n/a	% Score 4-5	n/a		
% Score 3+	n/a	n/a	% Score 6-7	n/a		
					RR Goal Met/Not Met	WM Goal Met/Not Met
					Met	Met

Reflections	
Areas of Strength	**Areas of Need**
1 Content Knowledge	1 Support for students with IEP
2 Curriculum Implementation	2 Support for students who are Y1 in US schools
3 Collaboration among teachers	3 Quality Writing

Los Encinos CP

Comprehensive Needs Assessment - College Prep				
COLLEGE PREP				
Data Source: STAAR				
	STAAR Math 6th	**STAAR Math 7th**	**STAAR Alg I**	
% Approaches	75	85	90	
% Meets	42	58	63	
% Masters	27	28	39	
% Student Achievement Average	48	57	64	
Data Source: AP/IB				
AP Scores	**Pass AP Calculus AB**	**Pass AP Calculus CD**	**Pass AP Prob. & Stats.**	**IB Scores**	**IB Group 5**
% Score 1	n/a	n/a	n/a	**% Score 1-3**	
% Score 2	n/a	n/a	n/a	**% Score 4-5**	
% Score 3+	n/a	n/a	n/a	**% Score 6-7**	

Reflections	
Areas of Strength	**Areas of Need**
1 Content Knowledge	1 Support for Student with IEP
2 Student Practice	2 Conceptual Understanding for students
3 Curriculum	3 Collaboration for vertical alignment

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Comprehensive Needs Assessment
COLLEGE PREP

Data Source: Internal Assessments			
	6th Grade EOY Assessment	**7th Grade EOY Assessment**	
% Passing	77%	86%	

Data Source: STAAR			
	STAAR 8th Science	**STAAR Biology**	
% Approaches	n/a	90	
% Meets	n/a	63	
% Masters	n/a	22	
% Student Achievement Average	n/a	58	

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

Reflections	
Areas of Strength	**Areas of Need**
1 Content Knowledge	1 Support for students with IEP
2 Student Practice	2 Hands on Labs
3 Use of technology	3 Research and presentation skills

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Comprehensive Needs Assessment
COLLEGE PREP

Data Source: Internal Assessments

	6th Grade EOY Assessment	7th Grade EOY Assessment	
% Passing	90%	95%	

Data Source: STAAR

	STAAR 8th US History	EOC US History	
% Approaches	69	n/a	
% Meets	39	n/a	
% Masters	24	n/a	
% Student Achievement Average	44	n/a	

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

Reflections	
Areas of Strength	**Areas of Need**
1Student engagement, enhance critical thinking skills, lesson alignment	1 Tracking Student growth, parental involvement, sped tracking.
2 Project based activities, Content Knowledge of Teachers, Diverse resources for instruction	2 Support for upcoming EL students and SpEd students consistently, Content Meetings to collaborate and exchange best practices and discuss areas for lower grades to focus on during their lectures so students are familiar with topic when discussed in later grade, literacy and ability to analyze documents effectively, field trips to enhance historical learning
3 It was helpful that I had some flexibility with instruction, so that it could be adapted to student needs.	3 Collaboration for vertical alignment

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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	8%	6%	11%	9%	
% Intermediate	26%	47%	21%	26%	59%
% Advanced	20%	43%	25%	32%	
% Advanced High	46%	4%	43%	33%	

Reflection	
Areas of Strength	**Areas of Need**
1 Use of Imagine learning and CSI	1Tracking from day 1
2 Curriculum for ELA	2 Tutorials dedicated for TELPAS from beginning
3 Fidelity and investment for TELPAS on campus	3 Speaking and writing across all contents

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Comprehensive Needs Assessment					
COLLEGE PREP					
100% College Matriculation					
Matriculation %	**Matricuation % 4 year**	**Matriculation % 2 year**	**Tier 1/2 % Acceptances**	**Tier 1/2 % Matriculation**	
n/a	n/a	n/a	n/a	n/a	
Tier 1 % Matriculation	**Tier 2 % Matriculation**	**Tier 3 % Matriculation**	**Tier 4 % Matriculation**	**Senior Class CCMR %**	**Senior Class TSI Completion %**
n/a	n/a	n/a	n/a	n/a	n/a
Campus Data					
Senior Class ACT Average	**Junior Class ACT Average**	**Overall AP Scholars (3+ or more tests)**	**IB Medallion Scholars (Passing 3+ exams)**	**Overall % IB Diploma**	**Campus End of Year OTG**
n/a	n/a	n/a	n/a	n/a	n/a

Reflections	
Areas of Strength	**Areas of Need**
n/a	n/a
n/a	n/a
n/a	n/a

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Comprehensive Needs Assessment	
COLLEGE PREP	
Staff Quality, Recruitment, Retention	
	Percentage
% School Lead Team Retention	100%
% Instructional Support Retention	100%
% Teacher Retention	94%
% Campus Support Retention	100%
% SPED Certified Teachers	100%
% State/National Certified Teachers	41%
% State Certified Leaders	0%
% State/Board certified Counselors	50%
Number of teacher applicants per 2020-21 school year	2558

Reflections	
Areas of Strength	**Areas of Need**
Celebrating achievements	Social Emotional support
Diversity, compensation, promotions	Training on feedback/growth mindset for staff.
Step ladder Pay scale	3Consisten method for handling discipline (documentation and detailed reporting)"

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Comprehensive Needs Assessment
CP

Data Source: School Culture and Climate	
	Campus %
% Average Daily Attendance	91.85%
% Overall Persistence	91.64%
% New Student Persistence	89.06%
# of Admin Withdrawals/ Level 3 Offenses	0
% SPED	6.54%
% ELL	EB-86.38% ESL-25.07%
% Eco Dis	91.28%
% Migrant	0%
% Race: American-Indian-Alaska-Native	0%
% Asian	0.27%
% White-Hispanic	99.73%
% Multi	0%
% Black-African-American	0%
% Native-Hawaiian-Pacific-Islander	0%
% White	0%
% Male	50.68%
% Female	49.32%

Data Source: School Culture and Climate	
Reflections	
Areas of Strength	**Areas of Need**
1 Strong student/parent investment	1 Student culture
2 Support for social emotional (SW/MTW)	2 Consistency in uniforms
3 After school programming and athletics	3 ADA

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Comprehensive Needs Assessment **COLLEGE PREP**	
Data Source: Family and Community Involvement	
	Percentage
% Families Attended WTI	100%
% Families Attended Curriculum Night	n/a
% Families Who Attended EOY Ceremonies	98%
% Families who attended Fall Festival	60%
% Families who attended Winter Festival	n/a
% Families who attended Spring Festival	n/a

Reflections	
Areas of Strength	**Areas of Need**
1 Parent communication and investment	1 More community event with student volenteers
2 Parents attending on campus events	2 Events for parent education- ESL classes
3 Parent satisfaction	3 Events for soci0-emotional learning