

IDEA Public Schools

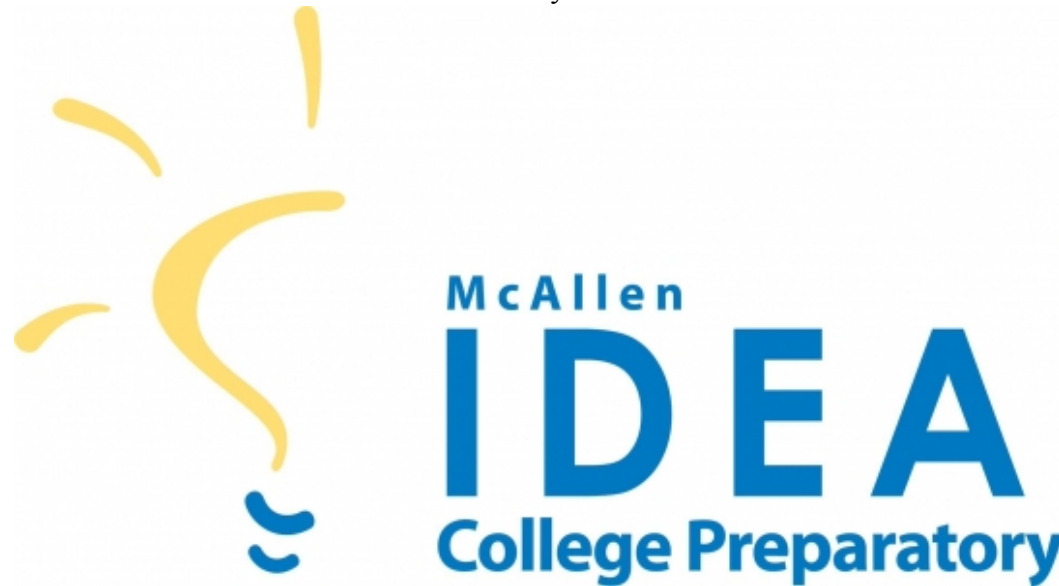
McAllen College Prep

2022-2023 Campus Improvement Plan

Accountability Rating: A

Distinction Designations:

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



Board Approval Date: October 21, 2022

Public Presentation Date: September 16, 2022

Mission Statement

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

Mission Statement

IDEA McAllen College Preparatory aims to change to the future of the students it serves by ensuring they enter college and obtain their degree. We will provide them a world class education that includes a focus on 3 components that we know makes a student successful post high school graduation. Not only are the students held to mastering these components, our teachers, leaders and parents will also be held accountable to supporting these 3 initiatives:

-High Rigor Coursework and Advancement

-Culture of Achievement for All

-World Citizen Perspective

In order to support our students through the challenge of our preparation program, we always keep in mind 2 guiding principles. These 2 ideas remind us to enjoy the process of learning and cherish the gift that it is to work with students.

- Culture of Joy for All

- “We do what is best for students”

Vision

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

Vision

100% of students graduate 100% college ready and complete college in 4-5 years.

Core Values

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

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

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Comprehensive Needs Assessment

Revised/Approved: September 8, 2022

Demographics

Demographics Summary

At IDEA McAllen College Prep we have 393 middle schoolers (6th, 7th and 8th grade) and 390 high schoolers (9th, 10th, 11th and 12th grade). We were founded in 2012 in McAllen Texas and have been serving students from different communities in the Rio Grande Valley.

We are an open enrollment charter school that has a unique and challenging curriculum. Once in high school students challenge over 13 AP exams and then transition into the International Baccalaureate DP program.

Our programs include Special Education, Critical Student Intervention, The Arts - Art, Music and Theatre, Athletics - Football, Volleyball, Baseball, Softball, Soccer, Track, Cross Country, Basketball, Golf and Power lifting. These programs support the students in their academics or provide an outlet for expression and development of the whole child.

See PDF in Addendum for more information.

Demographics Strengths

See PDF in Addendum for more information.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): There is a need for stronger teacher/family communication. Our end of year survey revealed that parents felt this was a big school weakness. **Root Cause:** 1. Lack of systems and procedures on the administration level to hold teachers accountable to routine connection with parents. 2. Lack of scheduled events that invite parents into school and provides access to teachers.

Problem Statement 2 (Prioritized): There was a significant trend in student behavior concerns that resulted in expulsions or withdrawal to preempt expulsions. This affected persistence drastically. **Root Cause:** 1. Lack of consistent and clear communication around school code of conduct and the expectations of our campus. 2. Lack of student presentations to education on the dangers of illegal activity and the potential consequences at school.

Problem Statement 3: There is a need to improve frequency and quality of student engagement events. Persistence has been below goal for 2 years in a row. **Root Cause:** 1. Lack of

start of year planning of events due to COVID protocols.

Student Learning

Student Learning Summary

IDEA McAllen has excelled when it comes to student achievement. For the 21-22 school year we had the following results as per TEA:

Overall 97

Student Achievement 96

School Progress 95

Closing the Gaps 100

IDEA McAllen College Prep received all 7 out of 7 distinctions.

Our data shows that most of our students get approaches or above in all exams (91%) with only 2 subpops deviating the most (Special Ed 82) and Special Ed former 71.

Graduation rate 4 year - 100%

Annual Drop out rate - .02%

CCMR - 99%

See PDF Addendum for more information.

Student Learning Strengths

See PDF Addendum for more information.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): There is a lack of support for the large group of non-English speaking new students who will need significant intervention to be successful **Root Cause:** 1. Our staff is not set up/trained for supporting such a large cohort 2. Our English language acquisition support is focused mainly in grade 6-8, we need to adjust to the large number of high schoolers.

Problem Statement 2 (Prioritized): The data reveals math to be our weakest performing subject during the 21-22 STAAR season. **Root Cause:** 1. Weak foundational skills in students who mostly virtual during 20-21. 2. There is a lack of training and consistency in our middle school math teacher staff

Problem Statement 3: There is little to no growth in certain AP subjects that are considered hard, AP Physics, Gov, Economics **Root Cause:** 1. We have not prioritized the training and resource attainment for these classes because of competing priorities. 2. Teachers have not been motivated because of lack of exemplars in their subject.

School Processes & Programs

School Processes & Programs Summary

The instructional leaders (Assistant principals of instruction) are coached and managed by the principal with the support of the regional staff. We meet every Monday for 3 hours to complete instructional rounds where we norm on instructional rating and provide support to each other for coaching teachers. We also have weekly coaching conversations and a meeting at the end of the week to review our weekly instructional progress.

Each of the 3 leaders are given grade levels to coach and manage:

API 1 - Middle school 6-8

API 2 - 9th and 10th and all AP courses

API 3 - 11th and 12th and all IB courses

Professional development is planned using the input of the instructional team and the grade team/content team leaders. All of these campus leaders provide their input to the principal and then the principal executes according to the feedback.

Action steps include:

- Increased teacher coaching frequency
- Differentiated professional development
- Increased praise
- On the spot feedback

The programs at our campus including athletics, UIL, the Arts and 21st century meet biweekly to ensure that safety and mission focus are maintained. The principal is in charge of making sure all programs push towards the high expectations set by him/her at the start of the year.

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 retains 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): There is a lack of state certified teachers, especially those with ESL or bilingual certification **Root Cause:** 1. Our campus has not incentivized or encouraged our teachers to become certified 2. We have not provided an avenue or the space for teachers to reasonably do their job and prepare for ACP.

Problem Statement 2 (Prioritized): There is a lack of new teacher support when it comes to helping them balance their management/planning with their other responsibilities. **Root Cause:** 1. Administration has not planned out the training for a new teacher, the time given to them to accomplish goals and advice for balancing it all

Perceptions

Perceptions Summary

Graduation rate by groups

100% Hispanic

100% white

100% Econ Dis

100% EB/EL

100% SPED

Drop out rate

Conflict is resolved via:

-Restorative justice protocols

-Conflict resolution meetings

-Lunch bunches

Last year teacher retention:

93% - only 3 teachers lost

The perception of IDEA McAllen College Prep is that the expectations are high but so are the academic achievement results.

Average Teacher Absences - 3 per teacher

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): There is a lack of opportunities for families to visit school and provide feedback **Root Cause:** 1. Fear of COVID and unwillingness to take risks
2. Limited campus meeting space that is shared with Academy

Problem Statement 2 (Prioritized): There is a lack of communication with parents about grades and progress **Root Cause:** 1. Lack of school infrastructure and time dedicated to making calls (only conference periods)

Priority Problem Statements

Problem Statement 1: There is a need for stronger teacher/family communication. Our end of year survey revealed that parents felt this was a big school weakness.

Root Cause 1: 1. Lack of systems and procedures on the administration level to hold teachers accountable to routine connection with parents. 2. Lack of scheduled events that invite parents into school and provides access to teachers.

Problem Statement 1 Areas: Demographics

Problem Statement 2: There is a lack of support for the large group of non-English speaking new students who will need significant intervention to be successful

Root Cause 2: 1. Our staff is not set up/trained for supporting such a large cohort 2. Our English language acquisition support is focused mainly in grade 6-8, we need to adjust to the large number of high schoolers.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: There is a lack of state certified teachers, especially those with ESL or bilingual certification

Root Cause 3: 1. Our campus has not incentivized or encouraged our teachers to become certified 2. We have not provided an avenue or the space for teachers to reasonably do their job and prepare for ACP.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: There is a lack of opportunities for families to visit school and provide feedback

Root Cause 4: 1. Fear of COVID and unwillingness to take risks 2. Limited campus meeting space that is shared with Academy

Problem Statement 4 Areas: Perceptions

Problem Statement 5: There was a significant trend in student behavior concerns that resulted in expulsions or withdrawal to preempt expulsions. This affected persistence drastically.

Root Cause 5: 1. Lack of consistent and clear communication around school code of conduct and the expectations of our campus. 2. Lack of student presentations to education on the dangers of illegal activity and the potential consequences at school.

Problem Statement 5 Areas: Demographics

Problem Statement 6: The data reveals math to be our weakest performing subject during the 21-22 STAAR season.

Root Cause 6: 1. Weak foundational skills in students who mostly virtual during 20-21. 2. There is a lack of training and consistency in our middle school math teacher staff

Problem Statement 6 Areas: Student Learning

Problem Statement 7: There is a lack of new teacher support when it comes to helping them balance their management/planning with their other responsibilities.

Root Cause 7: 1. Administration has not planned out the training for a new teacher, the time given to them to accomplish goals and advice for balancing it all

Problem Statement 7 Areas: School Processes & Programs

Problem Statement 8: There is a lack of communication with parents about grades and progress

Root Cause 8: 1. Lack of school infrastructure and time dedicated to making calls (only conference periods)

Problem Statement 8 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

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

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course 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
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT
- Student Success Initiative (SSI) data for Grades 5 and 8

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
- Section 504 data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback

- Evaluation(s) of professional development implementation and impact

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Study of best practices







Goals

Goal 1: Increase staff retention

Performance Objective 1: By June 2023, the percent of teachers who rate our school as a great place to work will increase by at least three percentage points as measured by Panorama.

High Priority

Evaluation Data Sources: Panorama/GPTW Survey

Strategy 1 Details	Reviews			
Strategy 1: Use Grade Team Leaders to gather feedback about needed staff professional development Strategy's Expected Result/Impact: Increase teacher satisfaction on GPTW survey Staff Responsible for Monitoring: Principal TEA Priorities: Recruit, support, retain teachers and principals Problem Statements: School Processes & Programs 1	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: We will reach out to accredited teacher training program like UTRGV Teacher Certification program and actively recruit highly effective teachers. Strategy's Expected Result/Impact: Increase student performance Staff Responsible for Monitoring: APIs TEA Priorities: Recruit, support, retain teachers and principals Problem Statements: School Processes & Programs 1, 2	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: There is a lack of state certified teachers, especially those with ESL or bilingual certification Root Cause: 1. Our campus has not incentivized or encouraged our teachers to become certified 2. We have not provided an avenue or the space for teachers to reasonably do their job and prepare for ACP.

School Processes & Programs

Problem Statement 2: There is a lack of new teacher support when it comes to helping them balance their management/planning with their other responsibilities. **Root Cause:** 1. Administration has not planned out the training for a new teacher, the time given to them to accomplish goals and advice for balancing it all



Goal 2: All IDEA students matriculate to college






Performance Objective 1: By June 2023, the percent of who graduate meeting the CCMR will increase to 100% through meeting one of the following criteria: AP Exam, IB Exam, ACT score, TSI scores

High Priority

HB3 Goal

Evaluation Data Sources: AP Exam report, IB Exam report, ACT Scores, TSI scores

Strategy 1 Details	Reviews			
<p>Strategy 1: All 9th-12th graders will enter after school ACT/AP boot camps that will increase scores</p> <p>Strategy's Expected Result/Impact: Increase ACT scores to 21 goal and AP scores to average of 3</p> <p>Staff Responsible for Monitoring: AP Coordinator</p> <p>TEA Priorities: Connect high school to career and college</p> <p>Problem Statements: Student Learning 2</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: ACT Interventionist will take over classroom 2 times a week to teach ACT content to build background knowledge and support with TSI knowledge as well</p> <p>Strategy's Expected Result/Impact: Increase ACT scores and TSI scores</p> <p>Staff Responsible for Monitoring: DCC</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>Funding Sources: Interventionist - Federal Grant - \$55,000</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Use College Counselor and RTTC 2 Teacher to increase ACT scores for 9th -12th grade through ACT bootcamps</p> <p>Strategy's Expected Result/Impact: Increase ACT scores</p> <p>Staff Responsible for Monitoring: DCC</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Connect high school to career and college</p> <p>Funding Sources: RTTC 2 Teacher - Federal Grant - \$59,300, College Counselor - Federal Grant - \$69,092.41</p>	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:



Student Learning
<p>Problem Statement 2: The data reveals math to be our weakest performing subject during the 21-22 STAAR season. Root Cause: 1. Weak foundational skills in students who mostly virtual during 20-21. 2. There is a lack of training and consistency in our middle school math teacher staff</p>







Goal 3: IDEA achieves an A rating

Performance Objective 1: By June 2023, the percent of students in the Special Education program will increase by at least three percentage points as measured by STAAR and monitored by district wide universal screener.

High Priority

Evaluation Data Sources: STAAR results

Strategy 1 Details	Reviews			
<p>Strategy 1: We will assess academic achievement for each student in the school in domains 1-3 and will use Edcite for data</p> <p>Strategy's Expected Result/Impact: Increase student achievement</p> <p>Staff Responsible for Monitoring: APIs</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 1, 2</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Host quarterly parent meetings to encourage parental involvement at the campus and engage families in increasing student achievement</p> <p>Strategy's Expected Result/Impact: Increase parent satisfaction on Panaroma survey</p> <p>Staff Responsible for Monitoring: SC</p> <p>Title I: 4.2</p> <p>Problem Statements: Demographics 1, 2 - Perceptions 1, 2</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 3 Details	Reviews			
Strategy 3: Use Blended Space Instructor to increase 6-7 math STAAR scores Strategy's Expected Result/Impact: Increase STAAR score for math 6 and 7 Staff Responsible for Monitoring: API Title I: 2.6 - TEA Priorities: Build a foundation of reading and math Problem Statements: Student Learning 2 Funding Sources: Blended Space Instructor - Federal Grant - \$58,700	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: Use 2 Interventionist to work with CSI students of need daily to increase reading scores Strategy's Expected Result/Impact: Increase STAAR reading scores in 6-10th grade Staff Responsible for Monitoring: API Title I: 2.4 - TEA Priorities: Build a foundation of reading and math Problem Statements: Student Learning 1 Funding Sources: Interventionist - Federal Grant - \$62,500	Formative			Summative
	Oct	Jan	Mar	June
				
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Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: There is a need for stronger teacher/family communication. Our end of year survey revealed that parents felt this was a big school weakness. Root Cause: 1. Lack of systems and procedures on the administration level to hold teachers accountable to routine connection with parents. 2. Lack of scheduled events that invite parents into school and provides access to teachers.
Problem Statement 2: There was a significant trend in student behavior concerns that resulted in expulsions or withdrawal to preempt expulsions. This affected persistence drastically. Root Cause: 1. Lack of consistent and clear communication around school code of conduct and the expectations of our campus. 2. Lack of student presentations to education on the dangers of illegal activity and the potential consequences at school.
Student Learning
Problem Statement 1: There is a lack of support for the large group of non-English speaking new students who will need significant intervention to be successful Root Cause: 1. Our staff is not set up/trained for supporting such a large cohort 2. Our English language acquisition support is focused mainly in grade 6-8, we need to adjust to the large number of high schoolers.

Student Learning

Problem Statement 2: The data reveals math to be our weakest performing subject during the 21-22 STAAR season. **Root Cause:** 1. Weak foundational skills in students who mostly virtual during 20-21. 2. There is a lack of training and consistency in our middle school math teacher staff

Perceptions

Problem Statement 1: There is a lack of opportunities for families to visit school and provide feedback **Root Cause:** 1. Fear of COVID and unwillingness to take risks 2. Limited campus meeting space that is shared with Academy







Problem Statement 2: There is a lack of communication with parents about grades and progress **Root Cause:** 1. Lack of school infrastructure and time dedicated to making calls (only conference periods)

Goal 4: Increase student daily attendance

Performance Objective 1: By June 2023, the percent of students who are considered 'healthy' by BMI will be 5 points higher.

High Priority

Evaluation Data Sources: Healthy Kids Here goal tracking







Strategy 1 Details	Reviews			
Strategy 1: We will improve attendance by offering weekly and monthly incentives for perfect attendance	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Hold weekly meeting with parents for students who have 3 or more absences	Formative			Summative
	Oct	Jan	Mar	June
				
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Goal 5: Increase student persistence

Performance Objective 1: By June 2023, the percent of students who have level 2 and 3 behavior infractions related to violence will decrease by at least 10 percentage points as measured by the referrals submitted into powerschool

High Priority

Evaluation Data Sources: Powerschool

Strategy 1 Details	Reviews			
<p>Strategy 1: We will hold at least one student focused persistence event a month and gather student feedback on what gets them excited to come to school</p> <p>Strategy's Expected Result/Impact: Increase EOY persistence</p> <p>Staff Responsible for Monitoring: SC</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Increase parent communication weekly and every 3 weeks through Deanslist and phone call tracking</p> <p>Strategy's Expected Result/Impact: Increase student persistence</p> <p>Staff Responsible for Monitoring: SC</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Aleyda Tijerina	Interventionist	Title 1	1
David Gonzalez	Blended Learning Space Teacher	Title 1	1
Jennifer Killebrew	RTTC II TEACHER	Title 1	1
Kayla Guerra	Interventionist	Title 1	1
Melinda Villarreal	College Counselor	Title 1	1

Campus Funding Summary

Federal Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	2	Interventionist		\$55,000.00
2	1	3	College Counselor		\$69,092.41
2	1	3	RTTC 2 Teacher		\$59,300.00
3	1	3	Blended Space Instructor		\$58,700.00
3	1	4	Interventionist		\$62,500.00
Sub-Total					\$304,592.41

Addendums

Master CNA & SAIP Reporting Checklist

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	<p>This SAIP plan will require logging concrete initiatives put in place for student improvement, as well as their associated timelines, resources, and responsible staff.</p> <p>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.</p>	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 <u>percentage</u> of students who achieved each listed score for the 2021-2022 School Year.	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	<p>This data set will outline the <u>percentage</u> of students that earned proficiency in the areas of Listening, Speaking, Reading, and Writing, as indicated in the State TELPAS report.</p> <p>List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.</p>	Pending		Action Required	
	Locus Dashboards: ACT, AP, TSI Campus IB Reports Campus Matriculation Reports	100% College Matriculation 2021-2022 School Year	<p>This page will only be applicable to campuses that had graduating classes in the Spring of 2022.</p> <p>List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.</p>	Pending		Action Required	
	Locus Dashboard: Staff Rentention	Staff Quality, Retention, & Recruitment 2021-2022 School Year	<p>Under the %SPED Data Point, this should reflect the <u>percentage</u> of SPED certified teachers, compared to the overall SPED staff.</p> <p>Under number of teacher applicants, note how many teachers were interviewed by campus leaders for positions during the 2021-2022 School Year.</p> <p>List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.</p>	Pending		Action Required	
	Locus Dashboards: Student Persistence, Enrollment, ADA	School Culture & Climate 2021-2022 School Year	<p>For the Withdrawals/Level 3 Offenses data point, list the <u>number</u> of withdrawals or offenses. All other data points should reflect <u>percentages</u>.</p> <p>List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.</p>	Pending		Action Required	
Campus Academic Counselor Tracking Systems	2022 Family & Community Involvement	<p>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.</p>	Pending		Action Required		

Annual Performance Objectives (APO)

PRIORITY #1: Students Graduate College-Ready

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

Needs Assessment

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

Special Populations

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

Campus Name

Comprehensive Needs Assessment					
COLLEGE PREP					
Data Source: CSI					
% Meeting CSI Goal	Reading CP CSI				
% CSI (EOY Ren.)	96%				
% of CSI Passing STAAR	100%				
% of SPED Passing STAAR	100%				
Data Source: STAAR					
	STAAR Reading 6th	STAAR Reading 7th	STAAR Reading 8th	STAAR Writing 7th	English I EOC
% Approaches	87%	92%	96%	N/A	93%
% Meets	51%	71%	82%	N/A	83%
% Masters	30%	50%	57%	N/A	20%
% Student Achievement Average	56%	71%	78%	N/A	65%
Data Source: AP/IB/Electives					
AP Scores	Pass AP Lit	Pass AP Lang	IB Scores	IB Group 1	% Royal Readers
% Score 1	NA	15%	% Score 1-3	44%	6th 34% 7th 31%
% Score 2	NA	60%	% Score 4-5	51%	
% Score 3+	NA	25%	% Score 6-7	5%	
					RR Goal Met/Not Met
					Met

Reflections	
Areas of Strength	Areas of Need
1 English I and EOC have high passing rates and the at grade level has improved	1 Only offer AP English Language
2 English II EOC had a great meets and masters level and each improved	2 Focus on mastery level in both E
3 IB English is projected to have a high passing rate earning student college credit	3 Focus on AP English Lang in IB

Reflections: 6th and 7th ELA

Areas of Strength	Areas of Need
1. 7th and 8th met the meets and masters goals 60/30	1 6th grade needs more to close the gap of our students
2. Increase in ELL Approaches by 43%	2. Word masters should be 100% c readers should be a larger %

English II EOC
91%
85%
28%
68%

% Word Master
6th 90%
7th 90%
WM Goal Met/Not Met
Met

eed
in 11th grade Year I IB
English I and English II
Year I



eed
e gap for the large bulk
of students and our royal

Campus Name

Comprehensive Needs Assessment - College Prep

COLLEGE PREP

Data Source: STAAR				
	STAAR Math 6th	STAAR Math 7th	STAAR Alg I	
% Approaches	83%	76%	86%	
% Meets	51%	45%	64%	
% Masters	23%	25%	49%	
% Student Achievement Average	52%	49%	66%	
Data Source: AP/IB				
AP Scores	Pass AP Calculus AB	Pass AP Calculus CD	Pass AP Prob. & Stats.	IB Scores
% Score 1	0%	N/A	N/A	% Score 1-3
% Score 2	25%	N/A	N/A	% Score 4-5
% Score 3+	75%	N/A	N/A	% Score 6-7

Reflections	
Areas of Strength	Area
1 First year starting a Calculus AP course with seniors.	1 All grade levels have gaps in math specific TEKS would be beneficial
2 Potentially high passage rate for Calculus AB in its first year	2 Targeted tutorials and interventions in all math classes.
3 Large growth in the the approaches from last years data	3 Recommendations include more classrooms, and spiraled reviews.

Reflections 6th- 8th	
Areas of Strength	Area
1. 'Daily exit ticket checks with feedback on next day "Do Now" Spirals on non mastered TEKS.	1. Although we have seen growth enormous gaps in basic math groups.
2. Small Group "pull in" (whom to pull in based on exit ticket non mastery.)	2. Embed more "Turn and Talk" students can process their new learning.
3. 8th Algebra 1 met goals despite challenges	3 Additional practice time is needed. (time stamp into lesson plan)

<p>IP</p>
<p style="text-align: center;">IB Group 5</p>
<p>68%</p>
<p>27%</p>
<p>0%</p>

Areas of Need

Areas of Need

7th. Summer School camps targeting math. Summer School camps targeting math.

Interventions from day 1 of the school year for students who struggle with math.

Implement strategies such as peer tutoring, homework practice, turn and talks in math.

Areas of Need

Areas of Need

7th. In 7th grade math, we still see computational errors in our ELL students.

Implement strategies such as peer tutoring, homework practice, turn and talks in math, and "Think Time" into lessons so that students can reach mastery.

Monitor teacher effectiveness in reaching mastery.

Campus Name

Comprehensive Needs Assessment

COLLEGE PREP

Data Source: Internal Assessments

	6th Grade EOY Assessment	7th Grade EOY Assessment	
% Passing	73%	97%	

Data Source: STAAR

	STAAR 8th Science	STAAR Biology	
% Approaches	na	94%	
% Meets	na	74%	
% Masters	na	41%	
% Student Achievement Average		70	

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	10%	na	70%	na	% Score 1-3	51%
% Score 2	30%	na	25%	na	% Score 4-5	44%
% Score 3+	60%	na	5%	na	% Score 6-7	4%

Reflections

Areas of Strength	Areas of Need
1 Biology masters level had great growth in the mastery section of the EOC	1 AP Physics has a very low passing rate overall.
2 Biology approaches hit the district level of 90% or above	2 Focus on AP Biology full year for 11th grade IB Biology
3 IB Biology is projecting an increase in passing rates	3 Add AP Environmental Science for the next school year.

Campus Name

Comprehensive Needs Assessment

COLLEGE PREP

Data Source: Internal Assessments

	6th Grade EOY Assessment	7th Grade EOY Assessment	
% Passing	93%	100%	

Data Source: STAAR

	STAAR 8th US History	EOC US History	
% Approaches	90%	97%	
% Meets	63%	78%	
% Masters	54%	56%	
% Student Achievement Average	70	77	

Data Source: AP/IB

	Pass AP Human Geography	Pass AP World History	Pass AP US History	Pass AP Government	Pass AP Economics	IB Scores	IB Group 3
% Score 1	79%	25%	28%	63%	95%	% Score 1-3	56%
% Score 2	11%	55%	37%	25%	4%	% Score 4-5	37%
% Score 3+	9%	20%	35%	13%	1%	% Score 6-7	7%

Reflections

Areas of Strength	Areas of Need
1 AP US History is a strength because it overlaps with US History EOC	1 Higher passage rate for Human Geo
2 World History is a strength even though it is only taught for about a month out the entire year.	2 Focus on AP Government instead of Economics
3 IB HOTA has the highest passing rate out of all of the History exams.	3. US History EOC meets and masters

Campus Name

Comprehensive Needs Assessment

COLLEGE PREP

TELPAS Composite Rating (Listening, Speaking, Reading, Writing)

	Listening	Speaking	Reading	Writing
% Beginning	1.8%	3.2%	2.1%	3.8%
% Intermediate	9.4%	29.5%	13.9%	13.0%
% Advanced	28.9%	59.3%	25.7%	25.4%
% Advanced High	59.9%	8.0%	58.7%	57.8%

Reflection

Areas of Strength	Areas of Need
1 Strong, experienced EL support w/Ms. Tijerina	1 More strategic training of staff to better support EL students
2 Teachers making efforts to be resourceful in their classroom support, especially in pairing EL students up w/bilingual students	2 Need software for students to practice speaking
3 We've been able to test 100% of students	3 Mocks for speaking

iting)
% of ELL Students who grew one or more levels
*Per Letty this info is not yet available

Need
port needs of EL students
ing as they would during TELPAS

Campus Name

Comprehensive Needs Assessment					
COLLEGE PREP					
100% College Matriculation					
Matriculation %	Matriculation % 4 year	Matriculation % 2 year	Tier 1/2 % Acceptances	Tier 1/2 % Matriculation	
Projected 99%	Projected 99%	0	100%	Projected 38%	
Tier 1 % Matriculation	Tier 2 % Matriculation	Tier 3 % Matriculation	Tier 4 % Matriculation	Senior Class CCMR %	Senior Class TSI Completion %
Projected 11%	Projected 27%	Projected 9%	Projected 51%	Projected 100%	Projected 100%
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
20.40	20.7	46%	30%	25%	100%

Reflections	
Areas of Strength	Areas of Need
1 Individualized college application, financial, and matriculation process for each student. Focus on matching student tier and financial needs with appropriate fit for each student.	1. Developing college going identities in MS and lower CP grade levels. No plan or attempt to fill gap years in Field Lessons that were put on hold due to COVID.
2. Strategic Planning is one of our greatest strengths. We plan accordingly for goals and set benchmarks to ensure progress to goal is being met. Setting deadlines to check on progress has allowed us to be successful in QAC and Financial Aid process.	2. Area of Growth would be incorporating more ACT strategies and instruction in the classroom. Teacher collaboration between CC Team can be improved to work together towards goals such as ACT that would benefit one another.
3 Communication with all stake holders to ensure students complete all necessary tasks throughout the year. This ensures students matriculate come the start of their fall semester of college.	3 Area of growth would be to start TSI testing earlier in the year. This will allow students to be TSI exempt earlier and will not have to worry about it in May. Waiting until the end also adds more pressure to students as they already have IB exams during the month of May.

Campus Name

Comprehensive Needs Assessment	
COLLEGE PREP	
Staff Quality, Recruitment, Retention	
	Percentage
% School Lead Team Retention	90%
% Instructional Support Retention	100%
% Teacher Retention	91%
% Campus Support Retention	100%
% SPED Certified Teachers	100%
% State/National Certified Teachers	41%
% State Certified Leaders	11%
% State/Board certified Counselors	100%
Number of teacher applicants per 2020-21 school year	159%

Reflections	
Areas of Strength	Areas of Need
1. We had two lead team members promoted, showing that our team has grown in leadership capacity	1. Small percentage of teachers are state certified
2. All teachers retained are committed to improving for the new year/strong teacher culture	2. Lack of important certifications like ELL and Bilingual
3. Entire counseling team is certified and licensed	3. 2 of our leavers were new teachers who struggled with classroom management/planning ect.

Campus Name

Comprehensive Needs Assessment COLLEGE PREP	
Data Source: School Culture and Climate	
	Campus %
% Average Daily Attendance	92.86%
% Overall Persistence	95.19%
% New Student Persistence	91.89%
# of Admin Withdrawals/ Level 3 Offenses	5 (Would be 15 if including withdrawal to preempt expulsion)
% SPED	96.55%
% ELL	95.32%%
% Eco Dis	95.70%
% Migrant	100%
% Race: American-Indian- Alaska-Native	90.91%
% Asian	100%
% White-Hispanic	95.13%
% Multi	100%
% Black-African-American	100%
% Native-Hawaiian-Pacific- Islander	100%
% White	95.24%
% Male	96.24%
% Female	94.22%

Data Source: School Culture and Climate	
Reflections	
Areas of Strength	Areas of Need
1 Return to in person allowed for a return to extracurriculars and special events that helped motivate students to come to school	1 There was a significant trend in student behavior concern or withdrawal to preempt expulsions. Could have mitigate sessions educating about the impact/consequences of usir
2 In person allowed teachers to better connect with students and build relationships	2 Stronger teacher/family communication
3 Teachers have had very strong communication when it comes to flagging persistence concerns	3 Improve frequency and quality of student engagement e

ns that resulted in expulsions d this by facilitating student g illegal substances
vents

Campus Name

Comprehensive Needs Assessment	
COLLEGE PREP	
Data Source: Family and Community Involvement	
	Percentage
% Families Attended WTI	91%
% Families Attended Curriculum Night	N/A
% Families Who Attended EOY Ceremonies	70%
% Families who attended Fall Festival	N/A
% Families who attended Winter Festival	N/A
% Families who attended Spring Festival	N/A

Reflections	
Areas of Strength	Areas of Need
1 Provided new family sessions in the fall	1 COVID restrictions during first few months made planning events very difficult. Need clearer guidance on what is allowable in the coming year, especially with fiscal constraints
2 Larger variety of sports and other events that families were able to engage in	2. Need more opportunities for families to visit school and provide feedback