

IDEA Public Schools

Mesquite Hills College Prep

2022-2023 Campus Improvement Plan

Accountability Rating: A

Distinction Designations:

Academic Achievement in English Language Arts/Reading

Academic Achievement in Mathematics

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 15, 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

See PDF addendum

Mesquite Hills CP home of the Diamondbacks -Founded on 2021-2022. Launching grades were 6th with a population of 103.

Our community is a 100% commute campus and we are located on 11881 Dyer.

CLOSING THE GAPS DOMAIN STATUS REPORT Mesquite Hills College Prep										
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	2 or More Races	SPED (Current)
Academic Achievement	STAAR PERFORMANCE STATUS (Percent at Meets Grade Level)									
	Reading Target	44%	32%	37%	60%	43%	74%	45%	56%	19%
	Number of Students	205.00	13.00	78.00	11.00	2.00	5.00	2.00		33.00
	Campus Reading Result									
	Reading Target Met									
	Mathematics Target	46%	31%	40%	59%	45%	82%	50%	54%	23%
	Number of Students	205.00	13%	78.00	11.00	2.00	5.00	2.00		33.00
	Campus Mathematics Result									
	Mathematics Target Met									

Demographics Strengths

Size of the campus gives the opportunity for students to have an individualized learning approach in all core subjects.

Our campus will continue to grow every year and scale from 6th grade to 12th grade.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): IDEA Mesquite Hills CP enrollment is impacted due to the lack of opportunity to be transported. **Root Cause:** IDEA does not offer transportation.

Problem Statement 2 (Prioritized): Mesquite Hills CP is in a high traffic location with minimal city pedestrian safety measures. **Root Cause:** City developers have not been implemented or established.

Problem Statement 3 (Prioritized): IDEA Mesquite Hills CP persistence is impacted due to the lack of opportunity to be transported. **Root Cause:** As a launching campus, we do not offer all grade levels

Student Learning

Student Learning Summary

Students need a student achievement score on relative performance of 55 or greater in math and reading to be on track of an A rated campus:

FA1	FA2	FA3	FA4	FA5	FA6	Reading FA7	Reading FA8
ALL: 68/37/17	All: 90/71/54	All: 93/59/40	ALL: 96/80/57	ALL: 82/56/45	All: 81/44/44	All:81/52/29 =54 =85/90	All: 88/56/56
SPED: 44/19/6	sped: 88/31/13	SPED: 75/31/19	SPED: 93/60/27	SPED: 40/20/20	SPED: 43/14/14	SPED: 46/15/7	SPED: 92/46/46
EL: 44/24/0	EL: 75/50/38	EL: 84/42/21	EL: 94/83/56	EL: 89/42/37	EL: 79/37/37	EL:93/53/27	EL: 76/41/41

Reading	Assessments	ALL	SPED	EL	D1		D2
	FA1	ALL: 68/37/17	44/19/6	44/24/0	73 -C		79 C
	FA2	All: 90/71/54	88/31/13	75/50/38	93-A		A
	FA3	All: 93/59/40	75/31/19	84/42/21	91-A		A
	FA4	ALL: 96/80/57	93/64/29	94/83/56	94-A		A
	FA5	ALL: 82/56/45	40/20/20	89/42/37	90-A		A
	FA6	All: 81/44/44	43/14/14	79/37/37	86 -B		91-A
	Overall	85/58/43	64/28/17	65/38/25	91-A		92 -A
Math	Assessment	ALL	SPED	EL	D1		D2
	UE1	ALL: 87/53/23	Sped: 73/13/6	EL: 88/24/24	85-B		90-A
	UE2	All: 85/66/32	SPED: 80/27/6	EL: 95/32/21	90-A		92-A
	UE3	ALL: 95/69/59	SPED: 80/50/42	EL: 89/61/44	94-A		95-A
	UE4	All: 88/69/44	SPED: 80/25/19	EL: 63/42/26	92-A		93-A
	Overall	89/64/40	Sped: 78/29/18	EL: 84/40/29	91 -A		93-A
Reading	Overall	ALL: 85/58/43	SPED 64/28/17	EL: 65/38/25	91-A		92 -A
Math	Overall	ALL: 89/64/40	Sped: 78/29/18	EL: 84/40/29	91 -A		93-A
Reading/Math	Overall	ALL: 87/61/28	SPED: 71/29/18	EL: 75/39/27	89-B		91-A
UE1	MUE2	UE2	UE3	UE4	UE5	UE7	
ALL: 87/53/23	ALL: 65/35/16	All: 85/66/32	ALL: 95/69/59	All: 88/69/44	All: 91/73/35	All: 85/67/26	
Sped: 73/13/6	SPED: 53/6/0	SPED: 80/27/6	SPED: 80/50/42	SPED: 80/25/19	SPED: 64/42/14	Sped: 93/40/13	
EL: 88/24/24	EL:68/26/11	EL: 95/32/21	EL: 89/61/44	EL: 63/42/26	EL: 89/50/22	EL: 81/25/25	

Student Learning Strengths

1. Visuals that support all students, especially students who are in special education, 504, and who are emergent bilingual.
2. Classrooms are set in cooperative seating to help with students in listening and speaking.
3. Students have an electronic device to support with visuals and in preparation to the STAAR.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Having students to be present at school 90% of the year has been a challenge. **Root Cause:** Communication between the school and the parent.

Problem Statement 2 (Prioritized): Parents are not able to send students to school when they are not able to transport. **Root Cause:** Not having transportation

Problem Statement 3 (Prioritized): IDEA Mesquite Hills CP persistence is impacted due to the lack of opportunity to be transported. **Root Cause:** As a launching campus, we do not offer all grade levels

Problem Statement 4 (Prioritized): 1 of 17 Scholars identified in special education met the Reading Language Arts target. **Root Cause:** Retention of sped staff.

Problem Statement 5 (Prioritized): The increase of special education students with different disabilities, such as autism. **Root Cause:** Not having a fulltime specialists at our campus.

School Processes & Programs

School Processes & Programs Summary

Mesquite Hills College Prep has established systems that support curriculum and instruction, Special Programs, SEL/ Mental Health, and Family Engagement.

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

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): 1 of 17 Scholars identified in special education met the Reading Language Arts target. **Root Cause:** Retention of sped staff.

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Problem Statement 6 (Prioritized): Having students to be present at school 90% of the year has been a challenge. **Root Cause:** Communication between the school and the parent.

Problem Statement 7 (Prioritized): Parents are not able to send students to school when they are not able to transport. **Root Cause:** Not having transportation

Problem Statement 8 (Prioritized): IDEA Mesquite Hills College Prep does not have a parent volunteer group. **Root Cause:** IDEA Mesquite Hills has not provided the opportunity for parents to engage in a parent group.

Problem Statement 9 (Prioritized): IDEA Mesquite Hills College Prep does not have partners in education that support the campus. **Root Cause:** IDEA Mesquite Hills College Prep has not extended the support to our partners to support at our campus.

Perceptions

Perceptions Summary

Mesquite Hill College Prep has monthly parent and staff surveys to provide feedback on our school culture.

Perceptions Strengths

Mesquite Hills College Prep provide multiple opportunities for community engagement to include:

1. Award Ceremonies and Recognitions
2. Town Hall -Coffee with the Principals
3. Cultural and Ethic Celebrations
4. Curriculum Nights

Mesquite Hills is committed to providing scholars with a learning environment conducive to a physically and emotional safe school.

1. Implementing SEL lesson
2. Having monthly safety drills.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): IDEA Mesquite Hills College Prep does not have a parent volunteer group. **Root Cause:** IDEA Mesquite Hills has not provided the opportunity for parents to engage in a parent group.

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Priority Problem Statements

Problem Statement 1: IDEA Mesquite Hills CP enrollment is impacted due to the lack of opportunity to be transported.

Root Cause 1: IDEA does not offer transportation.

Problem Statement 1 Areas: Demographics - School Processes & Programs - Perceptions

Problem Statement 2: Mesquite Hills CP is in a high traffic location with minimal city pedestrian safety measures.

Root Cause 2: City developers have not been implemented or established.

Problem Statement 2 Areas: Demographics - School Processes & Programs - Perceptions

Problem Statement 3: IDEA Mesquite Hills CP persistence is impacted due to the lack of opportunity to be transported.

Root Cause 3: As a launching campus, we do not offer all grade levels

Problem Statement 3 Areas: Demographics - Student Learning - School Processes & Programs - Perceptions

Problem Statement 4: Having students to be present at school 90% of the year has been a challenge.

Root Cause 4: Communication between the school and the parent.

Problem Statement 4 Areas: Student Learning - School Processes & Programs - Perceptions

Problem Statement 5: Parents are not able to send students to school when they are not able to transport.

Root Cause 5: Not having transportation

Problem Statement 5 Areas: Student Learning - School Processes & Programs - Perceptions

Problem Statement 6: 1 of 17 Scholars identified in special education met the Reading Language Arts target.

Root Cause 6: Retention of sped staff.

Problem Statement 6 Areas: Student Learning - School Processes & Programs

Problem Statement 7: The increase of special education students with different disabilities, such as autism.

Root Cause 7: Not having a fulltime specialists at our campus.

Problem Statement 7 Areas: Student Learning - School Processes & Programs

Problem Statement 8: IDEA Mesquite Hills College Prep does not have a parent volunteer group.

Root Cause 8: IDEA Mesquite Hills has not provided the opportunity for parents to engage in a parent group.

Problem Statement 8 Areas: School Processes & Programs - Perceptions

Problem Statement 9: IDEA Mesquite Hills College Prep does not have partners in education that support the campus.

Root Cause 9: IDEA Mesquite Hills College Prep has not extended the support to our partners to support at our campus.

Problem Statement 9 Areas: School Processes & Programs - 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)
- Planning and decision making committee(s) meeting data

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Federal Report Card and accountability data
- Local Accountability Systems (LAS) data

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 released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Compass Learning accelerated reading assessment data for Grades 6-8 (TEA approved statewide license)
- Running Records results
- Observation Survey results
- 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
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless 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
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices










Goals

Goal 1: Increase staff retention

Performance Objective 1: Great Places to Work Survey will indicated that 80% of teachers and staff will rate IDEA Mesquite Hills CP as a physical and emotional safe school.

High Priority

Evaluation Data Sources: Great Places to Work Survey







Strategy 1 Details	Reviews			
Strategy 1: Culture of Joy *Monthly Core Value Awards * Thank you notes every 3 weeks. * Quarterly Team and Family nights * Building Relationships and Culture of Joy through Teacher Awards during Diamondback Rallies Strategy's Expected Result/Impact: 85% Staff Retention Staff Responsible for Monitoring: Admin Assistant	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Communication: * Teacher weekly "Diamondback Notes". * Teacher surveys that focus on successes and identify areas of support. * Weekly check-in's that focus on 2 way feedback and areas of support. * Involve teachers in the decision-making -Rallies, community events, tutoring,and scholar celebrations Strategy's Expected Result/Impact: 85% Staff Retention Staff Responsible for Monitoring: Principal and Assistant Principal of Instruction	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: 100% Enrollment FDOS

Performance Objective 1: We will be at 100% enrolled by first day of school by having ongoing recruitment events throughout the year and have 2 super recruitment days.

High Priority

Evaluation Data Sources: Stream






Strategy 1 Details		Reviews			
Strategy 1: Recruitment events and Parent/Scholar Touchpoints: * Schedule Campus Tours * Family Engagement Events at the local park or soccer field. * Have parents observe classroom instruction and campus culture. * Highlight events through social media * Have a touchpoint tracker to identify attendance trends. * Schedule curriculum and info nights with current teachers. * Invite scholars and parents to sports events. Strategy's Expected Result/Impact: FDOS at 100% Staff Responsible for Monitoring: Assistant Principal of Operations and Principal		Formative			Summative
		Oct	Jan	Mar	June
					
		 No Progress  Accomplished  Continue/Modify  Discontinue			







Goal 3: IDEA achieves an A rating

Performance Objective 1: 90 percent of students will approach, 60 % will meet, and 30% will master current grade-level courses in Math and Reading or will attain a student achievement score on domain 2 of a 55 or greater.

High Priority

Evaluation Data Sources: STAAR Assessment

Strategy 1 Details	Reviews			
Strategy 1: Use Co-Teacher intervention for critical student intervention pull-out groups. Strategy's Expected Result/Impact: 2 years reading growth Staff Responsible for Monitoring: Principal Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Problem Statements: Student Learning 4 - School Processes & Programs 1 Funding Sources: - Federal Grant	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Data Accountability: * Saturday Teacher Academies for Domain 1,2,3. * Reteach students who did not meet 75% of exit ticket criteria during current day's tutorial hours to focus on exit ticket instructional gap. 45-minute weekly check in's to review and analyze data. * Identify common misconceptions of students through daily, weekly exit tickets, assessments and find areas to reteach. * Reteach roll-out calendar to close the gap Title I: 2.4, 2.5, 2.6, 4.2	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 3 Details	Reviews			
Strategy 3: Tier 1 instruction: Lesson planning, Observation and Feedback, and Coaching, Strategy's Expected Result/Impact: 90% approaches, 60%meets, and 30% of masters. Staff Responsible for Monitoring: Principal, Assistant Principal, and Teachers. Title I: 2.4, 2.5	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:







Student Learning
Problem Statement 4: 1 of 17 Scholars identified in special education met the Reading Language Arts target. Root Cause: Retention of sped staff.
School Processes & Programs
Problem Statement 1: 1 of 17 Scholars identified in special education met the Reading Language Arts target. Root Cause: Retention of sped staff.

Goal 4: Increase student daily attendance

Performance Objective 1: IDEA Mesquite Hills CP will maintain a 97% average every nine weeks.

High Priority

Evaluation Data Sources: ADA Matrix and Power School ADA Report

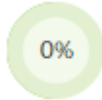






Strategy 1 Details	Reviews			
Strategy 1: Establish an Attendance Escalation Matrix that will have levels of communication. Strategy's Expected Result/Impact: De-escalate the impact and increase of absences. Staff Responsible for Monitoring: All Teachers, Registrar, Assistant Principal, and Principal	Formative			Summative
	Oct	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 5: Be at 90% student persistence

Performance Objective 1: IDEA Mesquite Hills will maintain 90% of students every nine weeks.

High Priority

Evaluation Data Sources: 1. Mission List Matrix
2. Student and parent surveys ever 9 weeks.







Strategy 1 Details		Reviews			
Strategy 1: Positive Calls: * Block 6 persistence calls per week (approx..72 by End of Sem. 1) * Follow persistence calls protocol * Identify priority students and collaborate with counselor Strategy's Expected Result/Impact: 90% persistence Staff Responsible for Monitoring: Principal, API, Counselor, Teachers		Formative			Summative
		Oct	Jan	Mar	June
					
		 No Progress	 Accomplished	 Continue/Modify	 Discontinue

Goal 5: Be at 90% student persistence

Performance Objective 2: Provide 100% of guidance lesson for school safety and violence prevention.

High Priority

Evaluation Data Sources: Counselor sign in/calendar and attendance

Strategy 1 Details		Reviews			
Strategy 1: Improve fitness gram by using MVPA tracking system Strategy's Expected Result/Impact: Ongoing progress at a daily rate. Staff Responsible for Monitoring: PE Coach Title I: 2.5		Formative			Summative
		Oct	Jan	Mar	June
					
		 No Progress  Accomplished  Continue/Modify  Discontinue			

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Caprice Andrade	Co-Teacher Interventionist	CSI	1.0

Campus Funding Summary

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

Addendums

Master CNA & SAIP Reporting Checklist

Master CNA & SAIP Reporting Checklist				PTG	0%	PTG	0%
DEPT	Data Sources	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, resoures, 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: CSI, STARR, AP CampusIB 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 TEPAS Report	Comprehensive Needs Assessment 2022 TEPAS	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 TEPAS report. 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 Retention	Staff Quality, Rentention, & Recruitment 2021-2022 School Year	Under the %SPED Data Point, this should reflect the <u>percentage</u> 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 <u>number</u> of withdrawals or offenses. All other data points should reflect <u>percentages</u> . 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	

Mesquite Hills CP

[illegible]

IDEA Mesquite Hills

Comprehensive Needs Assessment

College Prep

Data Sources: Learning Compass

	6th Grade				% Royal Readers	% Word Masters
% Students	98					

Data Source: STAAR College Prep

	STAAR Math Grade 6		RR Goal Met/Not Met	WM Goal Met
% Approaches	79%		Met	Met
% Meets	56%			
% Masters	30%			
% Student Achievement Average	55%			
% of SPED Passing STAAR	41%			
% of EL Passing STAAR	68%			
% CSI -Meet 2 year growth	19%			
% of CSI Passing STAAR	36%			

Reflections

Areas of Strength	Areas of Need
1. Specific genre reading strategies.	1. Increase the amount of small group instruction.
2. Consistent practice with finding text evidence, through reading and showing through writing.	2. Increase student ownership of learning.
3. Data analysis to identify misconceptions.	3 Make students more aware of their growth goal and progress through the year
4. Creating lesson plans that address the misconceptions.	4. Continue to collaborate with other content classes and implement strategies
5. Teaching explicit testing strategies.	5. Student conferences/Data Convo's to discuss progress towards goals.
6. Excessive practice with reading, strategies, and testing.	6. Creating more STAAR aligned exit tickets.
7. Collaborating specific intervention strategies	7. Communication with parents on student reading progress throughout year
8. Creating an accepting classroom environment.	

IDEA Mesquite Hills

Comprehensive Needs Assessment

College Prep

Data Sources: Electives

	66% Math Genius	96% Math Masters	
% Students	Math Genius Met	Math Masters Met	

Data Source: STAAR

	STAAR Math Grade 6		
% Approaches	82%		
% Meets	54%		
% Masters	26%		
% Student Achievement Average	54%		

% of SPED Passing STAAR	59%	
% of EL Passing STAAR	79%	

Areas of Strength	Areas of Need
1 Continue using strategies and visuals	1 Continue practicing throughout the school year skill such as all operations with fractions, decimals, and percents.
2. Offering tutoring, saturday school, and intervention.	2. Creating more challenging Do Now's or Exit Tickets.
3 More than one teacher helped with content.	3 teacher alignment for best practices and math strategies.
4. Teacher colaboration, to align dreambox lessons with TEKS	4. Dreambox lessons breakdown to explain how to work out problems the same way.

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Comprehensive Needs Assessment

College Prep

Data Sources: Electives

Data Source: STAAR

	STAAR Science Grade 6		
% Approaches	68%		
% Meets	37%		
% Masters	20%		
SAS	42 (79 -C)		
% Student Achievement Average			

% of SPED Passing STAAR		
% of EL Passing STAAR		

Areas of Strength	Areas of Need
1. Having science materials available for hands-on activities	1 Close gaps from previous years -Science is not taught at the rigor needed in Academy.
2 Experiments	2 Two semesters instead of one. Allows students to retain more information without speeding through content.
3 Strong Curriculum	3. Having materials that will help the RISE/SpEd

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Comprehensive Needs Assessment

College Prep

Data Sources: Electives

Data Source: STAAR

	STAAR Humanities Grade 6		
% Approaches	79%		
61	61%		
% Masters	33%		
SA	60% (A)		
% Student Achievement Average			

% of SPED Passing STAAR		
% of EL Passing STAAR		

Areas of Strength		Areas of Need	
1 Real World Connections		1 Clear Curriculum	
2 Group Projects		2 Exit Tickets misconceptions	
3. Reading passages that connected to the subject		3. More ways of informally assessing students	

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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	0	0.05%	21%	0	
% Intermediate	21%	32%	26%	26%	
% Advanced	26%	63%	22%	52%	
% Advanced High	52%	0	47%	21%	

Reflections

Areas of Strength	Areas of Need
1. Intervention throughout the day.	1. Including speaking assignments into the ELA curriculum, such as presentations, socratic seminars, rigorous small group discussion.
2. Reading strategies throughout content areas	2. Practice formal grammar, spelling, and writing exercises on a regular basis.
3. Afterschool tutoring	Incorporate more TELPAS-like writing samples throughout classes to familiarize them with free writing
4. Reading Selections in Wit and Wisdom	4. Do more oral presentation assignments to strengthen their presentation and speaking skills
5. Setting academic expectations	5. For speaking, having smaller testing groups because scholars are just embarrassed to speak in front of their friends. More practice tests.
6. Systems and procedures	7. Students can answer in complete sentences during class both speaking and writing. Addressing the needs of the students.
7. Incentives -AR lock-in , Friday incentives, Urban Air	8. Teacher models speaking strategies
8. Independent Reading	9. Assigning writing homework that can be mastered.
9. Homework Assignments	10. Teachers preparation on writing/listening/speaking lessons.
10. CSI intervention	11. Creative Writing in all subjects
11. Presentations	12. Start a Toastmasters Speech Club - Students learn how to communicate and deliver different type of speeches.

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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	57%
% Campus Support Retention	100%
% SPED Teachers	50%
% State/National Certified Teachers	80%
% State Certified Leaders	
% State/Board certified Counselors	100%

Reflection	
Areas of Strength	Areas of Need
1. Consistent celebration of teacher achievements.	1. Have a clear time schedule. For instance, everyday end of day is at 5:15pm, so that teachers can automatically expect meetings after school.
2. Strong collaboration between content classes (ex. Math in PE) creates strong teamwork	3. Continue to provide coverage/support in class when a team member needs it.
3. Strong Team and Family Culture	4. Teambuilding PD's / Retreats
4. We have a great support system between each other	5. Having a work/home balance.
5. The help received from the moment we get here and constant feedback is great.	6. The amount of information given through videos (roadmaps), would be better in person and hands-on.
6. Having support in and out of the classroom for SpEd and non SpEd material.	7. Training for incoming SpEd Personnel
7. In-class support/training.	8. Training for incoming teachers (so they receive same training as teachers in August)
8. Communication is strong	9. Hiring process and onboarding
	10. Continue to provide checkin or checkins with each other (cross- curricular checkins)

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Comprehensive Needs Assessment	
College Prep	
Data Source: School Culture and Climate	
	Campus %
% Average Daily Attendance	93.64%
% Overall Persistence	94.17%
% New Student Persistence	94.17%
# of Admin Withdrawals/Level 3 Offenses	1
% SPED	17%
% ELL	19%
% Eco Dis	67%
% Migrant	0
% Race: American-Indian-Alaska-Native	0.00%
% Asian	3%
% White-Hispanic	11%
% Multi	
% Black-African-American	0.05%
% Native-Hawaiian-Pacific-Islander	0.02%
% White	11%
% Male	46/98=47%
% Female	52-98=53%

Data Source: School Culture and Climate

Reflections	
Areas of Strength	Areas of Need
1. Creating joy in and outside of the classroom, such as fun in class activities, snow day fun, field days, etc.	1. Consistent behavior expectations for each class.
2 There is equity across how we treat scholars and treat staff	2 Continue to incentivize good behavior with Class Dojo
3 We celebrate student and staff achievements regularly	3. Do not punish the whole group when its only a certain few
4 Strong culture of achievement from the beginning & we deliver results. Also delivering Joy	4. Alternate with the staff for fundraisers/celebrations to host more for st
5. Being consistent with what we expect from scholars.	
6. Respecting each other's ideas and opinions and those of the students as well	7 Diverse groups (student grouping)
7 High expectations and a clear vision	8. Separate big celebration and awards
	9. Recognize teachers and students more often through student of the week or teacher of the month, etc., as part of teacher motivation
8. Treated everyone equally (core values)	10. Diverse Staff (gender/ethnicity)
9. High expectations were set, taught and applied throughout the year.	11.Increase Positive Reinforcemet Towards Scholars
10.Building relationships with students	12. Focus more on students who get it right instead of those who don't
11. High motivation to staff	13. Positive incentives for students like sitting with friends in cafeteria
12.Responsive to Parents	
13. Team Communication	
14. Constant culture resets when culture did not met expectations.	
15. Activities planned for scholars and parents (rally, soccer outing, athletes vs staff, etc.	

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Comprehensive Needs Assessment	
College Prep	
Data Source: Family and Community Involvement	
	Percentage
% Families Attended WTI	35/61 57.4%
% Families Attended Curriculum Night	51/98=53%
% Families Who Attended EOY Ceremonies	79/ 98 81%
% Families who attended Fall Festival	180/450 40%
% Families who attended Winter Festival	262/462 56.7%
% Families who attended Spring Festival	15 /98 15%

Reflection							
Areas of Strength	Areas of Need						
1. Consistent family communication, such as parent weekly.	1. Have 2 report card nights, add a parent/ teacher conference night midyear.						
2. Communication (phone calls, remind, text messages) with parents	2 Fun activities for students like the egg hunt for all scholars not only academy.						
3 Getting the students excited for these events so they are more likely to want to bring their family/friends	3 Create more in school events such as lunch with a parent for ADA incentives						
4. Good organization and team communication/collaboration. (Having a minute by minute schedule, GRPI, walkie-talkies)	4. Quarterly Townhall Meetings to address parent concerns and inform them of upcoming events.						
5. Well planned events and family and staff donations	5. Need parent volunteers or more help from staff.						
6. Events that invited families and friends	6. Parent awareness on current events.						
7 Communication (phone calls, remind, text messages) with parents	7 Fun activities for students like the egg hunt for all scholars not only academy.						
8.Promoting the event through Remind/Social Media	8.Showcase student work from class/extracurricular activities. Gallery Walk throughout hallway						
9. Efficient planning ahead of time	9.More events in which all parents are invited not just a selected few						
10. Sending out invitations to parents for award ceremonies instead of a simple remind/text	10. Advertise all community events through social media (robotics, athletics, literacy nights, etc.						
11. Constant support and teamwork between the staff to assign different roles and responsibilities	11. Host more events like the super recruitment in which we had a basketball game and campus tours.						
	12. Have a pep rally or event in which there can be competitions between parents/teachers/and students						